

Influence of In-Service Programmes on Principals' Management of Public Secondary Schools in Machakos, Kenya

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Abstract

Background: The purpose of this study was to investigate the influence of in-service programme on principals management in public secondary schools in Machakos County, Kenya based on the following objectives: To determine the influence of sponsorship of in-service programs, to examine the influence of availability of methodology and content of in-service programs on principals' management. The study was based on the Expectancy theory.

Materials and Method: Descriptive survey research design was used to carry out the study. The target population included all 230 public secondary schools in Machakos County which included 230 principals, 264 deputy principals, 5 directors of KEMI and 8 sub-county educational officers. Stratified sampling was used to select eight sub-county forms a strata's of the study. 30% of population was used on principals and deputy principal. Seventy school were selected for the study. Census sampling was used to select the 8 sub county officers and 5 directors of KEMI. Interview schedule (Sub-county education officials and KEMI directors) and questionnaires (principals and deputy principals) were used as instruments for data collection

Results: The correlation result indicates a positive and strong significant coefficient between in-service training programs and principals' management. The results on Table 5 $r(39) = .359, p < 0.05$ was rejected at $p < 0.05$ significance level. Therefore, the null hypothesis was rejected. Hence there is a relationship between in-service training programs and principals' management. This implies that when in-service training programs should be conducted more frequently so as principals' management becomes more effective.

Conclusion: There is a significant relationship between understudy programs and principals management of public secondary schools.

Inservice programs, principals' management, Sponsorship, Availability of Methodology and content

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I. INTRODUCTION

In U.S.A candidates must successfully completed a master's degree program in Educational and Administration for them to qualify to be the school heads (Bush, 2010). In other countries such as Singapore, one is required to complete a Diploma in Education which is one year full time programme before they are eligible to become principal (Bush, 2010). In United Kingdom before late 1990s, principals training was hoc and tool place next the induction stage (Sim, 2010).

In Africa, contrary to developed countries, some of secondary schools are managed by persons without the professional managerial skill (Adhiambo, 2010). Chew, Scott and Boon (2013) further assert that the experienced and skilled teachers are customarily appointed to run complex school without adequate preparation and backup. According to Musera, Achoka and Mugasia (2012) secondary school heads in Kenya are appointed by the Ministry of Education (MOE) through the Teachers Service Commission (TSC). The school heads are the accounting officers at the school level and direct accountable to the Sub County Education Officers (SEO), the schools Board of Governors' (BOG) currently referred to as Board of Management and the school's Parent Association (PA) on the management of secondary schools resources (World Bank, 2011). The BOM members are appointed by the County Education Board and the Principal is secretary to the Board of Management

(Republic of Kenya, 2013). It is against this background that the current study investigated the influence of an understudy program on principals' management of public secondary schools in Machakos County, Kenya.

II. LITERATURE REVIEW

This section has two main purposes. The first is to determine the influence of Sponsorship of in-service training on principals' management of school. The second purpose is to examine the influence of Availability of Methodology and content in in-service training on principals' management of schools. The review of literature can help provide the investigators with measurable variables and constructs for developing the research framework

Sponsorship of in-service training on principals' management of school

Training as well as professional development is good for both the individual and organization and should be highly encouraged (Kayiwa, 2011). However, training may not be sufficient if adequate resources and innovations in teaching/ learning do not support it. A lot of time and finances should be invested in professional support service such as teaching/learning resources and professionally related aspects. Training is also only if the purpose for which it was done is achieved but not for the acquisition of certificate, though this is part of it, in order to show professional growth (Banks & Smyth, 2010). It must also cater for the school, department of subject. For example, training a HOD who does not recognise the department s/he is in charge of waste of time (taken to train) and resource (money spent). Most principals of schools are often hesitant to invest money in training; for fear that, it might not yield desired results (Ogemo, 2005).

Availability of Methodology and content in in-service training on principals' management of schools

Chetambe and Sakwa (2013) researched on the effectiveness of in-service training of principals on financial management in Trans-nzoia secondary schools in Kenya and found out that it had little impact among the public secondary schools. Another study by Inganga (2014) found that in-service training was essential for principals in order to attain necessary skills for financial management. Bouchamma, Basque and Marcotte (2014) found from their study on reforms in the nomination and training of future school principals, that principals whose developmental activities included attendance of seminars and conventions felt a great sense of personal efficiency in the management of school finances this therefore indicates that the in-service programmes offered provided the skills needed for financial management. In Kenya, the secondary school principals assisted by the PA and BOM practice and allocate funds as appropriate according to the approved school budget which is prepared by the principal with the approval of the BOM. According to Teachers service commission (2015), the school principal is the accounting officer of the institution as per the authority delegated to them by the cabinet secretary. This responsibility given to the principal thus requires skills that can boost the principal's efficiency in such matters as finance management. In this study, the researcher therefore sought to ascertain whether the in-service training could make meaningful contribution to the financial management since the short in-service training had not yielded any effect. The gaps to be filled were budgeting, accounting, record keeping and skill implementation.

Abere (2015) conducted study on Teacher improvement of their training and Students' performance in science, subjects in Kenya and their findings revealed that, majority of the teachers who undertook in-service training or refresher courses improved their teaching practices which led improvement in the students' performance. Similarly, using Ex-post factor research design, Essien et.al. (2016) examined the influence of in-service training, seminar and workshop attendance by social studies teachers on students' academic performance in Cross River State, Nigeria and his findings revealed that there was a positive relationship between of teachers' attendance at in-service training and quality of their duties.

Masehela, and Mabika, (2017) examined the impact of mentoring on teacher teaching quality practices and student performance and their finding was that there was improvement in the teachers' knowledge and skills handling students which enables them to perform better in their studies. In addition, Hamid and Rahman (2011) conducted a study of effectiveness of training and development program of UPSTDC, in India found that in-service training is important in providing skill development to human resource. Ekpoh, et.al (2013); Jahangir, et.al. (2012) in their study found that, teachers who attend in-service training do their work effectively and efficiently. Junejo et.al (2017); Karia et.al. (2016) too, in their study noted that in-service training enables employees such as teachers to be more systematic and logical in their teaching style as they update their knowledge and skills to advance their career. For instance, Uyar and Karakuş (2017) revealed that social studies teachers in Turkey needed an in-service training that includes basic features of project based learning approach and context-based practices to significantly contribute to their increase in productivity. In addition, Omar (2014) found that in-service training in schools helps teachers to face new challenges in their profession. Udoh (2012) in his study revealed that in Nigeria there has not been any systematic attention to update regularly the

knowledge and skills of teachers in the light of curriculum changes and wide society. In Uganda, Nzairwehi & Atuhumuze (2019) study, revealed that there are significant differences in status of in-service training by number of years of teachers in services. This implies that in-service training can improve teaching and learning. It is stressed by Bassi et.al. (2019) that institutions that permits their employees to participate in in-service training perform better as they use improved teaching practices. Also the studies of SACMEQ by Mwinyi, Wazir and Salim (2016) and Dominic et.al. (2010) found that, there was significant changes in teachers' services when they participate in INSET.

Theoretical Framework

Theory consists of concepts and generalizations organized into assumptions that hypothesize about a natural occurrence. This study is harbored on the Administrative postulated by Henri Fayol (1841-1925) and Breeze (2002). He urged that good management fell into certain patterns that could be identified and analyzed. He argued that management was a skill like any other that one could be taught once the underlying principles were understood. According to Amadi (2008), Henri Fayol defined administration in terms of five managerial functions of; planning, organizing, commanding, coordinating and controlling. Stoner and freedom (2018) recap the fourteen 'management principles' that were used by Henri Fayol as including; division of labor, authority, discipline, unity of command, unity of direction, subordination of individual interest to the common good, remuneration, centralization, scalar chain, order, equity, initiative, stability of personnel tenure and the spirit of de corps (team spirit). By employing Fayol's management principles, school management can achieve set administrative goals of a school.

Some of the limitation of theory is that, people are treated like machines and expects them to perform under machine conditions. This is not very possible in modern day times where people need family ties and join careers that they feel best suite them. In addition, administrative theory is too bureaucratic, with hierarchical authority structures, so many rules and regulation which are rigid and static. This denies workers chance to apply their creativity and innovation due to many rules and guidelines. Despite the limitation it has some strengths which include enormous benefits to both workers and the management because all stakeholders take on the managerial roles in some point. Duties and pay are well outlined and therefore employees know what they are supposed to do and what they are supposed to be paid. Such clarity motivates workers and enables them to work harder and efficiently under minimum supervision. Fayol's theory gives leaders and organizations powers over the subjects and hence ensures maximum supervision of all activities in the organization. Workers thus deliver quality as required by the boss. Cases of go slows and resource embezzlement are rare under this theory. The theory best fits in these study variables because it deals with managing subjects and how to gain from their labour. It also outlines principles that are necessary in ensuring workers are disciplined and receive the best training while at work. The Administrative Theory applies bureaucratic principles which are highly accepted by TSC in and the entire educational management fraternity. According to bureaucracy, only qualified and experienced principals should be offered tasks to execute.

III. METHOD

Study Design: Descriptive Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011).

Study Location: The target population included all 230 public secondary schools in Machakos County which included 230 principals, 264 deputy principals, 5 directors of KEMI and 8 sub-county educational officers.

Sample calculation: Stratified sampling was used to select eight sub-county forms a strata's of the study. A sample of 30% of population was used on principals and deputy principal. Seventy school were selected for the study. Census sampling was used to select the 8 sub county officers and 5 directors of KEMI. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study.

Statistical analysis: Data was analyzed using SPSS version 20 (SPSS Inc., Chicago, IL). The reliability of the instruments was determined using test-retest technique. Both quantitative and qualitative data were analysed. The descriptive statistics used included frequencies and percentages. Qualitative data was processed by transcribing and categorizing from interviews and open-ended questions, using content analysis and reported as narratives, verbatim or converted to frequency while inferential statistics used Chi-square test (Best & Kahn, 2011).

IV. FINDINGS AND COMMENTS

Table 1 shows whether materials and duration of in-service are adequate

Table 1 Adequacy of materials and duration of in-service

Adequacy of materials and duration of in-service	Principals		Deputy Principals	
	f	%	f	%
Yes	31	77.5	23	57.5
No	9	22.5	17	42.5
Total	40	100.0	40	100.0

Table 1 shows majority 77.5% of the principals agreed that there was adequacy of materials and duration of in-service while 22.5% said No.

Majority 57.5% also Agreed that there was adequacy of materials and duration of in-service while 42.5% said No.

Table 2 shows how participation of in-service can be made effective

Table 2: How participation of in-service can be made effective

Adequacy of materials and duration of in-service	Principals		Deputy Principals	
	f	%	f	%
Administrators role	13	32.5	18	45.0
Employees needs	13	32.5	12	30.0
Sensitization of employees	14	35.0	10	25.0
Total	40	100.0	40	100.0

Table 2 shows majority 35.0% of Principals said participation of in-service program can be made effective through sensitization of employees while 32.5% said employees needs and Administrators role respectively.

Majority 45.0% of the deputy principal said participation of in-service program can be made effective through Administrators role while 30.0% said employees needs and 25.0% said sensitization of employees. This shows that both the principal and the deputy principals are key determinants for an effective participation of an in-service program.

Table 3 shows principals' response on the methodology and content in in-service training

Table3: Principals' response on the methodology and content in in-service training

	Excellent		Good		Fair		Poor		Mean	SD
	F	%	F	%	F	%	F	%		
Facilitators	14	35.0	11	27.5	6	15.0	9	22.5	2.25	1.171
Resources	13	32.5	12	30.0	10	25.0	5	12.5	2.18	1.035
Content Relevance	25	62.5	11	27.5	4	10.0	0	00.0	1.48	0.679
Trainer preparedness	17	42.5	9	22.5	9	22.5	5	12.5	2.05	1.085
Average Mean									1.99	0.993

Table 4 shows on facilitators majority35.0% of the principals said the methodology and content in in-service training was excellent while 27.5% said it was good and 22.5% said poor respectively with a (Mean=2.25, SD=1.171). This implied that the facilitators did support the in-service program effectively

On Resources majority32.5% of the principals said the methodology and content in in-service training was excellent while 30.0% said it was good and 25.0% said it was fair respectively with a (Mean=2.18, SD=1.035).This implied the resources were adequate and efficient.

On Content Relevance majority 62.5% of the principals said the methodology and content in in-service training was excellent while 27.5% said it was good and 10.0% said it was fair respectively with a (Mean=1.48, SD=0.679). This implied the relevance of the content was good based on the themes and the goals to be achieved.

On trainer preparedness majority 42.5% of the principals said the methodology and content in in-service training was excellent while 22.5% said it was good and fair respectively with a (Mean=2.05, SD=1.085). This implied the teachers were well prepared on attending the in-service program.

Table 5 shows Deputy principals' response on the methodology and content in in-service training

Table 5: Deputy Principals' response on the methodology and content in in-service training

	Excellent		Good		Fair		Poor		Mean	SD
	F	%	F	%	F	%	F	%		
Facilitators	13	32.5	12	30.0	11	27.5	4	10.0	2.15	1.001
Resources	12	30.0	16	40.0	12	30.0	0	00.0	2.00	0.784
Content Relevance	00	00.0	17	42.5	15	37.5	8	20.0	2.78	0.768
Trainer preparedness	4	10.0	12	30.0	16	40.0	8	20.0	2.70	0.912
Average Mean									2.41	0.866

Table 5 shows on facilitators majority 32.5% of the deputy principals said the methodology and content in in-service training was excellent while 30.0% said it was good and 27.5% said fair respectively with a (Mean=2.15, SD=1.001). This implied that the facilitators did support the in-service program effectively

On Resources majority 40.0% of the deputy principals said the methodology and content in in-service training was good while 30.0% said it was excellent and fair respectively with a (Mean=2.00, SD=0.784). This implied the resources were adequate and efficient.

On Content Relevance majority 42.5% of the deputy principals said the methodology and content in in-service training was good while 37.5% said it was fair and 20.0% said it was poor respectively with a (Mean=2.78, SD=0.768). This implied the relevance of the content was somehow relevant based on the themes and the goals to be achieved.

On trainer preparedness majority 40.0% of the deputy principals said the methodology and content in in-service training was fair while 30.0% said it was good and 20.0% said it was poor respectively with a (Mean=2.70, SD=0.912). This implied the teachers were not fully prepared on attending the in-service program.

Table 6 shows Ministry of Education and the Teachers Service Commissions' effort to promote in service courses for administration

Table 6: Ministry of Education and the Teachers Service Commissions' effort to promote in service courses for administration

	Excellent		Good		Fair		Poor		Mean	SD
	F	%	F	%	F	%	F	%		
Principal	26	65.0	7	17.5	7	17.5	0	00.0	1.53	0.784
Deputy principal	00	00.0	0	00.0	21	52.5	19	47.5	3.48	0.506
Average Mean									2.51	0.645

Table 6 shows majority 65.0% of the principals said the Ministry of Education and the Teachers Service Commissions' effort to promote in service courses for administration was excellent while 17.5% said it was good and fair respectively with a (Mean=1.53, SD=0.784). This implies that the principals were contented with the effort from both the Ministry of Education and the Teachers Service Commissions' in promoting in-service courses for administration.

Majority 52.5% of the deputy principals said the Ministry of Education and the Teachers Service Commissions' effort to promote in service courses for administration was fair while 47.5% said it was poor with a (Mean=3.48, SD=0.506). This implies that the deputy principals believed that more effort was required from both the Ministry of Education and the Teachers Service Commissions to promote in service courses for administration.

Table 7 shows principals' response on challenges faced while attending in-service courses

Table 7: Principals' response on challenges faced while attending in-service courses

Challenges	Frequency	Percentage	Mean	Std
Financial challenges	15	37.5	1.63	0.490
Transport challenges	25	62.5		
Total	40	100.0		

Table 7 shows majority 62.5% of the principals said they face transport challenges while attending in-service courses while 37.5% said they face financial challenges with a Mean=1.63, Std=0.490). This implies that in-order for in-service courses to be attended effectively strategies have to be put in place to see how to overcome the challenges.

Table 8 shows deputy principals' response on challenges faced while attending in-service courses

Table 8: Deputy principals' response on challenges faced while attending in-service courses

Challenge	Frequency	Percentage	Mean	Std
Lack of time	40	100.0	1.00	0.000

Table 8 shows all the deputy principals said they lack time to attend the in-service courses. This implies that the Ministry of Education and the Teachers service Commission should work hand in hand to put modalities of how enough time can be created for in-service courses.

Table 9 shows the principals response on how in-service courses caters for their needs

Table 9: Principals' response on how in-service courses caters for their needs

Percentage of Needs	Frequency	Percent	Mean	Std
26-50%	3	7.5	4.38	0.628
51-75%	19	47.5		
76-100%	18	45.0		
Total	40	100.0		

Table 9 shows majority 47.5% of the principals said in-service courses caters for their needs between 51-75% while 45.0% shows it caters between 76-100% with a (Mean=4.38, Std=0.628). This implies that in-service courses have a great contribution on the needs of the principals.

Table 10 shows Deputy principals' response on how in-service courses caters for their needs

Table 10: Deputy principals' response on how in-service courses caters for their needs

Percentage of Needs	Frequency	Percent	Mean	Std
0%	4	10.0	2.70	0.912
1-25%	12	30.0		
26-50%	16	40.0		
51-75%	8	20.0		
Total	40	100.0		

Table 10 shows majority 40.0% of the deputy principals said in-service courses caters for their needs between 26-50% while 30.0% said it catered for their needs between 1-25% and 20.0% between 51-75% respectively with a (Mean=2.70, Std=0.912). This implies that in-service courses provide a substantial need for the deputy principals.

Table 11 shows principals response to what extent the in-service course enables the principals perform their duties

Table 11: Principals' response to what extent the in-service course enables the principals perform their duties

Extent of in-service course	Frequency	Percent	Mean	Std
1-25%	3	7.5	4.30	0.912
26-50%	3	7.5		
51-75%	13	32.5		
76-100%	21	52.5		
Total	40	100.0		

Table 11 shows majority 52.5% of the principals said the extent of in-service course that enabled principals perform their duties was between 76-100% while 32.5% was between 51-75% and 7.5% was between 26-50% respectively with a (Mean=4.30, Std=0.912). This implies that in-service courses enable principals perform their duties at a very large extent.

Table 12 shows Deputy principals' response to what extent the in-service course enables the principals perform their duties

Table 12: Deputy principals' response to what extent the in-service course enables the principals perform their duties

Extent of in-service course	Frequency	Percent	Mean	Std
0%	4	10.0	2.63	0.838
1-25%	12	30.0		
26-50%	19	47.5		
51-75%	5	12.5		
Total	40	100.0		

Table 12 shows majority 47.5% of the deputy principals said the extent of in-service course that enabled deputy principals perform their duties was between 26-50% while 30.0% was between 1-25% and 12.5% was between 51-75% respectively with a (Mean=2.63, Std=0.838). This implies that the in-service courses enabled deputy principals perform their duties at an average extent.

Table 13 shows principals' response on getting the follow up support from the institution of in-service program

Table 13: Principals' response on getting the follow up support from the institution of in-service program

Task	Very Good		Good		Poor	
	f	%	f	%	f	%
Interpretation of curriculum and implementation	40	100.0%	0	0.0	0	0.0
Opportunity to grow and experiment	28	70.0%	12	30.0%	0	0.0
Induction on best management practices	28	70.0%	12	30.0%	0	0.0

Table 13 shows on Interpretation of curriculum and implementation 100.0% of the principals said getting the follow up support from the institution for in-service program was very good.

On opportunity to grow and experiment majority 70.0% of the principals said getting the follow up support from the institution for in-service program was very good while 30.0% said it was good. This implies that there is opportunity to grow and experiment by getting the follow up support from the institution for in-service program. On induction on best management practices majority 70.0% of the principals said getting the follow up support from the institution for in-service program was very good while 30.0% said it was good. This implies that induction on best management practices by getting the follow up support from the institution for in-service program was effectively done.

Table 14 shows Deputy principals' response on getting the follow up support from the institution of in-service program

Table 14: Deputy principals' response on getting the follow up support from the institution of in-service program

Task	Very Good		Good		Poor	
	f	%	f	%	f	%
Interpretation of curriculum and implementation	40	100.0%	0	0.0	0	0.0
Opportunity to grow and experiment	28	70.0%	12	30.0%	0	0.0
Induction on best management practices	28	70.0%	12	30.0%	0	0.0

Table 14 shows majority 100.0% of the deputy principals said Very Good on Interpretation of curriculum and implementation

On Opportunity to grow and experiment majority 70.0% said Very Good while 30.0% said Good.

On Induction on best management practices majority 70.0% said Very Good while 30.0% said Good.

H₀ There is no relationship between in-service training programs and principals' management of public secondary schools in Machakos County, Kenya

To test the first hypothesis Pearson product moment technique was done to determine the relationship between in-service training programs (M=4.38, SD=0.63) and principals' management (M=1.65, SD=0.48). Paterson et al (2014) state that supervisor support helps to foster responsive work environment.

Table 15 shows the Correlation matrix between in-service training programs and principals management

Table 15: Correlation matrix between in-service training programs and principals' management

		In-service programs	trainingPrincipals' Management
In-service training programs	Pearson Correlation	1	.359*
	Sig. (2-tailed)		.023
	N	40	40
Principals' Management	Pearson Correlation	.359*	1
	Sig. (2-tailed)	.023	
	N	40	40

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

The correlation result in Table 15 indicates a positive and strong significant coefficient between in-service training programs and principals' management. The results on Table 15 $r(39) = .359$, $p < 0.05$ was rejected at $p < 0.05$ significance level. Therefore, the null hypothesis was rejected. Hence there is a relationship between in-service training programs and principals' management. This implies that when in-service training programs should be conducted more frequently so as principals' management becomes more effective. This is supported by Steyn (2011), who asserts that effective leadership are related to the active involvement of the administrator in learning and development process in the school besides the principal or headmaster who should be committed in identifying the training needs for teachers and prepare a suitable training based on their needs. Some of the Directors interviewed (coded D1-D5) on in-service training programs and principals' management had their responses as follows

D1;

In- service training serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development.

D2;

In-service training enhances the professionalism of school managers thus contributing to the organisation to achieve its goals thus ensuring service delivery is prompt and efficient

D3;

When principals ensure in-service training programs should be conducted effectively to motivate the school managers in school thus performance of student and class attendance will be attained

D4;

Inservice training programs promote professional growth in a school thus enabling school managers to acquire new understanding and instructional skills in order to ensure syllabus coverage is achieved

D5;

The role of principal is important in making sure the success and effectiveness of the training program despite the fact that they do not run the program in their school, teachers still hope the assistance and full support from principals is important when they attend any training program.

Some of the Sub-county education officers interviewed (coded E1-E8) on in-service training programs and principals' management had their responses as follows:

E1;

Inservice training programs enhances performance of principals' managerial duties making them feel that they can learn from their experienced and successful counterparts through consultation towards achieving the goals of the institution.

E2;

Training equips principals with skills necessary to manage human resources and financial resources well.

E3;

In-service training programs trains managers for leadership skills in supervisory management, certificate and designation in management and administration (CIM) human resource management, managerial accounting, and managerial finances to ensure a smooth running of the school.

E5;

In-service training programs is aimed at promoting quality of education through training, research and consultancy in educational management and administration and hence to produce both effective and efficient professional educational managers and administrators

E6;

Inservice training of Principals is necessitated by the changing nature of society that brings about new ideas, new technologies and new practices hence it is the core of an education system which can be used to raise standards of education at less cost than any other activity.

E7;

Through in-service training programs of principals, a series of deficiencies in leadership and administration are dealt with thus improving the quality standards of education.

E8;

Inservice training programs enable the principals' skills in leadership and supervisory activities be effective and develop new strategies in ensuring the goals of the institution are achieved

IV. DISCUSSIONS

The results on Sponsorship of in-service training on principals' management show that both the principals and deputy principals said the Ministry of Education and the Teachers Service Commissions' promote in service courses for administration was excellent great and they were supported by both the KEMI directors and Subcounty education officers. This implied that the facilitators did support the in-service program effectively

On Availability of Methodology and content in in-service training on principals' management of schools, resources and content relevance both the principal and deputy principals said the methodology and content in in-service training was good This implied that the resources were adequate and efficient while the content was relevant based on the themes and the goals to be achieved. Although on trainer preparedness they were not fully prepared on attending the in-service program.

There was a positive and strong significant coefficient between in-service training programs and principals' management. The results on Table 15 $r(39) = .359, p < 0.05$ was rejected at $p < 0.05$ significance level. Therefore, the null hypothesis was rejected. Hence there is a relationship between in-service training programs and principals' management is to replace expatriates with citizens who are qualified and skilled to take over after a stipulated period. This is supported by Steyn (2011), who asserts that effective leadership are related to the active involvement of the administrator in learning and development process in the school besides the principal or headmaster who should be committed in identifying the training needs for teachers and prepare a suitable training based on their needs.

V. CONCLUSION

In-service programs influence principals' management of public secondary school. It was evident by Availability, time factor, sponsors relevance. Implying that more in-service courses should be done in order to ensure management is effective by principals.

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