

**IN-SERVICE TRAINING OF HEADTEACHERS AND THE
IMPLEMENTATION OF FREE PRIMARY EDUCATION IN PUBLIC
PRIMARY SCHOOLS IN KIAMBU COUNTY, KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION) OF
MAASAI MARA UNIVERSITY**

2021

DECLARATION AND APPROVAL

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DEDICATION

This thesis is dedicated to my family, my wife Mary, son Earnest and daughter Jackline in appreciation of their love, care and moral support during the time of this study.

ACKNOWLEDGEMENTS

I thank the almighty God for enabling me to come this far. My gratitude go to my supervisors Dr Alexander K. Ronoh and Dr Florence Kisirkoi for their guidance throughout the writing of this thesis. My thanks also go to my Course Lecturers and University employees for the support they accorded me. I sincerely thank my Employer for granting me the opportunity to undertake the course at the Maasai Mara University. I also sincerely thank the respondents for their support and for availing the data. To those I have not mentioned by name, I value your support and reiterate my appreciation for your contributions. I thank you all most sincerely.

ABSTRACT

The Ministry of Education supports and provides head teachers of primary schools to undertake in-service training for implementation of free primary education (FPE). This study sought to establish the influence of in-service training of head teachers on their implementation of FPE in public primary schools in Kiambu County, Kenya. The objectives of this study were to: examine how training on schools strategic planning influence the implementation of FPE; establish how head teachers' training on resource management influences the implementation of FPE; determine how project management training in schools influences the implementation of FPE and to determine how head teachers' training on curriculum management influences the implementation of FPE. Theoretical foundation of the study was the Social Demand Approach to Education which is a model of educational planning aiming at aligning the educational investments according to the social demand for education but including economic use of the available resources. 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 collected data was categorized into themes then analyzed using the Statistical Package for Social Sciences (SPSS) and results presented in form of frequencies and percentages. The study is significant to the government since it provides evidence that improving the skills of head teachers may result in successful implementation of FPE in public primary schools. The study findings show that only in-service training of head teachers in curriculum management was chosen by a large number of respondents (51%) as having a significant influence on implementation of free primary education. It was found that in-service training of head teachers has slightly lower influence on implementation of free primary education as shown by the number of respondents; Strategic planning (28%), Resource management (30%) and Project management (26%). This indicated a low influence of in-service training on implementation of FPE policy. The study established that lack of strategic planning, resource management and project management skills among Head teachers affected implementation of FPE. The study recommends that Government should avail sufficient resources for more frequent in-service training courses based on current education management issues.

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ABBREVIATIONS AND SYNONYMS

EFA	-	Education For All
FPE	-	Free Primary Education
GoK	-	Government of Kenya
KEMI	-	Kenya Education Management Institute
HDI	-	Human Development Index
KSES	-	Kenya School Equipment Scheme
MDG	-	Millennium Development Goals
MoEST	-	Ministry of Education, Science and Technology
NARC	-	National Alliance Rainbow Coalition
NGOs	-	Non-Governmental Organizations
QUASOs	-	Quality Assurance and Standards Officers
TSC	-	Teachers Service Commission
UNICEF	-	United Nations Children’s Fund
UPE	-	Universal Primary education

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, objectives and research questions. The chapter also presents significance of the study, limitations and delimitations, assumptions of the study and the operational definition of terms.

1.1 Background of the Study

Governments worldwide have ensured delivery of quality education through the funding of primary education. Free Primary Education (FPE) is a programme developed and funded by the government of Kenya to ensure that all primary school students obtain free quality education. In this case, the funds are used to pay for facilities, learning supplies and teachers and among other uses (ILO 2009). Therefore, there was flawless necessity to implement FPE through management of resources in a sensible manner by well-trained head teachers. Elementary or basic education for all children is compulsory and free in some Western countries including United States of America (World Education Services, 2004).

According to Oketch and Rolleston (2007) among the earliest countries to achieve Universal Primary Education (UPE) were Denmark in 1814, Sweden in 1842 and Japan in 1875 (In Pakistan, the government partnered with the sector in private education in 1992 to ensure success of FPE (Oketch & Rolleston, 2007). Some other countries in the Sub-Saharan have introduced FPE. They include, Malawi (1994), Uganda (1997), Tanzania and Lesotho (2000), Burundi, Rwanda, Ghana, Cameroon and Kenya (2003)

(World Bank, 2004; Grogan, 2008). Through implementation of the policy, these countries reached various levels of success.

Many nations including Malaysia, Romania, Norway, Brazil, Philippines, China and New Zealand successfully implemented FPE due to strong teacher support through sustained in-service training (Arenstrop et al, 2004). However, in other countries; Malawi, India, Uganda, the USA, Lesotho and in Kenya, in which FPE was implemented, they faced a number of challenges like dealing with students from different backgrounds, no planning time and a large number of students who fill classrooms. Other challenges faced include; insufficiency of teachers and classrooms, textbooks, teaching materials and poor satisfaction of teachers in their job. (World Bank, 2004; Arenstrop et al, 2004; World Education Services, 2004; sweetly, 2004). In many cases, schools found in the rural parts of Kenya lack enough basic amenities including toilets, running water and electricity.

Through implementation of FPE in the year 1965, Kenya begun putting into place plans of reaching FPE as was initially stated in the 1965 Sessional Paper No. 10 on African Socialism to remove ignorance, disease and poverty (Republic of Kenya, 2004). This process of providing free primary education could lead to social benefits such as fall in fertility, improve health care and reduced mortality of children (Republic of Kenya, 2004). This is why Kenya and many other countries globally have made free primary education a precedence.

Kenya's initial big phase was in 1974 (UNESCO, 1992). Through a presidential decree, lower class pupils were provided with FPE but the total number of enrolled pupils in

primary schools which was 2.1 million then, increased quickly to reach 3.2 million in 1978 (Republic of Kenya, 2003a). This number affected progress in public primary education to the extent that 3,700 primary schools had been established in 1974 and rose to 13,200 by 1980 (Sifuna, 1980).

The increased enrolment led to launching of a building programme for the whole country to provide classes and give school committees the responsibility of collecting building fund for every child (Sifuna, 1980). However, the fund became more costly than the previously charged school fees which rendered the FPE program pointless (Sifuna, 1980). In reference to the Republic of Kenya, 2003b, the government declared that there was an increase in the number of children in public primary schools which led to an increase in demand of teachers, learning equipment and materials and other physical facilities from the Ministry of Education, Science and Technology (MoEST).

The need for the study on the influence of in-service training of head teachers on their implementation of FPE in primary schools in Kiambu County came to be so as to explore the necessity of head teachers having prudent management skills in schools so as their institutions have success. Head teachers obtain this skills mainly in service training.

1.2 Statement of the Problem

In service training for head teachers has been a move by the government to build head teachers capacity even though it has not been established whether this training influences the implementation of FPE. In the implementation of FPE, findings suggest that there is no sufficient empirical study of how in-service training of head teachers influences it. The government and schools aim at ensuring that scarce resources like

FPE funds and other resources are well management are well managed for the successful implementation of FPE. The bone of contention was whether the funds were utilized as intended. The government, public and all other stakeholders in the educational sector aim at seeing that primary school children benefit from FPE. There are a variety of challenges faced by the in-service training of head teachers. They include, loss of manpower to schools during training and also incurs the government financial costs. The way in which in-service training of head teachers influenced implementation of FPE in public primary schools, the knowledge gap therein and the problems faced are identified and addressed in the study.

1.3 Purpose of the Study

The scope of this study was to identify whether in-service training of head teachers influences the implementation of free primary education in public primary schools in Kiambu County, Kenya. This was to ensure in-service training of head teachers led to good management of FPE funds and resources for its successful implementation.

1.4 Objectives of the Study

The objectives of this study were to:

- i. Examine how in-service training of head teachers influences their strategic planning in the implementation of FPE in public primary schools in Kiambu County.
- ii. Establish the influence in-service training has on head teachers in relation to resource management on their implementation of Free Primary Education in public primary schools in Kiambu County.
- iii. To determine the influence of in –service training of head teachers in the management of projects in implementing Free Primary Education in public primary schools in Kiambu County.

- iv. Examine how in-service training of head teachers influences how they manage the curriculum in implementation of FPE in public primary schools in Kiambu County.

1.5 Research Questions

The following questions were formulated to guide the study:

- i. What impact does in-service training of head teachers has in strategic planning in their institutions in implementing FPE in public primary schools in Kiambu County?
- ii. In implementing FPE in public primary schools in Kiambu County, to what extent does in-service training of head teachers has on resource management in their institutions?
- iii. In the implementation of FPE in public primary schools in Kiambu County, how does in-service training of head teachers influence project management in their institutions?
- iv. What influence does in-service training of head teachers has in curriculum management in their institutions in implanting FPE in public primary schools in Kiambu County?

1.6 Justification of the study

With the urge to know whether skills obtained during in-service training have resulted to effective implementation of FPE, the government issues funds to schools and expects the heads of schools to manage those finances. They are expected to manage those funds and the scarce resources effectively so as to benefit Kenya's students.

Without proper management expertise and skills gained from head teachers' in service training, resources provided by the Government for FPE are at risk of misuse.

According to the Republic of Kenya 203b, the skills obtained during in-service training by the head teachers include; resource management, strategic planning, project management and curriculum management. This study therefore sought to determine the influence of in-service training of head teachers on their implementation of FPE in public primary schools in Kiambu County.

1.7 Significance of the Study

The study is useful to head teachers by informing them on how to improve their skills in implementing FPE and in addressing administrative challenges that they face in implementing FPE. The study may provide head teachers with knowledge on how in-service training is important in successful implementation of FPE. The study may be of benefit to parents as well who in their appreciation of significance of higher quality of education to their children. This is because students stand to benefit from improved supervision of teachers and their involvement, hence quality instruction and improved learning outcomes. Parents are informed and are assured of improved learning in FPE while students are able to gain from better management and eventual educational progress.

The findings add to the existing knowledge and propose a way forward to policy makers in the Ministry of Education (MOE) on the influence of in-service training in implementing FPE. This may assist the Kenya Education Management Institute (KEMI) on determining whether the various in-service training courses offered to head teachers are of benefit or need improvement to ensure improved resource management at the primary education level and achieve better learning outcomes.

The study provides additional knowledge upon which future researchers and academicians can build their studies and carry out further research. The findings provide a base on which further research can be conducted to establish concrete literature related to improve the role of in-service training in implementing FPE. The goal will be to improve performance of head teachers in management of resources and achieve better learning outcomes.

1.8 Limitations of the Study

The study selectively focused on head teachers and the QUASO officers in Kiambu County thus excluding the views of some other stakeholders like parents, pupils, school sponsors and teachers among others. Individuals with knowledge and experience on in-service training and implementation of FPE had a greater advantage to be selected as head teachers and QUASO officers. This study also focused only on primary schools in Kiambu County. However, to reduce the bias of perceived inadequate data, an appropriate sampling method from the target population was used. This ensured that the sample was a representation of the population.

1.9 Delimitation of the Study

This study confined itself to public primary schools in Kiambu County since FPE policy is already in place in these schools and Head teachers attend in-service training for their implementation. Private primary schools are not included by FPE policy hence have no relevant information and were not incorporated. The use of the two tools namely questionnaire and interview schedule for heads and QUASO officers also ensured that the data collected was adequate for the study. The study majorly focused on in-service training of head teachers and how it influenced the implementation of FPE although the period of this study was limited due to the unavailability of respondents to participate in the study.

1.10 Assumptions of the Study

It was assumed that over 75% of head teachers and QUASO officers would be available and would cooperate by giving accurate information. The QUASO officers are obliged to share the information they might have concerning in-service training to head teachers and alongside their implementation of FPE while head teachers are tasked to implement FPE.

The study assumed that over 75% of head teachers would have attended in-service training in implementing free primary education. The government had made it compulsory for head teachers to undertake in-service training in order to gain the required management expertise and skills to implement FPE successfully.

1.11 Operational Definition of Terms

Administrative challenges: In this study refers to obstacles that face head teachers in the implementation of FPE.

Free Primary Education: In this study, it refers to the curriculum funded by the government, whereby all public primary school children are offered free quality education.

In-service Training: In this study refers to the training offered to head teachers who are already in service so as to improve their work performance on resource, project and curriculum management alongside strategic planning.

Public primary school: In this study refers to government primary schools under by the Ministry of Education.

Implementation: In this study refers to the process of head teachers carrying out FPE policy into effect in order to offer free quality education funded by government to school pupils.

Influence: In this study refers to the extent to effect a change.

Management: In this study refers to the process of allocating resources in schools in order to achieve organizational goals.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature reviewed in relation to the influence of in service training of head teachers' in their implementation of FPE in public primary schools. It presents how resource management, strategic planning, project management and curriculum management influenced the Head teachers' implementation of free primary education.

2.2 In-Service Training in Educational Settings

In-service training in education enhances teacher performance with ultimate aim of promoting self-effectiveness (Wanzare & Ward, 2000).The potential for in-service education to secure improvement in the relevance and quality of education has been recognized since the 1960s (Wanzare & Ward, 2000). Uysal (2012) states that in-service training is seen as a key determinant of educational quality and career development and has to be clearly marked as a necessary element in improving both personnel and school. Despite the existing need for in-service training, it is important to proceed further and examine the influence of head teachers in service training in implementing FPE.

Dobbius, Higgins, Pierce, Tandy and Tincani (2011) reveal that because the improvement of education depends mainly on the improvement of teacher competency, there is need for systematic upgrading and training programs through long term and short term courses and for upgrading the management skills of the school heads through in-service training. This is especially necessary in implementing FPE. Hannu, Engelbrecht, Mirna and Malinen (2011) indicate that in order to enable head teachers

and senior staff to train and supervise staff more effectively among other benefits, there is great need for courses to be provided for head teachers and senior staff. Therefore in-service training is important for professional growth of teachers and head teachers. The studies by Uysal (2012), Dobbius et al. (2011) and Wanzare and Ward (2000) did not look into the impact of head teachers in service training in implementing FPE which is an important issue which this study has sought to address.

2.2.1 Free Primary Education in Kenya

Upon attaining of political independence in 1963, Kenya embarked on an ambitious educational programme aimed at universalizing access to education (Tooley, 2008). According to Kenya's first President, Mzee Jomo Kenyatta and as first articulated in the country's Sessional Paper No. 10 of 1965 on African Socialism, the young nation faced three major enemies of development: ignorance, poverty and disease. The Kenyatta government regarded Free Primary Education (FPE) as a viable weapon for combating these perceived enemies of development (Tooley, 2008). This commitment was amplified in the reports of various education commissions, notably the Ominde Commission of 1964 and the Gachathi Commission Report of 1976, as well as in various national development plans (Kitaingi, 2008). Presidential decrees between 1971 and 1974 subsequently abolished tuition fees for all primary school children (Abuya et al., 2015).

The quest for FPE was as a result of Kenya's commitment to various international protocols including the 1990 (Jomtien) and 2000 (Dakar) declarations on Education for all (EFA) and the Millennium Development Goals (MDG) commitment to achieve UPE by the year 2015 (Republic of Kenya, 2004). More recently, Kenya committed itself to Sustainable Development Goals (SDG) to ensure inclusive and equitable quality

education at the Incheon Declaration in Korea in May 2015. This quest has also included the implementation of landmark reforms including FPE initiatives, school feeding programs, and the total overhaul of the education system.

In January 2003, FPE was re-introduced and launched in recognition of education as a basic right for all Kenyan children as articulated in the Children's Act of 2001 (UNESCO, 2003). In the National Action Plan for Education for All report, the government committed to continue to pay salaries and amenities and also provide basic teaching and learning resources (Republic of Kenya, 2003b). The FPE policy continued with the second republic (1978 – 2002) and in all the education programmes, the Ministry of Education played a dominant role in management of resources and other areas, leaving head teachers' roles to be mainly supervisory (Tooley, 2008).

After 2003 however, programmes on FPE required that head teachers be in charge of all school funds levied or granted by government (Abuya et al., 2015). Head teachers' in-service training provides them with the required management expertise and skills to implement FPE successfully (Wanga, 1988). To implement FPE in their schools, head teachers as administrators should be able to attend to issues such as curriculum and instruction, staff personnel management, physical facilities and financial management (Kenya Education Management Institute, KEMI, 2011a).

The School Management Guide asserts that the nature and quality of leadership and management that the principal provides will determine the effectiveness of the school (MOE, 2008). Secondary schools do not have clearly defined customers like in the organization world. Their customers include students, communities, religious

organizations and other government institutions, development partners and the private sector. In today's primary schools, the Head teacher or school principal is the most immediate human resource manager and is accountable to the Board of Management who are the TSC's agent.

The literature reviewed in the above section demonstrates the importance of in-service training on performance of teachers' performance, competency and improvement in quality of education. The literature also highlights the role of in-service training in enabling head teachers to ensure training and effective supervision of staff. The literature fails to explain the extent to which in-service training of head teachers influences their implementation of FPE policy in public primary schools.

2.3 Resource Management and Implementation of Free Primary Education

Resource management is one of the components of in-service training that head teachers undertake and implement in order to implement FPE effectively (KEMI, 2011b). The term resource management is derived from the word resources which refer to the means through which educational goals are achieved (KEMI, 2011b). Examples of resources are time, school funds, facilities and human resources. Management acquires and utilizes resources to achieve organizational goals. Effective resource management by head teachers leads to effective and efficient acquisition and utilization of resources to avoid mismanagement (Meredith, Mantel & Shafer, 2013; Bloom, Genokos, Sadun and Van Reenen, 2012).

Resource management allows the use of an organization's resources in the most efficient way possible (Habel, 2006). These resources can include tangible resources such as goods and equipment, financial resources, and labor resources such as

employees. Resource management can include ideas such as making sure the organization such as schools have enough physical resources for its operations, but not an overabundance so that products won't get used, or making sure that people are assigned to tasks that will keep them busy and not have too much downtime (Habel, 2006).

Organizations use different resources to accomplish goals. The major resources used by organizations are often human resources, financial resources, physical resources, and information resources. Resources are what make an organization run, and allocating organizational resources for schools should be done carefully in a competitive environment. All of these organizational resources are crucial to the success and growth of an organization (Meredith et al, 2013). Technology is a valuable organizational resource that can come in the form of equipment, programs, and devices.

Technology is a resource that will help increase value and productivity of an organization if utilized appropriately. People are always a valuable organizational resource, and hardworking and knowledgeable employees are a resource that should never be overlooked. Finance is another organizational resource that can come from sponsors, stakeholders, and the organization itself. Finance is hard to allocate during a rough economical time, and organizations must promise be able to promise value in order to acquire financial resources in organization. This organizational resource is something that will be a long term investment and proper researching beforehand will save a lot of time and money in the future (Bloom et al, 2012).

This section reviewed literature that explains how resource management assists in the efficient use of resources and points out the importance of effective resource management by head teachers. This includes avoidance of mismanagement of resources, and ensures accountability and good governance. The literature does not offer an explanation on how in-service training of head teachers affects their implementation of FPE policy in public primary schools.

2.3.1 Human Resource Management and Implementation of Free Primary Education

One of the resources through which educational goals are achieved by head teachers is human resources. Human resource management (HRM) attracts, develops and retains sufficient numbers of qualified and committed employees to perform the activities necessary to achieve organizational goals (Berman, Bowman, West and Van Wart, 2012). HRM enables the organization of work and management of employee relations. HRM ensures that organizations achieve success through the people while in schools, HRM assists head teachers to ensure that schools achieve success through teachers and other staff (Bratton & Gold, 2012).

HRM assists in policy formulation and staff training and development. In formulating policy, it is important to involve the staff since their ownership is important in the implementation process (Bratton & Gold, 2012). In schools, head teachers use policies formulated by MoEST and also involve teachers and other school stakeholders in formulating other policies that relate to their schools. Secondly, policy formulation plays an advisory role hence being conversant with policy documents is critical for one to give proper advice. Thirdly, policy formulation enables provision of services

whereby human resource management engages in recruitment, selection, training and handling of employees' grievances (Greensberg & Brown, 2008).

Training includes the methods used to give new or present employees the skills they need to perform their jobs (Dessler, 2005). Avalos (2011) identifies benefits of training as improvement of existing skills, knowledge and productivity of employees. The purposes of training can generally be grouped into three namely; developing job knowledge and skills, transmitting information and modifying attitudes (DeMonte, 2013). Training is the imparting of proficiency and knowledge that are specifically related to a relatively narrow area of employment and is also the helping of people to adapt to a role behavior that will be useful to the organization (DeMonte, 2013). Training also leads to motivation of staff which increases productivity, performance and loyalty and works by setting a goal for the employee to work towards (KEMI, 2011b). In view of this one wonders whether in-service training of head teachers has had any influence on the implementation of FPE in primary schools in Kiambu County of Kenya.

Human resources management practices describe the way in which managers set about achieving results through people. It is how managers behave as team leaders and how they exercise authority. Managers can be autocratic or democratic, tough or soft, demanding or easy going, directive or laissez-faire, distant or accessible, destructive or supporting, task oriented or people oriented, rigid or flexible, considerate or unfeeling, friendly or cold, keyed-up or relaxed. How people behave will depend partly on their natural inclination, partly on the example given to them by their manager, and partly on the norms, values and climate of the organization (Storey, 2011).

Human resources management is a strategic and coherent approach to the management of organizations' most valued asset; the people working there who individually and collectively contribute to the achievement of its goals. As defined by Storey (2011), human resource management is a distinctive approach to employment management which seeks to obtain competitive advantage through the strategic deployment of a highly committed and skilled workforce, using an array of cultural, structural and personnel techniques. It is clear that human resources management is an important part of today's organization management. Barasa (2010) asserts that all organizations, schools being no exception cannot do without human and material resources. These resources complement each other in organization development and must be managed.

Pfeffer (2008) suggested a number of human resource management practices, termed as best practices, which he believed could improve organizational performance. These are namely; selective hiring, extensive training, employment security, diffusion of information, team working, reduction of status differences, performance related and incentive pay. Guest (2010) argues that a relationship exists between the use of appropriate human resources management practices and positive employee attitudes among them job satisfaction and commitment. He further claims that these practices equip employees and enable them to function autonomously and responsibly.

Many organizations tend to focus on the administrative aspects of the HRM function, due to difficulties they face on the integration of HRM to organizational goals (Down et al., 2009). As a result, they ignore the long term perspective of HR planning and set their sights too low, ending up with HRM strategies that are too functional, too

operational, too narrow and too generic (Walker, 2011). In the end, such strategies fail to energize their managers in making necessary changes to achieve competitiveness through people and often fade away or are replaced before they achieve any real impact.

HRM strategies need to be integral to organizational strategies; they need to pay attention to multiple levels for strategy implementation, including organization, development, recruiting and staffing, rewards, performance and employee relations; they should provide for innovative ways to differentiate organizations in competitive markets and they must establish an achievable implementation of plan (Walker, 2011).

The new strategic role for the HRM function entails two major aspects (Walker, 2011). First, the function should provide enough input into the organization's strategy about whether it has the necessary capabilities to implement it. Second, it has the responsibility to ensure that the HRM programs and practices are in place to effectively execute the strategy. The key functions of HRM differ from one organization to the other and from one country to another, but includes mainly the employment process, management of movement of employees in the organizations, employee's motivations, reward management, performance management, personnel administration, training and development, exit management and employee welfare (Walker, 2011).

Studies by Meredith et al. (2013), Bloom et al. (2012), Berman et al. (2012) and Bratton and Gold (2012) sought to define the concept of resource management while Dessler (2005), Avalos (2011) and DeMonte (2013) identified the benefits of training. The literature in this section therefore define human resources management, its examples and also explains the benefits of HRM to head teachers and schools. The literature

however falls short in explaining the relationship between in-service training of head teachers and the implementation of FPE policy in public primary schools.

2.3.2 Financial Resource Management and Implementation of Free Primary Education

Another resource through which head teachers can ensure that educational goals are achieved are school finances which must be utilized effectively and efficiently to avoid being mismanaged. Financial Management ensures prudent use of resources and comprises of drawing up of budgets (Brigham & Houston, 2013). Budgets are annual projected estimates of income and expenditure in respect to a given organization (Mbiti, 2009).

Drawing up institutional budgets is a legal requirement as stipulated in the Education Act (CAP 211) of the Laws of Kenya. It is a regulation from MoEST that schools prepare budgets for the three accounts namely Tuition Account for A/C I requirements, Operations Account for A/C III requirements and Parents / Boarding Account for A/C III requirements. The two types of budgets in educational institutions are the Project budget drawn for specific projects like construction of a classroom and the period budget prepared for all activities in the stated planning period (KEMI, 2011b).

Procurement and stores management streamline buying and use of resources in schools hence assisting head teachers to achieve educational goals (Snider, 2012). In procurement, goods and services have to be acquired and there is reason to strive for the best deal (Knight et al, 2009). Procurement is important because it ensures an effective means for reducing waste and corruption. Secondly, it also increases transparency and accountability in procuring of schools' goods, works and services.

This is characterized by well-defined regulations and procedures open to public scrutiny, clear, standardized tender documents containing complete information and equal opportunity for all in the bidding process. Thirdly, procurement promotes competition among bidders which leads to acquisition of the best goods, services and works at the best prices. Fourthly, procurement increases public confidence and that of staff in the various schools (Mahmood, 2010).

Procurement follows the procurement process which consists of the procurement plan and tendering or inviting suppliers of goods and services to competitively bid for provision of specific items through tendering procedures. KEMI (2011a) reveals that the Public Procurement and Disposal Act, 2005 and Regulations 2006 put in place procedures for efficient public procurement and for the disposal of unserviceable, obsolete or surplus stores, assets and equipment by public entities. The procedures of procurement are well stipulated in the KESSP Public Procurement Manual for Schools and Colleges (2009). Training in procurement will therefore assist Head teachers to implement FPE in public primary schools as it will safeguard funds meant for FPE from being misused through poor procurement practices.

Stores management entails planning for and executing activities relating to purchasing, issuing, protecting, storing and recording of materials. It also includes the receipts and issuing of materials, recording of the materials, movements in and out of the store and safeguarding of materials. Storekeeping operations include managing requisitions, receiving and inspecting goods, storage, issuing of stores, documentation of consumable, expandable and permanent stores ledgers, stock taking and inventory management (Choudhary, Suman & Gupta, 2014). In order to safeguard school

resources from being mismanaged, knowledge on fraud and debt or credit management by head teachers is important. Fraud management includes understanding legal aspects of fraud, fraud policies in schools, creating an antifraud culture, fraud response plans and fraud investigation (Kahraman & Oztaysi, 2014).

Effective management of financial resources is critical to the survival and success of public and other not-for-profit agencies. While the non-financial manager will not be expected to be an accountant, bookkeeper or an auditor, any lack of familiarity with the concepts of accounting and other financial processes will limit the manager's ability to monitor and evaluate fiscal activities. Lack of an integrated financial management system that tie together the fiscal (budgeting, financing and controlling) and the substantive (planning, programming, and evaluating) sides of financial management tends to hamper rather than facilitate the unimpeded flow of required information to the appropriate responsibility center (Mckinney, 2012). In the Kenyan school set up the responsibility lies with the school heads, hence they should be equipped with basic financial management skills.

The budget and the accounting system are normally required to act in concert with each other so as to maintain control over the raising and spending of resources. Thus, the code of accounts used to identify accounting transactions typically parallels the code that keeps track of budgeting expenditure. The budget amounts serves as the standards that the accounting system uses to track deviations from actual and allowed expenditure. When the accounting system recognizes the deviations from the standard, it sends signals to the appropriate official for corrective action. In this context therefore, accounting is a powerful subsystem of the management information system in not-for-

profit organizations. In the majority of them, it is the only information system (Mckinney, 2012).

Budgeting and management information system should be integrated to show the interconnection of all processes of management that are tied to the accounting system. The planning, programming, financing and budgeting phase represents the future orientation while controlling, evaluating and accounting represent the past and present state of affairs. An information processing system is not equivalent with computer hardware. This assumption makes many organizations to acquire expensive computer equipment, which has produced unacceptable low returns. The computer should be considered only after the information needs and the context of the organization including the manpower/ support staff requirements have been carefully considered (Mckinney, 2012).

Bellamy and Kluvers (2015) in their study on Planning, indicated that , it entails the strategic phase of the management process, and is usually adopted in the light of the forecast. It means making decisions on what to do, how to do it and when to do it. It determines the course and the direction of action as a strategy. Budgeting is a fundamental aspect of planning as an estimate or a forecast. It is the examination of the strength in the resources revenue and the allocation of these resources to various task centers. A budget indicates a specific policy direction for a specific period of time and contains coordinated choices aimed at achieving articulated goals and objectives. There are many Planning techniques that can be adopted by schools such as the traditional (incremental) budgets, planning, programming, budgeting systems (PPBS), and the zero based budgeting (ZBB) (Bellamy & Kluvers, 2015).

The proliferation of bank accounts leads to a number of unacceptable results including the increased administrative costs, and reduced accurate projections of each separate cash flow. In addition there is the problem of maintaining the minimum balance in each account (Mckinney, 2012). In the Kenyan public school setup, each school is supposed to maintain two accounts, the Tuition account and the operating account. This is probably to aid in controlling expenditure as per the guidelines. Irrespective of the process used to prepare budgets, the budgetary process culminates in the proforma financial statements including the income statements, balance sheet and the cash flow statements.

Brigham and Houston (2013) sought to explain financial management while Snider (2012), Mahmood (2010), Choudhary et al. (2014), Kahraman & Oztaysi, 2014) dealt with procurement, stores management and fraud management. These studies and others in this section therefore only dealt with one of the components of in-service training including types and importance. The studies did not go further and look into the important issue of influence of head teachers in service training in implementing FPE.

2.4 Strategic Planning and Implementation of Free Primary Education

In order to increase the school performance, head teachers may take steps or strategies to achieve educational goals such as increasing the school performance.

2.4.1 Strategic Planning of Free Primary Education

The set of decisions and actions that result in the formulation and implementation of plans designed to achieve a company's objectives comprise strategy. It involves the planning, directing, organizing and controlling of a company's strategy related decisions and actions (Pearce & Robinson, 2011). Strategic Management involves the

process of formulating and implementing strategies to accomplish long term goals and sustain competitive advantage (Shermerhorn, 2010). Clayton (2014) contends that the strategic management process is more than just a set of rules to follow.

Strategic management is a philosophical approach to an organization (Pearce & Robinson, 2011). Upper management must think strategically first, then apply that thought to a process. The strategic management process is best implemented when everyone within the organization understands the strategy. The five stages of the process are goal-setting, analysis, strategy formation, strategy implementation, and strategy monitoring. The purpose of goal-setting is to clarify the vision for your organization. Analysis is a key stage because the information gained in this stage will shape the next two stages (Pearce & Robinson, 2011).

Formulation involves reviewing the information and determining what resources the organization currently has that can help reach the defined goals and objectives and any areas of which the organization must seek external resources. It is critical in this stage to develop alternative approaches that target each step of the plan because organization and economic situations are fluid. Successful strategy implementation is critical to the success of the organization venture; this is the action stage of the strategic management process. Strategy evaluation and control actions include performance measurements, consistent review of internal and external issues and making corrective actions when necessary (Shermerhorn, 2010).

Bryson (2013) states that strategic management generally begins as an abstract vision created within the upper echelons of an organization before being disseminated for

execution by leaders at the functional level. This is typical practice in most organizations. Strategic planning identifies where the organization wants to be at some point in the future and how it is going to get there. It refers to allocating resources to pursue a strategy (Bryson, 2013). The benefits of strategic planning are that it stimulates thinking to make better use of resources, assigns responsibilities and schedules at work and coordinates and unifies efforts. Strategic planning facilitates control and evaluation, creates awareness of obstacles to overcome, avoids the trap of linear thinking and facilitates progressive advancement of the institutional goals (Poister, 2010).

For strategy formulation, in order to formulate a strategic goal, it is necessary to identify the performance gaps through gap analysis hence the strategic plan is designed using a log frame. Financial sustainability involves setting the budget since strategic plans have financial implications while it is noted that the implementation process of the strategic plan needs to be monitored and evaluated (David, 2010). In schools, the strategic planning process applied by head teachers will also follow the two stages of strategy formulation and strategy implementation.

Successful strategy making depends on strategic vision, solid sector and competitive analysis and shrewd positioning (Thompson et al., 2012). Formulating an appropriate strategy is not enough and strategic managers must ensure that the new strategies are implemented effectively and efficiently. Lack of strategic leadership within the organization will result to poor performance of the organization. Strategic leadership is regarded as one of the key drivers of strategy implementation (Leslie & Lloyd, 2009).

Kamunde (2010) noted that head teachers face logistical challenges that continue to affect the quality of education provision and that their role is can have messy, fragmented and untidy realities where Kenya schools operate. Langas (2017) found that head teachers are also unwillingly drawn into addressing issues themselves instead of giving instructions or managing the issues.

2.4.2 Strategic Implementation of Free Primary Education

According to Pearce and Robinson (2011), the key aspect of implementing a strategy is the institutionalization and operationalization of the strategy such that it permeates daily decisions and actions in a manner consistent with long term strategic success. Operationalization is concerned with turning strategic intent into operational reality. Boggis and Trafford (2014) argue that there is often more to operationalizing strategy than making structural changes, redesigning processes and training staff. They assert that for strategies to be truly successful, leaders need to create the conditions that enable the organization to pull itself into an improved future, a future that not only reflects the strategic intent, but also becomes operational reality. For this to happen, institutionalization must occur (Boggis & Trafford, 2014).

Pearce and Robinson (2011) observed that four fundamental elements must be managed to fit a strategy if it is to be effectively institutionalized. These include the organizational structure, leadership, organizational culture and reward system. Strategy operationalization and institutionalization within the organizational context is determined by the support of employee culture and ability to adapt to new changes in the organization environment (Pearce & Robinson, 2011). A good strategy execution requires diligent pursuit of operating excellence (Thompson et al., 2008).

Leslie, Rue, Lloyd and Byars (2009) argue that people should also be motivated to pursue the target objectives energetically and if need be modify their duties and job behavior to better fit the requirements of successful strategy execution. It is a task of the whole organization's management team and success hinges on the skills and cooperation of operating managers who can push for needed changes in their organization units and consistently deliver good results.

Motivation will also be achieved by tying rewards and incentives directly to the achievement of performance objectives and good strategy execution. It is also vital to create a company culture and work climate that is conducive to successful strategy execution. Lastly, organizations should exert the internal leadership needed to drive implementation forward and keep improving on how the strategy is being executed. When challenges are encountered, the management should see that they are addressed and rectified in timely and effective fashion (Rahimnia, Polychronakis & Sharp, 2009).

Strategies are implemented through the development of specific policies and procedures intended to meet the goals created by organizational management (Pearce & Robinson, 2011). Successful strategy implementation is critical to the success of the organization. This is the action stage of the strategic management process. If the overall strategy does not work with the organization current structure, a new structure should be fitted at the beginning of this stage. Additionally, any resources or funding for the venture must be secured at this point. Once the financing is in place and the employees are ready, the plan is executed (Pearce & Robinson, 2011).

According to Thompson et al, (2006) for effective strategy implementation, the top leadership of an organization has to constantly monitor progress, anticipate obstacles and take corrective actions where necessary, in order to ensure that the organization is agile to changing conditions and competitive forces . According to Arthur et al. (2008), strategy implementation involves the process in which the planned strategies are translated into carefully implemented action. In other words, this is the action “phase” phase. It is the fourth phase in the strategic management process which comes after strategy formulation, analysis of alternative strategies and strategic choice.

According to Pearce and Robinson (2011) the success of strategy must be translated into guidelines for the daily activities of the firm’s members. The strategy and the firm must also become one such that the strategy is reflected in the way the firm organizes its activities and in the firm’s values, beliefs and culture. Implementing strategy is a tough and time consuming challenge. Practitioners emphatically agree that it is a whole lot easier to develop a sound strategic plan than it is to implement it (Charles & Gareth, 2008). Putting strategy into effect and getting the organization moving in the chosen direction calls for a different set of managerial skills.

Thompson *et al.* (2006), Arthur et al. (2008) and David (2010) noted that successful strategy implementation depends on creating strong fits between strategies and how the organization does things, in organizing, motivating, culture-building and working through others, behavior does not change just because a new strategy has been announced. This section contains literature that explains the concept of strategic management, its components and importance in organizations. This includes literature by Bryson (2013), Pearce and Robinson (2011), Charles and Garet (2008), However,

these studies failed to discuss the influence of head teachers in service training on their implementation of FPE.

2.4.3 Factors Influencing Strategic Implementation of Free Primary Education

Beer and Eisenstat (2009) propose three essential factors for successful implementation. First of all, the change process should be systemic. This means that both the human and systemic aspects of the organization should fit with each other in the organization. This is very important. It is easy to imagine a situation in which severe motivation problems would arise in effect of a lack of interest in one of these aspects. The second factor is the condition that the change process should encourage the open discussion of barriers to effective strategy implementation and adaptation.

According to Beer & Eisenstat, (2009) all impediments to strategy should be taken in to account and the most reliable way to get the best information is to include the largest possible number of the organization's members into the discussion. The third factor proposed by Beer and Eisenstat (2009), tells us that the change process should develop a partnership among all relevant stakeholders. Alexander (2010) promoted communication, starting with a good concept, providing sufficient resources, obtaining employee commitment and developing an implementation plan as factors enhancing effective strategy implementation.

According to Lares-Mankki (2009), the creation of awareness, which could be interpreted as a combination of shared understanding and communication should play a more significant part in real-life strategy implementation. Beer & Eisenstat (2009) further catalogued a group of relevant, inhibiting factors to strategy implementation and learning. The factors are a top-down or laissez-faire management style, unclear strategy

and conflicting priorities, an ineffective senior management team, poor vertical communication, poor coordination across functions, plus inadequate down-the-line leadership skills and development.

Alexander (2010) identified the major problems present in strategy implementation as the implementation taking more time than allocated, unanticipated, major problems surfacing during implementation, poor coordination, competing activities, lacking competencies. From the foregoing literature, Beer and Eisenstat (2009) present factors for successful implementation of strategies while Alexander (2010) showed the challenges inherent in strategy implementation. Thus the literature did not explain the influence of head teachers in service training on their implementation of FPE.

2.5 Project Management and Implementation of Free Primary Education

According to Rosenau (2010), Project Management requires many different managerial activities or skills. These are, defining the project, planning, leading, controlling and completing the same. On the other hand Bhandari et al., (2012) noted that an activity is identified as a project within the scope of characteristics of cost, time and executed with project management techniques, involving planning, scheduling, monitoring, and controls to accomplish the set goal, it is referred to as project approach to managing activity and can appropriately be called management by project .

Projects are a kind of work that is temporary, unique and progressively elaborated. It is a temporary work effort that produces a unique result. Accordingly, a project is a discipline that includes a specific body of knowledge as well as a specialized set of tools. Projects success does not just happen; it comes from people using common sense

tools that are suited for the special nature of projects and applied in an organizational environment that accepts discipline and rigor (Rosenau, 2010).

Project management is the application of knowledge skills, tools and techniques to projects activities in order to meet stakeholder needs and expectations from a project (Kerzener, 2009). The chief aim of project management is project success, with reference to time, cost and quality. It is an integrated multi-disciplinary function aimed at achieving success through proper planning, organizing, execution and control (Kerzener, 2009).

Kerzener (2009) identified eight dimensions for defining successful projects. This included completion within the allocated time period and budgeted cost, specification level, acceptance by customers/user/stakeholders, when you use the customer's name as reference, with minimum or mutually agreed upon scope changes without disturbing the main workflow of the organisation and without changing the corporate culture. Torp et al., (2008) established that project organization, contract management, project planning and controlling and stakeholder management to be highly associated with critical success factors for project performance.

Dvir et al. (2010) argued that success is more than achievement of planned time, cost and performance goals. They argued that these variables may be met but the projects turn out to be complete failures because they fail to produce actual benefits to the customer or adequate revenue and profit for the performing organization. However, they found a significant positive relationship between the amount of effort invested in defining goals of the project (planning) and the functional requirement and technical

specifications of the project on one hand and project success on the other hand, especially in the eyes of the end user. In this new millennium, project management appears to be ideally positioned to meet many of the challenges confronting organization enterprises in the retail industry (Dvir et al., 2010).

2.5.1 Benefits of Project Management in Implementation of Free Primary Education

Project management assists head teachers in the planning and control of events that together comprise any school project. Gido and Clements (2010) explain that project planning entails planning, organizing, coordinating, leading and controlling resources to accomplish the project objective. It aims to ensure the effective use of resources and delivery of the project objectives in time and within cost constraints. Among the benefits of project management is that it makes it easy to identify ill – conceived and directionless projects, leads to increased productivity and leads to costs prediction and minimization. Other benefits include boosting of confidence levels and proper documentation (Bastian & Wald, 2011).

A Project life cycle has four phases namely initiation, planning, execution or performing and termination or closing which are explained by Gido and Clements (2010). Initiation involves identifying the project need, establishing feasibility, identifying alternatives, preparing the proposal, developing basic budget and schedule, and identifying the project team to enable one to gain approval to begin the next phase. Activities in the initiation phase include budgeting, stakeholder analysis, establishing terms of reference (TOR) and undertaking a feasibility study (Bastian & Wald, 2011).

Planning phase includes a project plan, risk analysis and definition criteria for the successful completion of each deliverable. Plans help to manage cost, time, quality, change, risk and issues, staff and external suppliers to ensure delivery of the project on time and within budget. The planning process helps to establish the organization requirements, the cost, schedule, list of deliverables, dates and a resource plan. Execution phase is the carrying out of the tasks of the projects while closure or termination is the last phase (Gido & Clements, 2010).

All projects have stakeholders who are the individuals or entities involved in or affected by a project (Gido & Clements, 2010). In schools, stakeholders include teachers, pupils, parents, boards of management and government through MoEST. Among the documents that are used in project planning and management include the project proposal and a project charter. A project proposal is a document that head teachers use to justify the need for the project and objectives with methods and resources of achieving them within a given period with an aim of getting funds for its implementation. It is an implementation schedule of a project and justification document forwarded to the donors or project sponsors.

2.5.2 Project Management Challenges and Implementation of Free Primary Education

Project management is a carefully planned and organized effort to accomplish a specific (and usually) one-time efforts, for example, constructing a building or implement a new computer system (Chong & Brown, 2010). Project management includes developing a project plan, which includes defining project goals and objectives, specifying tasks or how goals will be achieved, what resources are needed, and associating budgets and timelines for completion. It also includes implementing the project plan, along with

careful controls to stay on the critical path, that is, to ensure the plan is being managed according to plan. Project management usually follows major phases (with various titles for these phases), including feasibility study, project planning, implementation, evaluation and support/maintenance. However, of these steps, implementation determines the success or failure of a project (Chong & Brown, 2010).

There are several definitions of a project depending on perspectives. For instance, A Guide to the Project Management Body of Knowledge (PMBOK® Guide) defines a project as a temporary endeavor undertaken to achieve a particular aim and to which project management can be applied, regardless of the project's size, budget, or timeline. There are many business projects that run smoothly and according to plan, but many do not. There is no such thing as a risk-free project. Running a project requires a lot of planning and some occasional gut-wrenching decisions when the unexpected happens. It is not possible to foresee and to know how to handle each risk beforehand, but a successful project manager knows how to change plans to meet risks (Chong & Brown, 2010).

Like any human undertaking, projects need to be performed and delivered under certain constraints. Traditionally, these constraints have been listed as: scope, time, and cost. This is also referred to as the Project Management Triangle where each side represents a constraint. One side of the triangle cannot be changed without impacting the others. A further refinement of the constraints separates product quality or 'performance' from scope, and turns quality into a fourth constraint (Kerzner, 2013). The time constraint refers to the amount of time available to complete a project. The cost constraint refers to the budgeted amount available for the project. The scope constraint refers to what

must be done to produce the project's end result. These three constraints are often competing constraints: increased scope typically means increased time and increased cost, a tight time constraint could mean increased costs and reduced scope, and a tight budget could mean increased time and reduced scope (Kerzner, 2013).

Project risk management seeks to anticipate and address uncertainties that threaten the scope, quality, and timetables of a project. The uncertainties may include questions of material and parts quality; delays in delivery of sufficient materials to meet project needs; budgetary and personnel changes; and, incomplete knowledge or research. These risks lead rapidly to delays in delivery dates and budget overages that can severely undermine confidence in the project and in the project proponent. Since project risk management is process oriented, it remains possible to have a successful project and one that is unsuccessful. While any project accepts a certain level of risk, regular and rigorous risk analysis and risk management techniques serve to defuse problems before they arise (Kerzner, 2013).

There are a myriad of project management problems facing most public primary schools today (Wamunyu, 2011). Some of these include; the lack of project management and leadership skills by the school managers, lack of adequate funds and resources for the projects and programs implementation, loss of project control due to lack of proper project planning, monitoring and evaluation, lack of stakeholder involvement and support. Managerial or institutional problems have also been seen as a cause of implementation delays and cost overruns in implementation of school infrastructure projects (Wamunyu, 2011).

School managers must therefore strive to acquire the necessary skills for effective implementation of projects since research findings have established that effective project implementation requires school heads to have project management skills (Odhiambo, 2005). They must have the ability to prioritize projects, skills in sourcing and allocation of funds, how to schedule project events and activities and how to communicate and solicit for stakeholder involvement and support.

A study by Chepkonga (2009) found out that the principals needed training in very key management areas such as accountancy, preparing budgets and general project management. While Kilonzo (2008) found out that the primary head teachers needed training in management and according to Odhiambo (2010), most teachers are promoted. Odhiambo (2010) observed that lack of adequate training especially affected principals in project control, budgeting and accounting, human resource management, project scheduling, and project implementation. Hence this may be the reason why some public schools in the country have stalled projects, dilapidated structures, and register poor academic performance.

Literature by Rosenau (2010), Chepkonga (2009), Kilonzo (2008) and Odhiambo (2010) identified the need for principals to receive training in management and to acquire skills for effective implementation of projects. A similar exercise is undertaken by Wamunyu (2011), Chong and Brown (2010), Kerzner (2013), Gido and Clements (2010), and Bastian and Wald (2011). The above authors discussed literature on project management but did not touch on the influence of head teachers in service training and their implementation of FPE.

2.6 Curriculum Management and Implementation of Free Primary Education

Curriculum management assists head teachers to achieve educational goals in schools. The fundamental concepts of the curriculum in schools are content, purpose and organization or planning (Marsh, 2009). Curriculum is defined as the experiences provided by a school to educate the learners. Curriculum is all planned learning for which the school is responsible. It is also the totality of learning experiences provided to students in schools so that they can attain general skills and knowledge at a variety of learning skills (Marsh, 2009). A curriculum refers to the total sum of resources that are provided to teachers and students for learning (Luke, Woods & Weir, 2013). They include resources which are intellectual, scientific, cognitive, linguistic and textbooks all of which may be official or unofficial (Luke et al, 2013).

A school syllabus is a sub plan or guide to the curriculum which assists head teachers to ensure that schools achieve educational goals. A syllabus is a bid to shape and set parameters of the curriculum in a particular place and time (Luke et al, 2013). It is also a set of instructions to the teacher for teaching and to students for learning (Saraswathi, 2004). Among the functions of a syllabus include providing a means through which the government through head teachers controls the education provided and ensures common learning content in schools. Another function is to guide the teacher in preparation of good schemes which will lead to effective lesson preparation. A third function is that a syllabus enables quality assurance officers and head teachers to check whether the desired targets are being achieved. A syllabus also helps in limiting the scope of examinations as examiners base their questions on the content of the syllabus (Doll, 2012).

The curriculum development model adopted by Kenya Institute of Curriculum Development (KICD) is a cycle where one activity flows into the other. There are nine stages of this cycle (KEMI, 2011a). The first stage is the Needs Assessment stage which is carried out to identify gaps in the current curriculum and the purpose is to obtain information that will guide the development of the new curriculum. The second stage is the Policy formulation stage which is based on the findings of needs assessment survey and recommendations of various education commissions set up by the government. It covers areas such as review of structure of the education system, national goals of education and level objectives and the number of subjects offered at each level of education (KEMI, 2011a).

The rest of the stages of the curriculum development cycle include Curriculum designs, Syllabus development and approval, Development of curriculum support materials, Teacher preparation, Pretesting or Piloting and Phasing in and out (Wango, 2009). Other areas which are important in the subject of Curriculum management include preparation of schemes of work, preparation of lesson plans, subject allocation and time tabling, organizing resources to support the curriculum and assessment and testing policy to determine learner performance at different stages in school (KEMI, 2011b).

Mbiti (2009) support this by saying it is contented that the success of every school curriculum design depend to a great extent on the administration. As a school manager the head teacher should make teaching possible by stimulating desired changes in the professional behavior of the teachers. Effective instructional leadership demand that he or she must be a competent teacher and should keep abreast to recent developments in

curriculum in general and instruction supervision in particular. Quality management of curriculum at schools depends on staffing and school administrative process.

Owen (2012) further asserts that, good education is a product of good curriculum management which entails initiating and stimulating. This means creating and developing incentive for curriculum implementation, creates an atmosphere in which teachers can freely interact professionally, develop team work and encourage potential leaders among the staff member. Teachers will therefore be motivated and implement curriculum effectively. Ornstein and Hunkins (2014) support the statement that principal leadership is critical to the success of any curriculum development and implementation. Clarke (2010) stresses the need to create a positive learning climate that is selecting appropriate instrumental goals and assessments using the curriculum effectively and employing those teaching behaviors that help learners to learn at high levels. Good teaching and learning is about the quality of what happens in the classroom and the interaction between the teachers and the learners (Clarke, 2010).

2.6.1 Curriculum Implementation and Free Primary Education

A curriculum should not only provide the teaching and learning facilities but should also provide education of character, behavior, organization, experience, self-realization, and self-expression (Tomar, 2010). In this light, curriculum is seen as a functional tool that is implemented in learning institutions. A planned and functional curriculum should be comprehensive involving the three important dimensions: the formal, the non-formal, and the informal dimensions (Otunga, 2015).

The formal curriculum of education comprises, but not limited to, regular school subjects prescribed in the syllabus, and presented to various class levels based on age

(Tomar, 2010). Here the syllabus for these subjects indicates the objectives, content, methodology, learning resources and evaluation procedures. This formal curriculum, a part from the above mentioned syllabus content, should also contain the main elements of a curriculum: curriculum objectives, learning activities and student assessment (Tomar, 2010).

The non-formal dimension of a functional curriculum includes organized learning activities or programmes not restricted to any class level and which do not usually appear in the written syllabus, but contribute significantly to the achievement of educational aims (Otunga, 2015). These non-formal curricula are also known as “extra-curricular”, “co-curricular” or “intra-curricular” activities. These activities include games, sports, athletics, clubs and societies, school assembly or parade, cleaning the school compound, open days, field trips and tours (Otunga, 2015).

The informal dimension, also known as the “hidden curriculum” or the “collateral curriculum” refers to a portion of the results or by-results of schools or non-school settings, especially those which are found out however not transparently planned (Otunga, 2015). In other words this dimension is conceptualized as a general classification that incorporates the greater part of the occasionally unintended information, qualities, and convictions that are a piece of the learning procedure in schools and classrooms. Sometimes students exemplify this dimension by emulating positive behaviors of their teachers and fellow students (Otunga, 2015).

Curriculum scholars have advanced different types of curricula. Otunga (2015) proposes two types of curriculum: the subject-centered curriculum and the new core

curriculum. In the subject-centered curriculum, she notes, subjects exhibit a legitimate reason for sorting out and translating data, instructors are prepared as topic pros and that course readings and other showing materials are typically composed by subjects (Otunga, 2015). However, this type of curriculum has been criticized for failing to consider the needs and interests of learners. This curriculum allows teachers to dominate classroom interaction and discourse, allowing little student input.

Supervision is an administrative activity performed by head teachers with the aim of stimulating teachers towards greater pedagogical effectiveness and productivity. It ensures curriculum effective delivery hence quality education in school (KEMI, 2011b). Gongera et al. (2013) observe that inadequate internal and external curriculum supervision and quality advice is one of the major constraints in academic achievement. Cases of laxity in curriculum delivery in schools have impacted negatively on learning outcomes in schools (Gongera et al., 2013).

Curriculum supervision is achieved through proper formulation and implementation of schemes of work and through evaluation by head teachers of the instructional program and making effective and necessary modifications (KEMI, 2011b). Curriculum supervision is also achieved through delivery of instructional resources and through head teachers assisting and advising teachers involved in instructional programs. In addition, curriculum supervision is achieved when funds required for instructional and co-curricular activities are well procured and when there is community feedback about school programmes (KEMI, 2011a).

Curriculum implementation presents teachers, schools and boards of management with a unique opportunity to engage in professional development improve learning outcomes

and prepare children for the challenges and opportunities of the future (KEMI, 2011a). The task of curriculum implementation is complex: it requires in-school management teams, principals and boards of management to lead the implementation in the school as an organization. Curriculum implementation takes place in the classroom and it involves teachers translating curriculum document into practice, embracing teaching programs and methodologies, and providing a broad range of learning experiences for their students (KEMI, 2011a).

Curriculum implementation is affected by teacher availability such as where teacher distribution has not been equitable with critical shortages in key subjects. Inequalities in teacher distribution also exist between regions. Due to the rapid growth of the primary sub-sector total enrolment in schools is expected to grow and so will the need for more teachers. Teachers are the curriculum implementers in the school. Deficiency in this factor imparts negatively in curriculum implementation (KEMI, 2011a).

In this section, studies by Marsh (2009), Duke and Weir (2013) and Saraswathi (2004) and Doll (2012) discussed the concept of curriculum management, curriculum delivery and syllabus implementation. Gongera et al. (2013) and KEMI (2011b) covered supervision by head teachers in schools while the rest of the studies discussed the benefits of curriculum management. These studies failed find out how head teachers in service training influences implementation of FPE, hence the formulation and execution of this study.

2.7 Theoretical Framework

The theoretical basis of this study was the Social Demand Theory or Approach for Education which is one of the four approaches to educational planning (Brown, 2011).

Educational planning is concerned with the problems of how to make use of limited resources allocated to education in view of the priorities given to different sectors of education (Brown, 2011). Brown (2011) noted that the main objective of this approach is to provide education to as many people as possible guided by good use of the available resources. The approach sees education as a public social service; a necessity and inalienable right of all citizens who desire it (Brown, 2011). The tremendous growth of the population has created a pressing demand for further expansion of educational facilities.

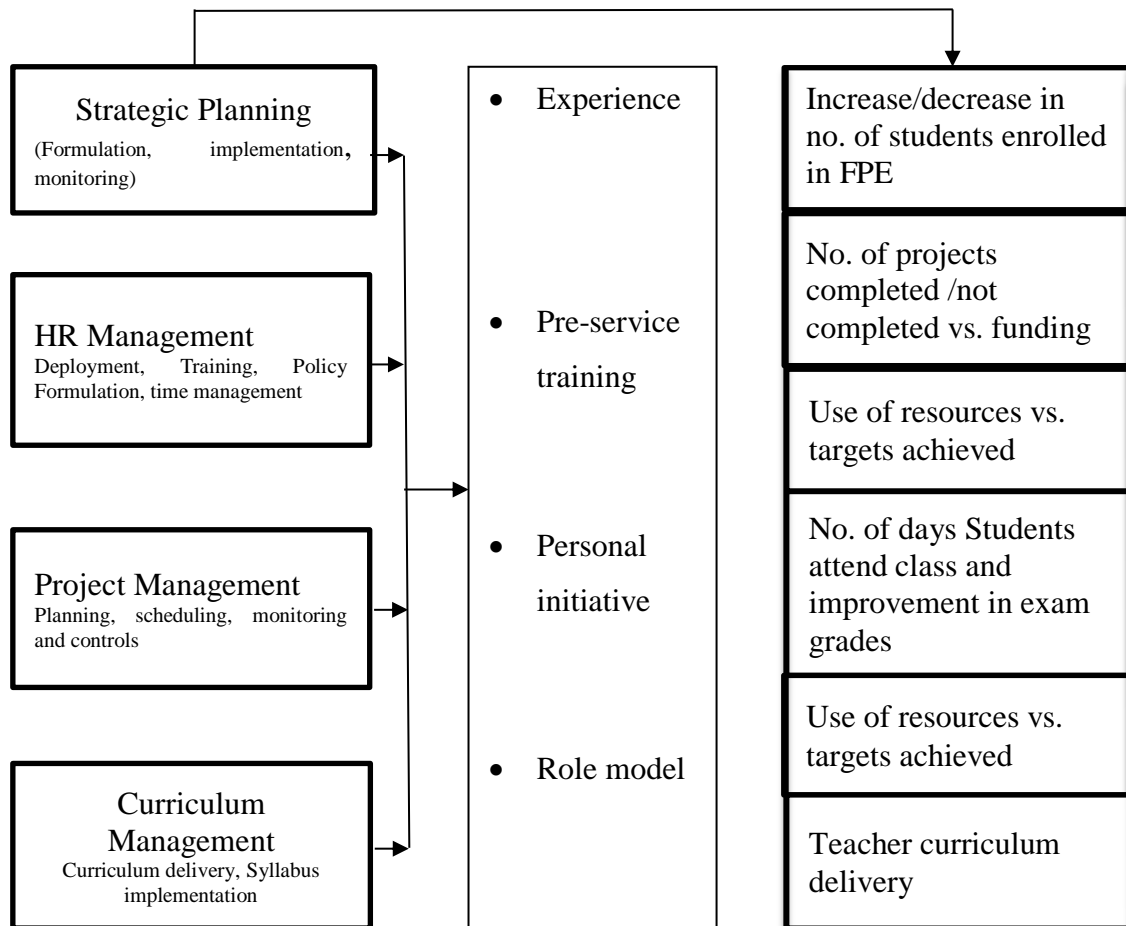
The Social Demand Approach puts emphasis on planning and streamlining educational expansion on the basis of demands in the society and the ability for proper use of resources and skills. The approach explains the use of educational investments according to the social demand for education but including economic use of the available resources and skills. The Social Demand Approach guides this study by explaining how the limited resources provided by the government for FPE need to be utilized well. In this way, the funds are used to provide education to as many pupils as possible guided by good use of the available resources.

The approach also explains the influence of in service training of Head teachers in their implementation of FPE since achieving educational goals require strategic planning, resource management, project management and curriculum management. These are the components of in-service training offered to head teachers and intended to lead to proper use of the resources in view of demand for education. For this study, an attempt was made to establish how in service training of head teachers' influences their implementation of FPE in public primary schools in Kiambu County of Kenya.

2.8 Conceptual Framework

This section discusses the relationship that exists between the dependent and the independent variables. The relationship is shown on figure 2.1.

Figure 2.1: Influence of In-Service Training of Head teachers in their Implementation of FPE in Public Primary Schools in Kiambu County



Independent variables

Intervening variables

Dependent variable

The model shows interrelationship between the influence of the independent variable, which is In-service training on the dependent variable, which is implementation of the FPE aspects of the independent variable include; Strategic planning, resource management, project management and curriculum management which influenced the quantity of students enrolled in FPE, number of projects completed or not completed, extent of resource utilization and performance of pupils. The intervening variables are

also shown in the conceptual framework and may affect the independent and dependent variables. The intervening variables include head teachers' experience, pre-service training, personal initiative and role models. The study ensured that the effect of intervening variables does not substantially affect the relationship between the independent and dependent variables. This was achieved by including items in the questionnaire that controlled the intervening variables to assist when analyzing the data. Implementation of FPE by head teachers was therefore dependent on the in-service training of head teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter expounds on the techniques used to carry out the study. The techniques focus on the research design, the target population, sampling procedure, sample size, statistics collection and the instruments used to collect data, data analysis and presentation.

3.2 Research Design

This study adopted an *ex-post facto* research design. Best and Khan (2006) define *ex-post facto* design as a descriptive research design where the independent variables that exist have already occurred prior without the intervention of researcher. The design is appropriate in this study because the head teachers interviewed had already attended the in-service training which might have affected the dependent variable, implementation of FPE. The in-service training covered topics including resource management, project management, strategic planning and curriculum management. These four make up the independent variables.

The study sought to assess the influence of in-service training of head teachers (independent variable) and their implementation of free primary education in Kiambu County of Kenya (dependent variable indicated by increase or decrease in no. of students enrolled in FPE; number of projects completed or not completed versus funding; use of resources versus targets achieved; and number of days students attend class and improvement in national examination grades.

3.3 Study Location

This study was conducted in Kiambu County which had 500 public primary schools. All these schools have implemented free primary education while the head teachers have attended the in-service training to assist them in implementation of FPE. Kiambu County was selected because it has a sufficient number of public primary schools which have implemented free primary education with a corresponding number of head teachers who have attended in-service training to assist them in implementation of FPE. The location for the study was also selected due to the few studies done on the subject, yet various cases of poor management of resources for FPE have been reported. Also, implementation of FPE in a number of schools is still poor thus the need to investigate further (Namai, 2018).

3.4 Target Population

This study targeted the QUASO (Quality Assurance and Standards Officers) and head teachers of public primary schools within Kiambu County drawn from the administrative educational levels. According to a report from the Kiambu District Education Office, the County has 500 public primary schools in which FPE has been implemented (Kiambu District, 2013). Therefore, the target population identified by the researcher for the study were the Head teachers in the 500 public primary schools and the four QUASOs drawn from the administrative educational zones.

3.5 Sampling Technique and Sample Size

Sampling is a procedure in which a small group of individuals is selected to represent the total population for which generalization would be made (Kumar, 2005). A list of names of all public primary schools was obtained from the county education office in Kiambu and was used as the sampling frame. A sample of 10% or more of the population is most appropriate for a social study (Struwig & Stead, 2001). From this

sampling frame of 500 schools obtained from the County Education Office. From a sample of 10% of the research population a total of 50 head teachers were selected.

Within Kiambu County, 500 head teachers were picked randomly from a sample of 10% of the population of head teachers using a simple random sampling method. Using a random number generator, the population of head teachers in public primary schools within Kiambu County or a sampling frame was numbered from 1 to 500 then the 50 participants were selected randomly. The knowledge obtained by the 4 QUASOs during the in-service training and implementation of FPE policy in public primary schools brought about their selection thus giving rise to 54 respondents.

3.6 Data Collection Instruments

The study came up with a semi-structured questionnaire and an interview schedule to retrieve first-hand information from the respondents.

3.6.1 Questionnaire for Head Teachers.

Both closed and open ended questions were used in the retrieval of statistics from the heads of schools in Kiambu County. Closed ended questions enabled the researcher to collect data which is simple and precise. With the aim of collecting data for detailed responses so as to add richness to the data collected, open ended questions were used. The questions in the questionnaire were drawn from the study objectives. The responses played a greater impact in establishing the influence in-service training of head teachers has in their implementation of FPE in public primary schools in Kiambu County.

Closed ended questions in the questionnaire elicited responses on demographic information, school and staff details and information about FPE funding. Closed ended questions also expounded on the need to understand how in-service training influenced

their implementation of FPE in Kiambu County. . This included enrolment rates, project completion, resource utilization and examination outcomes in public primary schools. Open ended questions listed the opinion of respondents on the influence of in-service training of head teacher and the implementation of FPE in Kiambu County in the public primary school sector.

Open ended questions also elicited responses on head teachers' participation in in-service courses and the skills acquired for implementing free primary education. The questionnaire was divided into two sections whereby the first section comprises of background information of the respondents to describe the study participants. Section B of the questionnaire covered FPE funding, changes in levels of enrolment of children due to FPE and changes in number of teachers. The levels of how in-service training of head teachers in their implementation of FPE is revealed in this section.. The section further covers factors that affect the implementation of FPE, extent of skills gained, recommendations to improve the course and challenges faced in implementing FPE.

3.6.2 Interview Schedules for QUASOs

The study utilized interview schedules to collect data from QUASOs on head teachers' in-service training and their implementation of FPE. All the four QUASOs were included by the researcher through purposive sampling due to their limited number and their knowledge and experience. This was done in order to enrich the information received from the main respondents. The QUASOs were drawn from all the four administrative educational zones in Kiambu County. Therefore, face to face interviews using an interview schedule were carried out with all the four QUASOs to capture information that might not be provided for by the questionnaire. Interviews provide

respondents with flexibility in answering questions and allow for contribution of new ideas on the subject (Kothari, 2003).

3.7 Piloting

In this study, piloting involved the use of three questionnaires administered to the respondents prior to the main study. Piloting of the questionnaire was conducted in three schools chosen at random whereby three head teachers among the target population were randomly selected for pilot testing of the research instrument. Each of the three head teachers filled a questionnaire which was provided and collected by the researcher after completion. The filled questionnaires were analysed for errors and ambiguities and appropriate corrections were then made. After a time lapse of two weeks, the procedure was repeated on the same head teachers using the corrected questionnaire. The three respondents and data collected from them during the piloting of the research instrument were not included in the main study.

Piloting of the research instrument helped in identifying items in the instruments which are ambiguous and inappropriate. Piloting was important because it helped in revealing deficiencies in questionnaires (Mugenda & Mugenda, 2008). The researcher then adjusted the questionnaire. Piloting made the items in the questionnaire clear to the respondents and comprehensive enough to provide the anticipated data. Piloting also facilitated in establishing, whether the objectives were being fulfilled.

3.8 Validity of Research Instruments

Validity of the questionnaire is the extent to which a questionnaire measures what it is intended to measure (Cooper & Schindler, 2003). Questions included in the questionnaire were checked against objectives of the study to make sure that they were adequately represented and to identify and change any awkward questions. With the

aim of the researcher to ensure both internal and external validity and hence the sections of the instruments were well structured, he conducted this validity through piloting. The instruments were validated through content validity. Content validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2008). The researcher assessed content validity through the use of professionals or experts as advocated by Mugenda and Mugenda (2003). These were head teachers and QUASOs. The comments from these experts were used to modify the questionnaire before the actual data collection process began.

3.9 Reliability of Research Instruments

Reliability refers to the extent to which the research instruments yield consistent results on repeated trials (Frankel & Wallen, 1993). The items of the questionnaire used to test reliability were the independent variables under in service training of head teachers and the dependent variable implementation of FPE in public primary schools. The two sets of results obtained from the two procedures were correlated to determine the coefficient calculated using Pearson's product moment correlation coefficient (r). The result established the extent to which the contents of the questionnaires were constant in eliciting the same output. When the calculation for the two sets was made, the reliability coefficient was found to be 0.746 thus the instrument was found to be reliable.

3.10 Procedure of data collection

When an introductory letter from Maasai Mara University was received, the researcher used it to obtain a letter of authority and research permit from National Council of Science, Technology and Innovation (NACOSTI). The researcher then visited the schools and gave questionnaires to the head teachers who filled it by themselves. The questionnaires were then collected after filling an agreed duration. Each questionnaire was accompanied by a consent form and an introductory letter which assured the

respondents that the study was only for academic purposes. The researcher then interviewed the quality assurance officers using interviews.

3.11 Data Analysis

After field work, the completed questionnaires were examined and checked for completeness and consistency. The data was then summarized, coded and organized in themes according to the study's objectives. The data was analyzed by descriptive statistics of frequency and percentages. Descriptive statistics were used in order to summarize data in a meaningful way such that patterns may emerge from the data. This allowed for simple interpretation of the data. So as to describe the graphic statistics, bar graphs, histograms, tables and bar graphs were used. In aiding the analysis process, SPSS was used as a tool.

3.12 Ethical Issues

Ethical considerations during data collection ensured cooperation from respondents who would have otherwise given only acceptable responses due to suspicion on the intended use to result in responses that are less reliable and valid. The National Council for Science, Technology and Innovation letter indicated that the research was only for educational purposes was an assurance to the respondents. The researcher had also assured the respondents that the information would be handled as confidential. The respondents were informed of their right to choose to participate or not and, therefore, it was voluntary. Respondents were also told about the benefits of the study and promised to be informed about the findings if they so wished.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents research findings from the analysis and interpretation of data collected using questionnaires and interviews. The study sought to examine how strategic planning training in schools influence the implementation of FPE and establish how resource management training for primary school head teachers influences the implementation of free primary education. The study also sought to determine how project management training in schools influences the implementation of FPE and how curriculum management training in schools influences the implementation of FPE.

This chapter was presented into two parts; background information and information on influence of in service training of head teachers' in their implementation of FPE. The study sought to answer the question on the extent to which in-service training of head teachers in strategic planning, resource management, project management and curriculum management influences their implementation of FPE in public primary schools in Kiambu County.

4.2 Background Information of Respondents

The study sought to inquire on the background information of the respondents in terms of gender, age, academic qualification and teaching experience. This information was intended to help in establishing differences among respondents and find out how these may affect the outcome of the results.

4.2.1 Gender of Respondents

Figure 4.1: Distribution of Head Teachers by Gender

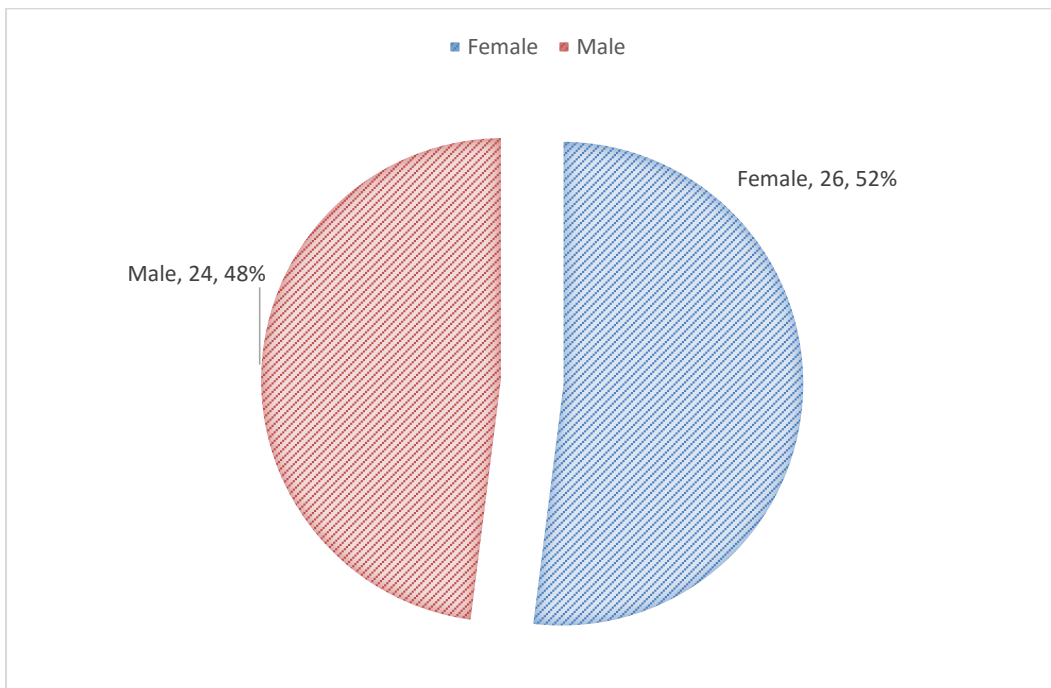
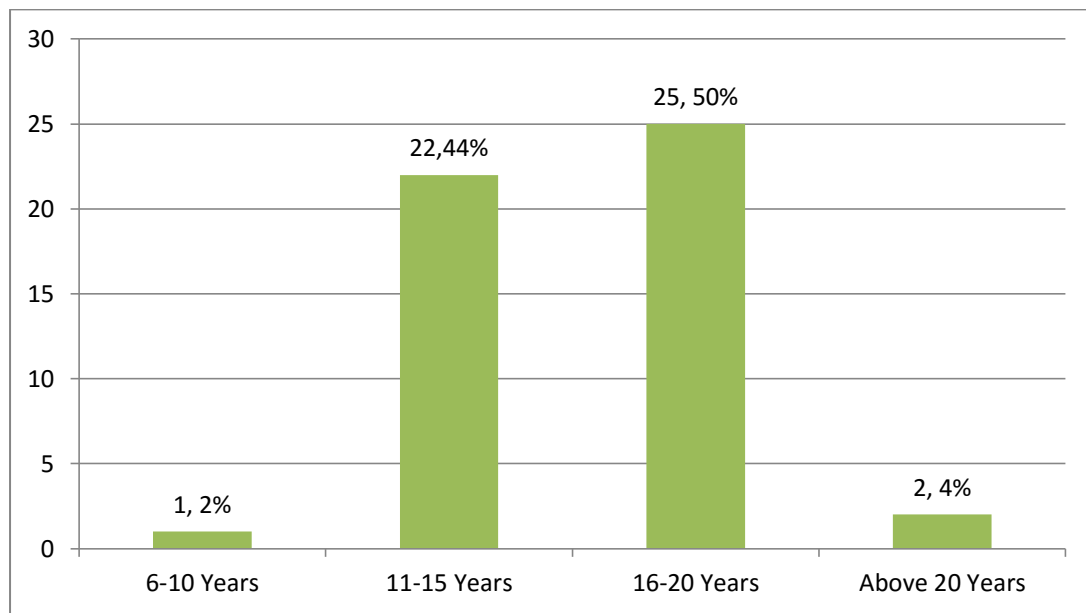


Figure 4.1 shows that there were slightly more head teachers of the female gender (26 or 52%) than those of the male gender (24 or 48%). This implies that management positions in public primary schools in Kiambu County are occupied by both genders almost equally. This can be attributed to staffing and appointments in the County being distributed among the genders on the basis of merit and in line with the one-third gender equity requirement (Republic of Kenya, 2010).

4.2.2 Teaching Experience of Head Teachers

From the findings, the teaching experience of teachers are presented in figure 4.2.

Figure 4.2: Teaching Experience of Head Teachers



Most of the head teachers (50%) had teaching experience of between 16 – 20 years followed by those who had taught for between 11-15 years (23%). This implies that experience is critical for promotion to the next level. Experience enriches the knowledge by teachers on relevant areas of weakness which improves their role effectiveness. Therefore those who are promoted to become Head teachers have risen through the ranks as required by the Associations of Heads Manual (2003). Most of the implementation of FPE by head teachers benefits from their experience since they are able to apply management and other skills they have acquired over time. These results are corroborated by Belle (2007) who noted that experience by Head teachers determines effectiveness in performing administrative tasks.

Thus, head teachers' experience may affect the implementation of FPE since it enables them to improve on weaknesses affecting performance, to handle administration matters, to be better prepared, to solve recurrent problems, to plan and to manage funds and other resources well. Head teachers' experience assisted them to handle the

increased enrolment, utilize the acquired skills productively and generally deliver duties well.

4.2.3 Distribution According to Academic Qualifications

From the findings, academic qualifications of respondents are presented in table 4.1.

Table 4.1: Academic Qualifications of Head Teachers

Academic Qualifications	Frequency	Percentage
M.Ed	1	2
B.Ed	3	6
Diploma	31	62
Certificate	15	30
Total	50	100

All the head teachers had attained at least the basic certificate in education to enable them perform their roles. It can be deduced that educational and academic achievement by all the head teachers is a requirement for promotion and also prepares head teachers for management responsibilities. Among these is implementation of FPE which is expected to be done well after their in-service training. Teachers' education is not only a requisite for pre-entry qualification to the teaching profession, but is also a critical criterion for upward mobility for serving teachers. Lynton and Pareek (2000) agree that training is one of the important and needed tasks in modern management.

Ongori (2021) found that there was a strong positive correlation between KEMI trainings and head teachers' competencies in teacher management, curriculum supervision and infrastructure management. The study was however done in Eldoret.

Namai (2018) found that head teachers in Nakuru were able to effectively utilize free primary education funds due to the financial training they had undertaken. Wambui (2013) studied factors affecting implementation of free primary education in Kiambu but failed to look at the role of in-service training.

Reports by Uwezo Kenya (2013) have raised concern on the primary school teachers' absenteeism and a backlog of infrastructure development in some areas. Despite the introduction of Diploma in education management by KEMI, evidence of mismanagement has been cited in some schools (Kareji, 2015). Stakeholders in education are concerned with the poor and ineffective teaching in primary schools (Şenol & Lesinger, 2018).

4.3 Influence of In Service Training in Strategic Planning on Head Teachers' Implementation of Free Primary Education

The first objective of the study sought to examine how in-service training of head teachers in strategic planning influences their implementation of free primary education. Table 4.2 presents the findings.

Table 4.2: In-Service Training and Strategic Planning

Head teachers are conversant with		
Strategic Planning	Frequency	Percentage
Strongly agree	14	28
Agree	2	4
Neutral	5	10
Disagree	27	54
Strongly disagree	2	4
Total	50	100

A majority of the respondents (54%) disagreed while 28% agreed that head teachers were conversant with strategic planning. These results revealed that Head teachers had

not received positive results in strategic planning in primary schools. These results are attributed to strategic planning involving a complicated process which requires allocation of resources despite its importance for achievement of the institutional goals. Designing a strategic plan, monitoring, evaluation and its implementation requires time, financial resources and dedication which some Head teachers may be lacking.

All the Head teachers interviewed had attended in-service training to prepare them for the implementation of FPE. In-service training has made Head teachers approach the implementation of FPE with confidence.

A QUASO made this comment;

The training gives head teachers an added advantage to foster better performance, improvement of general performance in KCPE which often attract popularity and respect which result into higher enrolments. Good role modeling by head teachers also has a positive impact on FPE and education in general.

These results agreed with the findings of Kamunde (2010) who noted that head teachers face logistical challenges that continue to affect the quality of education provision. A similar observation was noted by Langas (2017) who noted that the role of head teachers is characterized by the messy fragmented and untidy realities in which Kenya schools operate. The QUASOs also reported that the head teachers faced challenges in strategic management due to complications involved in the process.

4.4 Influence of In Service Training in Resource Management on Head Teachers' Implementation of Free Primary Education

The second objective sought to establish how in-service training of head teachers in resource management influences their implementation of free primary education. Table 4.3 presents the findings.

Table 4.3: In-Service Training and Resource Management

Head teachers are conversant with Resource Management	Frequency	Percentage
Strongly agree	15	30
Agree	3	6
Neutral	3	6
Disagree	27	54
Strongly disagree	2	4
Total	50	100

The results indicate that more respondents (54%) disagreed than those who strongly agreed (30%) that Head teachers were conversant with resource management. Effective and efficient utilization of resources such as time, school funds, facilities and human resources is important for achievement of set objectives and implementation of school plans. Despite this, many head teachers were not able to achieve optimum management of resources due to inadequate funds, inability to follow policy and not conducting cost / benefit analysis and budget control. Other reasons for failure of head teachers to manage school resources well were insufficient numbers of employees, lack of staff training and poor procurement practices.

4.4.1 Human Resource Management and Head Teachers Implementation of Free Primary Education

The findings revealed how in-service training in human resource management influenced Head Teachers' Implementation of Free Primary Education. The results on Head teachers competencies related to monitoring indicate that KEMI capacity building programmes enhanced the head teachers' ability to monitor and evaluate teachers' progress in class and outside class.

AQUASO made the following comments;

Increment of children after the reintroduction of FPE in public primary schools led to a corresponding increase in the number of teachers. Reintroduction of FPE placed increased demands on the government to provide teaching and learning materials and equipment, additional teachers and physical facilities. In-service training may lead to the successful implementation of FPE since skills from in-service training may assist Head teachers to manage the increased number of teachers.

On aspects useful in performing the human resource function, the head teachers identified these to include staff appraisals, recruitment, training, team work, motivation, delegation and staff welfare. Competence in human resource management contributes to effective human resource management as revealed by discipline among teachers and learners, the school's performance, good rapport between parents and teachers, time management, and good working surroundings for teachers.

Another QUASO made the following comments;

The KEMI training has enhanced the head teachers' ability to monitor and evaluate teachers' progress in class and outside class. The head teachers

gain monitoring tools which they use adequately. This includes record keeping through schemes of work, lesson plan, records of work, mark book, progress record book and attendant register. Record keeping is an important constituent in the academic performance in schools.

These findings agree with Fisher (2011) who found that monitoring through record keeping is important for academic performance. Records kept by teachers include, lesson plan, schemes of work, attendant register, progress record book, mark book and records of work. This implies that head teachers play an important responsibility in making sure that effective management is done. The findings also show that head teachers build a motivating climate to enhance team work among teachers which made it easy to supervise activities in school.

A QUASO made the following comments;

Management calls for the assessment of teaching, material for instruction and techniques of teaching, the collection and review of educational programmes and inspiration of expert development and growth of teachers.

The head teachers were also able to apply their supervisory competencies in appraising teachers objectively for professional growth. These findings are in line with Aseltine (2006) that the opportunity to work together between teachers and head teachers improves student learning. Samstad and Pipkin (2011) also hold that human resource management in schools assists to attain individual growth, good working relations among the teachers, non-teaching staff and pupils.

4.4.2 Financial Management and Head Teachers Implementation of Free Primary Education

The findings revealed how in service training in financial management influenced head teachers' implementation of free primary education. On the perception of financial management practices, the head teachers perceived these to be very effective in the day to day running of schools. The knowledge and skills gained included budget preparation, budget control, auditing books, keeping inventories and sourcing for funds.

A QUASO made the following statement on in-service training of head teachers and financial management;

For head teachers to succeed in implementing FPE, financial management skills are necessary for expenditures and accountability of the financial process. The training has also assisted them to appreciate the need for constituting of a tendering committee.

Kiio (2016) found similar results that competence in financial management assists head teachers to perform the financial task and also imposes accountability and transparency. The training enables school heads with knowledge and skills for efficient and effective management of school finances.

Another QUASO noted the following regarding in-service training of head teachers and financial management;

The KEMI in-service training enables Head teachers to source for the best and reliable supplier of school materials, enables them to maintain school infrastructure well while the use of local resources has led to budgetary savings. These also include accountability in the use of resources, time

management such as arrival in school in time and management of human resources in the school and striving for the delivery of targets.

Training of staff on new developments in constituting of a tendering committee and training of Board of Management and departmental heads in management skills are other areas in which in-service training has been of benefit. These results are also in line with Theobald, Umar, Ocheke and Sanni (2007) who noted that training of head teachers of public primary schools positively affects their performance in financial management.

Despite indications on the importance of in-service training of head teachers in financial management, there was a challenge in the acquisition of skills, namely understanding budgetary process and auditing of books of accounts. These findings are supported by Kotele (2011) who pointed out that lack of training in financial management negatively impacts on auditing, budgeting, implementation of projects and monitoring of funds leading to lack of transparency and accountability in financial expenditure.

4.5 Influence of In Service Training in Project Management on Head Teachers' Implementation of Free Primary Education

The study sought to determine how in-service training of head teachers in project management influences implementation of free primary education. Table 4.4 presents the findings.

Table 4.4: In-Service Training and Project Management

Head teachers are conversant with Project Management	Frequency	Percentage
Strongly agree	13	26
Agree	3	6
Neutral	7	14
Disagree	24	48
Strongly disagree	3	6
Total	50	100

The results show that more respondents that slightly more respondents disagreed (2 or 48%) than agreed (13 or 26%) that head teachers are conversant with project management. It can be deduced that there were more head teachers who were not able to effectively plan and manage school projects and as a result failed to accomplish delivery of project objectives in time. Failure to accomplish project objectives may have been as a result of ill – conceived and directionless projects. These results were not in line with findings from the QUASOs and a previous study by Wekhuyi (2014).

A QUASO noted the following:

Through the KEMI training, some of the head teachers’ personal initiative enabled them to obtain knowledge from other people, obtain books and furniture from organizations. Head teachers’ personal initiative has also led to involvement of stakeholders in improvement of school structures such as classrooms and modern toilets and in attaining of general goals of the school.

Another QUASO made the following observation:

Teachers use qualifications to seek promotion to higher grades while the training programmes are intended to enhance effectiveness generally in instructional duties for teachers and specifically in management duties for head teachers. The acquisition of requisite skills, knowledge and attitude leads to fulfillment of the aims and objectives of education including pupil academic achievement in KCPE National examinations. Lack of skills and knowledge is the cause of inept management practices by head teachers.

According to the respondents, in-service training by Head teachers' is a factor which gave them new knowledge and skills to assist them in facilitating better learning outcomes, better management of funds for FPE, better implementation of FPE and improved management of the whole school fraternity. The training has also assisted Head teachers to focus on retention of pupils in school rather than on aiming for a higher school mean score. These results are corroborated by Wekhuyi (2014) who indicated that head teachers rated KEMI training to be highly effective on aspects of project management. These include resource mobilization, waste management, renovations, ground maintenance and general running of the school.

4.6 Influence of In Service Training in Curriculum Management on Head Teachers' Implementation of Free Primary Education

The study sought examine how in-service training of head teachers in curriculum management influences implementation of free primary education. Table 4.5 presents the findings.

Table 4.5: In-Service Training and Curriculum Management

Head teachers are conversant with Curriculum Management	Frequency	Percentage
Strongly agree	25	50
Agree	2	4
Neutral	3	6
Disagree	18	36
Strongly disagree	2	4
Total	50	100

The results show that a large number of respondents (51%) strongly agreed that head teachers are conversant with curriculum management than those who strongly disagreed (4%). It can be deduced that most of the head teachers were found to be conversant with curriculum management which led to attainment of knowledge in general and learning skills. Other reasons that led the head teachers to be successful in curriculum delivery are supervision of teachers and implementation of the syllabus.

A QUASO held this insight:

There was a very slight improvement of examination outcomes in public primary schools as a result of implementation of FPE. The reason for these results is that effectiveness of implementation of FPE is mainly focused on quantitative indicators such as financial and material inputs and increase in enrollments instead of the quality of education, learning outcomes and general school success. Adequate consideration is also not given to other teachers who contribute to direct implementation of FPE.

Another QUASO stated the following regarding KEMI and curriculum management:

Curriculum supervision is achieved through proper formulation and implementation of schemes of work done and through evaluation by head teachers of the instructional program and making effective and necessary modifications. Curriculum supervision is also achieved when funds required for instructional and co-curricular activities are well procured and when there is community feedback about school programmes.

These results are corroborated by Marsh (2009) who reveals that in-service training enables head teachers to acquire basic skills which would consequently facilitate the implementation of the curriculum. These include competency in monitoring teachers' professional reports such as lesson notes, schemes of work and lessons plans.

A QUASO also stated the following regarding KEMI and curriculum management:

Setting academic efficiency for curriculum growth also includes time tabling to manage curriculum schedule although a few schools did not have the master timetable.

The study revealed that head teachers exposing teachers to seminars and workshops, monitoring syllabus coverage, availing teaching and learning materials, improving competence in career guidance and enhancing bench marking with other schools led to positive implementation of FPE. These results are in line with Odubaker (2007) who found a positive significant association linking preparation in curriculum supervision and the head teachers' competencies in management. Better curriculum management

practices assists head teachers in developing continuous assessment techniques, arrange co-curricular activities and help teachers to develop learning objectives for themselves.

4.7 Opinions of Head Teacher son In-service Training and Implementation of Free Primary Education

The study sought to find out the opinions of the respondents on their experiences related to in-service training of Head teachers and the implementation of FPE. This further assisted in understanding the influence of in-service training of Head teachers on their implementation of FPE.

4.7.1 Extent to which KEMI Helped to Acquire Skills

From the findings, the degree to which KEMI had helped obtain skills of management is as presented in table 4.6.

Table 4.6: KEMI and Acquisition of Skills

Response	Frequency	Percentage
Very high extent	7	14
High extent	25	50
Moderate extent	14	28
Low extent	4	8
Total	50	100

The respondents reported that in-service training had helped head teachers to acquire new skills in management of FPE to a high extent (25 or 50%) followed by to a moderate extent (14 or 28%). These results show that the KEMI in-service training is beneficial to head teachers as they use it to manage and administer their schools effectively. This includes training of departmental heads in management skills. The knowledge enables head teachers to be better administrators and managers especially

in the effective use of resources, overcoming challenges and implementing government policies. In-service training of head teachers resulted in change of attitude which assisted in implementation of FPE in public primary schools. The overall effect is in improving the learning process, performance of pupils and achievement of success by schools.

One Quality Assurance and Standards Officer made the following comment:

The KEMI in-service training enables Head teachers to have capacity to act as role models which affected the implementation of FPE. Teachers usually strive to emulate qualities showed by the Head teachers such as hard work and dedication. A personal initiative such as feeding programme especially for ECD has also increased the enrollment rate in some schools.

These results show that head teachers appreciate the positive role played by in-service training in the implementation of FPE in public primary schools. In-service training is a key determinant of educational quality and career development and is a necessary element in improving both personnel and schools (ILO, 1996). Improvement of education depends mainly on the improvement of teacher competency hence the need for upgrading the management skills of the school heads through in-service training which is necessary for implementing FPE (Eshiwani, 1993). Courses provided for head teachers and senior staff enables them to train and supervise staff more effectively (Wanga, 1988).

4.7.2 Challenges in Implementation of FPE by Head Teachers

Despite KEMI in-service training being found to be beneficial to head teachers in implementation of FPE, several challenges were identified by head teachers. Among

these included poor resource management and poor conflict resolution skills, poor disaster management, and inadequacy of materials for teaching and learning activities. These challenges are linked to failure by some head teachers to dedicate time and effort in practicing the skills taught during KEMI training and lack of commitment among members of Board of Management. The findings were in line with those of Mackenzie and Santiago (2004) which revealed the lack of opportunities to develop skills among head teachers.

A QUASO made the following statement regarding challenges faced in implementation of FPE:

A number of head teachers have not been able to demonstrate satisfactory levels of resource management and conflict resolution skills due to inadequate effort on the part of head teachers to practice skills from the KEMI training.

These results agree with Marsh (2009) who states that poor effort in the application of in-service training skills lead to unsatisfactory levels of skills in resource management and conflict resolution skills. This negatively impacts implementation of free primary education in public primary schools. Akinyi (2011) also found that despite the KEMI training, there were challenges in dealing with issues in human resource and leadership in schools.

4.7.3 Recommendations to Improve Implementation of Free Primary Education

The study found that head teachers without leadership experience are unable to lead which results in poor performance. The in-service training by KEMI was identified as giving general roles of a teacher and not of management by emphasizing more on the former rather than on the later. Lack of experience among some Head teachers had also

affected implementation of FPE by forcing pupils to repeat classes resulting to school dropouts. Gongera *et al.* (2013) concurs and state that inadequate internal and external curriculum supervision and quality advice is one of the major constraints in academic achievement.

A head teacher suggested the following remedies for improving implementation of FPE:

There is need to provide more frequent in service training courses based on current education management issues and restructuring in-service courses such as KEMI to emphasize more on management than on general roles of a teacher. Secondly, leadership experience should be considered as a criteria for promotion of staff to be head teachers and encourage personal initiative and good role modeling for management of resources, achievement of the school's goals and focus on performance in KCPE.

These results show that when the listed remedies are applied, implementation of FPE will be greatly improved.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provided for summary of findings made, recommendations, conclusions and areas that needed further research. These items were based on the information from the background, literature review, research methods, data analysis and interpretation which preceded this chapter. The recommendations focused on the thematic areas of study namely the influence of in service training of head teachers in strategic planning, resource management, project management and curriculum management in their implementation of FPE in public primary schools in Kiambu County.

5.2 Summary of Findings

The purpose of this study was to establish the influence of in-service training of head teachers in their implementation of free primary education. The study sought to establish the relationship between head teachers and implementation of FPE policy in public primary schools in Kiambu County. The study established that in-service training of head teachers in strategic planning was not well utilized. The study found that lack of strategic planning skills among some Head teachers led to poor decisions in assigning responsibilities, coordination of work and in the use of resources. The study also found that Head teachers' experience and personal initiative were factors which aided the implementation of FPE where strategic planning skills were weak. These aided Head teachers to plan and strive for the delivery of targets.

The study sought to establish how in-service training of head teachers in resource management influences their implementation of free primary education. It was found that lack of resource management skills made acquisition and utilization of resources

in an effective and efficient to be a challenge. The study found that dismal management of teachers, teacher training, school funds and procurement led to poor learning outcomes. Pre-service training in resource management gives Head teachers knowledge and skills for better management of funds and the whole school fraternity. The study also found that Head teachers' personal initiative enabled them to manage human resources in the school and to use local resources. Head teachers acting as role models led teachers to emulate qualities such as accountability in the use of resources and time management.

The study sought to determine how in-service training of head teachers in project management influences their implementation of free primary education. Respondents indicated that most projects are not completed in primary schools. Lack of project management skills was found to negatively affect implementation of free primary education. Head teachers' experience assisted them to deliver on their duties including timely completion of projects. In-service training enables head teachers to implement FPE with confidence while personal initiative enables them to improve school structures and introduce initiatives such as the feeding program.

The study sought to examine how in-service training of head teachers in curriculum management influences their implementation of free primary education. The study found that majority of the head teachers are conversant with curriculum management skills which they acquired from in-service training. This was evidenced through the Head teachers' role modeling and training of staff on new developments in curriculum management. Curriculum management therefore influenced implementation of free primary education by Head teachers in the schools.

5.3 Conclusions of the Study

- i) It was established from the study that strategic planning was not well utilized partly due to lack of strategic planning skills among some Head teachers. This led to poor decisions while assigning responsibilities, coordination of work and in the use of resources. However, Head teachers' experience and personal initiative were assisted in the implementation of FPE as these aided Head teachers to plan and strive for the delivery of targets.
- ii) The study revealed that lack of resource management skills among head teachers made acquisition and utilization of resources in an effective and efficient way to be a challenge. Dismal management of teachers, teacher training, school funds and procurement led to poor learning outcomes. Head teachers' personal initiative enabled them to manage human resources in the school and to use local resources.
- iii) Most head teachers lacked project management skills which negatively affected implementation of free primary education. As a result, most projects are not completed in primary schools. However, head teachers' experience assisted them to deliver on their duties including timely completion of projects.
- iv) Majority of the Head teachers are conversant with curriculum management skills which they acquired from in-service training. Curriculum management skills enabled Head teachers to role model and train staff on new developments in curriculum management. Thus, curriculum management influenced implementation of free primary education by Head teachers in the schools.

The implications are that except for curriculum management, there is low influence of in-service training of head teachers on implementation of FPE policy in public primary schools in Kiambu County. Lack of strategic planning and resource management skills

among Head teachers led to poor decisions in coordination of work and in the acquisition and utilization of resources. Lack of project management skills also led to projects not to be completed which affected implementation of free primary education.

5.4 Recommendations of the Study

From the results of the study, the researchers recommended as follows:

- i) The study established that except for curriculum management, Head teachers lacked strategic planning, project and resource management skills which negatively affected implementation of free primary education.
- ii) The study recommends that government should avail sufficient resources for more frequent in service training courses based on current education management issues to strengthen skills in strategic planning, project and resource management.
- iii) The Ministry of Education should ensure that in-service courses such as KEMI are restructured to emphasize more on management than on general roles of a teacher.
- iv) The study also recommends that schools should consider leadership experience as criteria for promotion of staff as head teachers and encourage personal initiative and good role modeling for management of resources, achievement of the school's goals and focus on performance in KCPE.

5.4.1 Suggestions for Further Research

While conducting this study, certain issues emerged but were outside the scope of the study. In view of this, the researchers suggested further studies on the issues thus:

- i) This study focused only on public primary schools in Kiambu County. Further and similar studies are therefore recommended for other counties in the country.

- ii) There should be a similar study done on the challenges faced in implementation of FPE in public primary schools.
- iii) A study should also be carried out in the same county on factors affecting implementation of FPE in public primary schools.
- iv) A study should also be done to establish factors affecting performance of head teachers in implementation of FPE policy in public primary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

**PATRICK M. MBUI
MAASAI MARA UNIVERSITY
SCHOOL OF EDUCATION
P. O. BOX 861, 20500
NAROK**

To whom it may concern,

RE: RESEARCH STUDY

I am a Post Graduate student at Maasai Mara University pursuing a Degree of Master of Education Administration and Planning. I am conducting a final project research on the above mentioned topic in Kiambu County.

I am kindly requesting you to respond to the questionnaire attached as honestly as possible. The questionnaires are meant for this research only and the response given will be treated with utmost confidentiality. To ensure this, no name of the respondent will be written on the questionnaire.

I look forward to your honest participation.

Thank you in anticipation.

Yours faithfully,

Patrick M. Mbui

APPENDIX II: RESEARCH QUESTIONNAIRE FOR HEAD TEACHERS

Part A: Background Information

Please tick (√)

1. What is your gender? i) Male () ii) Female ()

2. What is your age bracket?
 - i) Below 25 years ()
 - ii) 25 - 35 years ()
 - iii) 36-45 years ()
 - iv) Above 45 years ()

3. What is your highest professional qualification?
 - i) Not trained () ii) Certificate ()
 - iii) Diploma () iv) Bachelor's degree ()
 - v) Master's degree () vi) Doctoral degree ()
 - vii) Other (Specify)

4. What is your teaching experience?
 - (i) 1 – 10 years []
 - (ii) 11 – 15 years []
 - (iii) 16 – 20 years []
 - (iv) 21 years and above []

5. a) Did you attend the KEMI diploma course?
 - i) Yes () ii) No ()

b) If no give reasons.....
.....

6. To what extent do you feel the KEMI diploma course attended helped you acquire the necessary skills for implementation of FPE?
 - i) To a large extent [] ii) Average []

iii) To a small extent [] iv) Not at All []

Part B: Influence of KEMI’s In-Service Training of Head Teachers in Resource Management on their Implementation of FPE

7. The following statements relate to the influence of KEMI’s in-service training of head teachers’ in resource management on their implementation of FPE in public primary schools in Kiambu County. Please tick as appropriate based on the degree in which you agree or disagree with the statements below. Please use the following key;

Key: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

	Statement	1	2	3	4	5
	Strategic Planning					
8	KEMI programme has enhanced my skills in formulation of strategic plans for the school.					
9	KEMI programme has helped me in setting goals.					
10	KEMI programme has improved my competence in strategy implementation.					
11	KEMI programme has improved my competencies in strategy analysis and formation.					
12	KEMI programme has helped me to improve my competence my competence monitoring					
	Human Resource Management					
13	KEMI programme has helped me in monitoring of teachers’ professional records.					
14	KEMI programme improved my competencies in human resource mobilization.					
15	KEMI programme has improved my competence in career guidance.					
16	KEMI programme has helped me to improve in maintenance of facilities and school resources.					
17	KEMI programme has enhanced my competence in exposing teachers to seminars and workshops.					

	Project Management						
18	KEMI programme has helped me in identifying the most appropriate facility for particular function.						
19	KEMI programme has improved accountability and transparency of finances.						
20	KEMI programme has enhanced my ability in renovation and development.						
21	KEMI programme has helped me in implementing the health and safety standards.						
22	KEMI programme has helped me to understand the different uses of school facilities.						
23	KEMI programme has enhanced my adherence to school budget.						
	Curriculum Management						
24	KEMI programme has helped me in monitoring of teachers' professional records.						
25	KEMI programme has helped me in monitoring time tabling.						
26	KEMI programme has improved my competence in monitoring syllabus coverage.						
27	KEMI programme has helped me to acknowledge the importance of availing teaching and learning materials.						
28	KEMI programme has improved my competence in career guidance.						

29. How have the following factors affected the implementation of FPE by Head teachers in your school?

(a) Head teachers' experience

.....

(b) Head teachers' pre-service training level: P1 [] Certificate []

(c) Capacity of Head teachers to act as role models.....

30. Which skills did you gain from the teachers' management course you attended?

.....
.....
.....

31. To what extent do you feel the in-service training has helped you acquire the necessary skills for implementing FPE?(Please tick below)

(1) Very High [] (2) High [] (3) Moderate [] (4) Low [] (5) Very Low []

32. In your own opinion, what would improve the in-service training of head teachers to achieve better implementation of FPE in public primary schools?

(a) More frequent in service training courses based on current education management issues []

(b) Restructure in-service courses such as KEMI to emphasize more on management []

(c) Consider leadership experience as a criteria for promotion of staff to be head teachers []

(d) Good role modeling for management of resources []

(e) Curriculum supervision through proper formulation and implementation of schemes of work done []

33. Are there challenges you have faced in implementing FPE in public primary schools? If yes, please list them.....

34. What remedies would you suggest for the challenges you have identified in 25 above?.....

.....

APPENDIX III: INTERVIEW SCHEDULE FOR THE QUASOs

PATRICK M. MBUI

MAASAI MARA UNIVERSITY

SCHOOL OF EDUCATION

P. O. BOX 661, 20500

NAROK

To whom it may concern,

RE: RESEARCH STUDY

I am a Post Graduate student at Maasai Mara University pursuing a Degree of Master of Education Administration and Planning. I am conducting a final project research on the above mentioned topic in Kiambu County.

I am kindly requesting you to share information as honestly as possible with guidance from attached the interview schedule. All the information shared is meant for this research only and the responses given will be treated with utmost confidentiality.

I look forward to your honest participation.

Thank you in anticipation.

Yours faithfully,

Patrick M. Mbui

Section A: Background Information

1. Zone
2. Years working in the area
3. Academic qualification
4. Years of experience as a quality assurance and standards officer

Section B. Study Objectives

5. How is in-service training perceived by the teachers in the area of your operation?
7. Are head teachers in your area conversant with the following?
 - (a) Strategic planning
 - (b) Resource management
 - (c) Curriculum management
 - (d) Projects management
8. Do you think projects in primary schools in your area have been completed?
9. What is your take on whether utilization of resources in primary schools in your area has been achieved?
10. How have the following factors affected the implementation of FPE by headteachers?
 - (a) Head teachers' experience
 - (b) Head teachers' pre-service training
 - (c) Head teachers' personal initiative
 - (d) Capacity of Head teachers to act as role models
11. What would improve the in-service training of head teachers to achieve better implementation of FPE in public primary schools?

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MK. PATRICK MWANGI MBUI
of MAASAI MARA UNIVERSITY, 156-621
Nairobi, has been permitted to conduct
research in Kiambu County


Permit No : NACOSTI/P/17/73845/16735
Date Of Issue : 28th April, 2017
Fee Received : Ksh 1000

on the topic: **ASSESSMENT OF
INFLUENCE OF IN-SERVICE TRAINING OF
HEADTEACHERS ON THEIR
IMPLEMENTATION OF FREE PRIMARY
EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN KIAMBU COUNTY, KENYA**



for the period ending:
28th April, 2018


.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. 13307
CONDITIONS: see back page