

Training Needs of Headteachers of Public Secondary Schools In Kenya

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Abstract

Education plays a critical role in creating professional skills that determine both the level and pace of a country's development. There is need to ensure that education managers possess requisite skills, knowledge and attributes to perform their administrative tasks effectively. A major weakness in education management in Kenya is that school managers are never given adequate preparation for their work especially how to deal with challenges and issues emanating from Kenya's ethnic diversity More and Thomas, in Tucker and Coding indicate that regardless of the year appointed, principals have been trained and certified as administrators through programs largely irrelevant to and grossly inadequate for the responsibilities found in the school principal-ship. Bush and Jackson further advocate for contextualized training of school principals because what works well in one country may not succeed elsewhere. The purpose of the study is to determine the training needs of head teachers from their own perception and find out any relationships between the training needs and selected head teacher variables namely; gender, professional qualifications, headship experience, current head teacher grades and academic qualifications. The Needs Assessment Theory will be used. Literature review will be done on the following themes; Role of the secondary school head teachers along five areas of responsibility namely; Responsibility for Curriculum, Responsibility for Teachers, Responsibility for Learners, Responsibility for Resources and Responsibility for Finance. Stratified and purposive sampling techniques will

be used. Data will be analyzed by use of descriptive statistics. Inferential statistics will be used; chi-square test and Pearson Product - Moment Correlation. Based on research findings, recommendations will be made to various head- teacher training agencies in Kenya.

Keywords: *Training Needs, Head-teachers, Principals, Perception*

Introduction

Headship is very pivotal in determining school activities and eventual outcomes. For this reason, education manager's right from elementary to higher levels of learning ought to be people who possess appropriate skills in order to perform their administrative tasks effectively.

At the secondary school level, stakeholders in education expect headteachers to provide apt leadership and guidance not only to learners but also to teachers, parents and entire school fraternity. Besides the fact that at the secondary school level learners are very sensitive and delicate given the traumatic adolescence experiences they encounter, it is also note-worthy that it is at this stage that they get their bearing as to what careers and vocations they would pursue later in life. Consequently, parents and governments make heavy investments in education of their youth to make them economically productive and secure in future. In light of this, Olembo (1976) avers that the public has invested a lot in the education of the young so much that such immense investment must be entrusted to well trained headteachers to guarantee maximum production without wastage. Kamunge (1988) and Koech (1999) Reports aver that training of principals will yield quality and raise standards of education in Kenya.

The foregoing points to the fact that headteachers ought to get relevant training in order to be committed to the education process. Professionals in any given work environment are bound to perform their duties and responsibilities without much ado if they have the necessary skills for their job. Public secondary school head teachers are such professionals, and are therefore expected to be thorough in their work. Analysis of education management conducted in Kenya by the Kenya government

in 1994 observed that the trend in secondary schools is that ordinary teachers are promoted to headteachers on the basis of their experience in the classroom. Consequently, due to lack of management skills, the headteachers often encounter difficulties in basic accounting, bookkeeping and human resource management. Thuku (D/Nation, Monday May 3, 1999) observes that most headteachers need skills in school development planning, management of curriculum and all kinds of resources including personnel.

There has been hue and cry from the public about performance of heads of secondary schools in Kenya. Kangoro (D/ Nation, Monday May 24, 1999) argues that many secondary school headteachers are ruthless, incompetent and un-approachable. Their divisive rule and dictatorial tactics stifle team work culminating in students boycotting classes demanding for their removal. Highlights of a workshop organized by Kenya Education Journalists Association (D/Nation, Monday September 21, 1998) point out that there is need to radically re-orient teacher training in Kenya to reflect contemporary global thinking and accommodate elements of democracy in schools. Teacher training in Kenya emphasized academic content at the expense of professionalism making trainees inadequate in dispensing their multi-faceted tasks at schools. The workshop lamented that school heads are like military instructors not entertaining questions unless they have solicited for the same. The situation in schools gets dimmer when research based reports highlighted by Tuiyot (East African Standard, *Trend*, Saturday September 21, 1996) reveal that 75 percent of the nearly 20,000 primary and secondary school headteachers in Kenya lack the necessary managerial skills culminating in mismanagement of schools.

Attempts to mitigate the deplorable administrative environment in public secondary schools have birthed dismal results. A study conducted by Muthini (2004) cited in Nandwa, *International Journal of Humanities and Social Science Vol.1 No.9 Special Issue –July 2011 291* on Principals Perception of KESI programmes in Nairobi Province, Kenya indicated that while principals appreciated KESI programmes, they emphasized that they need to be consulted on courses they wish to be updated on during in-service training for school leadership. This echoes the need to organize in-service courses, workshops, seminars and educational trips for educational administrators that are in tandem with current educational

changes in the country. These courses are usually structured based on the whims of KESI planners and administrators. Rarely are structured surveys undertaken among the clients (head teachers) to find out their actual training needs. Consequently the KESI courses are largely irrelevant to the recipients and hardly help to change their behaviour towards the desired direction. This has led to persistent poor performance, lackluster management, low managerial skills, lack of motivation, arrogance and lack of good public relations, poor supervision, poor chain of command and poor delegation (Kenya Times, September 14, 1996). Deblois (1992) cited in Mikios and Ratsoy (1992) analyzed school administrator preparation programmes and concluded that there is irrelevance and incoherence of administrative theory with regard to daily life of school principals. It is urgent that school heads identify their training needs to in order to realize effective administrative practice in schools.

Purpose and objectives of the study

The purpose of the study is to determine the training needs of public secondary school headteachers in Siaya County, Kenya.

Specific objectives of this study are:

- 1) To identify training needs of public secondary school headteachers.
- 2) To establish areas of in-service training perceived by public secondary school headteachers as necessary to enable them improve their administrative skills.
- 3) To determine whether relationship exists between identified training needs and selected headteacher variables.

Research questions

- 1) What are the training needs of public secondary school headteachers?
- 2) What are the areas of in-service training perceived by public secondary school headteachers?
- 3) Does a relationship between training needs and selected headteacher variables?

Theoretical framework

This study is based on Needs Assessment Theory. 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 will apply needs assessment as a problem-solving tool. In addition, the researcher will also be able to prioritize a wide range of training needs that heads of secondary schools will have identified. The needs assessment process will be used in this study in the hope that it will 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.

The needs assessment procedure that is adopted for this study is illustrated in Figure 1.

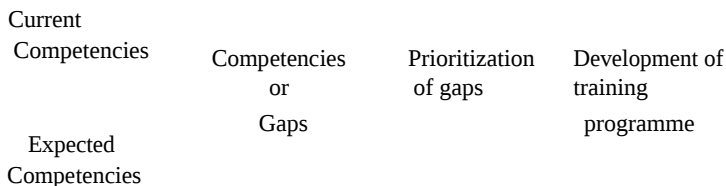


Figure 1: Procedure for Needs Assessment (Own initiative).

Literature Review

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 headteachers 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 headteachers.

Global perspective

The need to improve school management and strengthen the role of headteachers 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.

Armenia

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 Childrens' Education Fund (UNICEF) in 1993 echoed UNESCO's findings to the effect that capacity building and training of headteachers 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:

1) Teachers' perceptions about quality of initial training.

The study points out that 30 percent teachers in Hayana 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.

2) Factors improving teachers' willingness to participate in in-service training programmes.

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.

3) Training needs of Headteachers

The study reports that headteachers 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 headteachers' 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.

United Kingdom

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.

England and Wales

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 headteachers.

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 headteachers 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 headteachers 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 headteachers 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 headteachers. Areas such a policy should cover include:

- clarify the areas of autonomy and the levels of accountability so that the headteachers feel supported rather than overburdened
- accompany such autonomy and accountability with a strong consistent support system, especially for newly appointed and/ or isolated headteachers
- improve recruitment and selection procedures encouraging the early identification of potential candidates and introducing a system of mentoring by experienced innovative headteachers.
- develop 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 proposal. However, professional development of headteachers is a crucial area that is emphasized except there is no mention as to whether headteachers 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 headteachers 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. Headteachers 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 headteachers as affirmed above is what this study seeks to find out within the Kenyan context.

Argentina

In Argentina, efforts to construct an effective school supervision system witnessed IIEP-BuenosAires conduct a survey in San Luis province with target population as school supervisors and headteachers. 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 the proposed study, determining head teacher training needs in a vacuum would be defeatist hence; the ideal competencies of these administrators will be generated within the framework of the Kenya Ministry of Education guidelines. On the whole, IIEP newsletter underscores the point that headteachers 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.

African/Regional perspective

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 principalship 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.

Uganda

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 headteachers. Data was collected

through questionnaires that comprised 155 tasks and duties performed by Ugandan headteachers. A total of 47 headteachers 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 headteachers.

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 headteachers 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 headteachers, it hastens to suggest that there is need to design a training programme for headteachers to target gaps in specific skill domains. The Article however fails to explain the procedure for the identification of these gaps.

Malawi

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 headteachers respectively. Focused group discussions were also used. The findings of the study revealed that in school administration, headteachers 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 bottomline 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?

Botswana

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 headteachers. For purposes of study, Pheko concentrated on three main areas namely:

Perception of headteachers:

- 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 headteachers. From the findings, the headteachers 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 headteachers in order to enhance effectiveness in school administration.

Kenyan perspective

On the local scene, a lot of emphasis has been laid on training of headteachers 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 headteachers 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. Headteachers get little formal training before appointment
2. Courses meant for headteachers are not properly designed
3. Experience on the job is the criterion for selection of headteachers.

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 headteachers' 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 headteachers and 109 teachers. The study finally revealed that there is need for provision of in-

service courses for headteachers 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 headteachers. Onderi and Croll used headteachers 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 on-going professional development. The foregoing reveals inadequacies of initial pre-service programmes in preparing headteachers for their administrative roles. For this reason, the current study advances the thesis that it is imperative to involve incumbent headteachers 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 headteachers 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 be 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 headteachers 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 discussed at length in the main paper.

Methodology

Study design

In this study, descriptive design will be used. This is a method of collecting information by informing or administering a questionnaire to a sample of individuals (Orodho, 2003). Concerning descriptive design, Kombo and

Tromp (2006) point out that such studies are not only restricted to fact finding, but may often result in the formulation of important principles of knowledge and providing solutions to significant problems. The studies are therefore beyond just a collection of data but involve measurement, classification, analysis, comparison and interpretation of data. It is in light of this that this study will use questionnaires and interviews to obtain data which will be subjected to descriptive analysis by use of percentages, frequencies and means.

Study area

This study will be conducted in all public secondary schools in Siaya County. The county occupies approximately 1520sq of land and is located between latitude 0° 26' to 0° 18' north and longitude 33° 58' east and 34° 33 west. Siaya is one of the counties in Nyanza Province and is bordered by Busia to the North, Kakamega to the North-East and Kisumu to the South-East.

Agriculture is the peoples' main economic occupation and accounts for 80 percent of the county's population engaged in crop and livestock production. About 60 percent of house hold incomes in the county are from agriculture and rural self employment activities.

At the moment, the county's population is estimated at 493,326 with 227,044 males and 266,282 females. This population is projected to rise by the plan period in 2008. The district suffers high dependency ratio, which stands at 106:100. That is, for every 100 economically active people there are 106 dependants entirely relying on them for their basic needs. This is an indication that Siaya district suffers acutely from poverty whose level stands at 58.02 percent. On the whole, the district's contribution to national poverty is about 1.85 percent (Siaya District Development Plan, 2002-2008). It is further indicated that 57 percent of total population are those below 19 years. This fact points to the need for expansion of educational institutions to cater for this rising youthful population. But learning institutions cannot be expanded and be banked upon to alleviate poverty without paying attention to the quality of their custodians. As mentioned in the background to the study, it therefore becomes pertinent that the deficiencies that characterize the performance of school heads be identified and eventually addressed in order to improve education standards not only in Siaya county but also in the entire country.

Study population

Siaya county has a total of 81 secondary schools. Out of this, 73 are public schools while 8 are private. The respondents in the study will be all the 73 headteachers of the public secondary schools in Siaya county.

Study sample and sampling procedures

The targeted population are public secondary school headteachers. Saturated sampling will be used to obtain the required respondents.

a) Sampling

In saturated sampling, all the 73 headteachers of public secondary schools in Siaya county will be involved in the study.

Research instruments

Data will be collected using questionnaires and interviews.

There are questionnaires for the headteachers. 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 60 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.

b) Interviews

Interview schedules will be conducted with the public secondary schools of heads secondary Arrangements will be made to interview these personnel at a convenient time. Between ten and fifteen minutes will be dedicated to each interviewee. Their responses will be recorded with their permission. Copies of letters of introduction and interview schedule for quality assurance and standards personnel are found in Appendix A (iii) and A (iv) respectively.

Validity and reliability of research instruments

a) Validity of the questionnaire

Validity refers to the ability of a test to measure what it is supposed to measure (Kombo and Tromp, 2006). and Heath, 1965). For this

reason, to arrive at the validity of the questionnaire for this study, three specialists in the Faculty of Education, Maseno University, Kenya will be independently requested to thoroughly examine sample copies and make comments, which will be subsequently used to improve the validity of the questionnaire.

b) Reliability of the questionnaire

A research instrument is rendered reliable if it consistently produces the same results every time it is used. To obtain reliability of the questionnaire, 10% of the 73 sampled schools in Siaya county will be used for piloting purposes. The 7 pilot schools will be obtained by random sampling in a neighbouring county.

Procedures for data collection

In order to obtain official access to the study area and target population to conduct research, a permit will have to be obtained from the Office of the President with assistance from the School of Post-Graduate Studies, Maseno University, Kenya. Thereafter, county commissioner will be informed of the undertaking before commencement of actual research. This will be necessary to allay any suspicion, doubt, fear or even conflict between government authorities and the person conducting research and the public.

a) Administration of Questionnaires

A politely worded letter will accompany 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 will be distributed to the respondents in the selected secondary schools and those completed collected on same day. This will be done so as to cut down on transport costs because many of the secondary schools in Siaya District are far removed from main roads. Also, immediate collection of questionnaires will ensure high rate of return hence cases of losses will be reduced.

b) Interviews

More vital information on the training needs of heads of public secondary schools in Siaya county will be obtained through interviews with heads of schools.. Arrangements will be made to interview these officers at a convenient time. Their responses will be recorded with their permission.

Procedures for data analysis

There are 60 specific administrative tasks of heads of schools. There will be analysis of background information of respondents in the study. Such general information will cover gender, professional qualifications, academic qualifications, experience in headship etc. Secondly, the rated information provided by respondents will be analyzed based on actual and desired frequency of performance of administrative tasks by headteachers. Inferences will be made on whether relations exist between headteacher variables and training needs.

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