

**EFFECTS OF IN-SERVICE TRAINING ON PERFORMANCE OF HEAD
TEACHERS IN PUBLIC PRIMARY SCHOOLS IN KENYA**

041139

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of The
Degree of Master of Science in Human Resource Management of Masinde Muliro
University of Science and Technology, Kakamega**

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DECLARATION

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DECLARATION BY CANDIDATE

I hereby declare that this Thesis is my original work and has not been presented for examination in MMUST or any other university for academic award.

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CERTIFICATION BY SUPERVISORS

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled : **Effects of In-Service Training on Performance of Head Teachers In Public Primary Schools in Kenya**

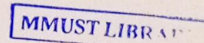
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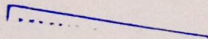
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DEDICATION

This research thesis is dedicated to all those who are very dear and special to me: to my parents for having started it all. To my children for always being by my side and my friends for sincere encouragement during the research work.



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I thank God who strengthens me and through Him i can do all things. My sincere appreciation goes to my supervisors; Dr. Peter Odera and Mr. Tobias Warentho who without their positive criticism, motivation and intellectual guidance, this proposal could not have been completed. I owe gratitude to the library staff of Masinde Muliro University of Science and Technology, Moi University, Moi University, Maseno University and University of Nairobi for providing reading materials whenever I needed. I also thank my family and children for their understanding and cooperation when they were deprived of finances and attention at the time when academic work on this thesis was demanding.

ABSTRACT

INSET is generally regarded as the most important variables that influence organizational performance. The ministry of Education strives to update head teachers' management skills through INSETS conducted by KEMI. This is being conducted due to the emerging issues and challenges facing the head teachers in the Education sector. The INSET affects therefore needs to be assessed and established as to whether it influences performances in public primary schools. The main purpose of this study was therefore to examine effect of in-service training on performance of primary school head teachers in Kenya. In order to achieve the purpose of this study, four specific objectives were addressed; to investigate the effect of INSET programmes and skills acquired from training on the schools' academic performance; to establish the effect of guidance and counseling skills acquired through INSET on students' discipline, to ascertain the effect of financial management skills acquired during INSET on management of finances in public primary schools and to determine the effect of interpersonal skills acquired through INSET on management of school personnel in public primary schools. The target population for the study was all the 113 head teachers of public primary schools in the three divisions of the district. A sample size of 34 head teachers was selected to take part in the study. The study adopted descriptive study design which enabled the researcher to describe and explain events as they occur. The schools in each administrative division were treated as a cluster during the sampling. Stratified simple sampling and simple random sampling was used to ensure every section of the study area was adequately represented in the study. Structured questionnaires developed by the researcher were used to collect data from the randomly selected respondents. Validity of the questionnaire as a data collection tool for the study was ensured through construction of the questionnaire items from the objectives of the study in line with the theoretical and empirical literature on In-service training and performance head teachers of public primary schools in Kenya. Reliability of the questionnaire as a data collection tool was ensured through the use of piloting and feedback obtained from the pilot study informed the refinement of the questionnaire to enable it yield the required information. The collected data was coded, entered into the computer and analyzed using Statistical Package for the Social Sciences (SPSS) version 20.0.0 for windows. Regarding the findings of the study in relation to the objectives, it can be concluded that INSET programmes of head teachers influences academic performance of Public Primary Schools ; Guidance and Counseling skills acquired through INSET influences Students' discipline; financial management skills acquired through In-Service Training influences the way head teachers manages finances in schools whereas interpersonal skills acquired through In-Service Training influences the way head teachers manages school personnel in public primary Schools in Kenya. On recommendations, based on findings and conclusions, there's need for the Ministry of education through KEMI to investigate the performance of head teachers after training; determine the results of INSET through a follow-up strategy to establish its effect and that the Ministry of education should recommend the incorporation of all management courses in the on-going INSETS offered by KEMI in order to equip management skills in schools. The findings of this study will be of value to the stakeholders, policy formulators and implementers in the Ministry of Education in terms of planning for future-in-service training programmes and also form a foundation for improving service delivery among the head of public primary schools.

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