INFLUENCE OF IN-SERVICE PROGRAMMES ON HEAD TEACHERS’ COMPETENCE IN MANAGEMENT OF SECONDARY SCHOOLS IN MUKAA DISTRICT KENYA

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University of Nairobi

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DECLARATION

This research project is my original work and it has not been presented for a degree in any other university

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This research project has been submitted for examination with our approval as university Supervisors

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ABSTRACT

Headteachers play a key role in achievement of educational goals and objectives in schools. The quality of schools depend largely on leadership. The purpose of this study was to investigate the influence of in-service programmes on head teachers’ competence in management of secondary schools in Mukaa District Kenya. The study sought to determine the influence of Kenya secondary schools heads’ Annual conferences, previously held administrative positions, learning on the job, exposure to KEMI programmes, DEOs’ offices administrative support of headteachers’ levels of competence in administrative task areas. In addition, the study sought to establish the most and the least preferred forms leadership and management preparations. Mukaa district has 40 secondary schools according to the district education office data. The study therefore considered the head teachers of 36 secondary schools and one teacher in every school making a total of 36 teachers. Data was collected using questionnaires. The questionnaires were administered to the 36 headteachers and 36 teachers. The data was analysed using frequencies and percentages. The return rate was 100%. The study found out that the headteachers are effective in curriculum implementation, fairly effective in curriculum evaluation, very effective in management of teaching staff and very effective in management of the non-teaching staff. The study recommends that the in-service programmes should give more emphasis on ICT related courses to cope with the emerging trends in technological form of leadership e.g. in storing of data, accounting, decision making softwares, internal and external communication systems, website maintenance with proficiency in internet and email. This study is likely to benefit the Ministry of Education particularly at the County level, who will gain more insight on the most preferred modes of management preparation. The study could also provide feedback to KEMI on headteachers’ most preferred forms of preparation. Further research should be extended to all secondary school headteachers on in-service programmes that enhance their competence in internal leadership roles and teaching. Factors contributing to headteachers’ incompetence in school administrative tasks and in-service programmes to all secondary school teachers in Kenya focusing on enhancement of their competence in future school administration, needs further research.