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Influence Of Dimensions Of In-Service Education And Training On Head Teachers' Management Skills In Public Primary Schools In Bomet County, Kenya

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**INFLUENCE OF DIMENSIONS OF IN-SERVICE EDUCATION AND TRAINING
ON HEAD TEACHERS' MANAGEMENT SKILLS IN PUBLIC PRIMARY
SCHOOLS IN BOMET COUNTY, KENYA**

SAMWEL KIMUTAI RUTO

**A THESIS SUBMITTED TO THE BOARD OF GRADUATE STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE CONFERMENT OF THE
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT
OF THE UNIVERSITY OF KABIANGA**

UNIVERSITY OF KABIANGA

SEPTEMBER, 2023

DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been submitted for an award of a degree or diploma in this or any other university

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DEDICATION

To my wife Philiste C. Ruto, Sons Benard C. Mutai, Erick K. Mutai, Hilary K. Mutai and Elvis K. Mutai, Daughters Cynthia Cherono and Fancy Chelangat, Daughter in-law Susy Cherono and my parents, Daniel Chumo Marindany and Jane Chelangat Marindany, for their moral and material support and encouragement when I was undertaking this course.

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ABSTRACT

This study sought to determine the influence of dimensions of In-Service Education and Training (INSET) on Head Teachers' Management Skills. The study was guided by the following objectives; to determine the influence of dimensions of INSET on Head Teachers' Financial Management Skills, to establish the influence of dimensions of INSET on Head Teachers' Human Resource Management Skills, to examine the influence of dimensions of INSET on Head Teachers' Curriculum Implementation Skills, to assess the influence of dimensions of INSET on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya. The study was guided by Social Cognitive Theory and Human Capital Theory. The target population of the study was 3,320 teachers and 450 Head Teachers from public primary schools, 5 Sub-County Directors of Education and 1 County Director of Education. However, the sample population comprised of 332 Teachers, 45 Head Teachers, 5 Sub-County Directors of Education and the County Director of Education. The sample gives cumulative total of 383 respondents. Descriptive survey research design was adopted. Questionnaires, an interview guide and observation checklist were used for data collection to obtain information from respondents regarding Head Teachers' management skills. Prior to collection of data, the validity of the instruments was ascertained by experts from the School of Education. Data collection Instruments were piloted in 30 non-participating schools in the neighboring Kericho County to establish reliability. Respondents were chosen by multi-stage sampling incorporating stratification and purposive sampling. Both descriptive and inferential statistics were used to analyze the data. The findings revealed that despite the adoption of INSET, Head Teachers in Bomet County still lacked requisite financial management skills such as book keeping skills, resource utilization skills, and budgeting skills. The study found that although Head Teachers had attended INSET, most of the Head Teachers in Bomet County still lacked essential human resource management skills such as communication skills, conflict resolution skills, and employee relations skills. Head Teachers having attended INSET, management in enhancing curriculum implementation skills among the participants in most of the schools has been effective to some extent, but still low on skill levels. Teachers also perceive that because of INSET, Head Teachers had improved in their management skills such as planning, forecasting, risk management, Project Tracking and monitoring skills. However, the regression statistics reveal a very low R^2 value of 3.7% of the combined contribution of INSET dimensions to head teachers' management skills. The study recommended that School managers should provide feedback to the INSET trainers to show how they have been able to apply the skills in their work, make sure that they design their own written school policy on INSET and be acquainted with the INSET Policy of the Ministry of Education. The Ministry of Education should regularly follow up INSET training with visits to schools to assess its effect on management skills acquisitions. It is hoped that the findings of this study will also be useful to the Ministry of Education in formulating policies for capacity building among teachers. The study findings may assist diploma teacher training institutions to improve on relevance and competence in managerial skills during teacher training. The findings and recommendations made will help in sensitizing education stakeholders on the importance of effective school management. It is hoped that the findings will contribute in provision of adequate learning materials, improving the state of infrastructure and pupils' learning environment. Consequently, teaching/learning in primary schools will be improved for quality academic performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADB:	African Development Bank
ADEA:	Association for the Development of Education in Africa
ADEC:	Abu Dhabi Education Council
ADEK:	Abu Dhabi Department of Education and Knowledge
BCE:	Bomet County Education
BOM:	Board of Management
CBC:	Competency Based Curriculum
CDE:	County Director of Education
CDF:	Constituency Development Fund
CEB:	County Education Board
CVI:	Content Validity Index
DEO:	District Education Officer
FDSE:	Free Day Secondary Education
FGM:	Female Genital Mutilation
FPE:	Free Primary Education
HIV:	Human Immuno Deficiency Virus
HR:	Human Resource
HRM:	Human Resource Management
HRMD:	Human Resource Management Development
HTQ:	Head Teacher Questionnaire
IFC	International Finance Corporation
IMF:	International Monetary Fund
INSET:	In-Service Education and Training
KCPE:	Kenya Certificate of Primary Education

KESI:	Kenya Education Staff Institute
KEMI:	Kenya Education Management Institute
MOE:	Ministry of Education
NCES:	National Centre for Education Statistics
NGO:	Non-Government Organization
OC:	Observation Checklist
SDE:	Sub-County Director of Education
SDG:	Sustainable Development Goals
SEN:	Special Education Needs
SIC:	School Infrastructure Development Committee
SLOs:	Student's Learning Outcomes
SMTs:	School Management Trainings
TQ:	Teacher Questionnaire
TSC:	Teachers' Service Commission
UNESCO:	United Nations Educational Scientific and Cultural Organization
USAID:	United States Agency for International Development

OPERATIONAL DEFINITION OF TERMS

The following terms will be Operationalized as follows: -

Curriculum Implementation Skills: Refers to the means through which instruction and assessment is delivered by teachers with the use of specific resources as by the curriculum. In this study, it is a means through which Head Teachers utilized teaching experiences after INSET by KEMI programme in schools.

Financial Management: This refers to planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the institution. In this study, financial management skills refer to the Head Teachers' competencies in utilizing general management principles to financial resources of the school.

Human Resource Management Skills: Refers to the process of acquiring, training, appraising and compensating employees, as well as paying attention to their welfare and justly. In this study, it means Head Teachers' implementation management of teaching staff after INSET by KEMI programme in schools.

Management Skills: This refers to certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization

INSET: Is an acronym standing for In-Service Education& Training. It refers to extra training for teachers. In this study, it means training provided for Head Teachers while in job position on efficiency and effectiveness in management of schools.

Management of Facilities: Refers to control and operation of school assets. In this study, it means how Head Teachers implement control and operate schools' assets after INSET programme for efficiency and effectiveness of management.

Dimensions: Refers to an aspect or feature of a situation. In this study, it means the INSET Content, INSET implementation and INSET follow up.

Project Planning and Implementation Skills: Refers to the Head Teachers' core abilities that are necessary to successfully bring a school project from start to finish. In this study, they include skills on forecasting, risk management, project tracking and monitoring.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background information to the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, and justification of the study. The chapter also covers the significance of the study, the scope of the study, limitations of the study as well as assumptions of the study.

1.2 Background to the Study

A study conducted by International Monetary Fund (2012) on educational reforms and the state in which Africa is positioned, revealed that Kenya is one of the least Countries in the African region in terms of educational management. The study illustrates that majority of the Head Teachers especially in primary schools have taken a management training course in preparation for headship responsibility. It is noted in the MOE's KEMI program that little efforts are made by the trained Head Teachers to manage their schools well. Although primary school Head Teachers have done In-service Education and Training by KEMI, it appears that little progress has been made as indicated on their management skills (Wekhuyi, 2014).

Considering the importance of education in national development, UNESCO (2013) reports indicate that the management of schools should be a priority by the government as well as the public and other education stakeholders. If Head Teachers work co-operatively with educational stakeholders in management functions, set goals and the needs of INSET by KEMI can then be realized better in the society. Effective management is likely to have a positive impact on the academic performance of pupils in schools.

A study conducted by United Nations Educational Scientific and Cultural Organization [UNESCO] (2013) indicates that one of the agenda put into consideration by governments all over the world is the need to improve the quality of school management at all levels of educational institutions. The agenda has been brought in by uncondusive institutional environment which requires the management to be responsible and act innovatively on common practices to ensure successful curriculum implementation. Consequently, the study opines that Head Teachers' In-service Education and Training (INSET) by Kenya Education Management Institute (KEMI) contribute a lot for efficient and effective management of Public Primary Schools.

Globally, the poor academic standards could be among the other reasons, symptomatic of a lack of effective leadership and management in schools (Spaull, 2013). Consequently, there is an increase in uptake of INSET courses for the enhancement of school management effectiveness. The International Survey on Education Leadership made in 14 different countries located in 4 continents (America, Europe, Asia, and Australia), by the Finnish National Board of Education (2016), presents some countries that can serve as a model in the INSET for the Head Teachers or principals. These include Canada, New York City, Sweden, Denmark, England, and the USA (Nandwah, 2011). A study conducted by Brundrett (2013) in the United States indicates that the performance of institutions of higher learning and Public Primary Schools as well has drastically declined over time. This is due to inefficient formal training offered geared towards transactional administration and not transformational administration as well as management. In other words, lack of training among the employees is an impediment to effective management. According to Atta, Agyenim-Boateng and Baafi-Frimpong cited in Esia-Donkoh (2014), the duties of school heads in Ghana are critical and require adequate skills. This is required so as to enable school

managers to execute functions such as planning, staff personnel services, pupils' personnel services, curriculum and instructional development, improvement and appraisal. Other critical tasks include financial and business management, maintenance of school-community relationship and general tasks.

A study conducted by Ekpoh, Oswald, and Victoria (2013) revealed that teachers who attend In-service Training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method, and evaluation of students. In a study by Sedega, Mishiwo, Seddoh and Dorkenoo (2019) it was established that teachers perceive In-service Training programs as time-consuming and unnecessary extra work. Therefore, they perceived that Head Teachers by attending INSET courses is time wastage and as a result of this develops negative on it. These teachers were not willing initially to show their new skills to their colleagues once inducted in the schools by Head Teachers.

Studies from many countries of Africa show that the uptake of INSET for school management is poor. For instance, Mestry (2017) revealed that in South Africa, there is no formal preparation for aspiring or practicing principals taking on leadership and management positions, and very few in-service professional development programs are available. There is a dire need for education authorities to introduce compulsory training and development programs for aspiring and practicing school leaders to lead and manage their schools successfully.

Another study in Ghana by Suaka and Kuranchie (2018) revealed that Head Teachers were not unaware of the managerial skills they needed to proficiently manage their schools. The study

revealed that there was low uptake of INSET programs. The Head Teachers and circuit supervisors, therefore, unanimously called for pre-headship and in-service training programs respectively for aspiring and serving Head Teachers to equip them with the requisite competencies for headship duties.

A study conducted by Hakizimana (2014) in Rwanda, observed that in-service training enhanced major managerial skills for Head Teachers such as human resource management and communication skills, financial, supplying, time management, technical, and computer skills. Another study conducted in Uganda by Kayiwa (2011) acknowledges that despite the minimum entry requirement of teachers in the teaching service, declining academic performance in Public Primary Schools was an issue of concern to all education stakeholders. The study further revealed that effective Head Teachers' management is likely to impact positively on the academic performance in schools. The results from this study will guide the researcher in making recommendations on best management practices that could help improve the academic performance in schools.

Education is important and considered as one step to be undertaken by every human being (Farooq, Chaudhry, Shafiq & Berhanu, 2011). These scholars viewed education as the acquisition of knowledge and skills required to increase an individual's productivity and improve the quality of life. The school Head Teacher is accountable for managing school facilities, personnel, school finances, the curriculum, learners, and school community relations (Kelechukwu, 2011).

Considering that Head Teachers are instructional leaders, teachers have positive dimensions toward their effectiveness. As such, this portrays that the classroom environment is good (as cited by Sim, 2011). However in instances where Head Teachers act as autocrats in their supervision, teachers are likely to experience too much nervousness and anxiety (Reff, 2011). This affects the work environment negatively hence their productivity. Consequently, Head Teachers may face challenges in effectively supervising the curriculum. Based on this, the study seeks to examine teachers' dimensions of INSET influence on Head Teachers' management skills in schools.

Currently, Kenya has rolled out Competency Based Curriculum (CBC) system of education at the lower levels of learning. This new system of education is running concurrently with the 8.4.4 system being phased out. The CBC emerged as a result of the implementation of 8.4.4 system of education of which education for self-reliance was never fulfilled. Competency Based Curriculum (CBC) under 2-6-3-3 system of education in Kenya has great potential and is likely to transform the ailing education sector which is based on exams and leading to less innovation at all levels of education (Amutabi, 2021). In order to ensure that quality of education is not compromised, it requires that Head Teachers have adequate skills. Studies in Kenya show that, primary schools' Head Teachers do not have adequate skills on Human Resource Management, Curriculum Implementation, and Project Planning and Implementation (Marion, 2020).

Some of the educational policies and changes that may be required to be implemented at the school level in line with Sustainable Development Goal No 4, Vision 2030, include Inclusive education, Adjustments related to the Free Primary Education, Safety Standards and Guidelines, National Pre-Primary Education Policy Standard Guidelines, Competency Based Education and Training

Policy Framework (PAL Network, 2020; KIPPRA, 2019). For those policies to be implemented Head Teachers should be equipped with requisite management skills.

The Ministry of Education in Kenya from time to time has organized In-service courses for Head Teachers. It appears that not all the Head Teachers have been fully equipped, 40% of Head Teachers who attended In-service courses argue that their capacities were highly enhanced by the training they attended (Uwezo, 2011). This more than half 60% of the Head Teachers feel that their capacities were not enhanced. The report showed that most Head Teachers still lack management skills.

Between the year 2006 and 2018, the Kenya Government incurred a huge expenditure on In-service training of Head Teachers, but little has been achieved in the effective management of schools (KEMI, 2012). Consequently, the relevance and the effectiveness of INSET by KEMI for Head Teachers is still an area that needs to be addressed. This will lead to establishment of sustainable training thus enabling Head Teachers of public primary schools to overcome management challenges.

Similarly, Kalai (2012) argues that with changes in the educational sector, capacity building is one way of promoting transformational change in public schools in Kenya. If INSET is given the weight it deserves, Head Teachers are likely to be better managers in their schools. If transformational changes are exercised by Head Teachers in schools, there is likely hood of effective utilization of financial resources and improved academic performance of students (MOE, 2013).

A study conducted in Kenya by Musera, Achoka, and Mugasia (2012) pointed out that Head Teachers are appointed by the MOE through the Teachers Service Commission (TSC) with the expectation to manage their schools well. Therefore, the Head Teacher has a responsibility to influence change in the school (Adan & Orodho, 2014). According to Waweru & Orodho (2014), there are Head Teachers who have been appointed into management positions from among the classroom teachers with no managerial training at all. This is likely to affect the management of the schools since goals and objectives may not be achieved.

The Government of Kenya through the Ministry of Education established Kenya Education Staff Institute (KESI) now KEMI in 1981 to address the challenges of management witnessed in both secondary and primary schools. The training to be offered was expected to enhance core competencies, knowledge, and skills of education managers. The key mandate of Kenya Education Management Institute is an Agency involved in capacity building at staff in the Ministry of Education as well as other departments in the public sector. It is concerned with the organization and conducting training for the administrators and managers of secondary and primary schools. Regarding the initiative of improving professionalism and addressing the issue of capacity building, KEMI through the support from United States Agency for International Development (USAID) came up with a Diploma in Educational Management course for all the 19,833 Head Teachers of primary schools and 6,009 principals of secondary schools in 2011 in the Country.

Based on the proposed changes made by the MOE on curriculum, INSET by KEMI is meant to facilitate effective implementation of the new policies. Studies conducted in Kenya by Kalai

(2012), Imonje (2011), (MOE, 2016), Chepkuto, Sang and Chumba (2018) assert that even though effective management is associated with induction training courses attended by education managers, the majority of the schools in Kenya are not well managed.

Lack of adequate and appropriate skills on management by Head Teachers of public primary schools in Kenya implies that the objectives of the new system of education, the Competency Based Curriculum in primary schools in Kenya may not be easily achieved (Akala, 2021). Therefore, the study focuses on teachers' dimensions of INSET influence on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya.

1.3 Statement of the Problem

Effective management of Public Primary Schools in Kenya is measured by effective utilization of schools' resources such as funds, staff development, and time management. The Government of Kenya has invested heavily in the Education and this made an effort to offer post certification courses to equip Head Teachers in the managerial assignments. This has been made through a partnership with various stakeholders. Even though the Government of Kenya has made it mandatory for all Head Teachers in Public Primary Schools to undergo INSET to improve their effectiveness and efficiency in the management of schools, majority (81%) of the primary school Head Teachers have not complied. This forms the base of the study since quality education requires competent and skilled Head Teachers in the management process.

Head Teachers in most of the public primary schools in Kenya, lack requisite management skills. Management includes financial management skills, human resource management skills,

curriculum implementation skills, and project planning and implementation skills. The failure of the educational policies and programs is as a result of leadership that lacks managerial and administrative skills required for success.

Studies have also revealed weaknesses concerning teachers' job performance indicators such as professional knowledge application, time management, and opportunities for professional development, as well as innovativeness in teaching. Teachers are at the centre of implementation of school programs related to delivery of quality education, and what they feel about Head Teachers' managerial skills levels really matters. If head teachers lack requisite management skills, then the teachers' work will be affected.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of dimensions of INSET on Head Teachers' Management Skills in Public Primary Schools in Bomet County, Kenya.

1.5 Objectives of the Study

The study was guided by the following specific objectives; **To:**

- i. Determine the influence of dimensions of INSET on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya.
- ii. Establish the influence of dimensions of INSET on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya.
- iii. Examine the influence of dimensions of INSET on Head Teachers' Curriculum Implementation Skills in Public Primary Schools in Bomet County, Kenya.

- iv. Assess the influence of dimensions of INSET on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya.

1.6 Research Hypotheses

The study was guided by the following research hypotheses: -

- H₀₁ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya.
- H₀₂ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya.
- H₀₃ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Curriculum Implementation Skills in Public Primary Schools in Bomet County, Kenya.
- H₀₄ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya.

1.7 Justification for the Study

The study investigated the influence of dimensions of INSET on Head Teachers' management skills in Public Primary Schools. The government has made effort to improve Head Teachers' managerial skills through training. Therefore this study is necessary as it help find out if the government's efforts have been effective. Public primary schools were chosen for the study because they receive funds from the government.

Effective management is key to managing school resources and is required during this period when the government is channeling resources on school development. Most Public Primary Schools in

Bomet County are faced with an ineffective utility of educational resources. According to Bush (2011), management is important since it offers a supportive framework for teaching and learning.

1.8 Significance of the Study

The findings of this study will benefit the Ministry of Education and policy makers, especially at the County level by considering suggested contributions on how to minimize management challenges experienced by Public Primary School Head Teachers in Bomet County, Kenya.

The study provides feedback on INSET of Head Teachers concerning challenging issues facing them on the management of schools. Additionally, it may offer useful feedback on the effectiveness of training programs for public primary schools Head Teachers and suggesting the way forward.

Feedback from teachers in the study is important to interrogate since teachers works hand in hand with the Head Teachers in management skills implementation process. Research conducted on teaching revealed that classroom management and discipline are primary concerns to many teachers (Demirdag, 2015). Consequently, teachers will impart and learners acquire knowledge through teaching and learning instructions (Collins, 2012). By doing this, teachers will enhance Head Teachers' management skills.

Finally, the findings of the study will serve as a research base which may be useful for future reference. It will also serve as a starting point through which further studies in the area of educational management could be carried out.

1.9 Scope of the Study

Scope of the study refers to the area within which the study will be carried out geographically and the methodology applied in the study (Marylin & Goes, 2013). The study was carried out in public primary schools in Bomet County. Data was collected from Teachers, Head Teachers, Sub-County Directors of Education, and the County Director of Education. The study lasted from the month of August to December for the year 2021.

1.10 Limitations of the Study

Limitations are shortcomings that a researcher cannot control which imposes restrictions on the methodology and providing conclusions (Kothari, 2015). The study was carried out in Public Primary Schools in Bomet County, which may have a controlling effect on the outcomes of study. This meant that generalization of the findings was possible but with caution. To overcome this limitation, the study ensured that the data collection tools were structured in a way that made generalization impossible.

The study heavily relied on the questionnaire as the main tool of data collection. This meant that it was possible that the study would experience the shortcomings associated with questionnaires which include not being able to detect when the respondent is providing dishonest answers. To overcome this, the study used triangulation method, whereby the researcher used other methods such as interview schedules and observation checklists.

1.11 Assumptions of the study

Assumptions imply facts that appear to be right, but the researcher cannot test or control (Grant, 2014; Kirkwood & Price, 2013). In this study, the researcher was guided by the following assumptions:

- i. All participants cooperated in providing the right responses to the questionnaire.
- ii. Educational management is a shared area of operation between Head Teachers and education stakeholders.
- iii. Primary school Head Teachers willingly attend INSET by KEMI.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study reviewed literature related to the study as guided by the objectives from a Published and unpublished research books, academic journals, and government reports. Specifically, literature reviews were INSET and Financial management skills, Human Resource Management Skills, Curriculum Implementation Skills, and Project Planning and Implementation Skills. It was also guided by the following theories: Social Cognitive Theory and Human Capital Theory. The chapter concludes with an explanation of the Conceptual Framework and Knowledge Gap.

2.2 Empirical Review

This section presents the empirical review of the study. The review is presented chronologically guided by the objectives of the study.

2.2.1 Concept of INSET in Schools

According to Akhter *et al* (2011), in-service training includes all activities designed for professional development and skill enhancement of school head teachers and teachers. It is essential for the professional improvement of school managers and to keep the Head Teachers abreast of the latest managerial practices. INSET can be described as the variety of activities and practices in which teachers become involved to enrich their knowledge, improve their skills in teaching and also enable them to become more efficient on the job.

A study in Afghanistan conducted by Safi (2014), on the existing status of the in-service training of teachers at secondary level in Khyber Pakhtunkhwa found that with respect to INSET training,

all teachers perceived either there was no end of course evaluation of learning or it had not been done effectively. In addition, INSET participants indicated the use of a questionnaire to evaluate course effectiveness based on participants' dimensions was a common practice. Through an effective questioning strategy, a teacher, or the Head Teacher can identify and correct misunderstandings and gaps in the knowledge of students. The questions are framed in ways that explore issues that are critical for understanding. Also, feedback is an essential part of formative assessment, and it shall provide clear information to students about his/her strengths and weaknesses and what shall be done for improvement. If such a transformation is applied by the Head Teachers of Bomet County, Kenya, academic performance will greatly improve.

According to Itegi (2012), in-service training increases teachers' productivity by helping them to improve the quality and quantity of their work. It develops their productivity which enhances capabilities and their job satisfaction. In-service training promotes efficiency and effectiveness in their job thus reducing the management problems associated with absenteeism, turnover, and job restrictions among the teachers. She notes that in-service training reduces the need for supervision because the staff personnel learn new work methods and how to handle equipment and adjust to changes. It increases the teaching staff value and that of the institution and prepares them for promotion. An institution that grows does not keep its staff forever. It also increases the stability of the institution by creating a pool of skilled teaching staff to replace those who leave the institution. In-service training reduces work-related problems because the teaching staff gains the skills on how to handle the issues related to teaching. Therefore, INSET courses needs seriously be put into consideration especially by the Head Teachers to improved academic performance in schools.

According to Ahmadi & Keshavarzi (2012), effectiveness refers to the study of In-Service training programs in respect to their objectives, contents, performances, time, place and motivation. There are five indicators provided by Cimer *et al* (2010) that demonstrate the main characteristics of an effective In-service training program. The first indicator is careful planning of the training programs based on accurate needs assessment. The time and duration of any In-service training program is the second indicator for its effectiveness. Courses that are conducted during the school period or those conducted in the evening are not favoured by Head Teachers. The third indicator is the administration of the training, comprising methods of teaching, facilities, and skills of the course instructor. End-of-course evaluation and follow on or supporting activities are the fourth and fifth indicators.

Post-test or end-of-course evaluation is carried out to see if the participants learned what had been delivered to them. Providing of Follow-up or supporting activities after the course is very important to ensure the transformation of the learning into practice, which is the ultimate goal of INSET programs (Cimer *et al*, 2010). Studies which have been provided indicate that there is need to carry out research on influence of INSET on school management which had been a reason for having this study. Considering Kazimi, Pervez and Mumtaz (2011) study that INSET enables teachers to be more systematic and logical in their methods of teaching, a researcher conducted the study in Bomet County, Kenya. This perception was also triggered by Chepkwony and Lelan (2017) who studied that there are weaknesses in the way Head Teachers execute their mandate raising questions as to whether they have requisite managerial skills, and if INSET is helping in way.

2.2.2 In-Service Education and Training (INSET) Dimensions

Between 2006 and 2009 was a period where Hutton (2013) studied the training programme for secondary school principals. A mixed method approach was used to conduct the summative evaluation with 28 graduate participants. For the impact evaluation, 15 of the graduates were interviewed three years after the programme was completed. The quantitative data was analyzed using means and standard deviation. The findings revealed that participants gained technical and relational skills but responses were less favourable in relation to cognitive or conceptual skills. While the support from lecturers and workplaces were strong but less favourable from the central ministry. There was a positive impact on participants' performance during the period of training, especially in the areas of confidence, collegiality and overall leadership. For the impact evaluation, graduates credited the programme for their promotion to become principals, vice principals, senior teachers or give added responsibilities. They identified areas to be enhanced for any further programme to include school law, financial management, policy development and interpretation, and conflict management and relational skills.

This study was based on INSET by KEMI where Ondieki, Makori, Ayienda, Nyagosia and Kemunto (2015) after a study argued that the training lacks the necessary management skills. Thus, the training Head Teachers undergo in the countries like Kenya, their INSET illustrates that they are ill-suited to become effective and efficient school managers. It is expected that this study will contribute positively so that Head Teachers can manage schools well.

In 2017, Sharma's examined the effectiveness of School management trainings (SMTs) programs. It is aim at ascertaining the effects of SMT programs on student's learning outcomes (SLOs) in terms of students' results, engagement with classroom and school activities. The reason for

undertaking this study was the scarcity of research concerning this specific educational aspect in educational sector of Mauritius. The findings of the study reveal that school management trainings equip Heads of schools with desired school management skills which enable them to manage respective schools effectively. The conclusion of the study points out towards the overall improvement in students' learning outcomes. The study was different in that it did not specify the type of Head Teachers' training as this on INSET by KEMI. Moreover this study pointed out on Head Teachers' management performance.

A study by Khan, Ahmad, Ali and Fayyaz-ur-Rehman (2011), assessed the effects of management trainings on student learning outcomes in Pakistan. The study examined the usefulness of a component of resource mobilization as a key area that is captured during INSET trainings for school managers. The pertinent data was collected from 170 principals, 340 teachers as well as 850 students. The findings of the study reveal that school management trainings equip principals with desired school management skills which enable them to manage respective schools effectively. The study also statistically found significant effects of such trainings on principals' attitude. Trained principals showed conscious commitment towards motivation and satisfaction of their teachers as well as students. The study concluded that trained principals are able to mobilize their resources for improving school environment, providing attractive study settings, ensuring adequate community involvement, and developing their teaching faculty professionally.

Another study on leadership was conducted by Lingam and Linga (2014) conducted on how a group of Fijian school leaders felt about a leadership and management training programme they had just completed. As a preliminary study, it gathered data by means of a survey questionnaire

and document analysis. The data analysis reveals the principals' positive dimensions of the programme overall, although they felt some areas need more attention, notable among them being both context-specific and field-based learning, which the leaders consider essential in future training programmes in leadership and management to meet the special circumstances of the school. This study was on management only with different tools, such as interview guides and observation checklist used to collect data. Areas addressed were on managerial skills.

In 2018, Mahfouz's studied the mindfulness training for school administrators: effects on well-being and leadership. The empirical data consisted of in-depth interviews with 13 administrators before and after the implementation of CARE program, observation notes from shadowing their activities during school time and attending the CARE program as a participant observer. The positive outcomes that emerged from the data relate to improved leadership skills, such as increased self-reflection, better relationships and attendance to self-care. These skills are tied to increased self-awareness, self-management and self-compassion. Participants also reported an improved ability to recognize their emotional reactions, which enabled them to better understand their leadership roles in shaping their school climates. A part from the leadership skills indicated, this study emphasized management skills based on INSET by KEMI.

Still on management practices, Kiige (2019) looked at the challenges facing the implementation of selected INSET approaches. The study used a total of sixteen schools selected through stratified random sampling. The study gathered both qualitative and quantitative data which was analyzed using Statistical Package for Social Sciences (SPSS) software, Registered R and Excel. Findings are presented in tables using percentages, frequency distribution and means. A number of

challenges in the implementation of SMASSE were identified. These included inadequate time, de-motivated teachers and students' indiscipline among others.

In 2013, Marondo's looked at the elements that influence Head Teachers' financial management skills in public elementary schools in Kenya's Mbeere District. The study discovered that in Mbeere District, exposure to a content-rich management program improved public primary school Head Teachers' financial management ability. The majority of head teachers, on the other hand, have never taken a single financial management course. This means that the majority of head teachers are handling public cash/resources on a trial-and-error basis, which is extremely risky because it may result in resource waste as well as legal ramifications for the head teacher who may unknowingly mismanage the funds. According to the report, head teachers should be compelled to attend obligatory financial management training at Kenya Educational Management Institute (KEMI) in order to administer schools in an effective and efficient manner. Marondo's study brings to light the essence of training content and this can influence acquisition of management skills among the Head Teachers.

A study was conducted by Ongori, Kitainge and Kipkoech (2018) on primary school Head Teachers' dimensions of competencies gained from KEMI in Uasin Gishu County, Kenya. The study utilized descriptive research design and was guided by Kolb' Experiential Learning Cycle theory. All Head Teachers, 5 Sub-County Education Officers and the County Education Officer were purposively selected. Data was collected using a questionnaire and an interview schedule. Quantitative data collected was analyzed descriptively while the qualitative data was presented thematically. The findings were presented in frequency tables, pie charts and histograms. The

study established that majority of the head teachers had a negative perception towards KEMI training in relation to their management competencies. The Head Teachers consider management training as a mere routine and they only attend training to secure their jobs. Such findings raise concerns as to whether INSET had an influence on Head Teachers management skills.

According to UNESCO (2013), it is now a requirement that some formal management qualification is required before school managers take up posts and there is now more reliance on in-service training to achieve this. The agenda of improving management practices in schools aims at being responsive to tackling challenges at school level. It is widely accepted that school managers require specific training if they are to be successful in management of schools. The development of effective school managers requires high-quality training. Training that impact on management is an integral part of development of an organization and leads to motivation of workers which is very crucial to the success of any organization.

In 2014, Githu's study on factors influencing principals' perception of effectiveness of Kenya Education Management Institute in service programmes in Nairobi County, revealed that principals, with low level of education perceived in-service training as a platform to gain skills on management. Githu established that principal's learnt new methods of management from attending in-service training programmes which positively contributed to their management needs. The Githu study established that principals from secondary schools perceived in-service training negatively and added that KEMI should make a follow-up on their trainees to make sure that head teachers were practicing what they had learnt in the training. In this follow-up was found to positively influence of INSET application of managerial skills attained during training. Though

the study emphasized on INSET follow-up, the study was conducted in secondary schools and not in primary schools. While Githu targeted Head Teachers from secondary schools' head teachers and KEMI trainers as respondents for the study to assess effectiveness of KEMI courses, the researcher in this study focused on Teachers, Head Teachers and Sub-County Directors of Education and the County Director of Education.

2.2.3 INSET and Financial Management Skills

Financial management is expounded as planning, directing, monitoring, organizing, and controlling of the finance (Wolmarans & Meintjes, 2015). Financial management practices involve cash management, inventory management, investment, and financial reporting and analysis (Turyahebwa, Sunday, Burani & Eliabu, 2013). The current and future life of the school relies on finance, and therefore it is necessary that Head Teacher lays great emphasis in order to ensure the school operates well on academic and administrative services. The Head Teacher is responsible for allocating, utilizing, and monitoring financial resources under the authority of the school Board of Management.

A study conducted by Cole and Kelly (2011) in the United Kingdom observed that by operating the budgets, the Head Teacher should be involved in its formulation and be flexible for change if the situation may arise with the budget seen as means to an end. Head Teacher is expected to be objective and free from bias in operating duties (Deegan & Unerman, 2011). However, this can only be achieved when the Head Teachers possess requisite and relevant financial management skills. Their write up however demonstrate if this is happening in reality in public schools.

Educational finance is the financing of institutions base on their ownership, whether private or public (Tadiwos, 2014). Private schools receive funds from tuition fees, sponsors, contributions, private donations, and grants. The government directly allocates funds to public institutions. However, investing funds in education improves economic growth and employment as well as the future prosperity of the nation. Therefore, Head Teachers need to be effective in financial management practices to ensure that these funds are utilized accordingly. The emphasis in Tadiwos study is that school managers need to have requisite financial management skills. However, Tadiwos' study did not look at the INSET and financial management skills acquisition nexus. Through this study, it is believed that improved financial management will be experienced in public primary schools especially Bomet County, Kenya.

A study conducted by Shah, Ali and Maqbool (2017) on the impacts of secondary school principals' financial management competency on the institutional development, all male and female principals of secondary and higher secondary schools of Khyber Pakhtunkhwa were the population of the study. Out of the population, a sample of 200 Head Teachers including 100 male (40 urban & 60 rural) and 100 females (40 urban & 60 rural) from two conveniently selected districts were selected. The study established that due to in service training program, majority of the school managers were competent in planning, organizing, and controlling financial matters of their schools except in the tasks of fund raising, and internal audit. Nevertheless, the study was conducted in different geographical location from the current study. Moreover, the focus of Shah, Ali and Maqbool (2017)'s study was in secondary and higher secondary schools and not in primary schools, and this thus presents both a geographical and contextual gap.

A study conducted by Shahzad, Kashif and Ali (2019) on financial managerial skills of Head Teachers and accelerated secondary schools' performance in District Sahiwal, all the heads of secondary schools comprised the population in district Sahiwal. Researchers selected 110 Head Teachers from secondary schools through a simple random sampling technique. A questionnaire was used as a research tool for the study and researchers visited the respondents personally and the target of 100% data collection successfully achieved.

The study concluded that due to Head Teachers' financial management skills, the overall performance of school has been improved including students' attendance, teachers' attendance, results of different classes and drop out of the students. Therefore, the study concluded that the performance of the schools depends upon the Head Teachers' financial management skills. The study did not look at the role of INSET, and moreover, it was carried in secondary schools and not primary schools. Also, the study was carried out in a different geographical location from the current study which was in Bomet County, Kenya.

A survey was conducted by Ogawa and Nishimura (2014) in six Sub-Saharan countries in Africa. The countries studied included Ghana, Kenya, Malawi and Uganda. Their findings established that school management in Africa, by means of all its uncertainties and complications, is significantly different from that found in the developed countries, where much of the theory originates and that current provision for Head Teacher training was insufficient. In their study they also emphasized that as an administrator and a manager of a school, Head Teacher is expected to be in the frontline in competencies necessary for effective management of the school and its resources. Based on all

these, it appears that there is an ineffectiveness of management of educational resources in public primary schools which has been the concerned of this study.

A study conducted in Benue state in Nigeria noted that the poor state of schools emerged as a result of financial management practices such as failure to generate income and misuse of available resources (Buda & Dazing, 2014). A similar idea was raised by Bua and Adzongo (2014). Considering this, a study is being conducted to determine some light base on teachers' dimensions of INSET influence on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya.

Observation made in a study conducted in Zimbabwe revealed that Head Teachers of respective schools in Mashonaland East province had experienced challenges of mismanagement of funds (Chatiza, 2011). Through this study, it is expected that Head Teachers will be informed on best management practices in schools.

Effectiveness of the Heads of Secondary Schools in managing financial resources in public secondary schools in Moshi Municipality was examined by Edmund and Lyamtane (2018), Tanzania. Data was collected using questionnaires, interview guide and observation checklist. The researcher used quantitative methods to analyze data. The findings show that Heads of schools do not adhere to the financial guidelines given out by the Government. It was also found that procurements procedures at School are not adhered as the Government guidelines direct. Basing on the findings the following were concluded; Heads of Schools are ineffective and perform poorly in managing the school financial resources. They do not adhere to the procurement procedures

given by the Government and perform at satisfactory level on disbursing and payments procedures of the school funds. The main challenge reported was Poor knowledge of the heads of schools in managing school financial resources. This scenario could be due to lack of in-service training for Heads of schools.

A study exploring dimensions of parents on Head Teachers' financial management skills in Public Primary schools in Tanzania was conducted by Mwijuma (2012). The purpose of this study was to examine the dimensions of parents on Head Teachers' financial management skills. The study adopted qualitative method, with a case study as a strategy to collect data. The findings revealed that head teachers and stakeholders in primary schools were lacking sufficient skills and capability to manage school consistent with the number of enrolled pupils were inadequate and not disbursed to the fullest, which to some extent hampered acquisition of other education materials.

An investigation of the effectiveness of school heads' financial management skills in the provision of quality education in secondary schools was done by Onesmo, Ephrahem and Bhoke-Africanu (2021). This study explored secondary data by reviewing documents and literature materials from online publications and libraries to attain the intended purpose of the study. The study found out that financial management skills such as mobilizing school funds, monitoring, evaluation of budget and auditing skills were essential for school financial management. The study also found that most of the school heads, bursars, and account clerks possess insufficient skills in financial management as school managers. Other financial management challenges were a shortage of school funds, poor monitoring, evaluation and auditing of school finances. The study suggests strategies such as capacity building among the school heads, bursar and clerks. However, the study did not look at

the effect of INSET on Head Teachers' financial management skills. Moreover, the study was carried out in a different geographical location from the current study.

Across sectional study carried out on the perception of parents on Head Teachers' financial management skills in Public Primary Schools in Tanzania indicated that, Head Teachers lacked sufficient financial managerial skills for effective performance (Mwinjuma & Baki, 2012). Financial management skills challenge is also experienced in primary schools to a large extent in Kenya schools as shown by Irungu (2012) in his study, where it was reported that there is lack of budgetary program planning and budgeting systems in the school where plans are meant for educational objectives. However, the study did not explore the influence on INSET uptake by Head Teachers on the acquisition of these requisite financial management skills.

Influence of in-service training of Head Teachers in resource management on their implementation of free primary education (FPE) in public primary schools in Kiambu County, Kenya was investigated by Mbui, Kisirkoi, and Ronoh (2021). Theoretical foundation of the study was the Social Demand Approach to Education. The study used an ex-post facto research design. A sample size of 50 Head Teachers was selected using simple random sampling from a population of 500 Head Teachers working in public primary schools in Kiambu County. The study used semi-structured questionnaires to collect primary data from the Head Teachers while secondary data was collected from official records. The study findings show that lack of resource management skills among Head Teachers affected implementation of FPE. This raises questions as to whether there are problems of with the INSET content or its implementation.

The essence of Head Teachers' management skills was highlighted in a study by Magak (2013) who observed that school heads face numerous challenges in financial management, ranging from inadequate financial management skills, for instance, the incompetence of school financial statements preparation, failure to determine the cost variability and relevant costs, and financial shortages. Other financial challenges according to spending beyond the budget or sometimes not spending the allocated funds. Even more, problems with double-entry bookkeeping, salary underpayments to the bursar, using unqualified financial and store assistants, absence of supporting documents and lack of petty cash imprest retirement, defaulting school fees, and lack of capable procurement committee, just to name a few of them.

As reported by Radzi, Ghani, Siraj and Afshari (2018) that despite various efforts such as in-service training programs, Heads of schools continue to encounter challenges in the management of school funds, which again, affects the quality of education provision in schools. There is inadequate skills of school financial managers on school funds acquisition, allocation and utilization, leading to insufficient school facilities, low staff morality, below-average school supervision and poor academic performance of students in their examinations.

A study was conducted by Koskei, Ngeno and Sang (2020) on Head Teachers' technical competencies and financial performance of public primary schools in Narok County, Kenya. Data was collected using questionnaires, interviews and observation checklists. The target population was 665 Head Teachers, 25 Curriculum support officers and County Auditor. The study used Kothari (2004) Formula to determine the sample size which was 85 Head Teachers. Purposive sampling technique was used to select the Head Teachers and Curriculum support officers. It was

found out that in most of the primary schools, the Head Teachers had not been effective in successfully aligning school budget to school goals and objectives. This was mainly due to the fact that most Head Teachers did not have adequate financial skills.

An investigation was carried out by Ong'aro (2020) on the dimensions on the influence of in-service training on administration of public secondary schools in Borabu Sub-County, Nyamira County, Kenya. The sample size was 121 comprising of 20 principals, 20 deputy principals, 80 class teachers and 1 Sub- County Quality Assurance and Standards Officer. There was positive correlation between in-service training of public-school administrators and effective administration and management of school finances, curriculum implementation and human resources. The study also empirically demonstrated that implementation of skills acquired during in-service training still faces a number of challenges such as, lack of ICT equipment, inadequate funding, and lowly motivated school staff. The study recommended compulsory training of Kenya Education Management Institute skills through workshops to disseminate the skills to Head Teachers as they are directly involved in the management of secondary schools.

A study was conducted by Ngetich (2019) on the influence of primary school Head Teachers' financial management skills in implementation of school projects in Bureti Constituency. Head Teachers' level of training affects the competence in sourcing of funds. The study used the descriptive survey design. The study used a sample of 26 Head Teachers. Majority of school Heads have attended training in financial management skills but still did not have adequate financial management skills. The finding also indicated that majority of school heads are experienced to a

larger extent in budgeting skills. They are conversant with public procurement Act of 2005 and that conversance with procurement Act enhances their efficiency in procurement.

According to the Ministry of Finance spending plans for 2012/2013, a report in Kenya indicated that the education sector takes up around 21% of the government annual expenditure accounting for the second-largest share of the annual budget. Therefore, distribution was made as follows; Teacher's salaries 50.92%, Free Day Secondary Education (FDSE) 8.45%, Free Primary Education (FPE) 3.56%, Early Childhood Development (ECD) 0.69%, and others inclusive of Research 36.38%. Considering FPE 3.56% in the study is less in compared to the high demand experienced by the Head Teachers in the management of finances in schools. There is a need for the amount allocated to be planned and controlled to match with the educational goals and objectives.

School managers should connect the budget to the plans to avoid failure to function (Mobegi, Ondigi & Simatwa, 2012). Budgeting is the only means by which schools can allocate resources effectively. The School Board of Management (BOM) in Kenya is liable for any misappropriation of collected funds. The Head Teacher through the BOM must seek approval from the County Education Board (CEB) so that they can be allowed to collect and use the funds (Sigilai, 2013). It is necessary that Head Teachers should be trained on the principles governing sound management of funds such as proper recording of all finances in terms of receipts and expenditure for the benefit of learners and school community. However, this study seeks to consider other aspects of Head Teacher's management practices.

A study by Omambe (2014) argues that 95% of the Head Teachers encounter challenges related to books of account as well as financial management on school funds as a crucial management practice that consequently affects allocation of learning and teaching resources and school programmes that require funds. Absence of transparency in financial matters raises suspicion, negative attitudes as well as lowering moral among the stakeholders. Hence the study concludes that lack of personnel and other resource management by Head of school and teachers expressively reflects in low academic grades of learners at Kenya Certificate of Primary Education. Head Teachers are the accounting officers and are expected to promote and enforce good management skills, with concern to the use of public funds as well as proper management, accountability and transparency for accounting of public funds. However, the study did not look at how INSET influences the Head Teachers' management levels.

A study was carried out by Aduwi (2019) on Head Teachers' preparedness in managing finances in public primary schools specifically in Rachuonyo North Sub- County, Kenya. From the target population of 166 schools, stratified random sampling technique was adopted to select primary schools on the basis of zones, thereafter simple random sampling was used to select 33 (20%) schools and from each school the sample participants included; Head Teachers, BOM representative plus Sub County Director of Education. The results show that most Head Teachers took time as classroom teachers before being promoted to administrative position of Head Teacher the majority going up to between 16 to 20 years. Yet, they were not exposed to management of school finances hence they might not have been well prepared for it.

A study by Marondo (2013) investigated the factors that influence Head Teachers' competence in financial management in public primary schools, Mbeere District Kenya. The findings revealed that due to unparticipating in INSET programs for Head Teachers, many of the Head Teachers lacked management skills. The findings led to the conclusion that, majority (60%) of the Head Teachers had not attended even a single course in financial management. This implies that most of the Head Teachers are managing the public funds /resources on trial-and-error muddling through and this is very dangerous as it may lead to wastage of resources and legal implications on the part of Head Teacher who may unintentionally mismanage the funds.

A study by Onunga (2018) investigated influence of Head Teachers' professional development training on financial management skills in Kiambu County, Kenya. The study adopted mixed methods approach and thus apply explanatory sequential design. Questionnaires were used to collect data from Head Teachers and their deputies whereas interviews from staffing officer and sub-county director of education. The study established that training of head teachers can be conducted in different modes which include; on-job, off-job, just-in-time training, mentoring and networking. These forms of training models enhance Head Teachers record-keeping, investment, pricing and costing and budgeting skills. Suitability of training materials enhances Head Teachers' record-keeping, investment, pricing and costing and budgeting skills. From the study findings, it is evident that the most important variable in such success is a well-prepared and capable trainer or facilitator. Evaluation of relevance of the training curriculum enhances head teachers' acquisition of record-keeping, investment, pricing and costing and budgeting skills.

A study was carried out by Kiprono, Nganga and Kanyiri (2015) on assessment of school management committees' capacity in the implementation of FPE funds in public primary schools: a survey of Eldoret East district, Kenya posit that there have been so many complaints from parents on embezzlement of FPE funds, cases of demonstrations have been reported in several schools in Eldoret East District due to mismanagement of FPE funds. They further noted that there are also cases of pending bills even when FPE funds have been released this are an indication of misappropriation of funds. Complaints of poor management of the FPE funds have been reported where BOMs charged with the responsibility of ensuring that the funds are properly used are bent on its mismanagement. However, Kiprono et al's study did not look whether these head teachers had attended INSET and if this helped enhance their financial management skills.

Kaguri, Njati and Thiaine (2014) on their study of financial management challenges facing implementation of free day education in Imenti North District, Kenya observed that a number of Head Teachers did not submit on a monthly basis a Trial Balance and expenditure analysis to the District Education office, also did not prepare monthly bank reconciliation statements as required by the Government. Consequently, most head teachers were not effectively managing school finance which justifies to find explore Head Teachers required financial management skills and knowledge in Rachuonyo North Sub County.

Head Teachers of public Primary schools are faced with a difficulty of poor budgeting to manage the schools well (Mito & Simatwa, 2012). Their finding showed that Head Teachers in Bondo district where the study was carried out were extravagance in spending whereby they overspent on some vote heads and underspent on some leaving them with no option other than misappropriation

and mismanagement of school funds which is a blunder punishable by, suspension, interdiction and subsequent demotion as per the Teachers Service Commission code of conduct and regulations.

Based on forgoing, Wasiche, Mwebi and Ajowi (2018) investigated the financial management challenges facing newly appointed Head Teachers in public day secondary schools in Siaya Sub-County, Kenya. Quantitative data was analyzed using descriptive statistics in the form of means, frequencies and percentages. Qualitative data was analyzed on the basis of emerging themes and sub-themes of the study. The financial accounting challenges were lack of accounting books, poor record keeping, fraud and theft and lack of financial skills. On the concern about financial budgetary challenges, the study found out that inadequate financial skills, influence from stakeholders, inflation and school debt were the budgetary challenges facing the newly appointed Head Teachers. The significant auditing challenges were delayed audit reports, ignorance of head teachers on financial skills, irregular auditing and doubling up of Head Teachers' roles in schools. It was concluded that auditing challenges were the real issues affecting the newly appointed Head Teachers.

In 2019, Nyaboke's examined the challenges facing Head Teachers in managing public primary schools in Masaba South Sub-County, Kisii County, Kenya. The study was premised on classical Administrative Management theory by Henri Fayol and adopted descriptive survey research design. Further, it targeted all the 80 public primary schools in Masaba Sub County and sampled 66 head teachers, 66 senior teachers and 20 PTA chairpersons. Both qualitative and quantitative data were collected using, interview schedules and questionnaires. The study administered the

questionnaires to 66 school Head Teachers and 66 senior teachers, while 20 PTA chairpersons were interviewed for qualitative data. The study found that 58% of the head teachers had never participated in workshops and seminars to be inducted into the new job upon their appointment as school administrations.

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

It is the Head Teacher's responsibility to prepare the school budget and make sure the school accounts are audited. The budget should be made in line with school educational needs starting with the most pressing ones and must follow the school's financial regulations. An observation was made by Opondo (2016) that, Head Teachers incur a lot of financial constraints while

updating the cash books. Shortage of personnel for accounting and Head Teachers lacking proper financial management skills find it very difficult to accomplish this work. However, the Opondo's study did not explore the role or influence of INSET on the financial management skills of the Head Teachers.

A study on the influence of KEMI in-service training on Head Teachers' competence in management of primary schools in Westlands Sub-County, in Nairobi employed a descriptive survey research design and sought to determine the influence of KEMI training on Head Teachers competence on financial management (Kiio, 2015). It was established by Kiio that that KEMI programmes for the Head Teachers effectively addressed financial tasks, budgetary process, budget control, updating inventories, book keeping and ordering of textbooks. Under human resource management, KEMI trained Head Teachers were found effective in teaching staff, support staff, staff welfare, staff appraisal and staff motivation. In school plant management, Head Teachers were competent in resource mobilization and maintenance of school facilities. KEMI trained Head Teachers were found effective in various risk management tasks such as handling of theft, floods, insecurity, pollution, accidents and fire. It was discovered by Kiio that Head Teachers encountered challenges while undertaking the management tasks which included lack of enough finances to maintain and operate school plant smoothly, negative attitude from teachers on issues such as handling HIV cases and lack of adequate time for training at KEMI.

A study was conducted by Sigilai (2010) on the relationship between Head Teachers' leadership styles and their effectiveness in public primary school management in Bomet district, Kenya. A sample of 120 Head Teachers was selected from a population of 174 Head Teachers of public

primary schools in the district using proportionate and simple random sampling techniques. Questionnaires for Head Teachers with both close ended and open-ended questions were used to collect data. The study also found that, there was no statistically significant relationship between Head Teachers' leadership styles and their effectiveness in school management. Most Head Teachers were found to be ineffective in the management of school finances. It is further recommended that the Government should employ accounts clerks to assist Head Teachers in the proper management of school finances. The findings in Sigilai's study have been reported in recent studies, being evidence that head teachers still lack adequate financial management skills.

School finance handbook (2016) places more emphasis on regular monitoring and evaluation of financial resources facilitate smooth and proper financial reports prepared for any school. Preparing such statements at least on the monthly basis would create measures, of addressing the financial challenges and resolve them ahead of time. For that reason, school heads should be competent in the school budget preparation and execution in order to link the school improvement plans and the school budget. Above all, school heads should possess budget preparation skills. Such skills help to equip school Heads with competence in procurement practices, for example, acquiring goods and services based on financial principles and guidelines. Afterwards, schools' heads must work diligently to become effective in monitoring and evaluation of the school budget. This is one of the most important duties of school heads, demanding them to manage scarce available school resources through proper management at all levels while focusing on school priorities. However, this is a guide and only demonstrates the importance of these skills, but does not give examples of how INSET has contributed towards the acquisition or utilization of Head Teachers financial management skills.

2.2.4 INSET and Human Resource Management Skills

According to Aswathappa (2012), Human Resource Management is the application of management principles to manage people in an organization. It is a process of acquiring, training, appraising, and compensating employees, as well as paying attention to their welfare fairly and justly (Dessler, 2013). However, the study by Aswathappa (2012) did not explore the influence or contribution of INSET on the enhancement of Human Resource Management skills among school managers.

Varied dimensions of Human Resource (HR) practices have effects on employee performance and have paid attention to the Human Resource Management (HRM) literature in a period exceeding 25 years (Van De Voord & Beijer, 2015). However, in two decades, researchers again began to point out more directly on employee well-being bearing in mind more closely at the impact that HR practices had on employees' well-being (Jiang et al, 2012). Such practices according to these authors include training to the school managers. However, the studies were not done in the context of INSET.

School managers need requisite management skills for management, Peretomode (2012). Managing staff is an approach to acquiring, developing, managing, and gaining the commitment of the school's key resource people who work in it and for it. The Head Teacher as a manager in primary school is supposed to estimate the demand and supplies of teachers and support staff in the schools, recruit, select and socialize the staff members. School managers need skills to be able to ensure that there is skill development and change in attitude among the staff. They also ensure that knowledge is acquired and executive conceptual abilities are enhanced. Head Teachers ensure that there is continual effort to match long-term individual school needs.

School management needs skills to execute the employee motivation function, Akpan (2016). Individuals are unique and motivation techniques must reflect the needs of each individual. The Head Teachers ensure that these are catered for: job satisfaction, performance appraisal, behavioral and structural techniques for stimulating work performance, compensation, and benefits administration, and handling staff personnel problems. They also need skills to perform the employee maintenance function. Head Teachers ensure that they provide working conditions that employees believe are necessary to maintain their commitment to the institution.

At the school level, people are the utmost significant resource because they make a difference. The Head Teacher has to plan towards fulfilling the needs and expectations of the school. This is based on the fact that human resources comprise differences in personality, perception, emotions, values, attitudes, and modes of thought. Planning describes the procedures where duties and skills requirements of a job plus the kind of person who should be hired for it is determined (Dessler, 2013).

The Head Teacher is expected to possess relevant skills to manage human resources. An example is being involved in the hiring of staff members, welfare activities of both the learners and the staff, promoting subordinate staff, and outlining the roles of the staff members. Head Teachers' perceives that their interests in teachers' professional development experiences, such as INSET for this study help teachers to develop greater confidence as they deliver their services in schools (Buczynski & Hansen, 2010).

Likewise, Harris (2010) also revealed that most of the teachers engaged in his study perceived their professional development experience as having positive impact on their confidence in teaching as well as their job performance. Indeed, the efficiency of teachers or employees can serve well if at all educational leaders understand the Human Resource Management Development (HRMD) strategy that needs to be addressed at a specific time (Badri, Makki, Ferrandino & El Mourad, 2011).

Human Resource Management Development (HRMD) has played an important role in any organization to work and prosper (Dessler & Varkkey, 2011). They hold that the paradigm shift in HRMD from the corporate sector to the education sector is an outcome of rapid globalization in the field of knowledge as well as education, increased competition in the education market, and reduction in the financial budget for the education sector.

Generally, the performance of the school relies upon the Head Teachers and employees as they are supposed to work in harmony in considering the qualitative and quantitative aspects through which educational institution operates (Koc, 2011). Depending on the relationship that exists between the HRMD department and different levels of management and employees, develop a strategic plan that helps them achieved the set organizational goals (Jain, Mathew, & Bedi, 2012).

Logically, an organization that has the right personnel at the right place as well as at the right time mostly survives and succeeds (Oladipo, 2011). Therefore, Head Teachers need to understand the roles of teachers ready to support them if institutional goals are to be achieved. However, Oladipo

does not look at how INSET can be utilized to ensure that the already engaged school managers become the right people by enhancing their skills.

Empirical evidence regarding the relationship between Human Resource Management (HRM), employee well-being, and employee performance illustrates that HRM has a positive outcome on the different dimensions of employee performance because of establishing motivation for an employee to work (Devonish, 2013; Jiang et al., 2012; Van De Voorde et al., 2012).

However, some studies illustrate that Human Resource (HR) practices can pave way for higher levels of stress, burnout, exhaustion, and work intensification that negatively affect employee physical well-being (Alfes et al., 2012; Jackson et al., 2014; Pawar, 2016; Van De Voorde et al., 2012). Through this study, it is believed that Head Teachers' management skills will be driven into a positive enabling environment. This is because satisfaction at the workplace may influence efficiency, productivity, absenteeism as well as employee wellbeing (Udo, 2011; Usop et al, 2013).

Human Resource Management and Development (HRMD) in Egypt is considered as an integral part of school's Institutional authority not at any time interfered with by National authorities (Syombua, 2015). A study established that there is a difference in effectiveness of principals who had undergone in-service training on financial management and those who hadn't. Those who have undertaken in-service training are more skilled. It was therefore concluded that in-service training programmes of principals had a significant positive influence on their effectiveness as secondary school managers. The study made a recommendation that the State Education Board put emphasis on provision of in-service training to all secondary school teachers in order to update their

knowledge from time to time. The study further established that the in-service of Head Teachers and principals contributes to the effectiveness in attaining institutional goals but also serves as a key factor in motivation of human resource in the institutions.

A study by Nkonge (2012) established that a good number of Head Teachers, though having undergone in-service training, still had challenges in monitoring and supervision of human resource especially teachers in areas of curriculum implementation. Whereas this study focused on discipline and supervision of human resource, the current study focused on motivation of staff, staff appraisal, staff coordination and staff relationships.

An investigation was conducted by Mbon (2017) on Head Teachers' Managerial Behaviour and Teachers' Task Performance in Public Primary Schools in Calabar-South L.G.A. of Cross River State, Nigeria. The study population comprised all the head teachers and deputy head teachers in the twenty-one (21) public primary schools in Calabar-South L.G.A. Data collected were analyzed using contingency chi-square and Pearson Product Moment Correlation statistics at 0.05 level of significance. The result of the study revealed that Head Teachers' decision-making strategy and their leadership style have significant influence on teachers' task performance in the sampled schools. Head Teachers' communication skills significantly relate to teachers' task performance in the area. Based on this result, it was recommended that Head Teachers should adopt appropriate managerial behaviour to boost teachers' morale towards high task performance.

Studies conducted by Buckner (2017), Carson (2013), and Badri and his associates at the Abu Dhabi Education Council (ADEC), currently named Abu Dhabi Department of Education and Knowledge (ADEK) found out that teachers were less satisfied with the type of leadership

exercised by their principal. Consequently, they expressed concerns that they should be involved in curriculum issues and decision-making. On the same note, teachers were not impressed about less respect provided to them in the society as indicated in the findings produced scoring as low as 2.17 on a five-point Likert scale (Badri, Makki & Ferrandino, 2011). From the literature mentioned, since teachers are important human resources in the management of schools, teachers' views were collected.

Moreover, Wenceslao, Misa and Tugonon (2018) studied leadership capabilities, management competence and performance of elementary public administrators, school administrators of Ormoc District IV, Ormoc City Division. Ormoc City has the rating of 3.49 which is interpreted as Very Good. The management competence of School administrators in all aspects were generally rated as very good. The planning skills, Implementing, Assessment, Communication, Supervision, and Community relations, Staff development, and conflict management generally had an interpretation of very good as rated by the respondents. This implies that the School Administrators in Ormoc District IV has a potential and capacity to management the whole school system. In general, the weighted mean of performance was very satisfactory.

Human resource as a factor of production is affected by adequacy and quality based on the level of training and level of motivation (Juma, 2011). Teachers and students' performance are tied up together, hence Head Teachers should introduce the motivation for healthy management in schools and this is a reason why the study is conducted.

The climate of co-operation which includes mutual trust should be aroused out of the school stakeholders. For effective management in schools, Nyakundi (2012) reported in her study that a teacher feels motivated when experienced job satisfaction, fairness, promotion system, reward system, and better working conditions. The management should come up with equal opportunities for everyone as an ethical consideration on how to manage employees.

The Head Teacher should create conducive atmosphere by partnering with management and employees, and where teamwork is actively involved for productive and harmonious co-existence. Studies have been done on teacher motivation with evidence that an unconducive school environment lowers performance (Chimombe, 2011). If Head Teachers exercise effective management, performance will improve.

A study conducted by Yuma (2011) on performance in examinations and the state of teaching and learning resources in schools, points out that students who come from poor backgrounds cannot perform well in examinations because the poor are usually situated in areas where necessary facilities are not provided. Consequently, a negative attitude is likely to emerge towards attending school. In most cases, the Head Teacher needs to understand the potentiality of human resources at his or her disposal to acquire and develop their potential and establish patterns of networks to achieve the goals and objectives of the school (Argyris, 2011).

Head Teachers need to be equipped with the human resource management skills to work well with the personnel under him/them and share ideas through communication and working within terms and conceptual skills for the smooth running of the institution (Onyango, 2011). Managing human

resources in school depends entirely on the head teacher (Kamau, 2010). Consequently, support and understanding from BOM, politicians, sponsors, members of the church, and finally local authorities is vital for effective management in the school.

Kenya Education Management Institute offers training to Head Teachers in various areas which ensures that they gained managerial skills with regards to human resource management. These include; handling of teaching staff, handling of staff welfare, staff appraisal, creating a conducive environment, and handling the disadvantaged groups such as HIV positive staff and disabled. A study conducted by Gaceri (2015) posit that, providing proper health and safety work environment and standards improves performance in schools. If Head Teachers in Bomet County, Kenya had been keen on this, management challenges couldn't have been experienced in the schools. So this study will open an avenue for effective management.

A study was conducted by Bolei (2012) on teachers' perception of Head Teachers' human resource management skills practice in secondary school management and how this influences their commitment: a case of Baringo District, Kenya. The findings indicated that there was a mild relationship between the teachers' dimensions of Head Teachers' practice of human management skills and their commitment to school work. By considering this study, it did not look at other Head Teachers' managerial practices apart from human management skills for in-depth findings on managerial roles. Subsequently, did not specify whether Head Teachers had attended INSET or not. This study is more specific. Although it focused on secondary schools, the researcher's study focused on primary schools. Finally, Bolei's study did not examine teachers' dimensions of INSET influence by KEMI on Head Teachers' management skills and the study did not focus on

teachers' perception of Head Teachers' human skills practice under KEMI. By conducting this study broadly on Head Teachers' management practices, the researcher's study can contribute to other recommendations which may assist Head Teachers to serve as good managers in schools.

In a study by Maruga (2013) in primary schools in Nyeri town, it was found that teachers had adequate conflict resolution skills and were able to employ various skills. In relation to the strategies that the Head Teachers have for resolving conflicts, some indicated that they promote unity among teachers, they encourage team work and respect among teachers, involving teachers in decision making, using the right channels of communication, helping teachers to handle minor differences amongst themselves, accommodating teachers, listening to them, fair tasks allocation, availing themselves to attend to teachers' needs and capacity building seminars.

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

management of public primary schools need more studies be conducted if educational resources are to be purposefully utilized, and this explained the reason as to this study was conducted.

Writing on the issues and challenges affecting schools Head Teachers in Nyamira County Onderi and Makori (2013), observed that the lack of effective preparation of school head teachers leaves them feeling very vulnerable. They established that principals faced serious challenges which included interference from sponsors, inadequate funds, inadequate resources and lack of qualified teachers among others. They identified the following as serious issues: teenage pregnancy, bullying, alcohol and drugs, violence and truancy. Such challenges and issues negatively impacted on the schools' entire life including examination performances. This reflected badly on school managers' preparation for the job of a Head Teacher. This prompted the researcher to undertake the study to find out whether this would be attributed to ICEM and preparation to participate. The researcher however focused on public primary schools in Nairobi County. While it was clear that the Head Teachers lacked requisite human resource management skills, Onderi and Makori did not find out if these managerial challenges experienced were associated to the nexus between INSET and Head Teachers human resource management skills.

In Nandi County of Kenya, Chemutai (2014) studied the current challenges faced by principals as human resources managers in secondary schools in Nandi County. Coding of responses was done using Statistical Package for Social Scientists (SPSS) for windows Version 16. The target population was 140 secondary school principals drawn from Nandi County. Census sampling was used to select the study sample. Analysis of the data was done through descriptive statistics. Data was presented in form of frequency tables and charts. The study revealed that the principals as

human resource managers in the learning institution experience many challenges corresponding to the day-to-day work of a Human Resource Manager. These included challenges on recruitment of the staff, empowerment of the staff, team management and career development because of inadequate training. These challenges therefore hinder the principal in carrying out the roles of HRM in secondary schools. Nevertheless, the study was carried out in secondary schools and not in primary schools.

A report from the republic of Kenya through the MOE (2012) indicates that Head Teachers' training by KEMI has not achieved much as some Head Teachers were lacking capacities in accounting for utilization of human resource under them. This calls out a study to be conducted following the government demands on proper utilization of educational resources in public schools by the management.

A census of the seventy- eight (78) public primary school Head Teachers was used with four (4) education officers and eight (8) KNUT officials at the district level. A questionnaire was used to collect data from the Head Teachers while an interview schedule was used to collect data from the education officers and the KNUT officials. The data collected was analyzed using both qualitative and quantitative techniques. The research found out that the four managerial skills if acquired and enhanced by head teachers, would greatly improve academic performance of pupils in primary schools. Head Teachers who had both higher academic qualifications and higher professional qualifications had better performance in terms of pupil's marks in K.C.P.E.

A study by Kariuki, Majau, Mungiria and Nkonge (2012) examined the roles of deputy Head Teachers, the challenges they face in school administration and the strategies they use to address them. The study employed descriptive survey research design. The target population was 260 subjects from 65 public secondary schools in Imenti South District. Data was collected from a sample of 224 respondents comprising of Head Teachers, Deputy Head Teachers, Senior Teachers and Head Boys/Girls. Descriptive statistics were used to analyze data collected using questionnaires for the Head Teachers, Deputy Head Teachers, Senior Teachers and Head Boy(s)/Girl(s). The study established that Deputy Head Teachers are faced with challenges as they perform their duties. These include lack of adequate training, unclear guidelines on their specific roles in administration of the school, poor relationship with head teacher and teachers, and poor community relations resulting mainly from local politics. As a result, Deputy Head Teachers have adopted both professional and unprofessional strategies to tackle the challenges they face.

An investigation was conducted by Kabono (2014) on the contribution of Head Teachers' in-service training and its contribution to teachers' performance in public primary schools in Kiambu East District of Kenya. The sample was 5 Head Teachers, 74 Teachers and 1 DQASO. Data were collected by use of questionnaires and analyzed by use of qualitative and quantitative means. The study findings revealed that majority 3 out of 5 Head Teachers indicated that they had been in-serviced on school administration. Majority 3 out of 5 Head Teachers revealed that there were no rewards for the best performing teacher. Head Teachers further perceived that their in-service training has changed the attitude of teachers towards work and that through motivation teachers are largely resulting to better performance of students. The study also determined how in-service training attended by Head Teachers promotes performance of teachers in public primary schools.

In-service training promoted efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers and that in- service training in the school improved teacher motivation. In-service training has assisted Head Teachers to motivate the teachers. The study also found out that through in-service training the Head Teachers have acquired skills in human resource management. In-service training has changed the attitude of teachers towards work and that motivation of teachers is largely resulting to better performance of students.

2.2.5 INSET and Curriculum Implementation Skills

According to Wiles and Bondi (2014), curriculum is a complete programme that is developed for a school or to the learners that incorporates their experiences and knowledge expectations. Curriculum implementation is the means through which instruction and assessment is delivered by teachers through the use of specified resources as by the curriculum in place. Curriculum is designed to provide instructional suggestions, lesson plans and assessments concerning the set objectives that enabled teachers to implement and maintain the curricular structure successfully.

Another study by McShane and Eden (2015); National Center for Education Statistics [NCES], (2017) posits that curriculum is dynamic and continues to face change as a result of external and internal forces both in public and private schools. According to Wiles and Bodi (2014), it requires Head Teachers to update their skills to cope with these changes and support teachers in the implementation. This is important for their considerations which are central to whether a

curriculum is delivered consistently and effectively to support student needs (Lochner, Conrad & Graham, 2015).

A study conducted by Lochner et al (2015); NCES (2017), have demonstrated the need to identify factors that lead to teacher concerns and which barriers prevent full curriculum implementation. Understanding the factors that hinder teachers in the implementation of a new curriculum provides education administrators with tools to tackle teacher concerns and offer training for its success (AIR, 2016), which was also an effort made by this study.

Curriculum supervision is a method of teaching the staff to act in a more cognizant way (Cobbold, Kofie, Bordoh, & Eshun, 2015). Its goal is to provide curriculum implementers and supervisors with more information and unfathomable insights into what is happening around them. This increases options for instructors to work with students and superiors to facilitate effective partnership between curriculum leaders as supervisors, as teachers learn to identify and resolve their challenges. Subsequently supervisors get a new perspective about what happens in different classroom environments. Supportive supervision is a learning situation for both teachers and their supervisor.

According to Urban Guide (2017), in recent times, a report of students becoming victims of teachers' barbarism has been on the rise. An effective way to curb this menace is to monitor teachers' behaviour in the classroom. Important questions such as: how they teach? How do they behave with children? All are answered with surveillance. This is an important issue as children of impressionable age can often grow up to be under-confident due to teacher abuse. With the

presence of CCTV cameras, discipline can be easily achieved. Whenever human minds are aware that they are being monitored throughout, they do what they are supposed to do. This can be useful in monitoring the implementation of the curriculum, and as such it is useful when Head Teachers have requisite curriculum implementation skills.

Based on Munir, Quraishi and Shokat (2020) study on the influence of Head Teachers' managerial skills on learners Performance at secondary school level, the focus was on skills such as effective communication, motivation, study habit, interest, human skills, conceptual skills, time management skills, leadership skills and supervision, and how they had an influence on curriculum implementation for students' academic performance. Quantitative research design was applied by the researcher. Moreover, purposive sampling technique was used by distributing the questionnaires among sample of 239 students and 206 teachers of Government secondary school in Multan District. While analyzing the data Z-test, Pearson Correlation, and Multiple Linear Regressions were applied in order to explore the influences of Head Teacher's managerial skills upon the students' academic performance. to achieve this the Head Teachers needed to attend some form of training with a rich content on curriculum implementation skills. However, the study by Munir, Quraishi and Shokat was conducted in secondary schools, while the current study was conducted in primary schools.

Another study conducted by Nasreen and Odhiambo (2018), was based on the Continuous Professional Development of School Principals, focusing on Current Practices in Pakistan. Both qualitative and quantitative approaches were utilized. Data were collected through questionnaires and semi-structured interviews with 30 randomly selected secondary school principals from

Lahore (Punjab, Pakistan). The secondary school principals stated that a major part of their training should provide knowledge and skills in leadership and in areas related to management, in the same way that civil servants are trained to enhance their management skills. School leaders described their training programmes as mostly focused on content knowledge in a specific subject area and on teaching strategies and school discipline, while generally neglecting curriculum planning, technology, classroom management and discipline, assessment techniques, research work and communication skills, all of which are crucial for principals to function as effective school leaders. The responders also identified school finance, budgets, laws, rules and regulations as elements that should be discussed in great detail, among other topics, since most principals have difficulties dealing with annual audits. Nevertheless, the study was carried out in secondary schools and not in primary schools. Moreover, the study was carried out at a different geographical location.

An investigation was carried out by Umoh (2013) on the Supervisory role of Principals in enhancing Teachers' Professional Development in Secondary schools in Kitui West district, Kenya. The study targeted 30 Principals, 237 Teachers and 5 District Education Personnel in Kitui West districts. Information was obtained from the respondents through the use of questionnaires, interview guide and document analysis guide. The findings revealed that some principals needed to acquire further skills in supervision of teachers. It was also found that supervisory activities such as checking of teachers' records, classroom visits and team teaching were often delegated to HODs and Subject heads. The role of the principals in supervision of teachers was limited. School-based workshops or seminars were rarely organized by principals while majority of principals relied solely on outside-school professional development programmes to enhance teachers' capacity. By not attending INSET, this limited the possibility of acquiring requisite curriculum

implementation skills. Current study took place in primary schools where Head Teachers attended INSET course.

Moreover, Jonyo and Jonyo (2019) investigated the process of execution of the curriculum with a particular emphasis on the role of secondary heads in the supervision. Their paper highlighted the theory which curriculum is grounded and the various perspectives by scholars over the years. The paper delved in the background, the rationale, implementation and the process including the relevant legislations. The method used was relevant scholarly publications and TSC Act. It was apparent that there is a strong agreement among curriculum implementers that the major purpose of curriculum supervision include monitoring performance, sharing information and solving problems. They recommended that the procedure used by the supervisors should be discussed and agreed upon by the supervisees and that curriculum cannot be discussed in isolation without elucidating the roles of the Head Teachers in secondary schools. This study was concerned the roles of Head Teachers in primary schools.

According to Morrison (2013), complexity theory explains the curriculum phenomenon. Several perspectives and ground rules for curriculum theory building have been advanced and can be summarized by five generalizations: Curriculum theory ought to begin by defining its set of events. Curriculum theory ought to make clear its accepted values and sources for making decisions. Curriculum theory ought to specify the characteristics of curriculum design. Curriculum theory ought to describe the essential processes for making curriculum decisions and the interrelationships among those processes and lastly, Curriculum theory ought to provide for continuous regeneration of curriculum.

According to the National Center for Education Statistics (2018), curriculum supervision is a program that prepares individuals to superintend instructional and support personnel at the school building, facility or staff level. It includes instruction in the principles of staffing and organization, the management of learning activities, personnel relations, administrative duties related to departmental or unit management, and specific applications to various educational settings and curricula (National Center for Education Statistics, 2018). Curriculum supervision therefore involves observation of teaching and learning, assisting teachers in their professional development, both in individual and group context, evaluation of teachers, research and revision of the curriculum. To be able to do this, the head teachers need to be equipped with requisite curriculum implementation skills.

According to Hawkins and Shohet (2012), the critical focus of curriculum supervision envisages; Orderly environment for supervisees to replicate the content and process of their work; Development of skills, receiving information, other perspectives concerning the teacher's work, evaluation and feedback. This ensures that the teacher is validated and supported both as an individual and as a teacher. It envisages exploration and expression of personal distress, re-stimulation, change as a consequence, enhancing planning and utilization of the soft skills and professional capital of teachers, and ensuring quality of work-specific references to functions or purposes of curriculum supervision. This includes improvement in classroom teaching and learning, assisting teachers in professional and group development, evaluation of teachers' work output, research and revision of the curriculum, Maintaining of standards or benchmarks, meeting delivery targets within timeframes, as well as checking resistance in teachers and learners. This

calls for the need to be abreast with what constitute the historical overview of curriculum supervision. The phenomenon of curriculum supervision therefore exists within school management. It thus, implies that Head Teachers should be well equipped with adequate curriculum implementation skills.

Implementing curricula consistently support students' growth in knowledge and academic readiness for the next grade levels (Polikoff & Porter, 2014). It is upon the expectation of this study that effective Head Teachers' training on INSET by KEMI will serve better when implementing the curriculum. However, a study by Polikoff & Porter (2014) does not bring to light how Head Teachers' uptake by KEMI enhances head teachers' management skills.

A study conducted by Mohyuddin and Khalil (2016) revealed that there exists a link between teacher content knowledge and students' performance. Having considered this, they categorized the findings as teachers having strong content knowledge and confidence to the designed curriculum. Consequently, they identified the misconceptions of elementary mathematics students and discovered teachers' insufficiency in the knowledge of the curriculum that hinder students' understanding and progress (McDonald et al., 2016; Phillips et al., 2017; Vold, 2017).

A study conducted by Jess, Carse and Keay (2016) recommended that, to support teachers, interpret curriculum so that students' need is aligned with the recommended instructional practices is to allow them primarily to be involved in curriculum development and the process of alignment. Some of the curricula remove opportunities for decision making in teacher instruction which tends

to consider skills, strengths and experience (Budak, 2015). These are some of the challenges that Head Teachers are supposed to tackle when managing the implementation of the curriculum.

In Nigeria, Obineme, Nweke, Chime and Ekweogu (2020) conducted a study on time competencies and practices of Enugu state primary school Head Teachers in knowledge and learning management. The study adopted the descriptive survey design. The area of study for this research is Enugu state. 732 Head Teachers and 11, 782 primary school teachers in Enugu state formed the population of the study. Multi stage procedure, purposive and simple random sampling were adopted in selecting samples for the study.

The instruments were divided into two, one for Head Teachers, and the other for teachers. Findings show that primary school Head Teachers in Enugu state use time management skills in ensuring implementation of curriculum. They practice time management by assigning roles to pupils and teachers to ensure that school programs are carried out on time. These programmes include environmental cleaning, morning devotion, sticking to time table, and extracurricular activities. However, the study does not show whether these skills were as a result of in-service training for the Head Teachers.

In 2013, Morrison's observed that a Head Teacher who utilizes management skills is supposed to guide in completing tasks. According to Sarason (1982), most of the Head Teachers spend more time on the supervision of finances and discipline in schools rather than supervising curriculum instruction (cited by Ambogo, 2012). Therefore, there is need to conduct this study to examine teachers' dimensions of INSET influence on Head Teachers' curriculum implementation skills.

A study was conducted by Ogar and Aniefiok (2012) on the challenges of implementing a teacher education curriculum in Nigeria. They outlined the importance of adequacy of teacher training and noted that the success of Curriculum Implementation relied on teachers' ability to translate written curriculum into classroom learning experiences. However, the study focused on INSET for teachers, and not specifically, INSET for Head Teachers, and management effectiveness.

Based on Mpoza and Khumalo (2021) study on the influence of In-Service Education and Training programmes on secondary school Head Teachers' curriculum leadership competence in the Lubombo region of Eswatini, South Africa, the study used a sample of 35 Head Teachers. The study found that INSET programmes had no influence on Head Teachers' curriculum leadership in the following areas: provision of teaching and learning materials and in encouraging teachers to cater for learners with different learning needs. It was therefore concluded that the influence of In-Service Education and Training programmes was only limited to Head Teachers' leadership competence in benchmarking their schools with other schools and in developing Head Teachers' skills of instructional observation. This study considered curriculum implementation skills without looking at a few aspects.

Moreover, Mwathwana *et.al* (2014) found that school conditions that possess a positive impact on performance are availability and use of teaching/learning materials among others. Availability and use of teaching/learning materials are useful since they arouse interest and promote retention and memorization among the learners. The Head Teachers were found to lack adequate curriculum

implementation skills and this affected their ability to identify relevant teaching and learning materials to be give priority.

Focusing on education, the Ministry of Education, Science, and Technology (2013) observes that the head teacher is supposed to understand the meaning of curriculum for its effective implementation. Through the study, Head Teachers' INSET by KEMI should be keen in ensuring that set standards are observed when implementing the curriculum. Curriculum is dynamic and focuses on the philosophy and educational purposes of the school and the nation. It is envisaged that the Head Teachers assume the responsibility of QASOs always by supervising curriculum as they are assisted by class teachers. Good management requires a Head Teacher to observe the needs, concerns and personal problems of people under him or her. Therefore, this study focused on good management skills by Head Teachers.

A study by Simiyu (2019) on whether teachers were prepared towards implementation of FPE in Bungoma County in Kenya indicated that its launch enhanced increase enrolment of learners in primary schools which posed a challenge to teacher preparedness in managing learners. Additionally, the researcher emphasized that most teachers felt inadequate in tabling challenges of FPE on resource utilization because of inadequate in-service programmes. Consequently, the study focused on teachers' adequacy a result of INSET by KEMI especially with the emergency of new technology in the education.

In 2017, Kalliny's investigated the challenges faced by head teachers in resource mobilization in Baringo County. The study was based on the transformational theory articulated by Bass. The

study targeted head teachers and District Education Officers who constituted the respondents. Stratified, simple random and purposive sampling was used to select the sample size. A questionnaire and interview schedules were used to collect data. The level of resources mobilization was low attributed by several reasons for poor resource mobilization including lack of team work and communication, delay in payment of fees on time and lack of effective plan. The major challenge that faces head teachers is securing additional or new resources, strategic approaches to planning, lack of skills and knowledge, head teachers are unable to develop and implement strategic school improvement plans, unable to create competitive and sustaining a competitive school, empowering others to make significant decisions and to providing instructional guidance that work best. On strategies to enhance resource mobilization, all major stakeholders should be involved in the strategic planning to guide the process of resource mobilization, allocation and utilization according to priorities set in schools.

In 2019, Maranga's investigated the effect of Head Teachers' leadership practices on pupils' academic achievement in Kenya Certificate of Primary Education in Kisii Central Sub County, Kisii County, Kenya. The study adopted descriptive survey design. The study targeted 9 Head Teachers' and 70 teachers. The Head Teachers' and the teachers were targeted because they are well informed on the Head Teachers' leadership practices and how they influence academic achievements of pupils in public primary schools in Kisii County. The study found that the Head Teachers had adequate curriculum implementation supervisory skills. It was also found that the Head Teachers' instructional supervision has a significant effect on the pupils performance with an emphasis on ensuring syllabus coverage by doing a follow-up on classroom progress helps to

reduce lagging behind in learning of each subject. Nevertheless, Maranga did not look at the influence of INSET on the acquisition curriculum implantation skills.

An investigation was carried out by Kaggwa, Onen & Kimoga (2016) on the effect of training in school governance and curriculum management on the performance of Head Teachers in managing public primary schools in the Greater Masaka Region of Uganda. The study was driven by the public outcry over the deteriorating standards of primary education in the region despite Government's efforts to improve the managerial performance of school heads. The researchers employed a descriptive, cross-sectional sample survey research design. Data were collected with the use of survey and interview methods from 234 Head Teachers, 364 teachers, 19 center coordinating tutors, six district education officers and six inspectors of schools selected through purposive and stratified random sampling techniques. The researchers thus concluded that the training in school governance and curriculum management was largely effective in improving the managerial performance of Head Teachers in primary schools, other factors notwithstanding. It was thus recommended that the Government of Uganda should continue training Head Teachers in school governance and curriculum management, strengthen their training curriculum, and make such training opportunities more accessible to many teachers.

Another investigation was carried out by Ganira, Odundo and Muriithi (2016) on the influence of Head Teacher management of pre-school programs and learning achievement in Mombasa County, Kenya. The study adapted descriptive survey design where samples included 11 pre-schools, 11 Head Teaches and 11 teachers 11 Parents and 106 preschool children. Public primary Head Teachers manage pre-schools attached to their schools and therefore have no direct impact

on pre-school progress. The study recommends that public pre-schools should be managed separately from primary schools and the pre-school Head Teacher should possess essential managerial skills to improve school efficiency and learning achievement for children. Nevertheless, the study was carried out in pre-schools while the current study was conducted primary schools.

An investigation was conducted on the Head Teachers' management challenges on pupils' academic performance in K.C.P.E. in Kenyena Sub-County, Kisii County by Onyancha, Ondigi and Mobegi (2021). This study was guided by a conceptual framework. The researcher used a descriptive survey research design. A sample size of 24 Head Teachers and 24 standard eight class teachers were used as respondents; being 30% of the total population. Questionnaires, in-depth interviews, observation schedules and document analysis were used to collect data. The study found that Head Teachers faced challenges such as under syllabus coverage, and rampant unfounded absenteeism reasons. The study also found that the Head Teachers did not have adequate curriculum implementation skills. But the study did not specify that Head Teachers had attended INSET programme like this study.

2.2.6 INSET and Project Planning and Implementation Skills

According to the Project Management Institute (PMI) (2018) report titled success in disruptive times, organizations that undervalue project management report an average of 50% more of their projects failing outright. The managers need to be equipped with project management skills. These skills are required to assist in: decision making, risk management, team working and development, change, planning, resource management, reporting and evaluation, monitoring, communication skills, leadership and management, links to learning and development, plus more. School managers

should be able to: conduct project planning activities that accurately forecast project costs, timelines, and quality; Implement processes for successful resource, communication, and risk and change management; demonstrate effective project execution and control techniques that result in successful projects; and demonstrate effective organizational leadership and change skills for managing projects, project teams, and stakeholders.

The League of Nations in 1924 adopted the Geneva declaration upon the right of the child which includes the right to education. On 20 November 1959, the general assembly marked the twenty-fifth anniversary of the declaration on the right of the child to education. This study pointed out cases which illustrated how funding was done to support project development in Kenya including for education.

A report by Global Humanitarian Assistance (2013) indicates that Kenya received US\$404 million in international humanitarian assistance in 2012. This made the country to be ranked the eleventh largest recipient of donor aid. In the year 2011, Kenya was even better after receiving \$537 million in official humanitarian assistance which made it ranked the world's eighth-largest recipient of aid. Nevertheless, Non-Government Organizations (NGO'S) received over \$95 million in 2011 to be utilized on development projects in the whole country. Based on funding consideration, below share light on how implementation of the projects.

Research conducted by World Bank's private arm and the International Finance Corporation (IFC), revealed that only half of its African projects succeeded among many other donors (Lavagnon, Amadou & Deniz, 2012). The reason for the failure of the project was attributed to the

implementation approach adopted. This brought in project implementation strategy which is an emerging concept in research literature on project management (Patanakul, Shenhar & Milosevic, 2012). This project implementation strategy is used to meet the goals and objectives of the organization by the project team. However, Patanakul, Shenhar and Milosevic (2012) did not look at this aspect in light with the role of INSET for project management and implementation skills.

A well-established project implementation plan should ensure that the project plan is derived on time, on scope, on budget and meeting the end user satisfaction apart from meeting other pertinent considerations (Cropper, Berg, Culligan & Radstone, 2010). Planning is a function of leadership and provides useful information to guide the monitoring of actual performance (Goodstein & McDonnell, 2011). The studies by Cropper, Berg, Culligan and Radstone (2010) and that by Goodstein and McDonnell (2011) did not explore how INSET enhances Head Teachers' management skills.

Planning for the project is important especially when work is based on time. Time consideration is necessary since it allows for easy measurement. Time against schedule stands the most important measure of a project when it is being built from developer to project leader, to project manager, to the project sponsors and senior people in the company (Fisher, 2011). This study will add value to Head Teachers' project planning and implementation skills.

In 2018, Oznacar's study risk management strategies in school development and the effect of policies on education. This research encapsulated examination of risk management in schools and current strategies and policies for the risks in the school cultures within qualitative nature.

Experiences of Head Teachers and Deputy Head Teachers were gathered through interview. Thematic analysis was conducted to examine themes: culture of schools, strategy and policy of schools, and risk management. Research results revealed that Head Teachers and Deputy Head Teachers are aware of risk management. Schools are not enough to practice policies and strategies for establishing a school culture. Therefore, the study is believed to fill the gap leading into Head Teachers' positive management.

A school plan is important since it offers a sense of purpose and the direction of the entire school community. It also outlines the tasks and activities to be undertaken leading to achieving the overall goals and objectives of the school (Oosterlynck, 2011). In respect of this, it is of the view that the success of an institution relies on competency of the type of management. Therefore, through the study, contribution to project planning and implementation can be made which may add value to Head Teachers' managerial skills.

A study conducted by Sugumarie, Razak and Ghavifekr (2016), evaluated the suitability of the important aspects of teachers' in-service training including planning, content, presenters, days and duration and the location. In addition, the study also evaluates the relationship between the development of professionalism in teaching with suitable aspects of in-service training. Quantitative method was used in the form of questionnaire to collect the data. This study was conducted in 6 secondary schools in the district of Petaling Utama in Kuala Lumpur, Malaysia. A total of 174 teachers were selected purposively as respondents. The data were analyzed quantitatively using the SPSS version 21 software. Descriptive statistics were used (mean, frequency and percentage), as well as inferential statistics (Pearson Correlation test). The study

indicated a significant correlation between the aspects of planning, content and course presenter with higher levels of professionalism in teaching. The study found that course content had an effect of acquisition managerial skills such project planning. However, the study was carried out in a different geographical location from the current study. Unlike the current studies, the study by Sugumarie, Razak and Ghavifekr did not capture the views of head teachers.

Success project implementation requires monitoring. Monitoring is the periodic and continuous review and supervising of the project to ensure that input deliveries, work schedules, target outputs, and other needed actions proceed in line with the project plan (Mulwa, 2012). Project monitoring is a continuous activity that offers the main stakeholders of a project with first indications of the quality, quantity and timelessness of the progress towards delivering intended results. Head teacher is a project manager fundamentally responsible for the project monitoring and for devising any corrective action to be undertaken.

In 2010, Hall's pointed out challenges in the management of institutions where Head Teachers who never use innovation for months or years while some are quick to try new ways and others delay. Whichever the case, Head Teachers should be monitored and evaluated if effective management needs to be promoted in the school (Blankstein, Houston & Cole, 2011). However, the study did not look at the link between INSET and project planning and implementation skills.

School managers are not having adequate project planning and implementation skills, Karuma (2011). The researcher observed the Government of Uganda has partnered with 640 private schools to offer classrooms and libraries. It has also received aid from African Development Bank (ADB)

and the World Bank for infrastructure development. Nevertheless, the challenge was that school managers had limited project planning and implementation skills.

Education in Tanzania is offered by both public and the private sector, with the government constructing classrooms and furnishing them using development grants. For example, Funds budgeted in the fiscal year 2011/2012 for development such as constructing buildings and teachers' houses, accounted 10.2% of the total amount budgeted for the education sector according to the Ministry of Education between 2006 and 2010. Based on these, educational resources need to be an area of concerns by the Head Teachers which the study focused about.

Kenya mandates its responsibility to the school infrastructure development committee (SIC) for identification of school development needs and monitoring the spending of infrastructural funds through delegation by BOM (MOE, 2012). Other stakeholders involved in the participation of educational projects are the ministry of public works responsible for approving building plans and the contractors or the technical team. Head teacher as the secretary of BOM will take an active role in the participation of the projects and through this study together with other stakeholders will be more updated on managerial skills especially with the advance of new technology and the dynamic nature of the project management.

Kenya has faced rapid expansion in the education sector since independence in 1963. Both public and private primary schools have experienced an increasing number, likewise to secondary schools. The increase has been accelerated by the growth of population and the introduction of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) respectively (MOE,

2012). With these emerging changes, the study is expected to shed light on improved aspects of Head Teachers' project planning and implementation skills.

Project management is the application of knowledge, skills, tools, and techniques to project tasks that match the need of the project (Project Management Institute, 2013). It, therefore, implies that the project manager is responsible for managing resources effectively and efficiently for successful completion of the project. But as it appears, some challenges are being experienced upon Head Teachers' management competency.

An investigation was carried out by Mwangi (2015) on the factors influencing implementation of projects in public secondary schools in Mathira Constituency, Nyeri County, Kenya. The study was conducted in Mathira Constituency, Nyeri County and covered all the thirty-three (33) schools. The researcher adopted the questionnaire method. The population comprised of thirty-three principals (33), 33 BOG members acting on behalf of sponsors and 33 PTA members in all the schools in the study area. The study establishes that school heads management skills, stakeholders' involvement, availability of funds and procurement procedures have significant influence on implementation of projects in public secondary schools in Mathira Constituency in Nyeri County. The findings revealed that school heads in spite of the training, most of them continue to encounter challenges as they execute project activities. So, these were the issues this study was keen about.

A study was conducted by Mbui, Kisirkoi and Ronoh (2021) on the influence of in-service training of Head Teachers in Resource Management on their implementation of free primary education

(FPE) in public primary schools in Kiambu County, Kenya. Theoretical foundation of the study was the Social Demand Approach to Education. The study used an ex-post facto research design. A sample size of 50 Head Teachers was selected using simple random sampling from a population of 500 Head Teachers working in public primary schools in Kiambu County. The study used semi-structured questionnaires to collect primary data from the Head Teachers while secondary data was collected from official records. The study found that even the Head Teachers had attended INSET, they still lacked adequate resource management skills. The study findings also show that lack of resource management skills among Head Teachers affected implementation of FPE. The study however, did not capture teachers' dimensions as this study.

A study conducted by Mwangi, (2012) on factors influencing the success of Constituency Development Funds (CDF) projects in Nyeri revealed that the extent of the project success was low, because most of the projects were completed not as budgeted. Considering almost all projects, they lacked proposed schedules of implementation and therefore illustrating that no standards against which progress could be scrutinized. This forms the foundation of the study. The study by Mwangi was carried out on the success of Constituency Development Funds (CDF) projects and not public primary schools, and thus the findings cannot be generalized.

Head Teachers' INSET program by KEMI is expected to be effective in tackling school project management tasks especially on school resources and general running of the school (Wekhuyi, 2014). This is so because its main aim is to ensure that Head Teachers acquire skills necessary in carrying out various management tasks. Through this study, to assess teachers' dimensions of INSET on Head Teachers' project planning and implementation skills in Bomet County, Kenya,

collective efforts will be derived in order to equip education researchers to be actively involved in this area of study.

More findings depict that Ongoto, Ogolla and Malusu (2019) examined the effect of in-service training by Kenya education management institute on effective management of public primary schools in Kenya. The study was anchored on Total Quality Management theory. Descriptive survey research design was employed. The target population for the study was ninety-six public primary schools Head Teachers, chairpersons of boards of management, senior teachers, subordinate staff members, school's prefects and staff trainers from Kenya Education Management Institute. Simple random sampling was used to select the sample for this study. Data for the study was collected using structured questionnaires and analyzed using descriptive statistics with the aid of the Statistical package for Social Sciences (SPSS) computer software. Results revealed that despite the fact that in-service training programs had a significant influence on effective management of public primary schools in Kenya, to a large extent, majority of the Head Teachers were not knowledgeable in project management skills. There were no clear follow-up mechanisms after the in-service training, to find out if the Head Teachers were applying the taught skills effectively in the management of school projects. This was the reason the researcher brought the study based on INSET's dimensions such as INSET Follow up components.

Moreover, Musembi (2016) in a study on the influence of KEMI principals' diploma in education management training course on management practices of public secondary schools in Matungulu sub county revealed that the KEMI diploma course statistically significantly predicts financial management, human resource 46 management, curriculum implementation and project planning

and implementation practices of principals. Musembi concluded that KEMI training by the principals has a significant influence on management practices such as project planning implementation by principals in public schools in Matungulu Sub- County. The study recommended that the training on management practices be made part and parcel of the pre service training curriculum for teachers, that the Ministry of Education (MOE) should make the training curriculum for KEMI extended beyond the diploma level to the degree level, and the KEMI diploma training course should be made a policy to all education managers whether in a private or public institution in Kenya. The focused was on secondary school principals, and not in primary schools as indicated by this study.

2.3 Theoretical Framework

The theoretical framework of any research relates to the philosophical basics on which the research takes place and the connection between the theoretical aspects and real components of the investigation undertaken (Babbie, 2011). It influences the method by which the researchers shape studies, collect, and analyze the data. This study adopted two theories; Social Cognitive Theory and Human Capital Theory.

2.3.1 Social Cognitive Theory

Social Cognitive Theory was developed by Albert Bandura in 1986. The theory highlights the idea that much of human learning takes place in a social environment (Bandura, 1989). Through INSET by KEMI, Head Teachers, education officers, INSET trainers, and other education stakeholders who might have been involved interacted and shared experiences on management skills.

Consequently, after training, Head Teachers were back to schools' better managers as they were before ready to manage their schools well. The theory explains the varied dimensions of teachers on INSET of Head Teachers by KEMI and implementation of school programs by the Head Teachers in their different schools in Bomet County. Through interaction, Head Teachers made observation hence acquired knowledge, rules, skills, strategies, beliefs, and attitudes which may guide their actions into good management.

Bandura's theory is relevant as Head Teachers set goals and act in a way, they believe will assist them to achieve their goals and objectives. Based on this knowledge, the researcher finds the theory relevant to the study. One of the main assumptions underlying social cognitive theory is that individuals, in this case, head teachers are competent and active agents whose actions can influence their development, learning, and behavior (Bandura, 1999). The theory implies that that head teachers can learn through INSET and that such training can help them enhance requisite management skills. The researcher posits that trained Head Teachers enhance their efficacy, and expectancies.

2.3.2 Human Capital Theory

The study is based on the Human Capital Theory originally proposed by Adam Schultz in 1961. The theory holds that the well-being of a society does not only depend on the traditional stocks of financial capital, labour, and natural resources but also on the knowledge and skills of individuals. The theory believes in increased knowledge and skills productivity (Sweetland, 1996).

This theory is relevant to this study because it emphasizes the importance of acquiring knowledge and skills where head teachers is expected to act as better managers in the schools. In the end, it will contribute to greater outputs for the benefit of the school community as well as the entire society. INSET is conceptualized to contribute increased knowledge and skills among the Head Teachers. These knowledge and skills are valued as they contribute to increased productivity and higher-earning, the capacity to appreciate literature, and provide future consumption.

Head Teachers as managers need to have knowledge and skills for effective and efficient management. Having been in-serviced by KEMI, Head Teachers are expected to be knowledgeable and skilled in management. The human capital theory implies that for head teachers to perform effectively there is a need for government intervention to upgrade their skills and knowledge through informal training.

2.4 Conceptual Framework

A conceptual framework is a tool researchers use to guide their inquiry, it is a set of ideas used to structure the research, a sort of a map (Kothari, 2012). In this study, the independent variable was INSET dimensions by KEMI made up of INSET Content, INSET Implementation, and INSET Follow-up components. The dependent variable was Head Teachers' management on Financial Management Skills, Human Resource Management Skills, Curriculum Implementation Skills, and Project Planning and Implementation Skills. These variables presumed effect in the study.

Effective management of schools can be affected by government policies, school environment and Head Teachers' personal characteristics and leadership styles. These were the Intervening

Variables of the study that the researcher controlled during the construction of the instruments not to affect the study. This framework was hereby illustrated in figure 2.1.

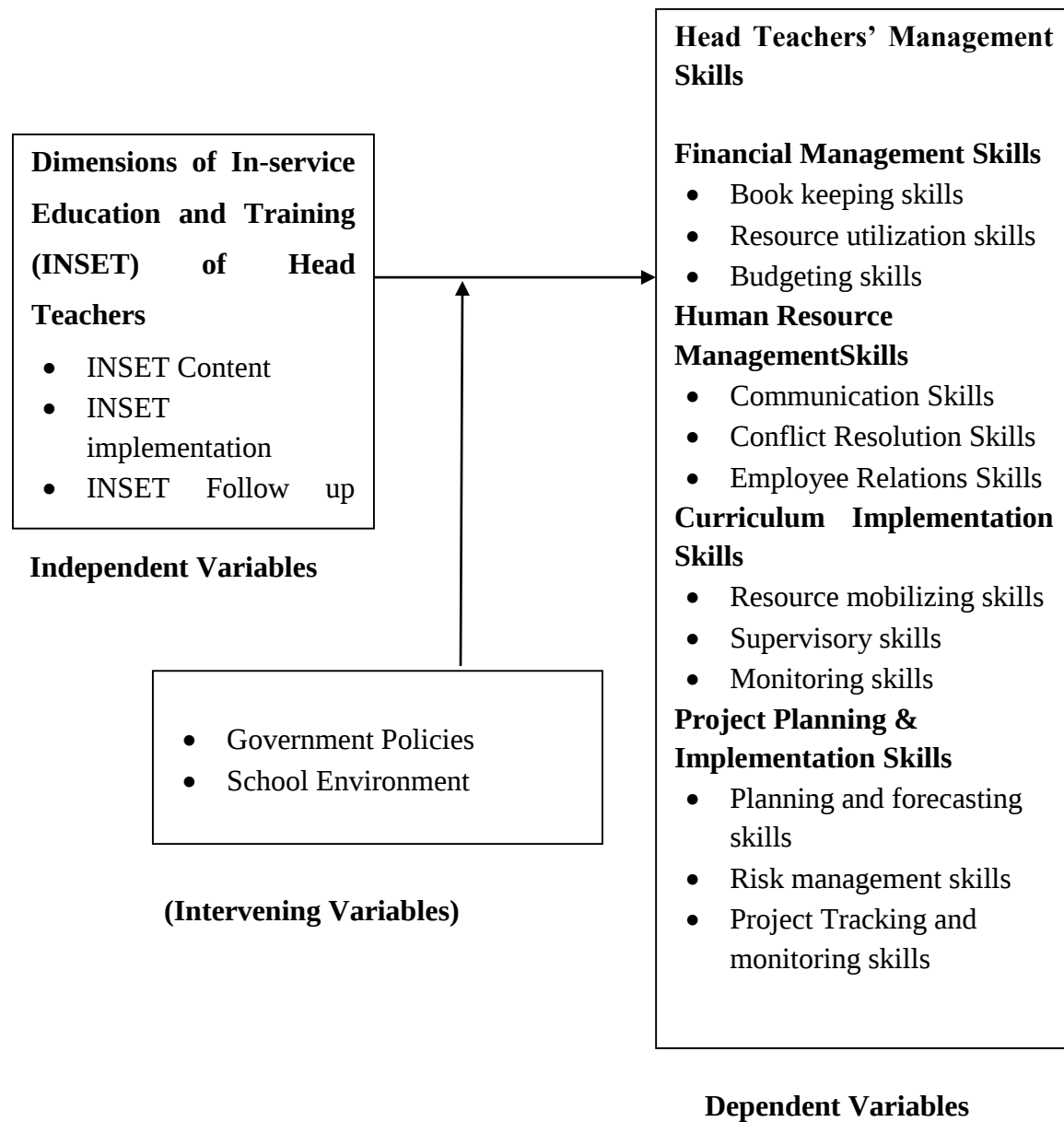


Figure 2.1: Influence of dimensions of INSET on Head Teachers' management skills in Bomet County, Kenya.

2.5 Knowledge Gap

The reviewed literature shows that there are several studies that have been carried out of school management practices, for instance Itegi (2012), Turyahebwa, Sunday, Burani and Eliabu (2013), Buda and Dazing (2014) and Pawar (2016) have all shown that preparation and development of school principals can lead to school effectiveness and improvement. Other studies by (Chatiza, 2011), Mwinjuma and Baki (2012), Onyango (2011) and Bolei (2012) have mainly focused on problems facing principals in various contexts while a study by Musembi (2016) on the influence of KEMI diploma training on principal's management practices of schools focused on Influence of KEMI Principals' Diploma in Education Management Training Course On Management Practices of Public Secondary Schools.

Studies by Buckner (2017) and Carson (2013) indicate that there is connection between quality leadership and school effectiveness stating that, "the Head Teacher plays the most crucial role in ensuring school effectiveness. Moreover, studies by Wango, (2009) revealed various challenges faced by newly appointed principals in management of schools. This further supports a study of Irungu (2002) which asserted that there are many challenges in financial management as the existing preparation measures and support for Head Teachers in financial management are basically weak and do not sufficiently prepare potential Head Teachers for responsibilities in financial management.

All these studies focused either on the need to prepare the heads of institutions on management skills, the problems faced by the heads of institutions, the challenges faced by the Head Teachers on management practices and the influence of KEMI diploma training on principals management practices of schools but no evidence given on the influence of dimensions of INSET on Head

Teachers' management skills. In particular, the study will seek to assess the influence of dimensions of INSET on head teachers' Human Resource Management Skills, Curriculum Implementation Skills, Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya.

A study conducted by Mwijuma (2012) was purely qualitative, and as such it is not a statistically representative form of data collection. It relies upon the experience of the researcher. It can be difficult to replicate results, and it can create misleading conclusions. To avoid, this study therefore adopted triangulation approach of data collection. The use of in an ex-post facto research design, in a study by Mbui, Kisirkoi, and Ronoh (2021) might not have been convenient owing to the fact that with such a design the researcher cannot manipulate the independent variables. Moreover, the researcher may not be able to provide a reasonable explanation for the relationship between the independent and dependent variables under study. With this design, results are highly subjective due to the possibility of human error. The current study adopted the descriptive research design.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to obtain data for the study. It covers research paradigm, research design, study location, target population, sample and sampling procedures that were used in the study. Data collection instruments such as questionnaire, interview guide and observation checklist used in the study were discussed in this chapter. Sampling methods and procedures for data analysis also presented in this section. Moreover, issues of confidentiality of respondents' personal information and opinions, validity and reliability were explained.

Research methodology is vital in any research. The approach adopted by researchers in performing their study is known as research methodology. It demonstrates how researchers articulate their problem and purpose, as well as how they present their findings based on the data collected during the study period (Kothari, 2011). Research is a logical and systematic search for new information on a particular topic made up of varied beliefs or philosophical thoughts. According to Thomas (2010), beliefs are understood as paradigm.

3.2 Research Paradigm

Paradigm is a reflection of truth and structures applied in arrangement of observation and reasoning (Hennink, Hutter & Bailey, 2011). It is an approach about research or doing research (Johnson & Christensen, 2012). Paradigms explain the foundation of the method applied by a researcher in carrying out social research, whether quantitative, qualitative or mixed method. It reflects how a researcher views the world (ontology) and beliefs on the way knowledge is created (epistemology). It therefore constitutes the means through which the world is being looked and

interpreted what is studied providing an indication on the way research ought to be conducted by whom, to what degree of involvement and interpretation (Kothari, 2014).

This study adopted pragmatism approach as a world view arising out of actions, situations and consequences rather than antecedent conditions. Pragmatism does not depend on any one system of philosophy and reality. Pragmatism allows the researcher to use mixed methods research and utilize a mixed approach that recognizes themes that connect quantitative and qualitative research.

Pragmatism approach is relevant to this study because of the intention to understand the influence of dimensions of INSET on Head Teachers' management skills. This study involved interaction with County Director of Education (CDE), Sub-County Directors of Education (SDE), Head Teachers and teachers to obtain generalized knowledge on the way to improve understanding, seeking to affirm how variables influences one another. This is suitable since data collection from the respondents, is an avenue to study human behaviour.

3.3 Research Design

The study was designed to determine the influence of dimensions of INSET on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The study was structured basically with the frame work of descriptive research design. Descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes (Kothari, 2015). This type of research would assist to describe the characteristics that exist in the population. According to Mugenda (2011), descriptive research design is appropriate in collecting data that describe, explore and help the researcher to understand social life. Education is a social career and therefore this

research design was appropriate for use in this study. The researcher focused on the links among smaller number of attributes across a sample of cases depending on the size of the target and accessible population. The purpose of school survey is to gather detailed information purposely for studying a large population of primary schools in Bomet County as well as identifying and studying individual characteristic components in the population.

3.4 Location of the Study

The study was carried out in Bomet County, Kenya as illustrated by the map of Bomet County in Appendix (IX). Bomet is situated in the South Rift region of Kenya and is bordered by Kericho County to the North West, Nyamira County to the South West, Narok County to the South and Nakuru County to the North East. The region lies between longitudes 36° East and 34° East of Greenwich Meridian and between latitudes 0° and 2° South of the equator.

According to census report of year 2020, the population of the County stands at 875,689 and the area is $2,530.9 \text{ km}^2$ with a population density of 346 persons per sq. km. It has five major Sub-Counties, namely: Konoin, Sotik, Chepalungu, Bomet Central and Bomet East. Bomet County is one of the Counties where Head Teachers have attended in-service training at KEMI. However, there is evidence that Bomet County is among other counties in Kenya, where Head Teacher's management effectiveness is wanting (Korir, 2014; Sigilai & Bett, 2013; Chepkwony & Lelan, 2017). Recent research indicates that, there are weaknesses in the way Head Teachers execute their mandate raising questions as to whether they have requisite managerial skills, and if INSET is influencing their management skills in a way. They are expected to handle managerial responsibilities with competence. However, this is not the case. The study was set to determine teachers' dimensions of INSET influence on Head Teachers' managerial skills.

3.5 Target Population

Target population in statistics is the specific population about which information is desired. Target population in a study refers to a group of people to whom the results of a research apply (Whitley & Kite, 2012). The study focused on all 3320 public primary teachers employed by Teachers' Service Commission (TSC) teaching in Bomet County. This is because a part from other category of teachers in the schools; teachers employed by BOM, teachers employed by TSC are the most stable in terms of availability since their population is not likely to fluctuate unpredictably as the other category.

Moreover, the study targeted 450 public primary Head Teachers, 5 Sub-County Directors of Education and 1 County Director of Education from Bomet County for the year 2021 (MOE, 2020). These school managers were selected because of their positions in overseeing management of schools in their specific areas. They were required to give adequate information on their responsibilities in management of schools in Bomet County. The role of the Teachers in helping the Head Teachers in the implementation of management skills in schools cannot be overlooked. It is with this in mind that the study investigated their dimensions of the influence of INSET on Head Teachers' management skills.

3.6 Sample Size and Sampling Procedures

This section presents the sample and sampling procedures used in the study. It indicates the sample size and outlines the procedures followed in the sampling process.

3.6.1 Sample Size

A sample size of about 332 teachers, 45 Head Teachers, 5 Sub-County Directors of Education and 1 County Director of Education was purposively selected for the study. The total number of the participants to be involved in the study was 383 respondents. Multi-stage sampling technique was used for teachers and Head Teachers while purposive sampling techniques were applied to sample Sub-County Directors of Education and County Director of Education. Quantitative sampling strategies were applied since they focus on generalized results, and typically collect data from a large number of individuals in a study.

3.6.2 Sampling Procedure

The unit of sampling was Public Primary Schools in Bomet County. The study was both probability sampling and non-probability sampling techniques in the selection of the participating schools. For probability sampling, the study used multi-stage sampling while for non-probability sampling, purposive sampling was used. The study used multi-stage sampling to select the Public Primary Schools because of different categories and type which comprises of day, boarding, single-sex and co-educational. The County also comprises of 5 Sub-Counties. This sampling is useful to the study because it simplifies data collection as by cohorts.

The study adopted a sample size of 10%-30% as a representative of the population (Mugenda, 2013). This is because the target population is homogenous and therefore a small sample of 10%-30% sample is within the recommended research limits (Mugenda, 2008). Table 3.1 shows selected samples of the respondents.

Table 3.1: Bomet County Sample of Respondents

Sub-County	Teachers		Head Teachers		Sub-county Director of Education	
	No	%	No	%	No	%
Konoin	62	10	9	10	1	100
Sotik	74	10	9	10	1	100
Chepalungu	62	10	9	10	1	100
Bomet Central	70	10	9	10	1	100
Bomet East	64	10	9	10	1	100
Total	332	10	45	10	5	100

The results obtained using Mugenda (2013)'s suggestion, 10%, indicates that 332 teachers, 45 Head teachers and 5 Sub- County Directors of Education were involved. Seven (7) teachers were selected from each sampled school using simple random sampling technique to make a total of 332 teachers based on participation in the management of respective schools. Teachers were selected depending on the number found in given school.

Each selected school was represented by a Head Teacher, who was selected using purposive sampling. The researcher specifically handpicked Head Teachers who have undergone In-service Education and Training programme by KEMI.

Each selected sub-county was represented by Sub-County Director of Education while the county was represented by the County Director of Education based on purposive sampling. Purposive sampling includes the selection of those participants who portrays the desired characteristics and hence capable of providing the required information. Purposive sampling is appropriate for

selecting respondents who are knowledgeable about a phenomenon and can communicate their experience (Emerson, 2015). Table 3.2 shows the target population and the sample size of the study.

Table 3. 2: Target Population and Sample Size for the Study

	Target	Sample	Percentage
Respondent	Population	Size	(%)
County Director of Education	1	1	100
Sub-County Director of Education	5	5	100
Head Teachers	450	45	10
Teachers	3,320	332	10
Total	3,776	383	

3.7 Data Collection Instruments

The study used three instruments to collect both quantitative as well as qualitative data, namely: questionnaires, interview guides and observation checklists. Study instruments were designed by the researcher with the help of the supervisors.

3.7.1 Questionnaires

A questionnaire is an instrument through which data can be collected and measured from a variety of sources logically (Rouse, 2017). In this study, data was collected using questionnaires for teachers and Head Teachers. The used of questionnaire relied upon the respondents' sample (Teachers and Head Teachers) which were high, hence impossible to use other instruments for

data collection. Questionnaires comprised of open ended and closed ended questions. Open ended questions provide more freedom to the respondents to answer the questions, while closed ended questions limit the respondents to specify the responses purposively for quantifying.

Questionnaires contained Teachers' Questionnaire (TQ) Appendix I, and Head Teachers' Questionnaire (HQ) Appendix II. The questions were designed with reference to the four objectives of the study. Questionnaires were sub-divided into two sections. Section A was used in generating demographic information of the respondents which includes gender, age, sex, academic qualification, teaching experience. Section B of the instruments contained items on Head Teachers' management skills.

The respondents were required to indicate their level of agreement based on the statements seeking their opinions. Each of the items were rated based on 5- point Likert Scale given as: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree, purposively for quantification of variables and to evaluate the responses. This study adopted drop and pick method during administration of the questionnaires. The method was appropriate because it measures attitudes and points more information from respondents.

3.7.2 Interview Guides

According to Orodho (2012), to interview imply to collect information in the form of oral-verbal responses and answers regarding oral-verbal questions. An interview guide allows an in depth response from the respondent and enable an interviewer to probe the respondents. An Interview guide was used to obtain information from Sub-County Directors of Education (SDE) and County Director of Education (CDE) on the influence of dimensions of INSET on Head Teachers'

management skills in Public Primary Schools in Bomet County, Kenya. The interview guides were for the SDE (Appendix III) and CDE (Appendix IV).

The study used a structured interview in which the interviewer had pre-formulated questions strictly regulated based on the order of the questions in the tool. Structured data contains information serving the right purpose (Mohajan, 2016). Therefore, interviewing the Sub-County Directors & County Director of Education sought their views of INSET influence on Head Teachers' management skills in their respective schools. It also helped establish the level of support provided to them.

3.7.3 Observation Checklist (OC)

An observation checklist was used in the study to collect information on the influence of dimensions of INSET on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The checklist was used in real classroom as it is widely applied in educational research. Researchers use observation checklist that help focus on what they are supposed to know (Pascual, 2017). Observation in classroom was on the influence of dimensions INSET on Head Teachers' management skills : Human Resource Management, Financial Management, Project Planning and Implementation as well as Curriculum Implementation.

Direct observation offers information on the actual behaviour observed (Sekeran, 2006). In this study, observation checklist was used to collect data on the influence of dimensions of INSET on Head Teachers' management skills. Observation checklist was designed with reference to four

objectives of the study. It contained 12 items on management skills among Head Teachers. Items in the observation checklist were closed ended.

3.8 Validity and Reliability of the Research Instruments

This section presents the validity and reliability of the research instruments.

3.8.1 Validity

According to Kaplan and Saccuzzo (2012), validity is the degree to which assessed measures are intended to measure. It illustrates how well the data collection and data analysis of the research captures the reality under study (Mohajan, 2017). The study adopted content validity which according to Creswell (2013), asks whether items measure the content they were intended to measure. Thereafter, questionnaires and interview schedules were checked whether all the objectives have been included and are accurate.

Instrument validity was improved by the experts. The researcher sought assistance from the supervisors who assessed the relevance of each item in the instrument to the objectives. The evaluation reports from the experts informed the refinement of the data collection tools to enhance content validity.

3.8.2 Reliability

According to Kothari (2011), the reliability of a research instrument can be defined as the ability of the tool to provide consistent results when repeatedly administered to the same population. It plays a major role in research since it can be used to reduce errors in the process of analysis of responses to questionnaires (Neuman, 2012). Reliability of the data collection instruments was

measured using Cronbach Alpha coefficient. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A “high” value for alpha does not imply that the measure is unidimensional (Cronbach, 1951). According to Drost (2011), if Cronbach Alpha coefficient is found to be 0.70 or higher, then the reliability obtained is guaranteed but if it is less than 0.70 then the instrument will be deemed unreliable in which case adjustments will be necessary (Drost, 2011). The reliability results for the teachers' questionnaires were as provided in Table 3.3.

3.9 Data Collection Procedures

A researcher obtained an introductory letter from the Board of Post Graduate Studies of University of Kabianga to be used in obtaining a research permit from National Commission for Science, Technology and Innovation (NACOSTI). After obtaining research permission from NACOSTI, a visit was made to County Director of Education (CDE) and County Commissioner (CC) for research authorization letter before visiting schools.

Research permit and self-introductory letter were presented to the relevant authorities of the schools from where data was collected. Once permission was granted in schools, the researcher made a visit to the selected schools, created rapport with respondents and explained the purpose for which the study was being conducted and then administered the questionnaires to the respondents. Once the questionnaires were filled and completed, they were collected.

3.10 Data Analysis and Presentation

Data analysis involves the process of analyzing data and interpreting the meaning from the respondents' experience, then reducing the data into themes, and lastly representing the data in discussion (Carter, Lukosius, DiCenso, Blythe & Neville, 2014). Since the study was dealing with both qualitative and quantitative data, the researcher computed both quantitative and qualitative analysis approaches.

Quantitative analysis approaches include computation of descriptive and inferential statistics. Qualitative data was organized, put into categories, themes and patterns that analyzed and interpreted (Mugenda & Mugenda, 2013). Qualitative data was then presented in frequency, tables, bar graphs and percentages.

Descriptive statistics were employed and this involved computing frequency distributions, mean, percentages and standard deviation to determine the influence of dimensions of INSET programme on Head Teachers' managerial skills' variables. Descriptive statistics offered methods that were applied to interpret the relationship between variables.

3.10.1 Inferential Statistics

Inferential statistics comprised the Pearson correlation (r) and Regression analysis. The associations depicted by Pearson correlations was considered statistically significant when the p value is less than 0.05 ($p < 0.05$). The regression analysis was aimed at establishing the relationship between the independent and dependent variables. The golden rule was to reject the null hypothesis when the p value is less than 0.05 ($p < 0.05$), and accept the null hypothesis when the p value is greater than 0.05 ($p > 0.05$).

The following regression model was adopted.

$$Y_0 = \beta_0 + \beta_1IC + \beta_2II + \beta_3IF + \epsilon \dots\dots\dots (3.1)$$

H₀₁ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya

$$Y_1 = \beta_0 + \beta_1IC + \beta_2II + \beta_3IF + \epsilon \dots\dots\dots (3.2)$$

H₀₂ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya

$$Y_2 = \beta_0 + \beta_1IC + \beta_2II + \beta_3IF + \epsilon \dots\dots\dots (3.3)$$

H₀₃ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Curriculum Implementation Skills in Public Primary Schools in Bomet County, Kenya.

$$Y_3 = \beta_0 + \beta_1IC + \beta_2II + \beta_3IF + \epsilon \dots\dots\dots (3.4)$$

H₀₄ Dimensions of INSET do not have a statistically significant influence on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya

$$Y_4 = \beta_0 + \beta_1IC + \beta_2II + \beta_3IF + \epsilon \dots\dots\dots (3.5)$$

The results from the analyzed quantitative data will be presented using graphs, pie charts, frequencies, tables and figures.

Y₀ = Head Teachers' Management Skills

Y₁ = Head Teachers' Financial Management Skills

Y₂ = Head Teachers' Human Resource Management Skills

Y₃ = Head Teachers' Curriculum Implementation Skills

Y₄ = Head Teachers' Project Planning and Implementation Skills

IC = INSET Content

II = INSET Implementation

IF = INSET Follow up components

ε = error term

Qualitative data analysis is the range of processes and procedures whereby we move from qualitative data that have been collected into some form of explanation, understanding or interpretation of people and situation being investigated (Sutton & Austin, 2015). Qualitative data generated from the open-ended questions in the research instruments, was organized in themes and patterns categorized through textual analysis. The output from qualitative analysis was presented in prose form (narrations).

3.11 Diagnostic Tests

In order to confirm whether the data collection instruments are reliable and valid and whether the set questions are aimed at addressing the set objectives, diagnostic tests were carried out prior to data analysis. Diagnostic tests included tests of normality, test for multi-collinearity, test of heteroscedasticity, autocorrelation test as well as singularity Test.

3.11.1 Tests of Normality

To check for normality, the study employed both Skewness and Kurtosis to check for symmetry and peakedness of the distribution thereof. The values for asymmetry and kurtosis between -2 and +2 were considered acceptable in order to prove normal univariate distribution (Ary et al., 2010).

3.11.2 Test for Multi-collinearity

Multi-collinearity is a test that evaluates whether the independent variables are highly correlated. It occurs when two or more predictors in the model are highly correlated leading to unreliable and unstable estimates of regression coefficients hence causing strange results when attempting to study how well individual independent variables constitute to an understanding of the dependent variable. The consequences of Multicollinearity are increased standard error of estimates of the Betas, meaning decreased reliability and often confusing and misleading results. The test for Multi-

collinearity was conducted to assess whether one or more of the variables of interest was highly correlated with one or more of the other independent variables. The variance inflation factor (VIF) was used to evaluate the level of correlation between variables and to estimate how much the variance of a coefficient is inflated because of linear dependence with other predictors. As a rule of thumb if any of the VIF is greater than 10 then there is a probability of a problem with Multicollinearity and consequently they are poorly estimated (McNabb, 2010). The study considered that the model did not suffer multicollinearity.

3.11.3 Test of Heteroscedasticity

Homoscedasticity assumes that there is constant variance of the errors. Violations of homoscedasticity (Heteroscedasticity) make it difficult to gauge the true standard deviation of the forecast errors, usually resulting in confidence intervals that are too wide or too narrow. In particular, if the variance of the errors is increasing over time, confidence intervals for out-of-sample predictions will tend to be unrealistically narrow (Collis & Hussey, 2009). They continue to say that one of the assumptions of the classical linear regression model is that there is no Heteroscedasticity. Breaking this assumption means that the Gauss–Markov theorem does not apply, meaning that OLS estimators are not the Best Linear Unbiased Estimators (BLUE) and their variance is not the lowest of all other unbiased estimators, (Gujarati and Porter, 2009). A plot of residuals versus predicted values was used to check for the convergence (Solutions, 2020).

3.11.4 Autocorrelation Test

Autocorrelation refers to the correlation of a time series with its own past and future values. Autocorrelation complicates the application of statistical tests by reducing the number of independent observations. Three tools for assessing the autocorrelation of a time series are; the time series plot, the lagged scatter plot and the autocorrelation function (Collis & Hussey, 2009).

The study used Durbin Watson measure to check on the existence of autocorrelation. Durbin Watson varies between 0 and 4 such that if $d=2$ then there is no problem of autocorrelation, if $d < 2$ then there exists a negative autocorrelation

3.11.5 Singularity Test

The study carried out a singularity matrix test with a view to ensure that the independent variables are indeed independent and different from each other and hence it was possible to perform inferential analyses (McNabb, 2010). A matrix was deemed singular if its determinant is 0. The study ascertained Singularity since the inter-variable correlations were less than 0.7 for INSET Content, INSET Implementation and INSET Follow up components.

3.12 Ethical Considerations

According to Kelly, Dittloff et al., (2013), a study is supposed to observe some ethics for trustfulness. The respondents were assured that data collected was to be kept confidentially and that any other information would be treated with utmost confidentiality. Additionally, the respondents would be encouraged to participate at their own free will. Originality of the data collected by citing the source would also be ensured. This would be provided for to avoid plagiarism which is unethical in research. The data collected would be used for the intended purpose only.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation and discussion. Detailed sections of data analysis in the form of descriptive analysis, descriptive statistics and inferential statistics as guided by the methodology in Chapter three are presented in this chapter. Questionnaires and interview schedules were used to collect data. The analysis and presentation were guided by the objectives of the study and are related to the literature review in chapter two.

4.1.1 Response Rate of Respondents

The researcher distributed 383 questionnaires targeting teachers and head teachers, in Public Primary Schools in Bomet County, Kenya. Data was also collected from Sub-County Directors of Education, and County Directors of Education. An analysis of the response rate of the respondents during data collection was done. Table 4.1 shows the response rate per category of respondents.

Table 4.1: Response Rate of Respondents

Response Category	Target	Actual	% Response
Head teachers	45	41	91%
Teachers	332	287	86%
Sub-County Directors of Education	5	5	100%
County Directors of Education	1	1	100%
Total	383	334	87.2%

The results show that the researcher was able to obtain a response from 41 head teachers 287 teachers, 5 Sub-County Directors of Education, and 1 County Director of Education thus translating to an average rate of 87.2%. This was adequate to enable the researcher to come up

with reliable conclusions and recommendations. Dommeyer, Baum, Chapman, and Hanna, (2002) reported that the acceptable response rate for on-paper surveys is 75%, therefore the attained percentage was good and found acceptable to the researcher.

4.1.2 Reliability Test Results

Prior to reliability testing, a pilot study was conducted. The pilot sample comprised of 30 teachers, 5 Head Teachers, 1 Sub-County Director of Education and 1 County Director of Education in Kericho County, Kenya. Care was taken to ensure that the participants in the pilot test did not form part of the main sample for the study, by having the pilot study carried out in Kericho County. Piloting is helpful in developing and testing the research instrument (Kim, 2011; Morin, 2013). The reliability was computed using data captured during piloting.

Table 4.2: Reliability Statistics for Teachers' Questionnaire

Cronbach's Alpha	N of Items
.775	41

N refers to the number of questionnaire items in this case 41 items were used. The tool for teachers was adopted as it is since the reliability score of 0.775 was higher than the recommended correlation coefficient threshold. The reliability results for the Head Teachers questionnaires were as provided in Table 4.3.

Table 4.3: Reliability Statistics for Head Teachers' Questionnaire

Cronbach's Alpha	N of Items
.715	42

N refers to the number of questionnaire items, whereby N = 42.

The tool Head Teachers was adopted given that the score of 0.715 was higher than the recommended correlation coefficient at 0.7. When data is reliable, it is dependable, genuine,

trustworthy and sure and unfailing (Mohajan, 2017). Cronbach's Alpha was used to estimate the reliability of the instruments since it is less conservative in estimating reliability than test/retest. Alpha value equal or greater than 0.7 is considered to be reliable (Tavakol & Dennick, 2011).

4.2 Demographic Characteristics

This section presents the findings related to the demographic characteristics of the study and this includes the respondents' gender, age, qualifications and work experience.

4.2.1 Respondents' Gender

The responses with respect to the gender of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 4.4 and Figure 4.1.

Table 4.4: Respondents' Gender

Response	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	27	65.9	126	43.9
Female	14	34.1	161	56.1
Total	41	100	287	100

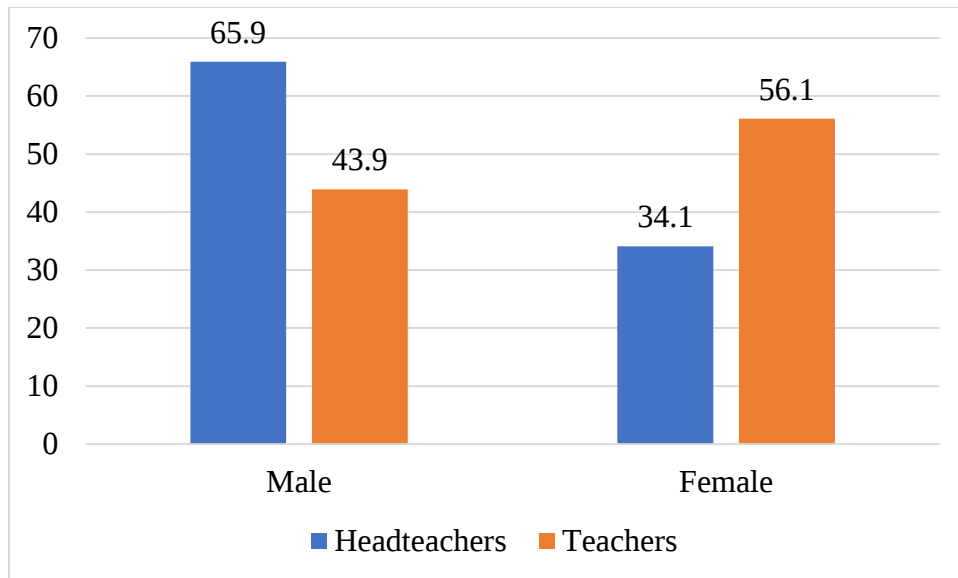


Figure 4. 1: Respondents' Gender

The results in Table 4.2 and Figure 4.1 show that 65.9% of the head teachers and 43.9% of the teachers were male respondents, while 34.1% of the head teachers and 56.1% of the teachers were female. This implied in majority of the primary schools, Head Teachers positions were occupied by males, while majority of the teachers were female.

4.2.2 Age of Respondents

The responses with respect to the age of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 4.5.

Table 4.5: Age of Respondents

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
18 years to 27 years	26	9.1	0	0
28 years to 37 years	51	17.8	0	0
38 years to 47 years	195	67.9	31	75.6
48 years or above	15	5.2	10	24.4
Total	287	100	41	100

The results provided in Table 4.5 show that, 75.6% of the head teachers and 67.9% of the teachers were in age bracket of 38 years to 47 years. The results also reveal that 24.4% of the head teachers and 5.2% of the teachers were aged 48 years or above, whereas of the head teachers and 17.8% of the teachers were aged 28 to 37 years, while 9.1% of the teachers were aged 18 to 27 years. This implied that in both cases majority of the respondents participating in the study were in the age bracket of 37 years or above.

4.2.3 Respondents' Highest Level of Education

The results showing the respondents' highest level of education was as captured in Table 4.6.

Table 4.6: Respondents' Highest Level of Education

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percentage
P1 Certificate	233	81.2	0	0
Diploma	51	17.8	7	17.1
Bachelor	5	5.9	32	78
Masters	0	0	2	4.9
Total	287	100	41	100

The findings in Table 4.4 show that a majority of the teachers had P1 certificate as their highest academic qualification, while majority of the head teachers had degree as their highest attained

level of education. The implication for the study is that the researcher was able captures views across various educational qualifications and this eliminating the possibility of bias on the basis of level of education.

4.2.4 Respondents Working Experience

The results with respect to the respondents' (head teachers and teachers) working experience was as presented in Table 4.7.

Table 4.7: Respondents Working Experience

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
6 to 10 years	177	61.7	26	63.4
11 to 15 years	62	21.6	9	22
Above 16 years	48	16.7	6	14.6
Total	287	100	41	100

The results in Table 4.7 reveal that 61.7% of the teachers, and 63.4% of the head teachers has worked in their respective employment positions for a period of 6 to 10 years, 21.6% of the teachers, and 22% of the head teachers has worked for a period of 6 to 10 years, while 16.7% of the teachers, and 14.6% of the head teachers has worked for a period of 6 to 10 years. This implied that the participants had a working experience long enough to provide information of the effects of INSET on the Head Teachers deliverables.

4.3 INSET influence on Head Teachers' Financial Management Skills

This section presents the findings with respect to objective one which sought to determine the influence of dimensions of INSET on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya. The section contains analysis based on descriptive statistics and inferential statistics.

4.3.1 Descriptive Statistics for the influence of dimensions of INSET on Head Teachers' Financial Management Skills

The teachers were asked to indicate whether they agree that INSET has influenced the following financial management skills presented in Table 4.8. Their responses were measured by a 5 Likert scale, where the lowest score is 1 (strongly disagree) and the highest score is 5 (strongly agree).

Table 4.8: Descriptive Statistics for Influence of dimensions of INSET on Head Teachers' Financial Management Skills

	N	Min	Max	Mean	Std. Deviation
<i>Book keeping skills</i>					
The Head Teacher demonstrates ability of preparing financial records (receipts and expenses) for my school with ease	287	1.00	4.00	2.39	1.10
The Head Teacher does not experience difficulties when preparing for the financial audit(s)	287	2.00	4.00	2.94	0.58
Head Teacher is able to maintain cash and bank reconciliations with ease	287	2.00	4.00	2.98	0.27
<i>Resource utilization skills</i>					
The Head Teacher effectively monitors teaching and learning resource utilization using technology	287	2.00	4.00	2.82	0.65
The Head Teacher implement teaching and learning resource utilization plans effectively using technology	287	2.00	4.00	2.90	0.72
<i>Budgeting skills</i>					
The Head Teacher is able to utilize modern technologies to prepare school budgets	287	2.00	4.00	2.92	0.65
The Head Teacher is able to explain budgeting information to stakeholders	287	2.00	4.00	2.99	0.54
Valid N (listwise)	0				

The results in Table 4.8 show that the statement implying that the Head teacher demonstrates ability of preparing financial records (receipts and expenses) for the school with ease recorded a mean score of 2.39. This value when rounded off is equal to 2.0 (the disagree score). This implied that the teachers were not convinced that the head teacher was able to prepare financial records

(receipts and expenses) for their school, and that usually the school bursar was the one handling this responsibility. The results from the sub county directors also revealed that the head teachers were still weak with respect to book keeping skills. One Sub County director is quoted stating *“This is a serious concern, as most of the head teachers do not have adequate book keeping knowledge and even experience difficulties in interpreting the records.”*The findings are in agreement with those in a study by Magak (2013) who found that head teachers were not able to interpret the financial records and reports due to limited skills. This limitation compromised the quality of financial management by head teachers.

The results show that the statement implying that the head teacher does not experience difficulties when preparing for the financial audit(s) recorded a mean score of 2.94. This value when rounded off is equal to 3.0 (the disagree score). This implied that most of the teachers are not sure whether the head teacher does not experience difficulties when preparing for the financial audit(s). The results from the Sub County Directors showed that the head teachers lacked necessary skills required for preparing necessary audit documents. One Sub County is quoted stating *“My observation is that majority of the head teachers feel harassed and in most cases are unprepared when it comes to submission of documents for audit. They lack necessary skills.”*The findings are in agreement with those in a study by Nyaboke (2019) who established the head teachers lacked the skills of preparing requisite documents in preparation for audit.

The findings in Table 4.8 show that the statement implying that Head teacher is able to maintain cash and bank reconciliations with ease recorded a mean score of 2.98. This value when rounded off is equal to 3.0 (the neutral score). This implied that the teachers felt that the head teacher did not have the requisite skills to maintain cash and bank reconciliations. The findings are in

agreement with those in a study by Ngeno (2014) who found that majority of the head teachers did not have adequate book keeping skills and thus, experienced difficulties in preparing cash and bank reconciliations. Without these skills, the Head Teachers are not able to monitor the quality of financial records prepared by the school bursar.

The results show that the statement implying that the head teacher effectively monitors teaching and learning resource utilization using technology recorded a mean score of 2.82. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the teachers felt the head teacher does not effectively monitor teaching and learning resource utilization using technology. The results from the sub county directors of education revealed that Head Teachers were not effective in monitoring resource utilization using technologies. One SCDE is quoted asking, *“How do you expect them to use these technologies, when they are techno-phobia? Unless they change their attitude towards these technologies, things will never go well with resource management”*. The results are in line with the research by Turyahebwa, Sunday, Burani and Eliabu, (2013) who emphasized that the Head Teachers have a responsibility of ensuring that resources are adequately monitored.

Table 4.8 shows that the statement implying that the head teacher implements teaching and learning resource utilization plans effectively using technology recorded a mean score of 2.90. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the teachers felt that the head teacher does not implements teaching and learning resource utilization plans effectively using technology. The findings are in line with those with Makkawi (2010), where it was found that most head teachers lacked appropriate skills for managing resources using technology.

Table 4.8 shows that the statement implying that the head teacher is able to utilize modern technologies to prepare school budgets recorded a mean score of 2.92. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the teachers felt that the head teacher is not able to utilize modern technologies to prepare school budgets. The findings are in agreement with those in a study by Shkurina (2018), where it was found who emphasized that the use of modern technologies for budgeting enhanced the quality of school budgets. The purpose of a school budget is straightforward to create and implement a financial plan, which will support appropriate funding for all programs benefiting the students.

The results also show that the statement implying that the head teacher is able to explain budgeting information to stakeholders recorded a mean score of 2.99. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the teachers felt the head teacher had difficulties in explaining budgeting information to stakeholders. The findings from the Sub County Directors of Education also demonstrate that the head teachers experienced challenges in the preparation of school budgets, as they lacked requisite skills. One of the SCDEs is quoted stating. *“This is one area, that needs much improvement, for the reason why some of the head teachers are not able explain clearly what is captured in the budgets is because, they are not equipped with relevant budget preparation and interpretation skills”*. The findings agree with those in a study by Irungu (2012), where it was established that most head teachers experienced challenges in explaining budgeting to stakeholders such as the board members, parents and ministry of education officers.

4.3.2 Descriptive Statistics for Head Teachers' influence of INSET dimensions on their Financial Management Skills

The results for the descriptive statistics for INSET and head teachers' financial management skills from the Head Teachers were as captured in Table 4.9

Table 4.9: Descriptive Statistics for Head Teachers' influence of INSET dimensions on their Financial Management Skills

	N	Min	Maxi	Mean	Std. Deviation
<i>Book keeping skills</i>					
I am able to prepare required all financial records (incomes and expenses) for my school with ease	41	1.00	4.00	2.44	1.03
I am able to perform cash and bank reconciliations with ease	41	2.00	4.00	2.95	0.59
<i>Resource utilization skills</i>					
I am able to make informed to effectively monitor and control teaching and learning resource utilization using technology	41	2.00	4.00	2.83	0.67
I am able to implement teaching and learning resource utilization plans effectively using technology	41	2.00	4.00	2.90	0.74
<i>Budgeting skills</i>					
I am able to utilize modern technologies to prepare school budgets	41	2.00	4.00	2.93	0.65
I able to interpret budgeting information	41	2.00	4.00	3.01	0.55
Valid N (listwise)					

The results in Table 4.9 show that the statement suggesting that the head teacher is able to prepare required all financial records (incomes and expenses) for their school with ease recorded a mean score of 2.44. This value when rounded off is equal to 2.0 (the disagree score). This implied that most of the Head Teachers were not able to prepare required all financial records (incomes and expenses) for their school. In other words, they lacked requisite bookkeeping skills that could enable them perform such tasks.

The results show that the statement suggesting that the Head Teacher is able to perform cash and bank reconciliations with ease recorded a mean score of 2.95. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the head teachers were not able to perform cash and bank reconciliations with ease. In other words, they lacked requisite bookkeeping skills to be able to interpret and perform such reconciliations.

The findings show that the statement suggesting that the head teacher is able to make informed to effectively monitor and control teaching and learning resource utilization using technology recorded a mean score of 2.83. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the Head Teachers lacked basic resource utilization skills to enable them to effectively monitor and control teaching and learning resource utilization using technology.

The results in Table 4.9 show that the statement suggesting that the head teacher is able to implement teaching and learning resource utilization plans effectively using technology recorded a mean score of 2.90. This value when rounded off is equal to 3.0 (the neutral score). This implied that most of the head teachers lacked basic resource utilization skills to enable them to implement teaching and learning resource utilization plans effectively using technology.

The findings show that the statement suggesting that the Head Teacher is able to utilize modern technologies to prepare school budgets recorded a mean score of 2.93. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that that most of the head teachers felt that they did not have requisite budgeting skills to enable them utilize modern technologies to

prepare school budgets. The findings agree with those in a study by Magak (2013) who found that the Head Teachers in most schools lacked requisite budgeting skills.

The findings show that the statement suggesting that the head teacher is able to interpret budgeting information recorded a mean score of 3.01. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that that most of the head teachers felt that they did not possess requisite budgeting skills to enable them interpret budgeting information. The results are not in agreement with those in a study by Ngetich (2019) who established that majority of school heads are experienced to a larger extent in budgeting skills.

4.3.3 Evidence of Utilization of Financial Management Skills

Data captured from observation checklists administered in all the schools visited was as presented in Table 4.10.

Table 4.10: Evidence of Utilization of Financial Management Skills

	Response	Frequency	Percentages
There are financial plans prepared by the head teachers	Yes	41	100.00
	No	0	0.00
Books of account are kept	Yes	41	100.00
	No	0	0.00
There are audit reports for past periods properly filed	Yes	41	100.00
	No	0	0.00

The results in Table 4.10 show that in all (100%) of the 41 schools visited, there are financial plans prepared by the head teachers, books of account are kept, and that there are audit reports for past

periods properly filed. This shows that the head teachers had some financial management skills, and thus made efforts to ensure that they utilized them.

4.3.4 Correlation between INSET and Financial Management Skills

The results for Pearson correlations between INSET and Financial Management Skills were as presented in Table 4.11.

Table 4.11: Correlation between INSET and Financial Management Skills

		INSET	Financial Management Skills
INSET	Pearson	1	.093
	Correlation		
	Sig. (2-tailed)		.117
	N	287	287
Financial Management Skills	Pearson	.093	1
	Correlation		
	Sig. (2-tailed)	.117	
	N	287	287

*Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.11 show that there was a positive Pearson correlation between INSET and Financial Management Skills as follows: ($r = 0.093^*$, $p = 0.117$). This shows that there was a weak positive between INSET and Financial Management Skills. This shows that an increase in INSET is associated with an increase in Head Teachers financial skills. Given that, the p value (0.117), was greater than the test significance level ($p > 0.05$), this relationship is not statistically significant. The results are in line with the response from Bomet County Director of Education who is indicated, that Head Teachers who had attended INSET had acquired adequate financial management skills. The CDE is quoted stating *“It is important the Head Teachers attend INSET*

trainings when available. This is because those who have attended have been able to acquire sufficient financial management skills.” The findings are in agreement with those in a study by Shah, Ali and Maqbool (2017) who established that due to in service training program, majority of the school managers were competent in planning, organizing, and controlling financial matters of their schools except in the tasks of fund raising, and internal audit.

4.3.5 Correlation between INSET dimensions and Financial Management Skills

The results showing Pearson Correlation between INSET dimensions and Financial Management Skills was as provided in Table 4.12.

Table 4.12: Correlation between INSET dimensions and Financial Management Skills

		Financial Management Skills
INSET Content	Pearson Correlation	-.057
	Sig. (2-tailed)	.333
	N	287
INSET implementation	Pearson Correlation	.204
	Sig. (2-tailed)	.001
	N	287
INSET Follow up components	Pearson Correlation	.037
	Sig. (2-tailed)	.530
	N	287

*Correlation is significant at the 0.05 level (2-tailed).

The results show that the correlation outputs were as follows: a negative Pearson Correlation between INSET content and financial management skills at ($r = -0.057$, $p = 0.333$). This shows that an increase in INSET content is associated with an increase in Head Teachers financial skills. The findings are in agreement with those in a study by Marondo (2013) where it was established that exposure to management training, academic qualification, and administrative experience

influenced public primary school head teachers competence in financial management. Given that p is greater than 0.05 (the test significance level), the negative Pearson correlation is not statistically significant.

There is a positive Pearson correlation between INSET implementation and financial management skills at ($r = 0.204$, $p = 0.001$; $p < 0.05$). This shows that an increase in INSET implementation is associated with an increase in head teachers financial skills. Given that p is less than 0.05 (the test significance level), the association between INSET implementation and Head Teachers financial skills is statistically significant.

There is a positive Pearson correlation between INSET Follow up components and financial management skills at ($r = 0.037$, $p = 0.530$). This shows that an increase in INSET Follow up components is associated with an increase in head teachers financial skills. Given that p is greater than 0.05 (the test significance level), the association between INSET follow up components and Head Teachers financial skills is statistically significant.

The findings in this section corroborate with those in a study by Ngeno (2019) who established even though, majority of school heads have attended training in financial management skills they still did not have adequate financial management skills. This raised doubts with respect to INSET content, implementation and follow up.

4.4 INSET influence on Head Teachers' Human Resource Management Skills

This section presents the findings with respect to objective two which sought to establish teachers' dimensions of INSET influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya. The section contains analysis based on descriptive statistics and inferential statistics.

4.4.1 Descriptive Statistics for Teachers' dimensions of influence of INSET on Head Teachers' Human Resource Management Skills

The teachers were asked to indicate whether they agree that INSET has influenced the following head teachers' human resource management skills presented in Table 4.13. Their answers were directed by a 5 Likert scale, where the lowest score is 1(strongly disagree) and the highest score is 5 (strongly agree).

Table 4.13: Descriptive Statistics for the influence of INSET dimensions on Head Teachers' Human Resource Management Skills

	N	Min	Max	Mean	Std. Dev
<i>Communication Skills</i>					
The Head Teacher is able to effectively share information to teachers through existing communication channels	287	2	4	3.13	0.64
The Head Teacher is able to use appropriate communication channels as situations dictate	287	2	4	3.12	0.63
<i>Conflict Resolution Skills</i>					
The Head Teacher is able to resolve any arising conflicts among employees successfully	287	2	4	3.20	0.68
The Head Teacher is able to strictly adhere to develop procedures and mechanisms for resolving conflicts.	287	2	4	3.21	0.68
The Head Teacher is able to use appropriate styles in conflict management	287	1	5	3.25	0.81
<i>Employee Relations Skills</i>					
There is improved trust between the Head Teacher and the staff in my school	287	2	5	3.55	0.92
The Head Teacher's acquired negotiation skills helps foster staff relations	287	3	4	3.53	0.50
Valid N (listwise)					

The results in Table 4.13 show that the statement implying that the Head Teacher is able to effectively share information to teachers through existing communication channels recorded a

mean score of 3.13 with a standard deviation of 0.64. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the Head Teachers were not able to effectively share information to teachers through existing communication channels. This may imply that the Head Teachers do not have adequate communication skills. However, the responses from the Sub County Directors of Education, revealed that the Head Teachers had requisite skills and were able to employ them depending on circumstances. One Sub County Director of Education is quoted saying. *“The Head Teachers have attended several trainings on communication skills. They are quite aware what strategy to use and when to use it. Most effectively use communication approaches such as assemblies, school administration and staff room notice boards, and students’ notice boards.”* These findings are contrary to those by Kaguri, Njati, and Thiaine (2014) who found that most school heads lacked requisite communication skills, and this affected their ability to share important information with other staff.

The results show that the statement implying that the Head Teacher is able to use appropriate communication channels as situations dictate recorded a mean score of 3.11 with a standard deviation of 0.63. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the head teachers in their respective schools are not able to use appropriate communication channels as situations. The results infer that the head teachers lacked adequate communication skills and this lowers their managerial competencies on this aspect. However, the responses from the SCDEs indicated that Head Teachers were able to use appropriate communication channels as situations dictate. A SCDE is quoted saying. *“Yes, they are well versed with requisite communication skills and they are able to employ communication channels appropriately.”*

The findings reveal that the statement suggesting that the Head Teacher is able to resolve any arising conflicts among employees successfully recorded a mean score of 3.20 with a standard deviation of 0.68. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers, the Head Teachers in their respective schools are not able to resolve any arising conflicts among employees successfully.

The results from the SCDEs also demonstrate that the head teachers were not having adequate communication skills. One SCDE is quoted stating that *“There have been numerous reports and complaints from teachers, indicating that head teachers were not using appropriate conflicts using strategies, which induce teachers to gain a sense of being valued as genuine stakeholders in the school system”*. This implied that the head teachers lacked adequate conflict resolution skills. The findings are contrary to those in a study by Olielo (2017), who established that the Head Teachers were always successful in solving conflicts arising amongst their staff.

The results reveal that the statement suggesting that the head teacher is able to strictly adhere to develop procedures and mechanisms for resolving conflicts recorded a mean score of 3.21 with a standard deviation of 0.68. This value when rounded off is equal to 3.0 (the neutral score). The results from the SCDE show that many head teachers were not keen on the procedures set for conflict resolution. They just ignored the conflict resolution procedures by deciding to avoid the issue at hand. Another SCDE is quoted saying, *“Many Head Teachers use avoidance style to minimize the possibility of escalating conflict, and this ends up causing frustrations to the affected teachers.”* The results suggest that according to most teachers, their head teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts. This may imply that the Head Teachers lacked adequate conflict resolution skills. The findings are in agreement with those in a study by Maruga (2013) who established that there are head teachers who use avoidance

which is not effective as the problem is usually not addressed. In other words, they do not adhere to set conflict resolution procedures.

The findings show that the statement suggesting that the head teacher is able to use appropriate styles in conflict management recorded a mean score of 3.25 with a standard deviation of 0.81. This value when rounded off is equal to 3.0 (the neutral score). As mentioned above, some of the Head Teachers decided to employ the avoidance style which did appear to be providing solutions but instead differed the unresolved problem at hand. The results imply that according to most teachers, their head teachers are not able to use appropriate styles in conflict management. This implied that the head teachers did not have adequate conflict resolution skills. The findings are contrary to those in a study by Olielo (2017), where it was established that the head teachers used appropriate conflict resolution strategies such as use of integrating management style which resulted into positive outcomes such as teacher satisfaction. This is because integrating is characterized by both high concerned for self and for others. This involves openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties.

The results reveal that the statement suggesting that there is improved trust between the Head Teacher and the staff in their school recorded a mean score of 3.55 with a standard deviation of 0.92. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, there is improved trust between the Head Teacher and the staff in their school. This may imply that the Head Teachers had adequate employee relations skills. The findings resonate with those in a study Hughes and Terrell, (2011) who observed and concluded that that parties that are able to talk about arising issues in a conflict must trust each other because this helps improve the process of conflict resolution and its effectiveness.

The results reveal that the statement suggesting that the head teacher's acquired negotiation skills help foster staff relations recorded a mean score of 3.53 with a standard deviation of 0.50. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher's acquired negotiation skills help foster staff relations in school. This implied that the Head Teacher's acquired negotiation skills help foster staff relations. The essence of having adequate negotiation skills for enhancing employee relations was emphasized in a study by Meador (2019) who indicated that successful school managers should be competent in these skills.

4.4.2 Descriptive Statistics for Head Teachers' influence of INSET dimensions on their Human Resource Management Skills

The results for the descriptive statistics for INSET and Head Teachers' human resource management skills from the Head Teachers were as captured in Table 4.14

Table 4.14: Descriptive Statistics for Head Teachers' dimensions of influence of INSET on their Human Resource Management Skills

	N	Min	Max	Mean	Std. Dev
<i>Communication Skills</i>					
I am able to effectively share information to teachers through existing communication channels	41	2	5	3.76	0.80
I am able to use appropriate communication channels as situations dictate	41	2	5	3.63	0.77
<i>Conflict Resolution Skills</i>					
I am able to resolve any arising conflicts among employees successfully	41	2	5	3.80	0.84
I am able to strictly adhere to develop procedures and mechanisms for resolving conflicts.	41	2	5	4.02	0.79
I am able to use appropriate styles in conflict management	41	1	5	3.78	0.79
<i>Employee Relations Skills</i>					
There is improved trust between myself and the staff in my school	41	2	5	3.76	0.97
My acquired negotiation skills have enabled foster employee relations	41	3	5	4.02	0.69
My acquired interpersonal skills have enabled foster employee relations	41	3	5	3.88	0.51
Valid N (listwise)					

The results in Table 4.14 show that the statement suggesting that the Head Teacher is able to effectively share information to teachers through existing communication channels recorded a mean score of 3.76. This value when rounded off is equal to 4.0 (the agree score). This implied that as result of taking part in INSET, most of the Head Teachers have adequate communication skills which enable them to effectively share information to teachers through existing communication channels, as opposed to the perception of teachers.

The results show that the statement suggesting that the Head Teacher is able to use appropriate communication channels as situations dictate recorded a mean score of 3.63. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the head teachers have adequate communication skills which enable them to use appropriate communication channels as situations dictate. This is contrary to the perception of teachers.

The findings show that the statement suggesting that the head teacher is able to resolve any arising conflicts among employees successfully recorded a mean score of 3.80. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the Head Teachers have adequate conflict resolution skills which enable them to resolve any arising conflicts among employees successfully. Nevertheless, the teachers had a contrary perception. They felt that the head teachers do not have adequate conflict resolution skills.

The results in Table 4.14 show that the statement suggesting that the head teacher is able to strictly adhere to develop procedures and mechanisms for resolving conflicts recorded a mean score of 4.02. This value when rounded off is equal to 4.0 (the agree score). This implied that as result of taking part in INSET, most of the head teachers have adequate conflict resolution skills which enable them to strictly adhere to develop procedures and mechanisms for resolving conflicts, as opposed to the perception of teachers.

The results show that the statement suggesting that the Head Teacher is able to use appropriate styles in conflict management recorded a mean score of 3.78. This value when rounded off is equal to 4.0 (the agree score). This implied that as result of taking part in INSET, most of the head teachers felt that they have adequate conflict resolution skills which enable them to use appropriate styles in conflict management. This view was not embraced by the teachers. The findings show that the statement suggesting that there is improved trust between the Head Teacher and the staff in school recorded a mean score of 3.76. This value when rounded off is equal to 4.0 (the agree score). This implied that as result of taking part in INSET, most of the head teachers have adequate employee relations skills which enable them to improve trust between the them and the staff. This is contrary to the perception of teachers.

The findings show that the statement suggesting that the Head Teachers acquired negotiation skills have enabled them foster employee relations recorded a mean score of 4.02. This value when rounded off is equal to 4.0 (the agree score). This implied that as result of INSET, most of the head teachers have acquired negotiation skills that enable them foster employee relations. This is contrary to the perception of teachers.

The results reveal that the statement implying that the Head Teachers acquired interpersonal skills have enabled them foster employee relations recorded a mean score of 3.88 with a standard deviation of 0.51. This value when rounded off is equal to 4.0 (the agree score). This implied that as a result of INSET, most of the head teachers have acquired interpersonal skills that enable them foster employee relations. This is contrary to the perception of teachers.

4.4.4 Evidence of Utilization of Teachers' Human Resource Management Skills

Data captured from observation checklists administered in all the schools visited was as presented in Table 4.15.

Table 4.15: Evidence of Utilization of Teachers' Human Resource Management Skills

	Response	Frequency	Percentages
Employees are happy and welcoming	Yes	38	92.7
	No	3	7.3
There is evidence of Staff welfare records	Yes	37	90.2
	No	4	9.8
There is evidence of TPAD records	Yes	41	100.0
	No	0	0.0

The findings show that in majority of the schools (92.7%) the employees are happy and welcoming. The results also show that in majority of the schools (90.2%), there was evidence of staff welfare records. It was also established in all of the schools (100%), there is evidence of TPAD records. This thus, implies that the head teachers had been able to utilize acquired human resource management skills to make their employees happy.

4.4.5 Correlation between INSET and Head Teachers' Human Resource Management Skills

The results for Pearson correlations between INSET and Head Teachers' human resource management skills were as presented in Table 4.16.

Table 4.16: Correlation between INSET and Head Teachers' Human Resource Management Skills

		INSET	Head Teachers' Human Resource Management Skills
INSET	Pearson	1	.072
	Correlation		
	Sig. (2-tailed)		.224
	N	287	287
Head Teachers' Human Resource Management Skills	Pearson	.072	1
	Correlation		
	Sig. (2-tailed)	.224	
	N	287	287

*Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.16 show that there was a positive Pearson correlation between INSET and Head Teachers' Human Resource Management Skills as follows: ($r = 0.072$, $p = 0.224$). This shows that there was a weak positive between INSET and Head Teachers' Human Resource Management Skills as 0.072 is a great distance far away from 1. The results also imply that an increase in INSET is associated with an increase in head teachers human resource management skills. Given that, the p value (0.224), was greater than the test significance level ($p > 0.05$), this relationship is not statistically significant. The County Director of Education described the level of head teachers' human resource management skills to be fair, thus implying that there is need for more INSET focusing on this aspect of management skills.

The findings in line with those in a study by Kabono (2014) who established that in-service training for school managers promoted efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teacher.

4.4.6 Correlation between INSET dimensions and Head Teachers' Human Resource Management Skills

The results showing a Pearson Correlation between INSET dimensions and Head Teachers' human resource management skills was as provided in Table 4.17

Table 4.17: Correlation between INSET dimensions and Head Teachers' Human Resource Management Skills

		Head Teachers' Human Resource Management Skills
INSET Content	Pearson Correlation	-.020
	Sig. (2-tailed)	.736
	N	287
INSET implementation	Pearson Correlation	.127*
	Sig. (2-tailed)	.032
	N	287
INSET Follow up components	Pearson Correlation	.054
	Sig. (2-tailed)	.360
	N	287

*Correlation is significant at the 0.05 level (2-tailed).

The results show that the correlation outputs were as follows: a negative Pearson Correlation between INSET content and Head Teachers' human resource management skills at ($r = -0.020$, $p = 0.736$). This shows that an increase in INSET content is associated with a decrease in Head Teachers human resource management skills. Given that p is greater than 0.05 (the test significance level), the negative Pearson correlation is not statistically significant. It thus, can be concluded that INSET content has some influence on Head Teachers human resource management skills.

Table 4.17 shows that there is a positive Pearson correlation between INSET implementation and Head Teachers' human resource management skills at ($r = 0.127$, $p = 0.032$). This shows that an

increase in INSET implementation is associated with an increase in Head Teachers human resource management skills. Given that p is less than 0.05 (the test significance level), the association between INSET implementation and Head Teachers human resource management skills is statistically significant.

The results show that there is a positive Pearson correlation between INSET Follow up components and head teachers' human resource management skills at ($r = 0.054$, $p = 0.360$). This shows that an increase in INSET Follow up components is associated with an increase in Head Teachers human resource management skills. Given that p is greater than 0.05 (the test significance level), the association between INSET Follow up components and Head Teachers human resource management skills is not statistically significant.

4.5 INSET influence on Head Teachers' Curriculum Implementation Skills

This section presents the findings with respect to objective three which sought to examine teachers' dimensions of INSET influence on Head Teachers' curriculum implementation skills in public primary schools in Bomet County, Kenya. The section contains analysis based on descriptive statistics and inferential statistics.

4.5.1 Descriptive Statistics for Teachers' influence of dimensions of INSET on Head Teachers' Curriculum Implementation Skills

The teachers were asked to indicate whether they agree that INSET has influenced the acquisition and utilization of the following Head Teachers' curriculum implementation skills presented in Table 4.18. Their answers were directed by a 5 Likert scale, where the lowest score is 1 (strongly disagree) and the highest score is 5 (strongly agree).

Table 4.18: Descriptive Statistics for Teachers' influence of dimensions of INSET on Head Teachers' Curriculum Implementation Skills

	N	Min	Max	Mean	Std. Dev
<i>Resource mobilizing skills</i>					
The Head Teacher ensures that required instruction materials for curriculum implementation are available on time	287	2.00	4.00	3.46	0.87
The Head Teacher organizes the curriculum in terms of content and time allocation effectively.	287	2.00	4.00	3.58	0.79
<i>Supervisory skills</i>					
The Head Teacher effectively supervises curriculum implementation using appropriate tools (time tables and individual assessment tools)	287	3.00	4.00	3.74	0.44
I am able to effectively supervise curriculum content delivery	287	2.00	4.00	3.65	0.51
<i>Monitoring skills</i>					
The Head Teacher is able to monitor and set the pace of syllabus coverage	287	2.00	4.00	3.85	0.52
The head teacher is able effectively monitor the use of teaching and learning resources for curriculum implementation	287	2.00	4.00	3.96	0.23
Valid N (listwise)					

The results in Table 4.18 show that the statement implying that the head teacher ensures that required instruction materials for curriculum implementation are available on time recorded a mean score of 3.46 with a standard deviation of 0.87. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the Head Teacher did not ensure that required instruction materials for curriculum implementation are available on time. This implied that they believed the Head Teachers lacked adequate resource mobilizing skills. The

results from the SCDEs also revealed that that most head teachers did not have adequate resource mobilization skills. One SCDE is quoted saying. *“There is still a problem despite INSET arrangements, as Head Teachers head teachers are unable to develop and implement strategic school improvement plans”*. The findings agree with those in a study by Mpoza and Khumalo (2021) who observed that INSET programmes had no influence on Head Teachers’ curriculum leadership in the following areas: provision of teaching and learning materials.

The results show that the statement suggesting that the head teacher organizes the curriculum in terms of content and time allocation recorded a mean score of 3.58 with a standard deviation of 0.79. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers the Head Teacher organizes the curriculum in terms of content and time allocation. However, the results *from some of the SCDEs indicated otherwise. One of the head teachers is quoted saying. “One of the biggest setback for head teachers with curriculum supervision is time management. In some cases there is little adherence to the official timetable or the syllabus”*. The findings agree with those in a study by Jonyo and Jonyo (2019), who found that in most schools, the activities of Head Teachers in curriculum management included curriculum mapping, content, structure and sequence analysis.

The results show that the statement suggesting that the Head Teacher effectively supervises curriculum implementation using appropriate tools (time tables and individual assessment tools) recorded a mean score of 3.71 with a standard deviation of 0.44. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers the Head Teacher effectively supervises curriculum implementation using appropriate tools. A study by Jonyo and Jonyo (2019) explain that the Head Teacher has a role of selecting, producing

and supervising locally available instructional materials/resources which will be beneficial to the teacher in curriculum delivery and improve instruction through effective instruction leadership.

The findings reveal that the statement implying that the Head Teacher is able to effectively supervise curriculum content delivery recorded a mean score of 3.74 with a standard deviation of 0.44. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher is able to effectively supervise curriculum content delivery. The results from the SCDEs were contrary to this viewpoint of the teachers. The SCDEs indicated that the roles of curriculum supervision were affected by lack of commitment on the part of the Head Teachers as well as limited resources for curriculum implementation. One SCDE is quoted saying, *“Most of the head teachers rarely or never engage in their roles on curriculum supervision unless they are followed up”*.

Another SCDE indicated that, *“One most probable challenge that the Head Teachers face in the supervision of the curriculum is that teaching and learning resources in schools are available in schools but they were not adequate.”* The findings are contrary to those in a study by Kimeu (2019), where it was found that there were mixed reactions on head teacher effectiveness on instructional supervision, and specifically curriculum content delivery. This was an indication, that the Head Teachers lacked adequate supervisory skills.

The results show that the statement implying that the Head Teacher is able to monitor and set the pace of syllabus coverage recorded a mean score of 3.85 with a standard deviation of 0.52. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, head teacher is able to monitor and set the pace of syllabus coverage. This could imply that that the Head Teachers were checking teachers’ records of work, provision of teaching and learning materials, checking pupils lesson notes, and employing techniques such as classroom

observation. The findings are in agreement with those in a study by Metuo (2014) Head Teachers kept an eye on the curriculum implementation process since they are able to check how the teachers are covering the syllabus as the school term advances. Metuo observed that checking of teachers' records of work helped teachers to improve on their syllabus coverage.

Table 4.18 shows that the statement implying that, the Head Teacher is able effectively monitor the use of teaching and learning resources for curriculum implementation recorded a mean score of 3.96 with a standard deviation of 0.23. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, Head Teacher is able effectively monitor the use of teaching and learning resources for curriculum implementation.

4.5.2 Descriptive Statistics for Head teachers' influence of dimensions of INSET on their Curriculum Implementation Skills

The results for the descriptive statistics for INSET and Head Teachers' human resource management skills from the Head Teachers were as captured in Table 4.19.

Table 4.19: Descriptive Statistics for Head Teachers' influence of dimensions of INSET on their Curriculum Implementation Skills

	N	Min	Max	Mean	Std. Deviation
<i>Resource mobilizing skills</i>					
I am able to procure required instructional materials for curriculum implementation	41	2.00	4.00	3.34	0.94
I am able to organize the curriculum in terms of content and time allocation.	41	2.00	4.00	3.63	0.77
<i>Supervisory skills</i>					
I am able to effectively supervise curriculum implementation	41	3.00	4.00	3.78	0.42
I am able to effectively supervise curriculum content delivery	41	2.00	4.00	3.51	0.98
<i>Monitoring skills</i>					
I am able to monitor the implementation of the curriculum	41	3.00	4.00	3.71	0.41
I am able effectively monitor the use of teaching and learning resources for curriculum implementation	41	4.00	4.00	3.56	0.84
Valid N (listwise)					

The results in Table 4.19 show that the statement suggesting that the Head Teacher is able to procure required instruction materials for curriculum implementation recorded a mean score of 3.34. This value when rounded off is equal to 3.0 (the neutral score). This implied that even after taking part in INSET, most of the Head Teachers are still not able to procure required instruction materials for curriculum implementation. This raises issues on the influence of INSET content, implementation and follow up on ability to carry out the procurement function.

The results show that the statement suggesting that the Head Teacher organizes the curriculum in terms of content and time allocation recorded a mean score of 3.63 with a standard deviation of 0.77. This value when rounded off is equal to 4.0 (the agree score). The results suggest as result of taking part in INSET, most of the Head Teachers are able to organizes the curriculum in terms of content and time allocation.

The findings reveal that show that the statement suggesting that the Head Teacher effectively supervises curriculum implementation using appropriate tools (time tables and individual assessment tools) recorded a mean score of 3.72 with a standard deviation of 0.42. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest as result of taking part in INSET, most of the head teachers have acquired adequate supervisory skills and thus are able to effectively supervise curriculum implementation using appropriate tools.

The results show that the statement implying that the Head Teacher is able to effectively supervise curriculum content delivery recorded a mean score of 3.51 with a standard deviation of 0.98. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest as result of taking part in INSET, most of the Head Teachers have acquired adequate supervisory skills and thus are able to effectively supervise curriculum content delivery. According to Metuo (2014), some of the ways that the Head Teacher can use to monitor and supervise include checking teachers' records of work, provision of teaching and learning materials, checking pupils' lesson notes, and employing techniques such as classroom observation.

The findings reveal that the statement implying that the Head Teacher is able to monitor the implementation of the curriculum recorded a mean score of 3.71 with a standard deviation of 0.46. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest as result

of taking part in INSET, most of the Head Teachers have acquired requisite monitoring skills and thus are able to monitor the implementation of the curriculum.

Table 4.19 shows that the statement implying that, the Head Teacher is able effectively monitor the use of teaching and learning resources for curriculum implementation recorded a mean score of 3.56 with a standard deviation of 0.84. This mean value when rounded off is equal to 4.0 (the agree score). The results suggest as result of taking part in INSET, most of the head teachers have acquired adequate monitoring skills and thus are able to effectively monitor the use of teaching and learning resources for curriculum implementation.

4.5.3 Evidence of Utilization of Head Teachers' Curriculum Implementation Skills

Data captured from observation checklists administered in all the schools visited was as presented in Table 4.20.

Table 4.20: Evidence of Utilization of Head Teachers' Curriculum Implementation Skills

	Response	Frequency	Percentage
There are records of signed schemes of work	Yes	41	100.0%
	No	0	0.0%
Time tables are available	Yes	41	100.0%
	No	0	0.0%
There is evidence of signed lesson plans	Yes	40	97.6%
	No	1	2.4%

The findings show that in all of the schools (100%), there are records of signed schemes of work, and time tables are available. The study also found that in majority of the schools (97.6%), there was evidence of signed lesson plans. This implied that the Head Teachers had some knowledge of curriculum management and were keen on its application.

4.5.4 Correlation between INSET and Head Teachers' Curriculum implementation skills

The results for Pearson correlations between INSET and Head Teachers' curriculum implementation skills were as presented in Table 4.21.

Table 4.21: Correlation between INSET and Head Teachers' Curriculum implementation skills

		INSET	Head Teachers' Curriculum Implementation Skills
INSET	Pearson Correlation	1	.143*
	Sig. (2-tailed)		.015
	N	287	287
Head Teachers' Curriculum Implementation Skills	Pearson Correlation	.143*	1
	Sig. (2-tailed)	.015	
	N	287	287

*. Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.21 show that there was a positive Pearson correlation between INSET and head teachers' curriculum implementation skills as follows: ($r = 0.143$, $p = 0.015$). This shows that there was a positive between INSET and head teachers' curriculum implementation skills. The results also imply that an increase in INSET is associated with an increase in head teachers' curriculum implementation skills. Given that, the p value (0.015), is less than the test significance level ($p < 0.05$), this relationship is statistically significant. The County Director of Education described the level of Head Teachers curriculum implementation skills to be fairly done, thus implying that there is need for more INSET focusing on this aspect of management skills.

The findings are in line with those in a study by Odumbe (2016), where it was found that in-service training for head teachers enhanced their curriculum implementation skills.

4.5.5 Correlation between INSET dimensions and Head Teachers' Curriculum Implementation Skills

The results showing a Pearson Correlation between INSET dimensions and head teachers' curriculum implementation skills was as provided in Table 4.22.

Table 4.22: Correlation between INSET dimensions and Head Teachers' Curriculum Implementation Skills

		Head Teachers' Curriculum Implementation Skills
INSET Content	Pearson Correlation	-.079
	Sig. (2-tailed)	.181
	N	287
INSET implementation	Pearson Correlation	.295
	Sig. (2-tailed)	.001
	N	287
INSET Follow up components	Pearson Correlation	.012
	Sig. (2-tailed)	.835
	N	287

*. Correlation is significant at the 0.05 level (2-tailed).

The findings reveal that the Pearson correlation outputs were as follows: there was a negative Pearson Correlation between INSET content and Head Teachers' curriculum implementation skills at ($r = -0.079$, $p = 0.181$). The results also imply that an increase in INSET content is associated with a decrease in head teachers' curriculum implementation skills. However, given that p is greater than 0.05 ($p > 0.05$ - the test significance level), the negative association between INSET content and Head Teachers' curriculum implementation skills is considered to be statistically significant.

There is a positive Pearson correlation between INSET implementation and Head Teachers' curriculum implementation skills at ($r = 0.295$, $p = 0.001$). The results also imply that an increase in INSET implementation is associated with an increase in head teachers' curriculum implementation skills. Given that p is less than 0.05 (the test significance level), the association between INSET implementation and Head Teachers' curriculum implementation skills is considered to be statistically significant.

There is a positive Pearson correlation between INSET Follow up components and Head Teachers' curriculum implementation skills at ($r = 0.012$, $p = 0.835$). The results also imply that an increase in INSET follow up is associated with an increase in Head Teachers' curriculum implementation skills. Given that p is less than 0.05 (the test significance level), the association between INSET Follow up components and head teachers' curriculum implementation skills is considered to be statistically insignificant. The Head Teachers were however, did not think that follow up after INSET could enhance their curriculum implementation skills. They appear to imply that they believed that after training they had already acquired relevant skills and thus, even without follow up, they should just be able to execute their managerial functions. This could be interpreted as an attitude issue, given that the importance of follow-up cannot be underestimated. Keller (2020) explains that follow-up is essential in all training situations as it provides participants with further support and skill development.

4.6 INSET influence on Head Teachers' Project Planning and Implementation Skills

This section presents the findings with respect to objective four which sought to assess teachers' dimensions of INSET influence on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya. The section contains analysis based on descriptive statistics and inferential statistics.

4.6.1 Descriptive Statistics for Teachers' influence of INSET dimensions on Head Teachers' Project Planning and Implementation Skills

The teachers were asked to indicate whether they agree that INSET has influenced the acquisition and utilization of the following Head Teachers' curriculum implementation skills presented in Table 4.23. Their answers were directed by a 5 Likert scale, where the lowest score is 1 (strongly disagree) and the highest score is 5 (strongly agree).

Table 4.23: Descriptive Statistics for Teachers' Dimensions of influence of INSET on Head Teachers' Project Planning and Implementation Skills

	N	Min	Max	Mean	Std. Dev.
<i>Planning and forecasting skills</i>					
The Head Teacher is able to create effective budgeting teams for diligent planning of school projects	287	2	4	3.31	0.94
The Head Teacher ensures optimization of school resources' time for the greatest efficiency	287	2	4	3.32	0.90
The Head Teacher is able to estimate resources needed for any school project	287	2	4	3.55	0.84
<i>Risk management skills</i>					
The Head Teacher is able to track identified risks, monitor triggering events, and identify new risks	287	2	4	3.34	0.80
The Head Teacher is able to utilize appropriate analytical risk assessment skills	287	3	4	3.57	0.50
The Head Teacher is able to utilize teamwork mitigate school project risks	287	2	4	3.33	0.66
<i>Project Tracking and monitoring skills</i>					
The Head Teacher is able to apply appropriate project tracking and monitoring techniques	287	2	4	3.50	0.87
The Head Teacher is able to measure planned project performance vs actual project performance	287	2	4	3.51	0.86
The Head Teacher is able to keep accurate, timely information based on the project's output and associated documentation.	287	2	4	3.19	0.98
The Head Teacher is able to deliver forecasts that update current costs and project schedule.	287	2	4	3.53	0.85
Valid N (listwise)	0				

The results in Table 4.23 show that the statement implying that the Head Teacher is able to create effective budgeting teams for diligent planning of school projects recorded a mean score of 3.31 with a standard deviation of 0.94. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the Head Teacher is not able to create effective budgeting teams for diligent planning of school projects. The responses from the SCDEs revealed that even though the Head Teachers had attended in-service training to equip them with project management skills, they experienced challenges in planning and execution of projects. One SCDE is quoted saying, *“What is disturbing is that in many schools in spite of the training, most of the Head Teachers continue to encounter challenges as they execute project activities.”* The findings are in agreement with those in a study by Wamunyu (2012) where it was found out that school heads faced major challenges in the management of the school projects. They lacked appropriate planning and forecasting skills, despite having attended in-service training.

The results in Table 4.23 show that the statement indicating that the Head Teacher ensures optimization of school resources’ time for the greatest efficiency recorded a mean score of 3.32 with a standard deviation of 0.90. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the Head Teacher does not ensure optimization of school resources’ time for the greatest efficiency.

Table 4.23 shows that the statement indicating that the Head Teacher is able to calculate resources needed for any school project recorded a mean score of 3.55 with a standard deviation of 0.84. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers the Head Teacher is able to calculate resources needed for any school project.

The results show that the statement implying that the Head Teacher is able to track identified risks, monitor triggering events, and identify new risks recorded a mean score of 3.34 with a standard

deviation of 0.80. This value when rounded off is equal to 4.0 (the neutral score). The results suggest that according to most teachers the Head Teacher is not able to track identified risks, monitor triggering events, and identify new risks. The findings are in agreement with those in a study by Öznacar (2018) who established that school managers lacked adequate risk management skills and thus, were not able to effectively track and management project risks.

The results show that the statement implying that the Head Teacher is able to utilize appropriate analytical risk assessment skills recorded a mean score of 3.57 with a standard deviation of 0.50. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers the head teacher is able to utilize appropriate analytical risk assessment skills. The results demonstrate that the Head Teachers did not have adequate project planning and forecasting skills. The findings are not in agreement with those in a study by Kiio (2015) who observed that most Head Teachers had requisite analytical risk assessment skills. According to Kiio most head teachers were found effective in various risk management tasks such as handling of theft, floods, insecurity, pollution, accidents and fire.

The results indicate that the statement implying that the Head Teacher is able to measure planned project performance vs actual project performance recorded a mean score of 3.51 with a standard deviation of 0.86. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher is able to measure planned project performance vs actual project performance. The results were similar to those by the SCDEs who indicated that they felt that INSET had helped the Head Teachers perfect in the area of measuring project performance against targets. One of the SCDE is quoted saying. *“I should admit that the head teachers are doing very well as far as preparing analysis that compare actual performance against planned performance, and coming with explanations for emerging variances. This is due to their*

participation in the INSET programs.” The findings are not in line with those in a study by Marondo (2013) who established that most Head Teachers did not appropriate project tracking and monitoring skills and thus were able to compare planned performance verse actual and prepare variance analysis reports.

The results indicate that the statement implying that the Head Teacher is able to keep accurate, timely information based on the project’s output and associated documentation recorded a mean score of 3.19 with a standard deviation of 0.98. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher is not able to keep accurate, timely information based on the project’s output and associated documentation. The findings are in agreement with a study by Marondo (2013) where it was found that most of the Head Teachers are managing the public funds /resources on trial-and-error muddling through and this is risky as it may lead to wastage of resources and legal implications on the part of Head Teacher who may unintentionally mismanage the funds.

The results indicate that the statement implying that the Head Teacher is able to deliver forecasts that update current costs and project schedule recorded a mean score of 3.53 with a standard deviation of 0.85. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher is able to deliver forecasts that update current costs and project schedule. The responses are similar to those from the SCDE who indicated that INSET had helped the Head Teachers gain knowledge on project forecasting and scheduling. One SCDE is quoted saying, “The Head Teachers are now able to effectively deliver project forecasts. They are able to clarify the project priorities as well as make sure the planning process allows for proper and complete estimates.”

4.6.2 Descriptive Statistics for Head Teachers' influence of dimensions of INSET on their Project Planning and Implementation Skills

The results for the descriptive statistics for INSET and Head Teachers' project planning and implementation skills from the Head Teachers were as captured in Table 4.24.

Table 4.24: Descriptive Statistics for Head Teachers' Dimensions of influence of INSET on their Project Planning and Implementation Skills

	N	Min	Max	Mean	Std. Deviation
<i>Planning and forecasting skills</i>					
I am able to plan out school projects diligently	41	2.00	5.00	3.54	1.07
I am able to optimize school resources' time for the greatest efficiency	41	2.00	5.00	3.56	1.05
I am able to calculate resources needed for any school project	41	2.00	5.00	3.76	0.94
<i>Risk management skills</i>					
I am able to track identified risks, monitor triggering events, and identify new risks	41	2.00	5.00	3.56	0.90
I am able to utilize appropriate analytical risk assessment skills	41	3.00	5.00	3.61	0.67
I am able to utilize teamwork mitigate school project risks	41	2.00	5.00	3.46	0.98
<i>Project Tracking and monitoring skills</i>					
I am able to apply appropriate project tracking and monitoring techniques	41	2.00	5.00	3.76	1.09
I am able to measure planned project performance vs actual project performance	41	2.00	5.00	3.59	1.02
I am able to keep accurate, timely information based on the project's output and associated documentation.	41	2.00	5.00	3.37	1.16
I am able to deliver forecasts that update current costs and project schedule.	41	2.00	5.00	3.85	1.01
Valid N (listwise)					

The results in Table 4.24 show that the statement suggesting that the Head Teacher is able to plan out school projects diligently recorded a mean score of 3.54 with a standard deviation value of 1.07. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the Head Teachers are able to plan out school projects diligently. This means that INSET content, implementation and follow up has enhanced the Head Teachers' ability to ability to plan out school projects meticulously.

The results show that the statement suggesting that the Head Teacher is able to optimize school resources' time for the greatest efficiency recorded a mean score of 3.56 with a standard deviation value of 1.05. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the Head Teachers are able to optimize school resources' time for the greatest efficiency. This means that INSET content, implementation and follow up has enhanced the Head Teachers' ability to optimize school resources' time for the greatest efficiency.

Table 4.24 shows that the statement suggesting that the Head Teacher is able to calculate resources needed for any school project recorded a mean score of 3.76 with a standard deviation value of 0.94. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the head teachers are able to calculate resources needed for any school project. This means that INSET content, implementation and follow up has enhanced the Head Teachers' ability to ability to able to calculate resources needed for any school project.

The results show that the statement suggesting that the head teacher is able to track identified risks, monitor triggering events, and identify new risks recorded a mean score of 3.56 with a standard deviation value of 0.90. This value when rounded off is equal to 4.0 (the agree score). This implied that, due to INSET, most of the Head Teachers are able to track identified risks, monitor triggering

events, and identify new risks. This means that INSET content, implementation and follow up has enhanced the head teachers' ability to track identified risks, monitor triggering events, and identify new risks.

Table 4.24 shows that the statement suggesting that the Head Teacher is able to utilize appropriate analytical risk assessment skills recorded a mean score of 3.61 with a standard deviation value of 0.67. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the Head Teachers are able to utilize appropriate analytical risk assessment skills. This means that INSET content, implementation and follow up has enhanced the Head Teachers' ability to utilize appropriate analytical risk assessment skills.

The results show that the statement suggesting that the Head Teacher is able to utilize teamwork mitigate school project risks recorded a mean score of 3.46 with a standard deviation value of 0.98. This value when rounded off is equal to 3.0 (the neutral score). This implied that due to INSET, most of the head teachers are not utilize teamwork mitigate school project risks. This means that INSET content, implementation and follow up has not effectively enhanced the head teachers' ability to utilize teamwork mitigate school project risks.

The results show that the statement suggesting that the Head Teacher is able to apply appropriate project tracking and monitoring techniques recorded a mean score of 3.76 with a standard deviation value of 1.09. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the Head Teachers are able to apply appropriate project tracking and monitoring techniques. This means that INSET content, implementation and follow up has not effectively enhanced the Head Teachers' ability to apply appropriate project tracking and monitoring techniques.

The results indicate that the statement suggesting that the Head Teacher is able to measure planned project performance vs actual project performance recorded a mean score of 3.59 with a standard deviation value of 1.02. This value when rounded off is equal to 4.0 (the agree score). This implied that due to INSET, most of the Head Teachers are able to measure planned project performance vs actual project performance. This means that INSET content, implementation and follow up has effectively enhanced the Head Teachers' ability to measure planned project performance vs actual project performance.

The results indicate that the statement suggesting that the Head Teacher is able to keep accurate, timely information based on the project's output and associated documentation recorded a mean score of 3.37 with a standard deviation value of 1.16. This value when rounded off is equal to 3.0 (the neutral score). This implied that due to INSET, most of the Head Teachers are not able to keep accurate, timely information based on the project's output and associated documentation.

The results shows that the statement suggesting that the Head Teacher is able to deliver forecasts that update current costs and project schedule recorded a mean score of 3.85 with a standard deviation value of 1.01. This value when rounded off is equal to 3.0 (the neutral score). This implied that due to INSET, most of the Head Teachers are able to deliver forecasts that update current costs and project schedule. This means that INSET content, implementation and follow up has effectively enhanced the Head Teachers' ability to deliver forecasts that update current costs and project schedule.

4.6.3 Evidence of Utilization of Head Teachers' Project Planning and Implementation Skills

Data captured from observation checklists administered in all the schools visited was as presented in Table 4.25.

Table 4.25: Evidence of Utilization of Head Teachers' Project Planning and Implementation Skills

	Response	Frequency	Percentage
Duty registers are duly signed and updated	Yes	41	100.0%
	No	0	0.0%
Computers are available for management use	Yes	37	90.2%
	No	4	9.8%
There are records showing individual school project progress	Yes	40	97.6%
	No	1	2.4%

The results reveal that in all of the schools (100%), duty registers are duly signed and updated. The study also found that in majority of the schools (90.2%), computers are available for management use. It was found that in majority of the schools (97.6%), there are records showing individual school project progress. This implied that the Head Teachers had some basic knowledge of project management and also some computers to support the management of projects.

4.6.4 Correlation between INSET and Head Teachers' Project Planning and Implementation Skills

The results for Pearson correlations between INSET and Head Teachers' project planning and implementation skills were as presented in Table 4.26.

Table 4.26: Correlation between INSET and Head Teachers' Project Planning and Implementation Skills

		INSET	Head Teachers' Project Planning and Implementation Skills
INSET	Pearson	1	.153
	Correlation		
	Sig. (2-tailed)		.009
	N	287	287
Head Teachers' Project Planning and Implementation Skills	Pearson	.153	1
	Correlation		
	Sig. (2-tailed)	.009	
	N	287	287

*. Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.26 show that there was a positive Pearson correlation between INSET and Head Teachers' project planning and implementation skills as follows: ($r = 0.153$, $p = 0.009$; $p > 0.05$). This shows that there was a positive between INSET and Head Teachers' project planning and implementation skills. Given that, the p value (0.009), is less than the test significance level ($p < 0.05$), this relationship is statistically significant. The County Director of Education described the level of head teachers project planning and implementation skills to be fairly done, thus implying that there is need for more INSET focusing on this aspect of management skills.

The study findings are in agreement with that in a study by Musembi (2016) who established that INSET contributed favorably towards enhancement of school managers' abilities in project planning implementation.

4.6.5 Correlation between INSET dimensions and Head Teachers' Curriculum Implementation Skills

The results showing a Pearson Correlation between INSET dimensions and Head Teachers' project planning and implementation skills was as provided in Table 4.27.

Table 4.27: Correlation between INSET dimensions and Head Teachers' Curriculum Implementation Skills

		Head Teachers' Project Planning and Implementation Skills
INSET Content	Pearson Correlation	.185
	Sig. (2-tailed)	.002
	N	287
INSET implementation	Pearson Correlation	.132
	Sig. (2-tailed)	.026
	N	287
INSET Follow up components	Pearson Correlation	.102
	Sig. (2-tailed)	.084
	N	287

*. Correlation is significant at the 0.05 level (2-tailed).

The results reveal that the Pearson correlation outputs were as follows: there was a positive Pearson Correlation between INSET content and Head Teachers' project planning and implementation skills at ($r = 0.185$, $p = 0.002$). Given that p is less than 0.05 ($p < 0.05$ - the test significance level), the association between INSET content and Head Teachers' project planning and implementation skills is considered to be statistically significant.

There is a positive Pearson correlation between INSET implementation and head teachers' project planning and implementation skills at ($r = 0.132$, $p = 0.026$). Given that p is less than 0.05 (the test significance level), the positive Pearson correlation is interpreted to be statistically significant.

There is a positive Pearson correlation between INSET Follow up components and Head Teachers' curriculum implementation skills at ($r = 0.102$, $p = 0.084$). Given that p is greater than 0.05 (the test significance level), the positive Pearson correlation is argued to be not statistically significant.

4.7 Descriptive Statistics for INSET

The teachers were asked to indicate whether they agree with select statements describing the status of INSET at their school, and the results were as provided in Table 4.28.

Table 4.28: Descriptive Statistics for INSET

	N	Min	Max	Mean	Std. Deviation
<i>INSET Content</i>					
INSET program is always developed in compliance to professional needs of Head Teachers	287	2.00	4.00	3.3659	.93230
The INSET programs for Head Teachers has relevant management skills content	287	2.00	4.00	3.5854	.54084
<i>INSET implementation</i>					
The planned time for INSET activity is usually appropriate	287	2.00	4.00	3.2021	.93920
The trainers are always qualified enough to use requisite methods help the participants	287	2.00	4.00	3.2300	.70170
INSET trainers are not able describe some topics appropriately and satisfy the participants	287	2.00	4.00	3.4355	.82479
<i>INSET Follow up components</i>					
Post-test or end of course evaluation is carried out to see if the participants learned	287	2.00	4.00	3.4704	.73260
There is usually follow- up on or supporting activities after the Head Teachers' INSET course	287	2.00	4.00	3.2648	.71418
Valid N (listwise)					

The results show that all the statements recorded mean scores below 3.5, which when rounded off is equal to 4.0 (the neutral score). The results suggest the following. Teachers believe that INSET

program is not always developed in compliance to professional needs of head teachers. The INSET programs for Head Teachers are not rich with management skills content. Teachers also believe that the planned time for INSET activity is usually appropriate, and that the trainers are not always qualified enough to use requisite methods help the participants. However, the study also shows that according to most teachers INSET trainers are able describe some topics appropriately and satisfy the participants.

The teachers indicated that they had observed that with respect to INSET Follow up components, Post-test or end of course evaluation is not carried out to see if the participants learned, and that there is usually no follow- on or supporting activities after the Head Teachers' INSET course

4.8 Regression Analysis

Multiple multivariate- regression analysis was done to establish the relationship between the independent and dependent variables and the results are presented in this section. The variables under investigation included INSET dimensions which are: INSET Content, INSET implementation, and INSET Follow up components (independent variables) and Head Teachers' management skills (dependent variable).

4.8.1 Normality

Normality of distributions was assessed graphically through visual inspection of graphs and plots and numerically through statistical tests particularly the Shapiro-Wilk test and by examining skewness and kurtosis. According to Collis and Hussey (2009), ShapiroWilk test is more appropriate for small sizes of less than 50 but can also handle sample sizes as large as two thousand while Kolmogorov-Smirnov is used for sample sizes above two thousand. The significance of normality in Shapiro-Wilk test is indicated by values greater than 0.05 (Ary et al., 2010; Collis &

Hussey, 2009). As such, in the present research study, normality of distributions was assessed through the Shapiro-Wilk test.

Table 4.29: Test for Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
<i>Head Teacher's Management skills</i>	.048	197	.200*	.988	197	.099
<i>INSET Content</i>	.074	197	.011	.978	197	.104
<i>INSET Implementation</i>	.071	197	.017	.989	197	.141
<i>INSET Follow Up Components</i>	.043	197	.200*	.990	197	.168

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction Source: Survey Data (2020)

The results presented in Table 4.28 indicated that data were normally distributed for all scales since all Shapiro-wilk statistics had Statistical significance values above the acceptable threshold of 0.05 (Tashakkori & Teddlie, 2008). A normality test formally tests if the population the sample represents is normally-distributed. The null hypothesis states that the population is normally distributed, against the alternative hypothesis that it is not normally-distributed. If the test p-value is less than the predefined significance level, you can reject the null hypothesis and conclude the data are not from a population with a normal distribution. If the p-value is greater than the predefined significance level, you cannot reject the null hypothesis. The null hypothesis that the data are normally distributed was therefore accepted, hence the conclusion that the data is normally

distributed. This study further employed both skewness and kurtosis to check for symmetry and peakedness of the distribution thereof. Values of skewness and kurtosis between -2 and +2 were considered acceptable to prove normal distribution (George & Mallery, 2010). The values of skewness and kurtosis observed were as shown in Table 4.30.

Table 4.30: Skewness and Kurtosis

Variable	Skewness	Kurtosis
Head Teacher's Management Skills	0.27	-0.196
INSET Content	-0.168	-0.666
INSET Implementation	-0.024	-0.144
INSET Follow Up Components	0.095	-0.443

4.8.2 Multi-collinearity

Variance inflation factors (VIF) were used to evaluate the level of correlation between variables and to estimate how much the variance of a coefficient is inflated because of linear dependence with other predictors. VIF values greater than 10 would indicate probability of a problem with multi-collinearity and consequently they are poorly estimated (Newbert, 2008). The VIF values obtained for the INSET Content, INSET Implementation, INSET Follow Up Components were 1.227, 1.221 and 1.408 respectively as shown in Table 4.31. It is considered that the model did not suffer multi-collinearity.

Table 4.31: Multi-collinearity Test

		Unstandardized Coefficients	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
Model		B						
1	(Constant)	2.29	.250		9.206	.000		
	INSET Content	-.019	.046	.024	-.404	.686	.815	1.227
	INSET Implementation	.223	.063	.220	3.525	.000	.819	1.221
	Inset Follow Up Components	.030	.051	.036	-.577	.565	.710	1.408

a. Dependent Variable: Head Teacher's Financial Management Skills.

4.8.3 Heteroscedasticity

A P-P Plot was done to test for homoscedasticity. The resulting P-P Plots were as shown in Figure.

Visibly there are no drastic variations from the normal line (Solutions, 2020). This indicates that the model does not suffer heteroscedasticity.

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Head Teachers' Management Skills

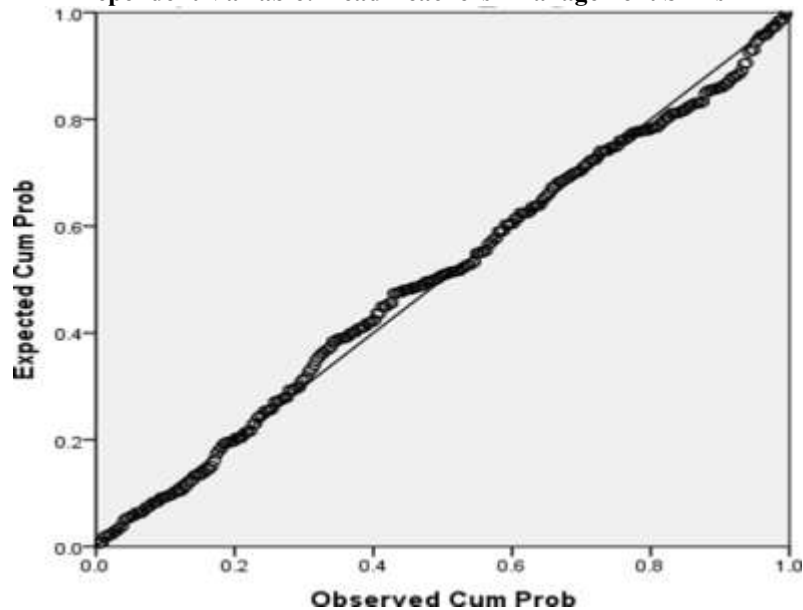


Figure 4.2: P-P Plot

4.8.4 Auto-correlation

The data collected was cross-sectional or a snapshot in time. There is therefore no expectation of autocorrelation.

4.8.5 Singularity

Singularity analysis was done to ascertain that independent variables are indeed independent and different from each other and hence it will be possible to perform inferential analyses (Newbert, 2008). Singularity would be ascertained if the correlation between the variables is less than ± 0.7 (Abrams, 1999). As shown in Table the inter- variable correlations were less than 0.7 for INSET Content, INSET Implementation and INSET Follow up Components.

4.8.6 Model Summary

Table 4.32 presents the model summary of the regression.

Table 4.32: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191a	.037	.033	.31408

a. Predictors: (Constant), INSET Dimension

In the Model Summary table, the R Square value indicates the amount of variation in the dependent variable that can be interpreted by the independent variables. Independent variables (INSET Content, INSET implementation, and INSET Follow up components) accounted for 3.7 percent of the variability in Head Teachers' management skills. The R-value (.191) is the various coefficients for association between all the independent variables entered and the dependent variable. The Modified R Square accounts for a bias that increases the number of variables. The Std. Estimate error is an indicator of the statistical accuracy.

4.8.7 Analysis of Variances (ANOVA)

The findings in respect to the analysis of variances are as provided in Table 4.333.

Table 4.33: Analysis of Variances (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.069	1	1.069	10.841	.001 ^b
Residual	28.115	285	.099		
Total	29.184	286			

a. Dependent Variable: Head Teachers' Management Skills

b. Predictors: (Constant), INSET Dimensions

In the study, the predictors are significant when Sig. (p value) $p < 0.05$. The findings in Table 4 show that p value was 0.001. Since the p values are less than 0.05 (confidence level), we can conclude that the influence of INSET dimensions on Head Teachers' management skills is significant. As $p < 0.05$ our predictors are significantly better than would be expected by chance. The regression line predicted by INSET explains a significant amount of the variance in Head

Teachers' management skills. This is reported as follows: $F(1, 285) = 10.841$; $p < 0.05$, and therefore can conclude that the regression is statistically significant. This therefore means that the regression model obtained was fit and statistically significant and can be deemed fit for prediction purposes

4.8.8 Beta Coefficients

The Beta Coefficients with respect to regression outputs are as presented in Table 4.34

Table 4.34: Beta Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.754	.150		18.416	.000
INSET Dimensions	.146	.044	.191	3.293	.001

a. Dependent Variable: Head Teachers' Management Skills

The results for the combined INSET dimensions revealed beta value score (Beta = 0.146; $p = 0.01$). this also shows that the regression was statistically significant.

4.8.9 Beta coefficient for individual dimensions of INSET and Head Teachers' Management Skills

The results showing the Beta Coefficients were as presented in Table 4.35.

Table 4.35: Beta coefficient for individual dimensions of INSET and Head Teachers' Financial Management Skills

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.298	.250		9.206	.000
	INSET Content	-.019	.046	-.024	-.404	.686
	INSET implementation	.223	.063	.220	3.525	.000
	INSET Follow up components	-.030	.051	-.036	-.577	.565

a. Dependent Variable: Head Teachers' Financial Management Skills

The following regression model was used

$$Y_1 = \beta_0 + \beta_1 IC + \beta_2 II + \beta_3 IF + \epsilon$$

Y_0 = Head Teachers' Management Skills

Y_1 = Head Teachers' Financial Management Skills

Y_2 = Head Teachers' Human Resource Management Skills

Y_3 = Head Teachers' Curriculum Implementation Skills

Y_4 = Head Teachers' Project Planning and Implementation Skills

IC = INSET Content

II = INSET Implementation

IF = INSET Follow up components

Therefore, the model relating to dimensions OF INSET and Head Teachers' financial management skills was as follows. $Y_1 = 2.298 - 0.019 + 0.223 - 0.030 + 2.50$

From the findings, it emerges that the most influential component of INSET to Head Teachers' Financial Management Skills was INSET implementation (Beta = 0.223; p = 0.000). This was followed by INSET Content (Beta = -0.019; p = 0.686), and INSET Follow up components (Beta = -0.030; p = 0.565). The findings thus show that only INSET implementation was a positive predictor to Head Teachers' Financial Management Skills.

Table 4.36: Beta Coefficient for individual INSET dimensions and Head Teachers' Human Resource Management Skills

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.843	.237		11.994	.000
INSET Content	-.030	.044	-.041	-.679	.497
INSET implementation	.120	.060	.127	2.009	.046
INSET Follow up components	.012	.049	.016	.253	.801

a. Dependent Variable: Head Teachers' Human Resource Management Skills

The following regression model was used

$$Y_2 = \beta_0 + \beta_1 IC + \beta_2 II + \beta_3 IF + \epsilon$$

$$Y_2 = 2.843 - 0.030 + 0.120 + 0.012 + 237$$

The findings in Table 4.31 show that the most influential component of INSET to Head Teachers' human resource management skills was INSET implementation (Beta = 0.120; p = 0.046). This was followed by INSET Follow up components (Beta = 0.012; p = 0.801), and INSET Content (Beta = -0.030; p = 0.497). The findings thus show that only INSET implementation was a positive predictor to Head Teachers' human resource management skills. The fact that the p value of 0.46 shows that this was a significant predictor.

Table 4.37: Beta Coefficient for individual INSET dimensions and Head Teachers' Curriculum Implementation Skills

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3.198	.172		18.625	.000
INSET Content	-.064	.032	-.115	-2.015	.045
INSET implementation	.248	.043	.343	5.702	.001
INSET Follow up components	-.053	.035	-.090	-1.500	.135

a. Dependent Variable: Head Teachers' Curriculum Implementation Skills

The following regression model was used

$$Y_3 = \beta_0 + \beta_1 IC + \beta_2 II + \beta_3 IF + \epsilon$$

$$Y_3 = 3.198 - 0.064 + 0.248 - 0.053 + 0.172$$

The findings in Table 4.37 show that the most influential component of INSET to head teachers' curriculum implementation skills was INSET implementation (Beta = 0.248; $p = 0.001$). This was followed by INSET Follow up components (Beta = 0.053; $p = 0.135$), and INSET Content (Beta = -0.064; $p = 0.045$). The findings thus show that only INSET implementation was a positive predictor to Head Teachers' curriculum implementation skills. The fact that the p value of 0.001 shows that this was a significant predictor.

Table 4.38: Beta Coefficient for individual INSET dimensions and Head Teachers' Project Planning and Implementation Skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.292	.290		7.891	.000
	INSET Content	.151	.054	.165	2.790	.006
	INSET implementation	.109	.073	.092	1.479	.140
	INSET Follow up components	.043	.060	.045	.728	.467

a. Dependent Variable: Head Teachers' Project Planning and Implementation Skills

The following regression model was used

$$Y_4 = \beta_0 + \beta_1 IC + \beta_2 II + \beta_3 IF + \varepsilon$$

$$Y_4 = 2.292 + 0.151 + 0.109 + 0.043 + 0.290$$

The findings in Table 4.38 show that the most influential component of INSET to Head Teachers' project planning and implementation skills was INSET content (Beta = 0.151; $p = 0.006$). This was followed by INSET implementation (Beta = 0.109; $p = 0.140$), and INSET follow up (Beta = -0.043; $p = 0.467$). The findings thus show that all the three INSET dimensions were positive predictors to Head Teachers' project planning and implementation skills. However only INSET content had p value lower than 0.05, making it a statistically significant predictor to head teachers' project planning and implementation skills.

4.9 Hypothesis Testing

The decision rule was to reject the null hypotheses if p values computed from the regression outputs per variable under measure were less than the conventional value of 0.05.

Hypothesis 1.

The first hypothesis stated that “*H₀₁: Dimensions of INSET do not have a statistically significant influence on Head Teachers’ Financial Management Skills in Public Primary Schools in Bomet County, Kenya.*” The basis of accepting or rejecting the null hypothesis is in Table 4.39.

Table 4.39: Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.433	.249		9.788	.000
	INSET	.130	.074	.104	1.761	.079
	Dimensions					

a Dependent Variable: Financial Management Skills

The hypothesis stated that “*H₀₁: Dimensions of INSET do not have a statistically significant influence on Head Teachers’ Financial Management Skills in Public Primary Schools in Bomet County, Kenya.*” In Table 4.39, Since the p value associated with INSET implementation was 0.079, which is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted and therefore, the study holds that INSET did not significantly influence on Head Teachers’ financial management skills. This was mainly due to weaknesses brought presented in INSET content and INSET follow-up as presented in Table 4.38.

Hypothesis 2

Table 4.40: Beta Coefficients for Head Teachers' Human Resource Management Skills

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	2.907	.234		12.442	.000
INSET	.081	.069	.069	1.165	.245
Dimensions					

a. Dependent Variable: Head Teachers' Human Resource Management Skills

The second hypothesis stated that " H_{02} : Dimensions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya. In Table 4.40, since the p value associated with INSET implementation was 0.245, which is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted and therefore, the study holds that INSET did not significantly influence on Head Teachers' human resource management skills.

Hypothesis 3

Table 4.41: Beta Coefficients for Head Teachers' Curriculum Implementation Skills

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3.141	.182		17.231	.000
INSET	.146	.054	.158	2.703	.007
Dimensions					

a. Dependent Variable: Head Teachers' Curriculum Implementation Skills

The third hypothesis stated that " H_{03} : Dimensions of INSET do not have a statistically significant influence on Head Teachers' Curriculum Implementation Skills in Public Primary Schools in Bomet County, Kenya". In Table 4.41, since the p value associated with INSET implementation

was 0.007, which is less than 0.05 ($p > 0.05$), the null hypothesis is rejected and therefore, the study holds that INSET has a statistically significant influence on Head Teachers' curriculum implementation skills.

Hypothesis 4

Table 4.42: Beta Coefficients for Head Teachers' Project Planning and Implementation Skills

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.314	.285		8.110	.000
INSET Dimensions	.297	.085	.204	3.518	.001

a. Dependent Variable: Head Teachers' Project Planning and Implementation Skills

The fourth hypothesis stated that "*H₀₄: Dimensions of INSET do not have a statistically significant influence on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya*". In Table 4.42, since the p value associated with INSET planning and implementation was 0.007, which is less than 0.05 ($p > 0.05$), the null hypothesis is rejected and therefore, the study holds that INSET has a statistically significant influence on head teachers' project planning and implementation skills.

The response from the County Director of Education, however show that the INSET program was effective in enhancing Head Teachers' management skills. The CDE also explained that the program was working elsewhere and thus, needs to be scaled up to accommodate diverse intra institutional characteristics and Head Teachers individual differences. The CDE is quoted saying, "Yes, they have the skills, but then, whether they are applying them appropriately or not is an issue

of being competent.” The CDE posed a concern. “It is not guaranteed that all students in a given class will get the same grade even if they taught with the same teacher and in the same environment. Likewise, for Head Teachers, some are able to understand very fast and utilise acquired skills while some cannot.” What emerged from his explanation is similar to what is emerging in section 4.8, precisely, the fact that the regression analysis revealed that INSET dimensions studied (INSET Content, INSET implementation, and INSET Follow up components) accounted for 3.7 percent of the variability in Head Teachers’ management skills. This means that there are many other factors not captured that contribute towards Head Teachers’ management skills. These are the intra institutional characteristics and Head Teachers’ individual differences that CDE was referring to.

The SCDE suggested that more research need to be done to ensure that the INSET content is enriched so as to ensure that Head Teachers acquire all the requisite skills. The CDE indicated there were plans to organize more INSET programs for the Head Teachers, and suggested that there was need to encourage the Head Teachers to take these courses seriously.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study. The purpose of the study was to investigate the influence of dimensions of INSET on Head Teachers' Management Skills in Public Primary Schools in Bomet County, Kenya. The chapter contains a summary of the study findings, the conclusion, recommendations and suggestions for further studies.

5.2 Summary of the Findings

The study contextualizes INSET as INSET content, INSET implementation and INSET Follow up. Specifically the focus was on teachers' dimensions of financial management skills training on Head Teachers' Management Skills, human resource management skills INSET influence on head teachers' management skills, Head Teachers' curriculum implementation skills INSET influence on head teachers' management skills, and head teachers' project planning and implementation skills INSET influence on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya

5.2.1 INSET influence on Head Teachers' Financial Management Skills

Objective one sought to determine the influence of dimensions of INSET on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya. The study found that the Head Teacher was able to prepare financial records (receipts and expenses) for their school. Most of the head teachers indicated most of the Head Teachers were not able to prepare required all financial records (incomes and expenses) for their school. The study shows that most of the teachers are not sure whether the Head Teacher does not experience difficulties when preparing

for the financial audit(s). The teachers felt that the Head Teacher did not have the requisite skills to maintain cash and bank reconciliations. The Head Teacher does not effectively monitor teaching and learning resource utilization using technology. The findings also show that the head teacher does not implement teaching and learning resource utilization plans effectively using technology. Most of the head teachers were not able to utilize modern technologies to prepare school budgets. They had difficulties in explaining budgeting information to stakeholders. There was a positive Pearson correlation between INSET and Financial Management Skills as follows: ($r = 0.093^*$, $p = 0.117$); a negative Pearson Correlation between INSET content and financial management skills at ($r = -0.057$, $p = 0.333$); a positive Pearson correlation between INSET implementation and financial management skills at ($r = 0.204$, $p = 0.001$; $p < 0.05$); and a positive Pearson correlation between INSET Follow up components and financial management skills at ($r = 0.037$, $p = 0.530$).

5.2.2 INSET influence on Head Teachers' Human Resource Management Skills

Objective two sought to establish the influence of the dimensions of INSET on head teachers' human resource management skills in public primary schools in Bomet County, Kenya. The results show that the head teachers were not able to effectively share information to teachers through existing communication channels. Most of the Head Teachers are not able to use appropriate communication channels as situations. Most of the head teachers are not able to resolve any arising conflicts among employees successfully. Most of the Head Teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts.

It is also revealed that most of the head teachers are not able to use appropriate styles in conflict management. In most schools there is improved trust between the head teacher and the staff in their school. As result of INSET, most of the head teachers have acquired interpersonal

skills that enable them foster employee relations. There was a positive Pearson correlation between INSET and Financial Management Skills as follows: ($r = 0.093^*$, $p = 0.117$). The results show that the correlation outputs were as follows: a negative Pearson Correlation between INSET content and financial management skills at ($r = -0.057$, $p = 0.333$), a positive Pearson correlation between INSET implementation and financial management skills at ($r = 0.204$, $p = 0.001$; $p < 0.05$), and a positive Pearson correlation between INSET Follow up components and financial management skills at ($r = 0.037$, $p = 0.530$).

5.2.3 INSET influence on Head Teachers' Curriculum Implementation Skills

Objective three which sought to examine the influence of the dimensions of INSET on Head Teachers' Curriculum Implementation Skills in Public Primary Schools in Bomet County, Kenya. The results show that in most schools, the head teacher did not ensure that required instruction materials for curriculum implementation are available on time. Most of the head teacher helped to organize the curriculum in terms of content and time allocation. Most of the Head Teachers were able to effectively supervise curriculum implementation using appropriate tools, to effectively supervise curriculum content delivery, and to monitor and set the pace of syllabus coverage. The study findings also show that in most of the schools, the Head Teacher is able effectively monitor the use of teaching and learning resources for curriculum implementation. Most of the Head Teachers have acquired adequate monitoring skills and thus are able to effectively monitor the use of teaching and learning resources for curriculum implementation.

There was a positive Pearson correlation between INSET and Head Teachers' curriculum implementation skills as follows: ($r = 0.143$, $p = 0.015$). The findings reveal that the Pearson correlation outputs were as follows: there was a negative Pearson Correlation between INSET

content and Head Teachers' curriculum implementation skills at ($r = -0.079$, $p = 0.181$), a positive Pearson correlation between INSET implementation and head teachers' curriculum implementation skills at ($r = 0.295$, $p = 0.001$), and a positive Pearson correlation between INSET Follow up components and Head Teachers' curriculum implementation skills at ($r = 0.012$, $p = 0.835$).

5.2.4 INSET influence on Head Teachers' Project Planning and Implementation Skills

Objective four sought to assess the influence of the dimensions of INSET on Head Teachers' Project Planning and Implementation Skills in Public Primary Schools in Bomet County, Kenya.

The findings show that due to INSET, most of the head teachers are able to plan out school projects diligently, most of the Head Teachers are able to optimize school resources' time for the greatest efficiency, most of the head teachers are able to calculate resources needed for any school project. The results also show that most of the head teachers are able to track identified risks, monitor triggering events, and identify new risks, are able to utilize appropriate analytical risk assessment skills, are not utilize teamwork mitigate school project risks, and most of the Head Teachers are able to apply appropriate project tracking and monitoring techniques.

Most of the Head Teachers are able to measure planned project performance vs actual project performance, and most of the Head Teachers are able to deliver forecasts that update current costs and project schedule. There was a positive Pearson correlation between INSET and Head Teachers' project planning and implementation skills at ($r = 0.153$, $p = 0.009$; $p > 0.05$).

The results reveal that the Pearson correlation outputs were as follows: there was a positive Pearson Correlation between INSET content and Head Teachers' project planning and implementation skills at ($r = 0.185$, $p = 0.002$). There was a positive Pearson correlation between INSET

implementation and Head Teachers' project planning and implementation skills at ($r = 0.132$, $p = 0.026$); and a positive Pearson correlation between INSET Follow up components and Head Teachers' curriculum implementation skills at ($r = 0.102$, $p = 0.084$).

5.3 Conclusions

The study concludes that despite the adoption of INSET for primary school Head Teachers, most of the head teachers in Bomet County still lacked requisite financial management skills such as book keeping skills, resource utilization skills, and budgeting skills. This shown by the fact that most of the head teachers were not able to prepare financial records (receipts and expenses) for their school, they did not have the requisite skills to maintain cash and bank reconciliations, and were not able to utilize modern technologies to prepare school budgets. They also experienced difficulties in discussing the financial reports with stakeholders.

The study concludes that though the Head Teachers had attended INSET for primary school head teachers, most of the head teachers in Bomet County still lacked essential human resource management skills such as communication skills, conflict resolution skills, and employee relations skills. This is shown by the fact that human resource management skills, the head teachers were not able to effectively share information to teachers through existing communication channels, not able to use appropriate communication channels as situations not able to resolve any arising conflicts among employees successfully. Most of the Head Teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts, are not able to able to use appropriate styles in conflict management.

The study concludes that INSET for Head Teachers in most of the schools though effective to some extent in enhancing curriculum implementation skills among the participants, they were still low on skill levels. The Head Teachers still lacked resource mobilizing skills, supervisory skills, and monitoring skills. Most of the head teachers did not ensure that required instruction materials for curriculum implementation are available on time.

The study concludes that because of INSET for Head Teachers, most of them had improved in their management skills such as planning and forecasting skills, risk management skills, and Project Tracking and monitoring skills. Nevertheless, there was still a challenge with respect to application of risk management skills are not utilize teamwork mitigate school project risks.

5.4 Recommendations

- i. School managers should provide feedback to the INSET trainers to show appreciation of their work. This will help them identify areas of weakness, for instance, inability to comprehend financial management aspects.
- ii. School managers should make sure that they design their own written school policy on INSET. The design of the INSET programme for Head Teachers needs to be reviewed to ensure that it captures all needed content, that is relevant to the individual managerial competency needs of the Head Teachers.
- iii. Care should be taken in the identification of educators for INSET so as to ensure that the Head Teachers get quality education. Head Teachers should be granted permission to attend workshops if held during school time and strategies should be put in place to share information with head teachers who did not attend.

- iv. Educators and school management team should strive to develop themselves as professional educators and managers by studying new education policies, thereby acquiring sound knowledge of policy development.
- v. The school management team should be acquainted with the INSET Policy of the Department of Education. The latter should ensure that INSET policies are available at all schools.
- vi. The Department of Education should regularly follow up INSET training with visits to schools. The school managers should employ an effective monitoring system and invite trainers back to their schools if there is a need after INSET.
- vii. School managers should provide feedback to the INSET trainers to show appreciation of their work. This will help them identify areas of weakness, for instance, inability to comprehend financial management aspects.

5.5 Suggestions for Further Studies

The regression analysis revealed that INSET dimensions studied (INSET Content, INSET implementation, and INSET Follow up components) accounted for 3.7 percent of the variability in Head Teachers' management skills. A study should be undertaken to investigate the factors responsible for the remaining 96.3% variability in head teachers' management skills.

A study needs to be carried out on the quality of INSET content and training methodologies, and how these influences head teachers' management skills in public primary schools in Bomet County, this time conducting a documentary analysis. This is because, despite INSET, most Head Teachers do not have adequate management skills. There is need to explore the challenges facing

the development and implementation of INSET programs for Head Teachers. This is because the expected outputs of INSET have not fully achieved according to the study.

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APPENDICES

Appendix I: Teachers' Questionnaire

Research study the influence of dimensions of INSET on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The purpose of the questionnaire is to provide information on your perception concerning management performance of the head teacher to be used for above study. Kindly, do not indicate your name or the name of your school for anonymity. Your response will be treated with high confidentiality. Please, indicate your correct response as honestly as possible by ticking (✓) where applicable. A space is provided for your opinion on question that requires the same.

SECTION A: Personal Information

Kindly, indicate a tick (✓) besides your response applicable:

1. What is your gender?

Male [] Female []

2. What is your age)

18 years to 27 years [] 38 years to 47 years []

28 years to 37 years [] 48 years or above []

3. Which is your highest qualification?

P1 Certificate [] Diploma [] Bachelor []

Masters [] Others (Specify).....

4. How many years have you worked as a teacher?years.

SECTION B: INSET and Financial Management Skills

5. Using the scale provided indicate whether you agree that INSET has influenced the following financial management skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Book keeping skills</i>					
The Head Teacher demonstrates ability of preparing financial records (receipts and expenses) for my school with ease					
The Head Teacher does not experience difficulties when preparing for the financial audit(s)					
Head Teacher is able to maintain cash and bank reconciliations with ease					

Resource utilization skills					
The Head Teacher effectively monitors teaching and learning resource utilization using technology					
The Head Teacher implement teaching and learning resource utilization plans effectively using technology					
Budgeting skills					
The Head Teacher is able to utilize modern technologies to prepare school budgets					
The Head Teacher is able to explain budgeting information to stakeholders					

SECTION C: INSET and Human Resource Management Skills

6. Using the scale provided indicate whether you agree that INSET has influenced the following human resource management skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
Communication Skills					
The Head Teacher is able to effectively share information to teachers through existing communication channels					
The Head Teacher is able to use appropriate communication channels as situations dictate					
Conflict Resolution Skills					
The Head Teacher is able to resolve any arising conflicts among employees successfully					
The Head Teacher is able to strictly adhere to develop procedures and mechanisms for resolving conflicts.					
The Head Teacher is able to use appropriate styles in conflict management					
Employee Relations Skills					
There is improved trust between the Head Teacher and the staff in my school					
The Head Teacher's acquired negotiation skills helps foster staff relations					

SECTION D: INSET and Curriculum Implementation Skills

7. Using the scale provided indicate whether you agree that INSET has influenced the following Curriculum Implementation Skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Resource mobilizing skills</i>					
The Head Teacher ensures that required instruction materials for curriculum implementation are available on time					
The Head Teacher organizes the curriculum in terms of content and time allocation.					
<i>Supervisory skills</i>					
The Head Teacher effectively supervises curriculum implementation using appropriate tools (time tables and individual assessment tools)					
I am able to effectively supervise curriculum content delivery					
<i>Monitoring skills</i>					
The Head Teacher is able to monitor and set the pace of syllabus coverage					
I am able effectively monitor the use of teaching and learning resources for curriculum implementation					

SECTION E: INSET and Project Planning & Implementation Skills

8. Using the scale provided indicate whether you agree that INSET has influenced the following Head Teachers' Project Planning & Implementation Skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Planning and forecasting skills</i>					
The Head Teacher is able to create effective budgeting teams for diligent planning of school projects					
The Head Teacher ensures optimization of school resources' time for the greatest efficiency					
The Head Teacher is able to calculate resources needed for any school project					
<i>Risk management skills</i>					
The Head Teacher is able to track identified risks, monitor triggering events, and identify new risks					
The Head Teacher is able to utilize appropriate analytical risk assessment skills					
The Head Teacher is able to utilize teamwork mitigate school project risks					
<i>Project Tracking and monitoring skills</i>					
The Head Teacher is able to apply appropriate project tracking and monitoring techniques					
I am able to measure planned project performance vs actual project performance					
The Head Teacher is able to keep accurate, timely information based on the project's output and associated documentation.					
The Head Teacher is able to deliver forecasts that update current costs and project schedule.					

SECTION E: INSET Status

9. Using the scale provided indicate whether you agree the status of INSET at your school.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>INSET Content</i>					
INSET program is always developed in compliance to professional needs of Head Teachers					
The INSET programs for Head Teachers are rich with management skills content					
<i>INSET implementation</i>					
The planned time for INSET activity is usually appropriate					
The trainers are always qualified enough to use requisite methods help the participants					
INSET trainers are not able describe some topics appropriately and satisfy the participants					
<i>INSET Follow up components</i>					
Post-test or end of course evaluation is carried out to see if the participants learned					
There is usually follow- on or supporting activities after the Head Teachers' INSET course					
The follow-up strategies employed has a supportive effect					

Appendix II: Head Teachers' Questionnaire

Research study dimensions of INSET on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The purpose of the questionnaire is to provide information on your perception concerning management performance of the head teacher to be used for above study. Kindly, do not indicate your name or the name of your school for anonymity. Your response will be treated with high confidentiality. Please, indicate your correct response as honestly as possible by ticking (✓) where applicable. A space is provided for your opinion on question that requires the same.

SECTION A: Personal Information

Kindly, indicate a tick (✓) besides your response applicable:

1. What is your gender?

Male [] Female []

2. What is your age)

18 years to 27 years []

28 years to 37 years []

38 years to 47 years []

48 years or above []

3. Which is your highest qualification?

P1 Certificate [] Diploma [] Bachelor [] Masters []
Others (Specify).....

4. How many years have you worked as a head-teacher?years.

SECTION B: INSET and Financial Management Skills

5. Using the scale provided indicate whether you agree that INSET has influenced the following financial management skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Book keeping skills</i>					
I am to prepare required all financial records (incomes and expenses) for my school with ease					

I am able to perform cash and bank reconciliations with ease					
<i>Resource utilization skills</i>					
I am able to make informed to effectively monitor and control teaching and learning resource utilization using technology					
I am able to implement teaching and learning resource utilization plans effectively using technology					
<i>Budgeting skills</i>					
I am able to utilize modern technologies to prepare school budgets					
I able to interpret budgeting information					

SECTION C: INSET and Human Resource Management Skills

6. Using the scale provided indicate whether you agree that INSET has influenced the following human resource management skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Communication Skills</i>					
I am able to effectively share information to teachers through existing communication channels					
I am able to use appropriate communication channels as situations dictate					
<i>Conflict Resolution Skills</i>					
I am able to resolve any arising conflicts among employees successfully					
I am able to strictly adhere to develop procedures and mechanisms for resolving conflicts.					
I am able to use appropriate styles in conflict management					
<i>Employee Relations Skills</i>					
There is improved trust between myself and the staff in my school					
My acquired negotiation skills have enabled foster employee relations					
My acquired interpersonal skills have enabled foster employee relations					

SECTION D: INSET and Curriculum Implementation Skills

7. Using the scale provided indicate whether you agree that INSET has influenced the following Curriculum Implementation Skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Resource mobilizing skills</i>					
I am able to procure required instruction materials for curriculum implementation					
I am able to organize the curriculum in terms of content and time allocation.					
<i>Supervisory skills</i>					
I am able to effectively supervise curriculum implementation					
I am able to monitor the implementation of the curriculum					
<i>Monitoring skills</i>					
I am able to effectively supervise curriculum content delivery					
I am able effectively supervise the use of teaching and learning resources for curriculum implementation					

SECTION E: INSET and Project Planning & Implementation Skills

8. Using the scale provided indicate whether you agree that INSET has influenced the following Project Planning & Implementation Skills.

Strongly Disagree (SD)

Agree (A)

Disagree (D)

Strongly Agree (SA)

Neutral (N)

	SD	D	N	A	SA
<i>Planning and forecasting skills</i>					
I am able to plan out school projects diligently					
I am able to optimize school resources' time for the greatest efficiency					
I am able to calculate resources needed for any school project					
<i>Risk management skills</i>					
I am able to track identified risks, monitor triggering events, and identify new risks					
I am able to utilize appropriate analytical risk assessment skills					
I am able to utilize teamwork mitigate school project risks					
<i>Project Tracking and monitoring skills</i>					
I am able to apply appropriate project tracking and monitoring techniques					
I am able to measure planned project performance vs actual project performance					
I am able to keep accurate, timely information based on the project's output and associated documentation.					
I am able to deliver forecasts that update current costs and project schedule.					

SECTION E: INSET Status

9. Using the scale provided indicate whether you agree the status of INSET at your school.

Strongly Disagree (SD)

Disagree (D)

Neutral (N)

Agree (A)

Strongly Agree (SA)

	SD	D	N	A	SA
<i>INSET Content</i>					
INSET program is always developed in compliance to professional needs of Head Teachers					
The INSET programs for Head Teachers are rich with management skills content					
<i>INSET implementation</i>					
The planned time for INSET activity is usually appropriate					
The trainers are always qualified enough to use requisite methods help the participants					
INSET trainers are not able describe some topics appropriately and satisfy the participants					
<i>INSET Follow up components</i>					
Post-test or end of course evaluation is carried out to see if the participants learned					
There is usually follow- on or supporting activities after the Head Teachers' INSET course					
The follow-up strategies employed has a supportive effect					

Appendix III: Interview Guide for Sub-County Directors of Education

Introductory Notes to the Interview

My name is Samwel Kimutai Ruto, a doctoral candidate at University of Kabianga. I am pursuing a Doctor of philosophy degree with specialization in Education Management. Title: Teachers' perception of INSET influence on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The purpose of the interview guide is to obtain information on your dimensions concerning management performance of the Head Teachers to be used for above study. Your identity and information provided will be treated confidential. Please, do allow me to interview you.

1. In your Sub County, how would you describe INSET with respect to the enhancement of Head Teachers' Financial Management Skills along the following areas?
 - a) Book keeping skills
 - b) Resource utilization skills
 - c) Budgeting skills
2. How would you describe INSET with respect to the enhancement of Head Teachers' human resource management skills along the following areas?
 - a) Communication Skills
 - b) Conflict Resolution Skills
 - c) Employee Relations Skills
3. How would you describe INSET with respect to the enhancement of Head Teachers' curriculum implementation skills along the following areas?
 - a) Resource mobilizing skills
 - b) Supervisory skills
 - c) Monitoring skills
4. How would you describe INSET with respect to the enhancement of Head Teachers' project planning and implementation skills along the following areas?
 - a) Planning and forecasting skills
 - b) Risk management skills
 - c) Project Tracking and monitoring skills
5. What do you think should be done to enhance influence of INSET on Head Teachers' management skills?

Thank you for your cooperation

Appendix IV: Interview Guide for County Director of Education

Introductory Notes to the Interview

My name is Samwel Kimutai Ruto, a doctoral candidate at University of Kabianga. I am pursuing a Doctor of philosophy degree with specialization in Education Management. Title: The influence of dimensions of INSET on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The purpose of the interview guide is to obtain information on your perception concerning management performance of the Head Teachers to be used for above study. Your identity and information provided will be treated confidential. Please, do allow me to interview you.

1. What stakeholders are involved in the development of the INSET programs
2. How would describe the effectiveness of INSET programs
3. How do you describe the level of Head Teachers' managerial skills in the following areas?
 - a) Financial management skills
 - b) Human resource management skills
 - c) Curriculum implementation skills
 - d) Project planning and implementation skills
4. How has INSET influenced the current status / level of Head Teachers' managerial skills mentioned in Question 3?
5. What plans do you have for enhancing the INSET program?

Thank you for your cooperation

Appendix V: Observation Checklist for the Researcher

Research study observation checklist is on the influence of dimensions of INSET influence on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. It covers the level of head teacher's management skills on financial management, human resource management, curriculum implementation and project planning and implementation.

SECTION A: Head Teachers' Management Skills

At the end of the observation period, a researcher will indicate a tick (✓) on to what agreement each of the following tasks will be used or demonstrated using rating scale.

	Yes	No
There are financial plans prepared by the head teachers		
Books of account are kept		
There are audit reports for past periods properly filed		
Employees are happy and welcoming		
There is evidence of Staff welfare records		
There is evidence of TPAD records		
There are records of signed schemes of work		
Time table are available		
There is evidence of signed lesson plans		
Duty registers are duly signed and updated		
Computers are available for management use		
There are records showing individual school project progress		

Thank you for your cooperation

Appendix VI: Introduction Letter from the University



UNIVERSITY OF KABIANGA
ISO 9001:2015 CERTIFIED
OFFICE OF THE DIRECTOR, BOARD OF GRADUATE STUDIES

REF: PHD/DEM/007/16

DATE: 3RD AUGUST, 2021

Samwel Kimutai Ruto,
EAPM,
University of Kabianga,
P.O Box 2030- 20200,
KERICHO.

Dear Mr. Ruto,

RE: CLEARANCE TO COMMENCE FIELD WORK

I am glad to inform you that the Board of Graduate Studies during its meeting on 17th March 2021 approved your research proposal entitled **"Teachers' Perceptions of Influence of In-Service Education and Training (Inset) on Head Teachers' Management Skills in Public Primary Schools in Bomet County, Kenya"**.

I am also acknowledging receipt of your corrected proposal via email and hard copies. You are now free to commence your field work on condition that you obtain a research permit from NACOSTI.

Please note that, you are expected to publish at least two (2) papers in a peer reviewed journal before final examination (oral defense) of your PhD thesis.

Thank you.

Yours Sincerely,

Prof. J. K. Kibett
DIRECTOR, BOARD OF GRADUATE STUDIES.

- cc 1. Dean, SEASS
2. HOD, EAPM
3. SUPERVISORS

Appendix VII: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 700981	Date of Issue: 19/August/2021
RESEARCH LICENSE	
	
This is to Certify that Mr. SAMWEL KIMUTAI RUTO of University of Kabanga, has been licensed to conduct research in Bomet on the topic: Teachers' Perceptions of Influence of In-Service Education and Training (Inset) on Head Teachers' Management Skills in Public Primary School in Bomet County, Kenya, for the period ending : 19/August/2022.	
License No: NACOSTI/P/21/12393	
700981 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VIII: Authorization Letter



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "ELIMU",
Telephone: 052-22265
When replying please quote
email: cdebometcounty@gmail.com
Ref/CDE/BMT/ED/AUTH/74/VOL.II/38

COUNTY EDUCATION OFFICE,
BOMET COUNTY,
P.O. BOX 3-20400,
BOMET.

24th August, 2021

Mr. Samuel Kimutai Rutto
University of Kabianga
P.o Box 2030-20200
KERICHO

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH

Reference is made to letter Ref: No. NACOSTI/P/21/12393/700981 dated 19th August, 2021 from NACOSTI, requiring the above mentioned Person to conduct a research on "*Teachers' Perceptions of Influence of In-Service Education and Training (Inset) on Head teachers' Management Skills in Public Primary schools in Bomet County) Kenya*" which is scheduled to be conducted for the period ending 19th August, 2022.

The purpose of this letter is to inform you that authority has been granted for him to carry out the study in Bomet County, including learning Institutions among others.

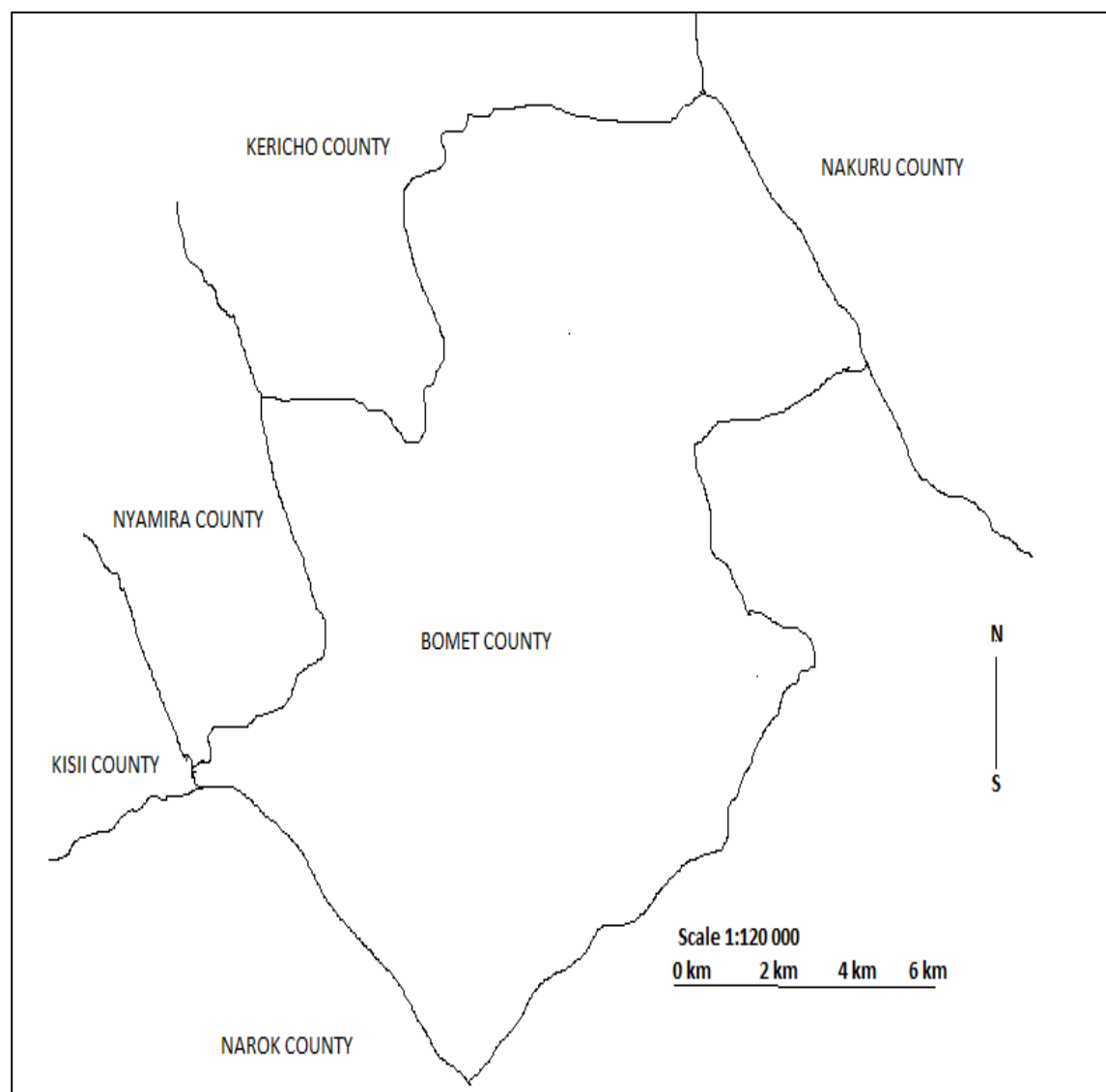
Kindly accord him the assistance he requires.

for *Magai*
COUNTY DIRECTOR OF EDUCATION
BOMET
P.O. BOX 3-20400, BOMET
INDIATSI MABALE
COUNTY DIRECTOR OF EDUCATION
BOMET COUNTY.

CC

Director General
NACOSTI
P.O BOX 30623-00100

Appendix IX: Map of Bomet County, Kenya



Source: 2019 Kenya Population and Housing Census: Volume 1

Appendix X: Publications

Teachers' Perceptions on the Influence of In-Service Education and Training on Head Teachers' Financial Management Skills In Public Primary Schools In Bomet County, Kenya

¹Samwel Kimutai Ruto, ²Dr. John K. Keter, ³Dr. Dorothy Soi & ⁴Dr. Hellen C. Sang

^{1&3}*Department of Education, Administration, Planning & Management (EAPM)*

^{2&4}*Department of Curriculum, Instruction and Educational Media (CIEM)*

University of Kabianga

School of Education, Arts and Social Sciences

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ABSTRACT

This study sought to determine Teachers' perceptions of the influence of In-Service Education and Training (INSET) on Head Teachers' Financial Management Skills. The study was guided by Social Cognitive Theory and Human Capital Theory. The target population of the study was 3,330 teachers and 450 Head Teachers from public primary schools, 5 Sub-County Directors of Education and 1 County Director of Education. However, the accessible population comprised of 336 Teachers, 45 Head Teachers, 5 Sub-County Directors of Education and the County Director of Education. The sample gives cumulative total of 387 respondents. Descriptive survey research design was adopted. Questionnaires, an interview guide and observation checklist were used for data collection to obtain information from respondents regarding Head Teachers' management skills. Prior to collection of data, the validity of the instruments was ascertained by experts from the School of Education. The Instruments were piloted in 30 non-participating schools in the neighbouring Kericho County to establish reliability. Respondents were chosen by multi-stage sampling incorporating stratification and purposive sampling. Both descriptive and inferential statistics were used to analyze the data. The findings of the study revealed that despite the adoption of INSET, Head Teachers in Bomet County still lacked requisite financial management skills such as book keeping skills, resource utilization skills, and budgeting skills. The study recommended that School managers should provide feedback to the INSET trainers to show how they have been able to apply the skills in their work, make sure that they design their own written school policy on INSET, and be acquainted with the INSET Policy of the Ministry of Education. There is need to keen in, in the identification of educators for INSET. The Ministry of Education should regularly follow up INSET training with visits to schools to assess its effect on financial management skills acquisitions. It is hoped that the findings of this study will also be useful to the Ministry of Education in formulating policies for capacity building among teachers. The findings and recommendations made will help in sensitizing education stakeholders on the importance of effective school management. It is hoped that the findings will contribute in provision of adequate learning materials, improving the state of infrastructure and pupils' learning environment. Consequently, teaching/learning in primary schools will be improved for quality academic performance.

Key Words: Teachers' Perceptions, KEMI In-service Education and Training (INSET); Head Teachers' Competencies; Financial Management.

Introduction

Financial management is expounded as planning, directing, monitoring, organizing, and controlling of the finance (Wolmarans & Meintjes, 2015). Financial management practices involve cash management, inventory management, investment, and financial reporting and analysis (Turyahebwa, Sunday, Burani & Eliabu, 2013). The current and future life of the school relies on finance, and therefore it is necessary that Head Teacher lays great emphasis in order to ensure the school operates well on academic and administrative services. The Head Teacher is responsible for allocating, utilizing, and monitoring financial resources under the authority of the school Board of Management.

A study conducted by Cole and Kelly (2011) in the United Kingdom observed that by operating the budgets, the Head Teacher should be involved in its formulation and be flexible for change if the situation may arise with the budget seen as means to an end. Head Teacher is expected to be objective and free from bias in operating duties (Deegan & Unerman, 2011). However, this can only be achieved when the Head Teachers possess requisite and relevant financial management skills. Their write up however demonstrate if this is happening in reality in public schools.

Educational finance is the financing of institutions base on their ownership, whether private or public (Tadiwos, 2014). Private schools receive funds from tuition fees, sponsors, contributions, private donations, and grants. The government directly allocates funds to public institutions. However, investing funds in education improves economic growth and employment as well as the future prosperity of the nation. Therefore, Head Teachers need to be effective in financial management practices to ensure that these funds are utilized accordingly. The emphasis in Tadiwos study is that school managers need to have requisite financial management skills. However, Tadiwos' study did not look at the INSET and financial management skills acquisition nexus. Through this study, it is believed that improved financial management will be experienced in public primary schools especially Bomet County, Kenya.

According to the Ministry of Finance spending plans for 2012/2013, a report in Kenya indicated that the education sector takes up around 21% of the government annual expenditure accounting for the second-largest share of the annual budget. Therefore, distribution was made as follows; Teacher's salaries 50.92%, Free Day Secondary Education (FDSE) 8.45%, Free Primary Education (FPE) 3.56%, Early Childhood Development (ECD) 0.69%, and others inclusive of Research 36.38%. Considering FPE 3.56% in the study is less in compared to the high demand experienced by the Head Teachers in the management of finances in schools. There is a need for the amount allocated to be planned and controlled to match with the educational goals and objectives.

School managers should connect the budget to the plans to avoid failure to function (Mobegi, Ondigi & Simatwa, 2012). Budgeting is the only means by which schools can allocate resources effectively. The School Board of Management (BOM) in Kenya is liable for any misappropriation of collected funds. The Head Teacher through the BOM must seek approval from the County Education Board (CEB) so that they can be allowed to collect and use the funds (Sigilai, 2013). It is necessary that Head Teachers should be trained on the principles governing sound management of funds such as proper recording of all finances in terms of receipts and expenditure for the benefit

of learners and school community. However, this study seeks to consider other aspects of Head Teacher's management practices.

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

It is the Head Teacher's responsibility to prepare the school budget and make sure the school accounts are audited. The budget should be made in line with school educational needs starting with the most pressing ones and must follow the school's financial regulations. An observation was made by Opondo (2016) that, the Head Teachers incur a lot of financial constraints while updating the cash books. Shortage of personnel for accounting and Head Teachers lacking proper financial management skills find it very difficult to accomplish this work. However, the Opondo's study did not explore the role or influence of INSET on the financial management skills of the Head Teachers.

School finance handbook (2016) places more emphasis on regular monitoring and evaluation of financial resources facilitate smooth and proper financial reports prepared for any school. Preparing such statements at least on the monthly basis would create measures, of addressing the financial challenges and resolve them ahead of time. For that reason, school heads should be competent in the school budget preparation and execution in order to link the school improvement plans and the school budget. Above all, school heads should possess budget preparation skills. Such skills help to equip school Heads with competence in procurement practices, for example, acquiring goods and services based on financial principles and guidelines. Afterwards, schools' heads must work diligently to become effective in monitoring and evaluation of the school budget. This is one of the most important duties of school heads, demanding them to manage scarce available school resources through proper management at all levels while focusing on school priorities. However, this is a guide and only demonstrates the importance of these skills, but does not give examples of how INSET has contributed towards the acquisition or utilization of Head Teachers financial management skills. It is with this in mind that the study focused on teachers' perceptions of influence of INSET on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County.

Purpose of the Study

The purpose of this study was to investigate teachers' perceptions of INSET influence on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya.

Research Hypothesis

The study was guided by the following research hypothesis: -

H₀₁: Teachers' perceptions of INSET do not have a statistically significant influence on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya.

Statement of the Problem

The Government of Kenya has invested heavily in the Education of its citizens. Effort to offer post certification courses aimed at equipping Head Teachers with managerial skills has been put through partnership with various stakeholders. Through the Ministry of Education, the Government of Kenya has made it mandatory for all Head Teachers in Public Primary Schools to undergo INSET to improve their effectiveness and efficiency in the management of schools. In spite of this, Head Teachers in most of the public primary schools in Kenya still lack requisite financial management skills. Recent studies have revealed weaknesses on key areas such as professional knowledge application, time management, and opportunities for professional development, as well as innovation and creativity in teaching. Since teachers are at the centre of implementation of school programs aimed at delivery of quality education, their perception of Head Teachers' financial management skills is of great importance. If Head Teachers lack requisite financial management skills, then the teachers' effectiveness in curriculum delivery will be affected. Limited research exists on teachers' perception of INSET and acquisition of Head Teachers' financial management skills. It is with this in mind that this study was carried out on teachers' perceptions of INSET influence on Head Teachers' financial management skills to fill the existing gap.

RESEARCH DESIGN AND METHODOLOGY

Research Design

Research methodology is the approach adopted by researchers in performing their study. It demonstrates how researchers articulate their problem and purpose, as well as how they present their findings based on the data collected during the study period (Kothari, 2015). This study adopted pragmatism approach as a world view arising out of actions, situations and consequences rather than antecedent conditions. This allows the researcher to use mixed methods research and utilize a mixed approach that recognizes themes that connect quantitative and qualitative research. This approach is relevant to this study because of the intention to understand teachers' perception of INSET influence on Head Teachers' management skills.

The study was designed to determine teachers' perceptions of INSET on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. The study was structured basically with the frame work of descriptive research design. Descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes (Kothari, 2015). This type of research would assist to describe the characteristics that exist in the population. According to Mugenda (2011), descriptive research design is appropriate in collecting data that describe, explore and help the researcher to understand social life.

Location of the Study

The study was carried out in Bomet County, Kenya. Bomet is situated in the South Rift region of Kenya and is bordered by Kericho County to the North West, Nyamira County to the South West,

Narok County to the South and Nakuru County to the North East. The region lies between longitudes 36⁰ East and 34⁰ East of Greenwich Meridian and between latitudes 0⁰ and 2⁰ South of the equator.

Target and accessible Population

The study focused on all 3320 public primary teachers employed by Teachers' Service Commission (TSC) teaching in Bomet County. Moreover, the study targeted 450 public primary Head Teachers, 5 Sub-County Directors of Education and 1 County Director of Education from Bomet County for the year 2021 (MOE, 2020). The role of the Teachers in helping the Head Teachers in the implementation of management skills in schools cannot be overlooked. It is with this in mind that the study investigated their perceptions of the influence of INSET on Head Teachers' management skills.

Sample Size and Sampling Procedures

The study used multi-stage sampling to select the Public Primary Schools because of different categories and type which comprises of day, boarding, single-sex and co-educational. The County is also comprises of 5 Sub-Counties. This sampling is useful to the study because it simplifies data collection as by cohorts. Quantitative sampling strategies were applied since they focus on generalized results, and typically collect data from a large number of individuals in a study. A sample size of about 332 teachers, 45 Head Teachers, 5 Sub-County Directors of Education and 1 County Director of Education was purposively selected for the study. The total number of the participants to be involved in the study was 383 respondents.

Table 1 shows the selected samples of the respondents.

Table 3: Bomet County Sample of Respondents

Sub-County	Teachers		Head Teachers		Sub-county Director of Education	
	No	%	No	%	No	%
Konoin	62	10	9	10	1	100
Sotik	74	10	9	10	1	100
Chepalungu	62	10	9	10	1	100
Bomet Central	70	10	9	10	1	100
Bomet East	64	10	9	10	1	100
Total	332	10	45	10	5	100

The results obtained using Mugenda (2015)'s suggestion indicates that 332 teachers, 45 Head teachers and 5 Sub- County Directors of Education were involved. Seven (7) teachers were selected from each sampled school using simple random sampling technique to make a total of 332 teachers based on participation in the management of respective schools. Teachers were selected depending on the number found in given school.

Each selected school was represented by a Head Teacher, who was selected using purposive sampling. The researcher specifically handpicked Head Teachers who have undergone In-service Education and Training programme by KEMI.

Each selected sub-county was represented by Sub-County Director of Education while the county was represented by the County Director of Education based on purposive sampling. Purposive sampling includes the selection of those participants who portrays the desired characteristics and hence capable of providing the required information. Purposive sampling is appropriate for selecting respondents who are knowledgeable about a phenomenon and can communicate their experience (Emerson, 2015). Table 2 shows the target population and the sample size of the study.

Table 4: Target Population and Sample Size for the Study

Respondent(s)	Target Population	Sample Size	Percentage (%)
County Director of Education	1	1	100
Sub-County Director of Education	5	5	100
Head Teachers	450	45	10
Teachers	3,320	332	10
Total	3,776	383	

Data Collection Instruments

The study used three instruments to collect both quantitative as well as qualitative data, namely: questionnaires, interview guides and observation checklists. Study instruments were designed by the researcher with the help of the supervisors.

Questionnaires

A questionnaire is an instrument through which data can be collected and measured from a variety of sources logically (Rouse, 2017). In this study, data was collected using questionnaires for teachers and Head Teachers. The used of questionnaire relied upon the respondents' sample (Teachers and Head Teachers) which were high, hence impossible to use other instruments for data collection. Questionnaires comprised of open ended and closed ended questions. Open ended questions provide more freedom to the respondents to answer the questions, while closed ended questions limit the respondents to specify the responses purposively for quantifying.

Questionnaires contained Teachers' Questionnaire (TQ) Appendix I, and Head Teachers' Questionnaire (HQ) Appendix II. The questions were designed with reference to the four objectives of the study. Questionnaires were sub-divided into two sections. Section A was used in generating demographic information of the respondents which includes gender, age, sex, academic qualification, teaching experience. Section B of the instruments contained items on Head Teachers' management skills.

The respondents were required to indicate their level of agreement based on the statements seeking their opinions. Each of the items were rated based on 5- point Likert Scale given as: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree, purposively for quantification of variables and to evaluate the responses. This study adopted drop and pick method during administration of the questionnaires. The method was appropriate because it measures attitudes and points more information from respondents.

Interview Guides

The study used a structured interview through pre-formulated questions strictly regulated based on the order of the questions in the tool. The Sub-County Directors and County Director of Education were interviewed to seek their views of INSET influence on Head Teachers' management skills in their respective schools. It also helped establish the level of support provided to them.

Observation Checklist (OC)

An observation checklist with 12 closed ended items was used in the study to collect information on perception on Head Teachers' management skills in Public Primary Schools in Bomet County, Kenya. Observation checklist was designed with reference to the objective of the study.

Validity and Reliability of the Research Instruments

The study adopted content validity which according to Creswell (2013), ask whether items measure the content they were intended to measure. Thereafter, questionnaires and interview schedules were checked whether all the objectives have been included and are accurate. The researcher sought assistance from the supervisors who assessed the relevance of each item in the instrument to the objectives. The evaluation reports from the experts informed the refinement of the data collection tools to enhance content validity.

Prior to reliability testing, a pilot study was conducted in Kericho County. Reliability of the data collection instruments was measured using Cronbach Alpha coefficient. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. According to Drost (2011), if Cronbach Alpha coefficient is found to be 0.70 or higher, then the reliability obtained is guaranteed but if it is less than 0.70 then the instrument will be deemed unreliable in which case adjustments will be necessary (Drost, 2011). The reliability results for the teachers' questionnaires were as provided in Table 3.

Table 5: Reliability Statistics for Teachers' Questionnaire

Cronbach's Alpha	N of Items
.775	41

N refers to the number of questionnaire items in this case 41 items were used. The tool for teachers was adopted as it is since the reliability score of 0.775 was higher than the recommended correlation coefficient threshold. The reliability results for the Head Teachers questionnaires were as provided in Table 4.

Table 6: Reliability Statistics for Head Teachers' Questionnaire

Cronbach's Alpha	N of Items
.715	42

N refers to the number of questionnaire items, whereby N = 42.

The tool Head Teachers was adopted given that the score of 0.715 was higher than the recommended correlation coefficient at 0.7. When data is reliable, it is dependable, genuine, trustworthy and sure and unfailing (Mohanjan, 2017). Cronbach's Alpha was used to estimate the reliability of the instruments since it is less conservative in estimating reliability than test/retest. Alpha value equal or greater than 0.7 is considered to be reliable (Tavakol & Dennick, 2011).

Data Collection Procedures

A researcher obtained an introductory letter from the Board of Post Graduate Studies of University of Kabianga to be used in obtaining a research permit from National Commission for Science, Technology and Innovation (NACOSTI). After obtaining research permission from NACOSTI, a visit was made to County Director of Education (CDE) and County Commissioner (CC) for research authorization letter before visiting schools.

Research permit and self-introductory letter were presented to the relevant authorities of the schools from where data was collected. Once permission was granted in schools, the researcher made a visit to the selected schools, created rapport with respondents and explained the purpose for which the study was being conducted and then administered the questionnaires to the respondents. Once the questionnaires were filled and completed, they were collected.

Data Analysis and Presentation

Data analysis involves the process of analyzing data and interpreting the meaning from the respondents' experience, then reducing the data into themes, and lastly representing the data in discussion (Carter, Lukosius, DiCenso, Blythe & Neville, 2014). Since the study was dealing with both qualitative and quantitative data, the researcher computed both quantitative and qualitative analysis approaches.

Quantitative analysis approaches include computation of descriptive and inferential statistics. Qualitative data was organized, put into categories, themes and patterns that analyzed and interpreted (Mugenda & Mugenda, 2003). Qualitative data was then presented in frequency, tables, bar graphs and percentages.

Descriptive statistics were employed and this involved computing frequency distributions, mean, percentages and standard deviation to determine teachers' perception of INSET programme on Head Teachers' managerial skills' variables. Descriptive statistics offered methods that were applied to interpret the relationship between variables.

Inferential statistics comprised the Pearson correlation (r) and Regression analysis. The associations depicted by Pearson correlations was considered statistically significant when the p value is less than 0.05 ($p < 0.05$). The regression analysis was aimed at establishing the relationship between the independent and dependent variables. The golden rule was to reject the null

hypothesis when the p value is less than 0.05 ($p < 0.05$), and accept the null hypothesis when the p value is greater than 0.05 ($p > 0.05$).

Qualitative data analysis is the range of processes and procedures whereby we move from qualitative data that have been collected into some form of explanation, understanding or interpretation of people and situation being investigated (Sutton & Austin, 2015). Qualitative data generated from the open-ended questions in the research instruments, was organized in themes and patterns categorized through textual analysis. The output from qualitative analysis will be presented in prose form (narrations).

Ethical Considerations

According to Kelly, Dittloff et al (2013), a study is supposed to observe some ethics for trustfulness. The respondents were assured that data collected was to be kept confidentially and that any other information would be treated with utmost confidentiality. Additionally, the respondents will be encouraged to participate at their own free will. Originality of the data collected by citing the source will also be ensured. This will be provided for to avoid plagiarism which is unethical in research. The data collected will be used for the intended purpose only.

RESULTS AND DISCUSSION

Respondents Response Rate

The researcher distributed 383 questionnaires targeting teachers and head teachers, in Public Primary Schools in Bomet County, Kenya. Data was also collected from Sub-County Directors of Education, and County Directors of Education. An analysis of the response rate of the respondents during data collection was done. Table 5 shows the response rate per category of respondents.

Table 5: Respondents Response Rate

Response Category	Target	Actual	% Response
Head teachers	45	41	91%
Teachers	332	287	86%
Sub-County Directors of Education	5	5	100%
County Directors of Education	1	1	100%
Total	383	334	87.2%

The results in Table 5 show that the researcher was able to obtain a response from 41 head teachers 287 teachers, 5 Sub-County Directors of Education, and 1 County Director of Education thus translating to an average rate of 87.2%. This was adequate to enable the researcher to come up with reliable conclusions and recommendations. Dommeyer, Baum, Chapman, and Hanna, (2002) reported that the acceptable response rate for on-paper surveys is 75%, therefore the attained percentage was good and found acceptable to the researcher.

Demographic Characteristics

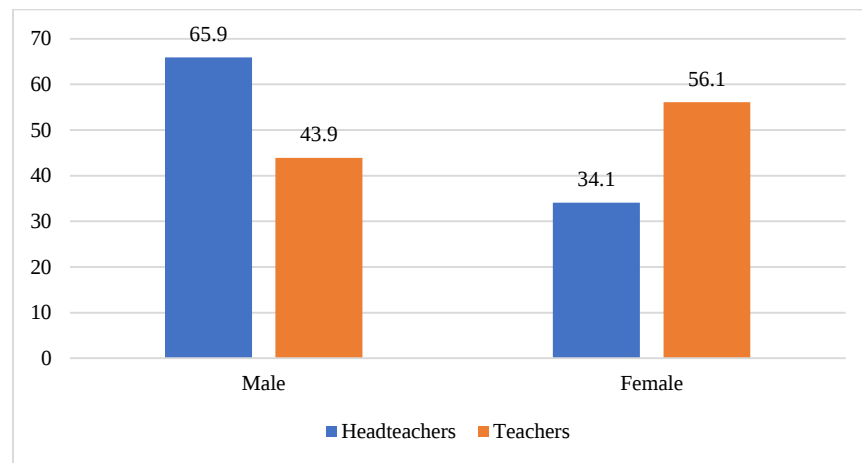
This section presents the findings related to the demographic characteristics of the study and this includes the respondents' gender, age, qualifications and work experience.

i) Respondents' Gender

The responses with respect to the gender of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 6 and Figure 1.

Table 6: Respondents' Gender

Response	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	27	65.9	126	43.9
Female	14	34.1	161	56.1
Total	41	100	287	100

**Figure 2: Respondents' Gender**

The results in Table 6 and Figure 1 show that 65.9% of the head teachers and 43.9% of the teachers were male respondents, while 34.1% of the head teachers and 56.1% of the teachers were female. This implied in majority of the primary schools, Head Teachers positions were occupied by males, while majority of the teachers were female.

ii) Age of Respondents

The responses with respect to the age of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 7.

Table 7: Age of Respondents

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
18 years to 27 years	26	9.1	0	0
28 years to 37 years	51	17.8	0	0
38 years to 47 years	195	67.9	31	75.6
48 years or above	15	5.2	10	24.4
Total	287	100	41	100

The results provided in Table 7 show that, 75.6% of the head teachers and 67.9% of the teachers were in age bracket of 38 years to 47 years. The results also reveal that 24.4% of the head teachers and 5.2% of the teachers were aged 48 years or above, whereas of the head teachers and 17.8% of

the teachers were aged 28 to 37 years, while 9.1% of the teachers were aged 18 to 27 years. This implied that in both cases majority of the respondents participating in the study were in the age bracket of 37 years or above.

iii) Respondents' Highest Level of Education

The results showing the respondents' highest level of education was as captured in Table 8.

Table 8: Respondents' Highest Level of Education

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percentage
P1 Certificate	233	81.2	0	0
Diploma	51	17.8	7	17.1
Bachelor	5	5.9	32	78
Masters	0	0	2	4.9
Total	287	100	41	100

The findings in Table 8 show that a majority of the teachers had P1 certificate as their highest academic qualification, while majority of the head teachers had degree as their highest attained level of education. The implication for the study is that the researcher was able captures views across various educational qualifications and this eliminating the possibility of bias on the basis of level of education.

iv) Respondents Working Experience

The results with respect to the respondents' (head teachers and teachers) working experience was as presented in Table 9.

Table 9: Respondents Working Experience

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
6 to 10 years	177	61.7	26	63.4
11 to 15 years	62	21.6	9	22
Above 16 years	48	16.7	6	14.6
Total	287	100	41	100

The results in Table 9 reveal that 61.7% of the teachers, and 63.4% of the head teachers has worked in their respective employment positions for a period of 6 to 10 years, 21.6% of the teachers, and 22% of the head teachers has worked for a period of 6 to 10 years, while 16.7% of the teachers, and 14.6% of the head teachers has worked for a period of 6 to 10 years. This implied that the participants had a working experience long enough to provide information of the effects of INSET on the Head Teachers deliverables.

Teachers perception of the Influence of INSET on Head Teachers' Financial Management Skills

Objective of this study sought to determine teachers' perceptions of the influence of INSET on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya. Since this is a quantitative study, the objective had a corresponding hypothesis.

Objective one sought to determine teachers' perceptions of INSET influence on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya. The study found that the Head Teacher was able to prepare financial records (receipts and expenses) for their school. Most of the head teachers indicated most of the Head Teachers were not able to prepare required all financial records (incomes and expenses) for their school. The study shows that most of the teachers are not sure whether the Head Teacher does not experience difficulties when preparing for the financial audit(s). The teachers felt that the Head Teacher did not have the requisite skills to maintain cash and bank reconciliations. Most of the head teachers were not able to utilize modern technologies to prepare school budgets. They had difficulties in explaining budgeting information to stakeholders. There was a positive Pearson correlation between INSET and Financial Management Skills as follows: ($r = 0.093^*$, $p = 0.117$); a negative Pearson Correlation between INSET content and financial management skills at ($r = -0.057$, $p = 0.333$); a positive Pearson correlation between INSET implementation and financial management skills at ($r = 0.204$, $p = 0.001$; $p < 0.05$); and a positive Pearson correlation between INSET Follow up components and financial management skills at ($r = 0.037$, $p = 0.530$).

The hypothesis stated that teachers' perceptions of INSET do not have a statistically significant influence on Head Teachers' Financial Management Skills in Public Primary Schools in Bomet County, Kenya. The basis of accepting or rejecting the null hypothesis is in Table 10.

Table 10: Beta Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.433	.249		9.788	.000
INSET Dimensions	.130	.074	.104	1.761	.079

a Dependent Variable: Financial Management Skills

The results in Table 10 of the study shows that since the p value associated with INSET implementation was 0.079, which is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted and therefore, the study holds that INSET did not significantly influence on Head Teachers' financial management skills.

Conclusions

The study concludes that despite the adoption of INSET for primary school Head Teachers, most of the head teachers in Bomet County still lacked requisite financial management skills such as book keeping skills, resource utilization skills, and budgeting skills. This shown by the fact that most of the head teachers were not able to prepare financial records (receipts and expenses) for their school, they did not have the requisite skills to maintain cash and bank reconciliations, and were not able to utilize modern technologies to prepare school budgets. They also experienced difficulties in discussing the financial reports with stakeholders.

Recommendations

- viii. School managers should provide feedback to the INSET trainers to show appreciation of their work. This will help them identify areas of weakness, for instance, inability to comprehend financial management aspects.
- ix. School managers should make sure that they design their own written school policy on INSET. The design of the INSET programme for Head Teachers needs to be reviewed to ensure that it captures all the required content that is relevant to the individual.

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Teachers' Perceptions on the Influence of In-Service Education and Training on Head Teachers' Human Resource Management Skills In Public Primary Schools In Bomet County, Kenya

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ABSTRACT

This study sought to determine Teachers' perceptions of the influence of In-Service Education and Training (INSET) on Head Teachers' Human Resource Management Skills. The study was guided by Social Cognitive Theory and Human Capital Theory. The target population of the study was all teachers and all Head Teachers in Public Primary Schools in Bomet County, 5 Sub-County Directors of Education and the County Director of Education. However, the accessible population comprised of 336 Teachers, 45 Head Teachers, 5 Sub-County Directors of Education and the County Director of Education. The sample gives cumulative total of 387 respondents. Descriptive survey research design was adopted. Questionnaires, interview guide and observation checklist were used in data collection to obtain information from respondents regarding Head Teachers' Human Resource Management Skills. The data collection instruments were validated by experts from the School of Education, Arts and Social Sciences. A pilot study on 30 non-participating schools in the neighbouring Kericho County was carried out to determine reliability. Respondents were chosen by multi-stage sampling incorporating stratification followed by purposive sampling. Descriptive and inferential statistics were used to analyze the data collected. The findings of this study revealed that despite the adoption of INSET, Head Teachers in Bomet County still lacked requisite Human Resource Management Skills. The study recommended that heads of institutions should provide feedback to the INSET trainers on how they have been able to apply their Human Resource Management Skills in their work. In addition to this they should be acquainted with the INSET Policy from the Ministry of Education. Consequently, they should cascade the same idea and make sure that they design their own written school policy on INSET. The Ministry of Education should regularly audit INSET training of head teachers with regular visits to schools to assess its effect on Human Resource management skills acquisition. The findings of this study will be useful to the Ministry of Education in formulating policies for capacity building among heads of institutions. The findings and recommendations made will help in sensitizing education stakeholders on the importance of effective human resource management. The findings of this study will make a significant contribution in creation of harmonious working environments for the success of every school. Such an environment with harmony among personnel is favourable for pupils learning and will ultimately lead to improved academic performance.

Key Words: Teachers' Perceptions, Head Teachers' KEMI INSET; Human Resource Management skills.

Introduction

Heads of institutions should ensure that they provide working conditions that employees believe are necessary to motivate them to work and maintain their commitment to the institution. Favourable working conditions are best achieved when prior planning is done collaboratively in consultation with all the team players at the beginning of the year or term. According to Dessler (2013), planning describes the procedures where duties and skills requirements of a job plus the kind of person who should be hired for it is determined. As such, the school head should be effective in planning and management of his or her human resource and should also lead by example. Effective School management requires skills for execution of employee motivation function, Akpan (2016). Individuals are unique and motivation techniques must meet the needs of each individual. The Head Teachers should ensure that the personnel job satisfaction, performance appraisal, motivation, compensation and individual problems of every personnel are well catered for in an amicable way.

School managers need requisite management skills for effective and efficient management of their institutions, Peretomode (2012). Staff management is an approach to acquiring, developing, managing, and gaining commitment of the school's key resource people who work in it and for it with their unique skills for the success of the institution. The Head Teacher as a manager in primary school is supposed to estimate the demand and supplies of teachers and support staff in the schools, recruit, select and create a conducive working environment for every staff members. School managers need skills to be able to ensure that there is skill development and change in attitude among the staff. Head Teachers should ensure that there is continual effort in staff growth to match long-term individual school needs.

The Head Teacher is expected to possess relevant skills to manage personnel effectively. An example is being involved in the recruitment of staff members, welfare activities of both the learners and the staff, promoting subordinate staff, and outlining the roles of each of the staff members. Head Teachers perceive that their interests in teachers' professional development experiences, such as INSET for this study help teachers to develop greater confidence as they deliver their services in schools (Buczynski & Hansen, 2010).

Generally, the performance of the school relies upon the Head Teachers and employees as they are supposed to work in harmony in considering the qualitative and quantitative aspects through which educational institution operates (Koc, 2011). Depending on the relationship that exists between the HRMD department and different levels of management and employees, develop a strategic plan that helps them achieve the set organizational goals (Jain, Mathew, & Bedi, 2012).

Logically, an organization that has the right personnel at the right place as well as at the right time mostly thrives and succeeds eventually (Oladipo, 2011). Therefore, Head Teachers need to understand the roles of teachers ready to support them if institutional goals are to be achieved. However, Oladipo does not look at how INSET can be utilized to ensure that the already engaged school managers become the right people by enhancing their skills.

Empirical evidence regarding the relationship between Human Resource Management (HRM), employee well-being, and employee performance illustrates that HRM has a positive outcome on

the different dimensions of employee performance because of establishing motivation for an employee to work (Devonish, 2013; Jiang et al., 2012; Van De Voorde et al., 2012).

A study by Nkonge (2012) established that a good number of Head Teachers, though having undergone in-service training, still had challenges in monitoring and supervision of human resource especially teachers in areas of curriculum implementation. Whereas this study focused on discipline and supervision of human resource, the current study focused on teachers' perceptions on the influence of INSET on Head Teachers' Human Resource Management Skills.

Human resource as a factor of production is affected by adequacy and quality based on the level of training and level of motivation (Juma, 2011). Teachers and students' performance are tied up together, hence Head Teachers should introduce the motivation for healthy management in schools and this is a reason why the study is conducted. In addition to this, staff development and capacity building is of essence. This explains the need for INSET for teachers as well.

The climate of co-operation which includes mutual trust should be aroused out of the school stakeholders. For effective management in schools, Nyakundi (2012) reported in her study that a teacher feels motivated when experienced job satisfaction, fairness, promotion system, reward system, and better working conditions. The management should come up with equal opportunities for everyone as an ethical consideration on how to manage employees.

Head Teachers need to be equipped with the human resource management skills to work well with the personnel under him/them and share ideas through communication and working within terms and conceptual skills for the smooth running of the institution (Onyango, 2011). Managing human resources in school depends entirely on the head teacher (Kamau, 2010). Consequently, support and understanding from BOM, politicians, sponsors, members of the church, and finally local authorities is vital for effective management in the school.

Kenya Education Management Institute offers training to Head Teachers in various areas which ensures that they gained managerial skills with regards to human resource management. These include; handling of teaching staff, handling of staff welfare, staff appraisal, creating a conducive environment, and handling the disadvantaged groups such as HIV positive staff and disabled. A study conducted by Gaceri (2015) posit that, providing proper health and safety work environment and standards improves performance in schools. If Head Teachers in Bomet County, Kenya had been keen on this, management challenges couldn't have been experienced in the schools. So this study will open an avenue for effective management.

A report from the republic of Kenya through the MOE (2012) indicates that Head Teachers' training by KEMI has not achieved much as some Head Teachers were lacking capacities in accounting for utilization of human resource under them. This calls out a study to be conducted following the government demands on proper utilization of educational resources in public schools by the management.

In-service training promote efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers and that in- service training in the school improved teacher motivation. In-service training

has assisted Head Teachers to motivate the teachers. The study also found out that through in-service training the Head Teachers have acquired skills in human resource management. In-service training has changed the attitude of teachers towards work and that motivation of teachers is largely resulting to better performance of students. It is with this in mind that the study focused on teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County.

Objective of the Study

- i. The objective of this study was to establish teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya.

Research Hypothesis

The study was guided by the following research hypothesis: -

- H₀₁:** Teachers' perceptions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya.

Statement of the Problem

The investment made by the Government of Kenya in the Education of its citizens cannot be overstated. For instance the efforts put to offer capacity building through INSET courses aimed at equipping Head Teachers with Human Resource Management skills has been put through partnership with other stakeholders. The Government has made it mandatory for all heads of institutions in Public Primary Schools to undergo INSET to enhance their effectiveness and efficiency in the management of personnel in their schools. In spite of this, Head Teachers in most of the public primary schools in Kenya still lack key human resource management skills. Recent studies have revealed weaknesses on effective curriculum implementation as result of lack of professional knowledge on how to handle staff for maximum output and productivity in curriculum implementation. Since teachers play a crucial role in the implementation of school programs aimed at delivery of quality education, their perception of Head Teachers' human resource management skills is of essence. Lack of requisite human resource management skills by head teachers affects teachers' effectiveness in curriculum delivery. Limited research exists on teachers' perception of INSET and Head Teachers' human resource management skills. This study therefore provides information to fill the existing gap on teachers' perceptions of INSET influence on Head Teachers' human resource management.

RESEARCH DESIGN AND METHODOLOGY

This study was designed to determine teachers' perceptions of INSET on Head Teachers' human resource management skills in Public Primary Schools in Bomet County, Kenya. The study was structured basically with the frame work of descriptive research design. Descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes (Kothari, 2015). This type of research would assist to describe the characteristics that exist in the population. According to Mugenda (2011), descriptive research design is appropriate in collecting data that describe, explore and help the researcher to understand social life of subjects in a study.

Target and accessible Population

The study focused on all Head teachers and teachers employed by Teachers' Service Commission (TSC) in public primary schools in Bomet County. Moreover, the study targeted the Sub-County Directors of Education and the County Director of Education from Bomet County.

Sample Size and Sampling Procedures

Simple random sampling technique was used to select five Public Primary Schools because of different categories and type which comprises of day, boarding, single-sex and co-educational. The County is also comprises of 5 Sub-Counties. This sampling is useful to the study because it simplifies data collection as by cohorts. A sample size of about 332 teachers, 45 Head Teachers, 5 Sub-County Directors of Education and 1 County Director of Education were purposively selected for the study. The total number of the participants to be involved in the study was 383 respondents.

Table 1 shows the selected samples of the respondents.

Table 7: Bomet County Sample of Respondents

Sub-County	Teachers		Head Teachers		Sub-county Director of Education	
	No	%	No	%	No	%
Konoin	62	10	9	10	1	100
Sotik	74	10	9	10	1	100
Chepalungu	62	10	9	10	1	100
Bomet Central	70	10	9	10	1	100
Bomet East	64	10	9	10	1	100
Total	332	10	45	10	5	100

The results in Table 1 obtained using Mugenda's (2015) suggestion indicates that 332 teachers, 45 Head teachers and 5 Sub- County Directors of Education were involved. Seven (7) teachers were selected from each sampled school using simple random sampling technique to make a total of 332 teachers based on participation in the management of respective schools. Teachers were selected depending on the number found in given school.

Each selected school was represented by a Head Teacher, who was selected using purposive sampling. The researcher specifically handpicked Head Teachers who have undergone In-service Education and Training programme by KEMI.

Each selected sub-county was represented by Sub-County Director of Education while the county was represented by the County Director of Education based on purposive sampling. Purposive sampling includes the selection of those participants who portrays the desired characteristics and hence capable of providing the required information. Purposive sampling is appropriate for selecting respondents who are knowledgeable about a phenomenon and can communicate their experience (Emerson, 2015). Table 2 shows the target population and the sample size of the study.

Table 8: Target Population and Sample Size for the Study

Respondent(s)	Target Population	Sample Size	Percentage (%)
County Director of Education	1	1	100
Sub-County Director of Education	5	5	100
Head Teachers	450	45	10
Teachers	3,320	332	10
Total	3,776	383	

Data Collection Instruments

The study used two instruments to collect both quantitative as well as qualitative data, namely: questionnaires, interview guides and observation checklists. Study instruments were designed by the researcher with the help of the supervisors.

Questionnaires

In this study, data was collected using questionnaires for teachers. The used of questionnaire relied upon the respondents' sample which were high, hence impossible to use other instruments for data collection. Questionnaires comprised of open ended and closed ended questions. Open ended questions provide more freedom to the respondents to answer the questions, while closed ended questions limit the respondents to specify the responses purposively for quantifying.

Questionnaires contained Teachers' Questionnaire (TQ) Appendix I. The questions were designed with reference to the objective of the study. The Questionnaire was sub-divided into two sections. Section A was used in generating demographic information of the respondents which includes gender and age while Section B contained items on Head Teachers' management skills.

The respondents were required to indicate their level of agreement based on the statements seeking their opinions. Each of the items were rated based on 5- point Likert Scale given as: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree, purposively for quantification of variables and to evaluate the responses. This study adopted drop and pick method during administration of the questionnaires. The method was appropriate because it measures attitudes and points more information from respondents.

Interview Guides

The study used a structured interview through pre-formulated questions strictly regulated based on the order of the questions in the tool. The Sub-County Directors and County Director of Education were interviewed to seek their views of INSET influence on Head Teachers' management skills in their respective schools. It also helped establish the level of support provided to them.

Validity and Reliability of the Research Instruments

The study adopted content validity which according to Creswell (2013), ask whether items measure the content they were intended to measure. Thereafter, questionnaires and interview schedules were checked whether all the objectives have been included and are accurate. The researcher sought assistance from the supervisors who assessed the relevance of each item in the instrument to the objectives. The evaluation reports from the experts informed the refinement of the data collection tools to enhance content validity.

Prior to reliability testing, a pilot study was conducted in Kericho County. Reliability of the data collection instruments was measured using Cronbach Alpha coefficient. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. According to Drost (2011), if Cronbach Alpha coefficient is found to be 0.70 or higher, then the reliability obtained is guaranteed but if it is less than 0.70 then the instrument will be deemed unreliable in which case adjustments will be necessary (Drost, 2011). The reliability results for the teachers' questionnaires were as provided in Table 3.

Table 9: Reliability Statistics for Teachers' Questionnaire

Cronbach's Alpha	N of Items
.775	41

N refers to the number of questionnaire items, whereby N = 41.

When data is reliable, it is dependable, genuine, trustworthy and sure and unfailing (Mohanjan, 2017). Cronbach's Alpha was used to estimate the reliability of the instruments since it is less conservative in estimating reliability than test/retest. Alpha value equal or greater than 0.7 is considered to be reliable (Tavakol & Dennick, 2011).

Data Collection Procedures

A researcher obtained an introductory letter from the Board of Post Graduate Studies of University of Kabianga to be used in obtaining a research permit from National Commission for Science, Technology and Innovation (NACOSTI). After obtaining research permission from NACOSTI, a visit was made to County Director of Education (CDE) and County Commissioner (CC) for research authorization letter before visiting schools.

Research permit and self-introductory letter were presented to the relevant authorities of the schools from where data was collected. Once permission was granted in schools, the researcher made a visit to the selected schools, created rapport with respondents and explained the purpose for which the study was being conducted and then administered the questionnaires to the respondents. Once the questionnaires were filled and completed, they were collected.

Data Analysis and Presentation

Since the study was dealing with both qualitative and quantitative data, the researcher computed both quantitative and qualitative analysis approaches. Quantitative analysis approaches include computation of descriptive and inferential statistics. Qualitative data was organized, put into categories, themes and patterns that analyzed and interpreted (Mugenda & Mugenda, 2003). Qualitative data was then presented in frequency, tables, bar graphs and percentages. Descriptive statistics were employed and this involved computing frequency distributions, mean, percentages and standard deviation to determine teachers' perception of INSET programme on Head Teachers' managerial skills' variables. Descriptive statistics offered methods that were applied to interpret the relationship between variables.

Inferential statistics comprised the Pearson correlation (r) and Regression analysis. The associations depicted by Pearson correlations was considered statistically significant when the p value is less than 0.05 ($p < 0.05$). The regression analysis was aimed at establishing the relationship

between the independent and dependent variables. The golden rule was to reject the null hypothesis when the p value is less than 0.05 ($p < 0.05$), and accept the null hypothesis when the p value is greater than 0.05 ($p > 0.05$).

Ethical Considerations

According to Kelly, Dittloff et al (2013), a study is supposed to observe some ethics for trustfulness. The respondents were assured that data collected was to be kept confidentially and that any other information would be treated with utmost confidentiality. Additionally, the respondents will be encouraged to participate at their own free will. Originality of the data collected by citing the source will also be ensured. This will be provided for to avoid plagiarism which is unethical in research. The data collected will be used for the intended purpose only.

RESULTS AND DISCUSSION

Response Rate

The researcher distributed the questionnaires to collect data from teachers and head teachers in the five selected Public Primary Schools in the County. Data was also collected from Sub-County Directors of Education, and County Directors of Education. An analysis of the response rate of the respondents during data collection was done. Table 4 shows the response rate per category of respondents.

Table 4: Respondents Response Rate

Response Category	Target	Actual	% Response
Head teachers	45	41	91%
Teachers	332	287	86%
Sub-County Directors of Education	5	5	100%
County Directors of Education	1	1	100%
Total	383	334	87.2%

The results in Table 4 show that the researcher was able to obtain a response from 41 head teachers 287 teachers, 5 Sub-County Directors of Education, and 1 County Director of Education thus translating to an average rate of 87.2%. This was adequate to enable the researcher to come up with reliable conclusions and recommendations. Dommeyer, Baum, Chapman, and Hanna, (2002) reported that the acceptable response rate for on-paper surveys is 75%, therefore the attained percentage was good and found acceptable to the researcher.

Demographic Characteristics

This section presents the findings related to the demographic characteristics of the study and this includes the respondents' gender, age, qualifications and work experience.

i) Respondents' Gender

The responses with respect to the gender of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 5 and Figure 1.

Table 5: Respondents' Gender

	Head Teachers		Teachers	
Response	Frequency	Percentage	Frequency	Percentage

Male	27	65.9	126	43.9
Female	14	34.1	161	56.1
Total	41	100	287	100

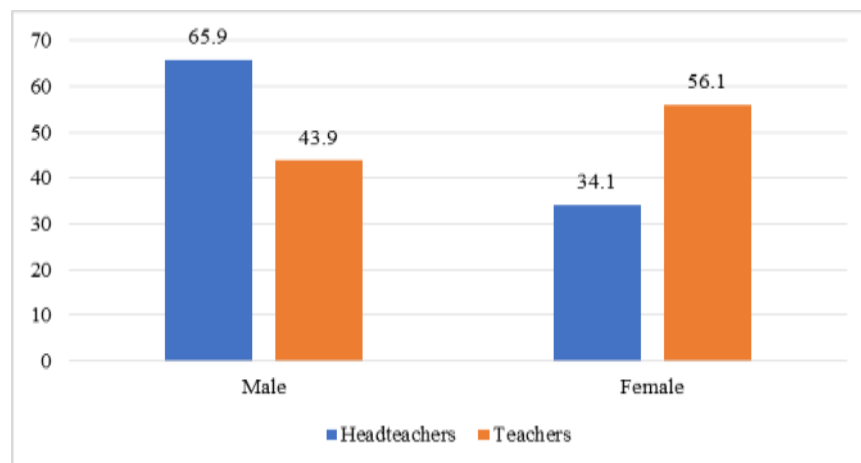


Figure 3: Respondents' Gender

The results in Table 5 and Figure 1 show that 65.9% of the head teachers and 43.9% of the teachers were male respondents, while 34.1% of the head teachers and 56.1% of the teachers were female. This implied in majority of the primary schools, Head Teachers positions were occupied by males, while majority of the teachers were female.

ii) Age of Respondents

The responses with respect to the age of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 6.

Table 6: Age of Respondents

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
18 years to 27 years	26	9.1	0	0
28 years to 37 years	51	17.8	0	0
38 years to 47 years	195	67.9	31	75.6
48 years or above	15	5.2	10	24.4
Total	287	100	41	100

The results provided in Table 6 show that, 75.6% of the head teachers and 67.9% of the teachers were in age bracket of 38 years to 47 years. The results also reveal that 24.4% of the head teachers and 5.2% of the teachers were aged 48 years or above, whereas of the head teachers and 17.8% of the teachers were aged 28 to 37 years, while 9.1% of the teachers were aged 18 to 27 years. This implied that in both cases majority of the respondents participating in the study were in the age bracket of 37 years or above.

Teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills

The teachers were asked to indicate whether they agree that INSET has influenced the following head teachers' human resource management skills presented in Table 7. Their answers were directed by a 5 Likert scale, where the lowest score is 1 (strongly disagree) and the highest score is 5 (strongly agree).

Table 7: Descriptive Statistics for Teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills

	N	Min	Max	Mean	Std. Dev
<i>Communication Skills</i>					
The Head Teacher is able to effectively share information to teachers through existing communication channels	287	2	4	3.13	0.64
The Head Teacher is able to use appropriate communication channels as situations dictate	287	2	4	3.12	0.63
<i>Conflict Resolution Skills</i>					
The Head Teacher is able to resolve any arising conflicts among employees successfully	287	2	4	3.20	0.68
The Head Teacher is able to strictly adhere to develop procedures and mechanisms for resolving conflicts.	287	2	4	3.21	0.68
The Head Teacher is able to use appropriate styles in conflict management	287	1	5	3.25	0.81
<i>Employee Relations Skills</i>					
There is improved trust between the Head Teacher and the staff in my school	287	2	5	3.55	0.92
The Head Teacher's acquired negotiation skills helps foster staff relations	287	3	4	3.53	0.50

Valid N (list wise) =287

The results in Table 7 show that the statement implying that the Head Teacher is able to effectively share information to teachers through existing communication channels recorded a mean score of 3.13 with a standard deviation of 0.64. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the Head Teachers were not able to effectively share information to teachers through existing communication channels. This may imply that the Head Teachers do not have adequate communication skills. However, the responses from the Sub County Directors of Education revealed that the Head Teachers had requisite skills and were able to employ them depending on circumstances. These findings are contrary to those by Kaguri, Njati, and Thiaine (2014) who found that most school heads lacked requisite communication skills, and this affected their ability to share important information with other staff.

The results show that the statement implying that the Head Teacher is able to use appropriate communication channels as situations dictate recorded a mean score of 3.11 with a standard deviation of 0.63. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the head teachers in their respective schools are not able to use appropriate communication channels as situations. The results infer that the head teachers lacked adequate communication skills and this lowers their managerial competencies on this aspect. However, the responses from the SCDEs indicated that Head Teachers were able to use appropriate communication channels as situations dictate. The findings reveal that the statement suggesting that the Head Teacher is able to resolve any arising conflicts among employees successfully recorded a mean score of 3.20 with a standard deviation of 0.68. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers, the Head Teachers in their respective schools are not able to resolve any arising conflicts among employees successfully.

The results from the SCDEs also demonstrate that the head teachers were not having adequate communication skills. This implied that the head teachers lacked adequate conflict resolution skills. The findings are contrary to those in a study by Olielo (2017), who established that the Head Teachers were always successful in solving conflicts arising amongst their staff. The results reveal that the statement suggesting that the head teacher is able to strictly adhere to developed procedures and mechanisms for resolving conflicts recorded a mean score of 3.21 with a standard deviation of 0.68. This value when rounded off is equal to 3.0 (the neutral score). The results from the SCDE show that many head teachers were not keen on the procedures set for conflict resolution. They just ignored the conflict resolution procedures by deciding to avoid the issue at hand. The results suggest that according to most teachers, their head teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts. This may imply that the Head Teachers lacked adequate conflict resolution skills. The findings are in agreement with those in a study by Maruga (2013) who established that there are head teachers who use avoidance which is not effective as the problem is usually not addressed. In other words, they do not adhere to set conflict resolution procedures.

The findings show that the statement suggesting that the head teacher is able to use appropriate styles in conflict management recorded a mean score of 3.25 with a standard deviation of 0.81. This value when rounded off is equal to 3.0 (the neutral score). As mentioned above, some of the Head Teachers decided to employ the avoidance style which did appear to be providing solutions but instead deferred the unresolved problem at hand. The results imply that according to most teachers, their head teachers are not able to use appropriate styles in conflict management. This implied that the head teachers did not have adequate conflict resolution skills. The findings are contrary to those in a study by Olielo (2017), where it was established that the head teachers used appropriate conflict resolution strategies such as use of integrating management style which resulted into positive outcomes such as teacher satisfaction. This because integrating is characterized by both high concern for self and for others. This involves openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties.

The results reveal that the statement suggesting that there is improved trust between the Head Teacher and the staff in their school recorded a mean score of 3.55 with a standard deviation of

0.92. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, there is improved trust between the Head Teacher and the staff in their school. This may imply that the Head Teachers had adequate employee relations skills. The findings resonate with those in a study Hughes and Terrell, (2011) who observed and concluded that that parties that are able to talk about arising issues in a conflict must trust each other because this helps improve the process of conflict resolution and its effectiveness.

The results reveal that the statement suggesting that the head teacher's acquired negotiation skills help foster staff relations recorded a mean score of 3.53 with a standard deviation of 0.50. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher's acquired negotiation skills help foster staff relations in school. This implied that the Head Teacher's acquired negotiation skills help foster staff relations. The essence of having adequate negotiation skills for enhancing employees relations was emphasized in a study by Meador (2019) who indicated that successful school managers should be competent in these skills.

Evidence of Utilization of Head Teachers' Human Resource Management Skills

Data captured from observation checklists administered in all the schools visited was as presented in Table 8.

Table 8: Evidence of Utilization of Head Teachers' Human Resource Management Skills

Item	Response	Frequency	Percentages
Employees are happy and welcoming	Yes	38	92.7
	No	3	7.3
There is evidence of Staff welfare records	Yes	37	90.2
	No	4	9.8
There is evidence of TPAD records	Yes	41	100.0
	No	0	0.0

The findings show that in majority of the schools (92.7%) the employees are happy and welcoming, The results also show that in majority of the schools (90.2%), there was evidence of staff welfare records. It was also established in all of the schools (100%), there is evidence of TPAD records. This thus, implies that the head teachers had been able to utilize acquired human resource management skills to make their employees happy.

Correlation between INSET and Head Teachers' Human Resource Management Skills

The results for Pearson correlations between INSET and Head Teachers' human resource management skills were as presented in Table 9.

Table 9: Correlation between INSET and Head Teachers' Human Resource Management Skills

		INSET	Head Teachers' Human Resource Management Skills
INSET	Pearson Correlation	1	.072
	Sig. (2-tailed)		.224

	N	287	287
Head Teachers’ Human Resource Management Skills	Pearson Correlation	.072	1
	Sig. (2-tailed)	.224	
	N	287	287

*Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 9 show that there was a positive Pearson correlation between INSET and Head Teachers’ Human Resource Management Skills as follows: ($r = 0.072$, $p = 0.224$). This shows that there was a weak positive relationship between INSET and Head Teachers’ Human Resource Management Skills as 0.072 is a great distance far away from 1. The results also imply that an increase in INSET is associated with an increase in head teachers human resource management skills. Given that, the p value (0.224), was greater than the test significance level ($p > 0.05$), this relationship is not statistically significant. The County Director of Education described the level of head teachers’ human resource management skills to be fair, thus implying that there is need for more INSET focusing on this aspect of HR management skills. The findings in line with those in a study by Kabono (2014) who established that in-service training for school managers promoted efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, high turnover rate and job restrictions among the teachers.

Correlation between INSET dimensions and Head Teachers’ Human Resource Management Skills

The results showing a Pearson Correlation between INSET dimensions and Head Teachers’ human resource management skills was as provided in Table 10

Table 10: Correlation between INSET dimensions and Head Teachers’ Human Resource Management Skills

	Head Teachers’ Human Resource Management Skills	
INSET Content	Pearson Correlation	-.020
	Sig. (2-tailed)	.736
	N	287
INSET implementation	Pearson Correlation	.127*
	Sig. (2-tailed)	.032
	N	287
INSET Follow up components	Pearson Correlation	.054
	Sig. (2-tailed)	.360
	N	287

*Correlation is significant at the 0.05 level (2-tailed).

The results show that the correlation outputs were as follows: a negative Pearson Correlation between INSET content and Head Teachers’ human resource management skills at ($r = -0.020$, $p = 0.736$). This shows that an increase in INSET content is associated with a decrease in Head Teachers human resource management skills. Given that p is greater than 0.05 (the test significance level), the negative Pearson correlation is not statistically significant. It thus, can be concluded that INSET content has some influence on Head Teachers human resource management skills.

Table 10 shows that there is a positive Pearson correlation between INSET implementation and Head Teachers' human resource management skills at ($r = 0.127$, $p = 0.032$). This shows that an increase in INSET implementation is associated with an increase in Head Teachers human resource management skills. Given that p is less than 0.05 (the test significance level), the association between INSET implementation and Head Teachers human resource management skills is statistically significant.

The results show that there is a positive Pearson correlation between INSET Follow up components and head teachers' human resource management skills at ($r = 0.054$, $p = 0.360$). This shows that an increase in INSET Follow up components is associated with an increase in Head Teachers human resource management skills. Given that p is greater than 0.05 (the test significance level), the association between INSET Follow up components and Head Teachers human resource management skills is not statistically significant.

Hypothesis

The hypothesis of the study stated that *Teachers' perceptions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya*. An analysis of data guided by this hypothesis gave the results shown in Table 11.

Table 11: Beta Coefficients for Head Teachers' Human Resource Management Skills

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.907	.234		12.442	.000
INSET Dimensions	.081	.069	.069	1.165	.245

a. Dependent Variable: Head Teachers' Human Resource Management Skills

The Results in Table 11 shows that the p value associated with INSET implementation was 0.245, which is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted and therefore, the study holds that INSET did not significantly influence on Head Teachers' human resource management skills.

Conclusions

The Objective of the study sought to establish teachers' perceptions of INSET influence on head teachers' human resource management skills in public primary schools in Bomet County, Kenya. The results show that the head teachers were not able to effectively share information to teachers through existing communication channels. Most of the head teachers are not able to resolve any arising conflicts among employees successfully. Most of the Head Teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts.

It is also revealed that most of the head teachers are not able to use appropriate styles in conflict management. In most schools there is improved trust between the head teacher and the staff in their school. As result of INSET, most of the head teachers have acquired interpersonal skills that enable them foster employee relations. There was a positive Pearson correlation between INSET and Financial Management Skills as follows: ($r = 0.093^*$, $p = 0.117$).

The study concludes that though the Head Teachers had attended INSET for primary school head teachers, most of the head teachers in Bomet County still lacked essential human resource management skills such as communication skills, conflict resolution skills, and employee relations skills. This is shown by the fact that human resource management skills, the head teachers were not able to effectively share information to teachers through existing communication channels, not able to use appropriate communication channels as situations not able to resolve any arising conflicts among employees successfully. Most of the Head Teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts, are not able to able to use appropriate styles in conflict management.

Recommendations

- i. School managers should make sure that they design their own written school policy on INSET. The design of the INSET programme for Head Teachers needs to be reviewed to ensure that it captures all needed content, which is relevant to the individual managerial competency needs of the Head Teachers.
- ii. Care should be taken in the identification of educators for INSET so as to ensure that the Head Teachers get quality education. Head Teachers should be granted permission to attend workshops if held during school time and strategies should be put in place to share information with head teachers who did not attend.
- iii. Educators and school management team should strive to develop themselves as professional educators and managers by studying new education policies, there by acquiring sound knowledge of policy development.
- iv. The school management team should be acquainted with the INSET Policy of the Department of Education. The latter should ensure that INSET policies are available at all schools.
- v. The Department of Education should regularly follow up INSET training with visits to schools. The school managers should employ an effective monitoring system and invite trainers back to their schools if there is a need after INSET.

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