

Influence of Kemi's Diploma Training on Principals' Management of Public Secondary Schools in Machakos County, Kenya

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Abstract

The purpose of this study was to investigate the influence of KEMI's diploma programme on principals management in public secondary schools in Machakos County, Kenya based on the following objectives: To determine the influence of KEMI's diploma program in financial management, to establish the influence of KEMI's diploma training in curriculum management practices. The study was is harbored on the Administrative Management postulated by Henri Fayol (1841-1925) and Breeze (2002). 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 The findings indicated On KEMI's diploma program in financial management it influenced principals management. On KEMI's diploma training in curriculum management influenced principals' management of the school. The result of Chi square (X²) testing for the hypothesis on relationship between KEMI's diploma program in financial management programs and principals' management. The null hypothesis was tested using Chi square test (df=3, Pearson $\chi^2=4.021$, p=0.259 at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a strong significant relationship between KEMI's diploma program in financial management programs and principals' management. The result of Chi square (X²) testing for the hypothesis two on relationship between KEMI's diploma program in curriculum management practices and principals' management. The null hypothesis was tested using Chi square test (df=16, Pearson $\chi^2=79.826$, p=0.005at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a strong significant relationship between KEMI's diploma program in curriculum management practices and principals' management. There is a significant relationship between KEMI's diploma programs in both financial management and curriculum management practices and principals management of public secondary schools.

Keywords:KEMI's diploma Programmes, Principals' Management, Financial Management, Curriculum management practices, Public Secondary Schools

DOI: 10.7176/JEP/14-26-02

Publication date:September 30th 2023

1.0 Introduction

Darling Hammond (2015), states that in the United States of America (USA) applicants must successfully complete a Master's degree program in educational management for them to meet the criteria to be school principals. Further, in a country such as Singapore, for one to be selected as a school principal he/she is obliged to take a Diploma in educational management which is a one year full time course (Adhiambo, 2010). In United Kingdom before the late 1990s principals training was ad hoc and participated at the introduction phase (Darling Hammond, 2015).

In Malaysia, principal's professional development has been considered a continuous process which helps in improving management of the secondary schools (Aminuddin-Baki Institute of Educational Leadership, 2009).In Thailand, professional development has been embraced to improve teaching methodology among the principals and teachers in secondary schools (Leithwood &Montgomery, 2012). The principal is expected to maintain a good relationship with the immediate community and also to ensure a continuous contact with the Ministry of Education in the areas which the school is situated. There are several categories of administrative task area is in the school administration, the staff personnel, curriculum ,development ,school finance, community management, school task and other general task (Lewin and Stuart,2013). The principal is the standard settler, one who leads

in the development of and aspirational and expected to on the part of both students and teachers. He helps teachers to improve their teaching technique and their ability to analyze and interpret data. The principal as an administrator therefore needs to possess certain administrative skill to effectively perform his/her duty in management (Morphet, 2011)

Mathibe (2015) takes note of the fact that in South Africa, contrary to the UK and USA, any educator can be designated to the duty of principalship regardless of the fact that he/she had a school administration/initiative capability or not. Such receptiveness to selection to the most elevated office in a school, as indicated by past studies, does not just discredit Frederick Taylor's perspective of "getting the right man" for the vacancy but additionally puts school administration in the hands of "getting" unfit staff and studies have demonstrated that in South Africa, schools have genuine administration challenges extending from understudies distress, fumble of school reserves, poor execution and general school botch which numerous instructors credit to the absence of essential school administration aptitudes. South Africa's case is similar to Kenya's in the sense that both lack an effective structured pre-serve and in-serve mentorship and training of principals. Promotion to principalship in both cases is not based on any training but excellence in classroom teaching. This may explain the similarity in the challenges faced by both countries in the management of schools.

In Nigeria, any instructor of extensive classroom acquaintance can get selected to the position of school principal without taking regard of the school administration or leading capabilities. This is the case because of the general belief that accomplished 8 instructors can be elevated to the rank of heads of secondary schools (Peretomode, 2014). This state of affairs has seen serious mismanagement of schools in Nigeria and most education stakeholders hold the view that the situation has been compounded by the lack of requisite skills and preparation for the school chiefs hence the need for teacher professional development programs. The management challenges faced by Nigerian schools are very similar to those faced in Kenya; possibly because of the almost similar approach both states have taken in the promotion of teachers to principalship although in Nigeria experienced teachers are picked to head schools while in Kenya, even young teachers are recruited as heads

In Iringa Tanzania a study conducted by Norman (2010) on the importance of Financial Education in Making Informed Decision on Spending recognized the importance of the school administrative machinery led by the school head teachers and their deputies to be visionary leaders in educational matters, masters of the instructional teaching and syllabus, evaluation experts, authoritarian, communal builders, public relations specialists, budgetary and financial experts, facility and plant managers, exceptional programs administrators, and specialist supervisor of lawful, contractual, and strategy authorization and programs. The Government of Kenyan has lately transacted business with other likeminded government that has ended up in financial borrowing. This has in essence demanded that schools and even states department are strengthened in term of Human resource development and financial management (Mutua, 2012; Grindle, 2017; Paul, 2019; Kamoche, 2019).

Sessional Paper No. 1 of 2005 requires the Kenya Education Management Institute to provide professional development to all education managers. KEMI provides both short term and long term training; the long term diploma in Education Management takes one year, then there are two categories of short courses: a one month course and one week training. The courses cover the following skills: finance management, human resource management, monitoring and evaluation, plant management, ICT integration in education, project management, curriculum development and implementation, education policy and administration, public relations, among others. All these courses are offered through distance learning. The TSC requires that any education manager ought to undergo the training before and during service. Based on studies and commissioned reports, most of which are mentioned in this study, schools continue to experience challenges in misappropriation of finances, poor human resource management, ineffective plant management, inefficiency in monitoring and evaluation among others (Masters, 2002). This is the opposite of what is expected. Since principals go through the KEMI training as a prerequisite for appointment as school managers, they are expected to navigate and mitigate through these challenges by employing the expertise they gain in the training; unfortunately, studies point out that this is not the case as reported in the Uwezo Report (2015).

During 2017 Kenya secondary School Principal Association (KSSHA) workshop held in Mombasa (21st - 26th June 2017), the principals realized that, the major challenges facing secondary schools were identified as: lack of financial management skill, poor fees payment, high handedness in management of school and lack of professional development to tackle both student, teachers and parents According to Odhiambo (2010) some schools are managed by person without professional and management skill .

In Kenya, principal professional development has received much attention since independence; the Government of Kenya through the Ministry of Education developed a manual to guide principal or various managerial role (Nzaka & Orotho, 2014, Ouma, 2013). To answer to principals need, the Government of Kenya establishes Staff institute (KESI) in 1981 following the recommendation of Maina of 1978. A fundamental observation in the report was that educational administrators were originally trained for teaching and not

necessary for management. The committee reported of defiance's of administrative training among the educational administrators and thus the necessity to establish KESI (now KEMI). KEMI as currently constituted is capacity building agencies of Ministry of Education whose mandate is to organize and conduct training for personnel involved in the administration and management of educational programmes (KEMI, 2014). According to Machakos County Education Office, (2016), about 70% of new principals have challenges in managing secondary schools. There has been an increase in dissatisfaction with the way principals have been in managing the school finance and property resulting in student violence, parent's demonstration and interdiction of some school heads in public secondary schools (Baraka, 2012). Subsequently, regulations governing the management of public secondary schools are poorly implemented and principal's management skill has become a persistent problem facing public secondary schools in Machakos County, Musembi (2016).

1.1 Statement of the Problem

In Kenya, the secondary education cycle is recognized as the springboard to tertiary and higher education. Therefore it is a significant juncture in the education development (Achoka, 2009). Any attempt to enhance the success of this cycle therefore would be welcomed by policy makers as well as those in charge of principals' preparation programme (Odhiambo, 2010 & Musembi, 2016). Musembi (2016) further posit that, despite the introduction of professional for principal at KEMI, cases of mismanagement of school remain prevalent across the country. The course are offered mainly during the school holiday for two weeks three times a year, a duration that Mariti and Mose (2016) argue that it's too short to satisfy the requirements for complex function of school leadership. Principal like any other teachers in Kenya are trained for classroom management and only covers one unit in administration in their training. This is hardly enough to prepare them for the managerial skill and end up facing challenges in performance of their duties as result of their training. Kaunda (2012) argued that, most principals who attended workshop programmes felt that, the workshop focus more on general issues related to management. Another short coming of the workshop programmes is that it is most useful in providing principals' with confidence and thus it is of little help in academic or managerial matters as pinpointed by (Bank, 2013). Musera, Achoka & Mugasi (2012) agreed that new principals make mistake due to their limited experience when they immediately begin their work. Unfortunately, this causes public ridicule hence discouraging them. In-service programmes have been criticized for fundamental weakness such as misalignment between programmes, incoherent from principals need, failure to link professional learning with school mission, failure to leverage job embodied learning opportunities and use of powerful learning technology (Muganda, 2011; Nandwa, 2011). In Machakos County, in spite of effort made to prepare education managers; Cases of mismanagement of school property, poor emotional school climate, poor academic performance and indiscipline among students and teachers, misappropriation of funds among others have been reported (Machokos County Education Office, 2016). It is against this background that the current study seeks to establish the influence of professional development programme on principals in management of public secondary schools in Machakos County, Kenya.

1.2 Research Objectives

1. To determine the extent to which KEMI's diploma training on financial management practice influences principals' management in public secondary schools in Machakos County, Kenya.
2. To establish how KEMI's diploma training in curriculum management practices influences principals' management in public secondary schools in Machakos County, Kenya.

1.3 Research Hypothesis

H0₁: There is no significant relationship between KEMI's Diploma Training on Financial Management Practices and principals' management in public secondary schools in Machakos County.

H0₂: There is no significant relationship between KEMI's diploma training in curriculum management practices and principals' management in public secondary schools in Machakos County.

1.4 Literature Review

1.4.1 Influence of KEMI Diploma Training on Financial Management Practices and principals' management

Mwinjuma and Baki (2012) conducted a cross sectional study on Perceptions of Parents on Head Teachers' Financial Management Skills in Public Secondary Schools in Tanzania and revealed that school heads lack sufficient skills on financial management to perform their roles. This study was carried among 60 parents' representatives to the PTA in public secondary schools. On the basis of the findings, 30 the study recommends that all principals be trained on sound financial management principles to enhance proper utilization of school funds. The principal's major financial management tasks are making of school financial plan, procurement of goods and services, controlling incomes and expenditures, keeping up to date accounting records and preparation of last financial statements and deal with amenities. Despite the fact that the government has offered sufficient

funds to run the public schools, buildings in the schools are not preserved well (Sigilai, 2013). Consequently as Sigilai examines, head teachers require to be trained in arrange to advance their financial capability hence prioritizing physical facilities for they are the most significant in a school. In Kenya the accountability for collecting and accounting for school finances lies with the school board of management (BOM). However, the BOM through the head teacher must seek the endorsement of the County Education Board (CEB) in order to assemble and make utilization of the finances (Sigilai, 2013). According to Epstein (2014) for appropriate finance record keeping the head teacher should be acquainted with the most significant book of 45 accounts similar to cash book, final balance, income and expenditure accounts and the balance sheet. Consequently head teachers should be acquainted with all this for appropriate management of physical resources. According to Financial Management Programmes for Principals (2013) the head teachers should report unaccountable cash shortages, unlawful expenditures, damage or any action, which may result in finance deficit to avoid any blame in case the physical facilities happen to collapse in a school. Training or even having a working knowledge of financial management is not considered a precondition for selection to position of principal (Kotele, 2011). It is very significant consequently that head teachers be acquainted with the principles governing sound administration of funds such as suitable recording of all funds in terms of receipts and expenditure for the advantage of students and the learning institution neighborhood (Sigilai, 2013; Kotele, 2011; Epstein, 2014). Successful management of a school necessitates appropriate use of school finances for educational reasons. Given that state government apportions funds to education (for instance free primary education and free secondary day education) it becomes imperative for schools to envisage prudent management of these financial resources and many other more. In light of this it is important that appropriate training and sensitization is carried out for the financial officers in the schools. It is in view of such training that Wekhuyi (2014) pinpointed that the KEMI programme for principals should be encouraged because of the positive influence it has on the principals' management skills on funds in schools especially on budget control, auditing and in carrying out budgetary process. Benefits of the head teachers management training are that it helps build confidence and wisdom as well as empowers them to be successful in carrying out their tasks. In relation to the importance of successful financial management, the Government of Kenya, through The Kenya Education Management Institute (KEMI), opened a number of training enterprises intended at improving the financial management competences of secondary school principals (KESI, 2011). On the other hand, training prospects given have been inadequate (Ngwacho, 2012) and many principals assumed their positions missing essential financial management expertise (Kasoa, 2012). A few researches have been conducted to facilitate principals with alterations in the present policy situation concerning administration of monetary possessions in public organizations (MoE, 2012).

1.4.2 Influence of KEMI diploma training in curriculum management practices and principals' management

On the same caveat Fardoun, Cipres and Jambi (2014) posited that school managers have the responsibility of overseeing supervision of curriculum so as to manage any issues that will arise from it. This can be achieved through considering the literacy and dropouts of learners in schools. The researchers further noted that in order for the school head teachers to better and sharpen their curriculum management skills they need to incorporate other stakeholders and collaborative skills so as to meet the needs and demands of all students in the schools. School principals should supervise the curriculum in order to enhance the quality of instruction in the entire system. Literature further indicates that the head teachers should specifically ensure that the curriculum is aligned to the requirements of the national and regional contexts (Department of Education, 2010). Literature demonstrates that the school principal should ensure the school curriculum is well implemented and that teaching and learning in classrooms is supervised (Dempster, 2012; Fardoun, Cipres & Jambi 2014; Lyons, 2010; Hogue, 2010). Musembi (2016) concentrated merely administration practices of public secondary schools together with financial management, human resources, curriculum implementation practices of principals and project planning leaving out KEMI's capacity building programme on head teachers' management competencies. In a nutshell, no local study has been done on the influence of Kenya Education Management Institute capacity building programme on head teachers' management competencies in public primary schools consequently this study is required to fill this gap.

1.4.3 Theoretical Framework

This study is harbored on the Administrative Management 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) on introduction to Educational administration, Henri Fayol defined administration management in terms of five managerial functions of; planning, organizing, commanding, coordinating and controlling. He believed that leaders had five main function; forecast, plan, coordinate command and control. Fayo suggested that managers should not be rigid but that it should be left up to managers to determine how they use them to manage effectively and efficiently. Stoner and freedom (2018) recap the fourteen 'management principles' that were used by Henri Fayol as including; initiative, equity, scalar chain,

remuneration of personnel, unity of direction, discipline, division of work, authority and responsibility. By employing Fayol's management principles, school managers 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 bestsuited them. In addition, administrative management 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 strength 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 organization and subjects and hence ensures maximum supervision of all activities in the organization. Cases of go slows and resource embezzlement are rare under this theory. The theory best fits in these study variables because it deals with management of institution and managing subjects and how to gain from their labour. It also outlines principles that are necessary in ensuring principals are disciplined and receive the best training while at work. The Administrative Management 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.

2.0 Materials and Methods

This study used Descriptive survey research design because it allows one to describe characteristics of an individual or group as they really are (Kothari, 2019).. 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-CountyDirectors Educational officers. Stratified sampling was used to select eight sub-county forms strata of the study. Population of 30% of 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 and KEMI directors) and questionnaires (principals and deputy principals) were used as instruments for data collection. 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. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient (Best and Khan, 2011). Descriptive statistics were used in the analyses of the collected data.

3.0 Results and Discussions

Table 1 shows principals' response to the extent KEMI training enabled them to acquire knowledge in certain areas

Table 1: Principals' response to the extent KEMI training enabled them to acquire knowledge in certain areas

Areas	Great extent		Some Extent		Not at all		Mean	Std
	f	%	f	%	f	%		
Teachers Approval	29	72.5	11	27.5	0	0.0	2.73	0.453
Delegation of Duties	19	47.5	21	52.5	0	0.0	2.48	0.506
Teachers' involvement in decision making	37	85.5	3	14.5	0	0.0	2.88	0.336
Community involvement in decision making	20	50.0	20	50.0	0	0.0	2.50	0.506

Table 1 shows majority 72.5% of principals said KEMI training enables a principal acquire knowledge on teachers' approval at a great extent while 27.5% said at some extent at a (Mean=2.73, Std=0.453). This implies that KEMI training enables a principal have knowledge on teachers' approval

On Delegation of duties majority 52.5% of principals said KEMI training enables a principal acquire knowledge on delegation of duties at some extent while 47.5% said at a great extent at a (Mean=2.48, Std=0.506). This implies that through KEMI training principals acquire knowledge on how to delegate duties.

On Teachers involvement in decision making majority 87.5% of principals said KEMI training enables a principal acquire knowledge on Teachers involvement in decision making at a great extent while 12.5% said at some extent at a (Mean=2.88, Std=0.336). This implies that through KEMI training principals are able to involve teachers in decision making.

On Community involvement in decision making majority 50.0% of principals said KEMI training enables a principal acquire knowledge on Community involvement in decision making at a great extent and some extent respectively at a (Mean=2.50, Std=0.506). This implies that KEMI training informs the principal on the importance of community involvement in decision making. Table 69 shows deputy principals' response to the extent KEMI training enabled them to acquire knowledge in certain areas

Table 2: Deputy principals’ response to the extent KEMI training enabled them to acquire knowledge in certain areas

Areas	Great extent		Some Extent		Not at all		Mean	Std
	f	%	f	%	f	%		
Teachers Approval	28	70.0	12	30.0	0	0.0	2.70	0.464
Delegation of Duties	12	30.0	28	70.0	0	0.0	2.30	0.464
Teachers’ involvement in decision making	16	40.0	16	40.0	8	20.0	2.20	0.758
Community involvement in decision making	9	22.5	31	77.5	0	0.0	2.23	0.423

Table 2 shows majority 70.0% of deputy principals said KEMI training enables a principal acquire knowledge on teachers’ approval at a great extent while 30.0% said at some extent at a (Mean=2.70, Std=0.464). This implies that KEMI training enables a deputy principal have knowledge on teachers’ approval

On Delegation of duties majority 70.0% of deputy principals said KEMI training enables a principal acquire knowledge on delegation of duties at some extent while 30.0% said at a great extent at a (Mean=2.30, Std=0.464). This implies that through KEMI training deputy principals acquire some knowledge on how to delegate duties.

On Teachers involvement in decision making majority 40.0% of deputy principals said KEMI training enables a principal acquire knowledge on Teacher’s involvement in decision making at a great extent and some extent respectively while 20.0% said at Not at all at a (Mean=2.20, Std=0.758). This implies that through KEMI training deputy principals are able to involve teachers in decision making on matters related to school.

On Community involvement in decision making majority 77.5% of deputy principals said KEMI training enables a principal acquire knowledge on Community involvement in decision making at some extent and 22.5% at a great extent at a (Mean=2.23, Std=0.423). This implies that KEMI training informs the deputy principal on the importance of community involvement in decision making. Table 3 shows principals’ response on teachers’ motivation strategies they applied before attending KEMI training

Table 3: Deputy Principals’ response on what is not achieved after training with KEMI

Not achieved	Frequency	Percent	Mean	Std
good financial management	8	20.0	2.03	0.660
good relations	23	57.5		
social distance	9	22.5		
Total	40	100.0		

Table 3 shows majority 57.5% of principals said good relations is not achieved while 22.5% said social distance with a (Mean=2.03, Std=0.660). This implies that KEMI training may not achieve to train deputy principals on some issues. Table 4 shows deputy principals response on possible solutions to improve future KEMI training of principals

Table 4: Deputy Principals’ response on possible solutions to improve future KEMI training of principals

Solution	Frequency	Percent	Mean	Std
adequate financing	24	60.0	1.40	0.496
adequate personnel	16	40.0		
Total	40	100.0		

Table 4 shows majority 60.0% of deputy principals said adequate financing is a possible solution to improve future KEMI training of principals while 40.0% said adequate personnel with a (Mean=1.40, Std=0.496). This implies that adequate financing may improve the training at KEMI.

The first Hypothesis stated:

H₀₁: There is no significant relationship between KEMI’s diploma programs in financial management and principals’ management of public secondary schools in Machakos County, Kenya

To test the fifth hypothesis Chi Square test was done to determine the relationship between KEMI’s diploma programs in financial management (M=4.38, SD=0.63) which was measured under the following indicators: Curriculum implementation and supervision process, staff and student management of physical and material resources, school community relations, resource mobilization, allocation and utilization, audit of management processes performance appraisal, delegation of duties and teachers’ involvement in decision making respectively on principals’ management (M=1.65, SD=0.48) which was measured through the following indicators: Curriculum and instruction, student personnel management, staff personnel management, management of physical and learning resources, management of school-community relations and management of school finances respectively.

Table 5 shows the Chi Square test between KEMI’s diploma programmes in financial management and principals’ management

Table 5: Chi Square test between KEMI's diploma programs in financial management and principals' management

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.021 ^a	3	.259
Likelihood Ratio	5.556	3	.135
Linear-by-Linear Association	2.621	1	.105
N of Valid Cases	40		

a. 5 cells (62.5%) have expected count less than 5. The minimum expected count is 1.05.

Table 5 indicates the result of Chi square (χ^2) testing for the hypothesis on relationship between KEMI's diploma programs in financial management and principals' management. The null hypothesis was tested using Chi square test (df=3, Pearson $\chi^2=4.021$, p=0.259 at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a strong significant relationship between KEMI's diploma programmes in financial management and principals' management. This implies that KEMI's diploma programs in financial management should be done effectively and frequently to enhance competence on principals' management of schools. These findings correspond with Wekhuyi (2014) notes that the KEMI programme for principals positively influences the principals' management of finances in schools especially on budget control process, auditing and in carrying out budgetary process.

The second hypothesis stated:

H₀₂: There is no significant relationship between KEMI's diploma programs in curriculum management practices and principals' management of public secondary schools in Machakos County, Kenya

To test hypothesis two Chi-square was done to determine the relationship between KEMI's diploma programs in curriculum management practices (M=3.17, SD=1.33) and principals' management (M=1.65, SD=0.48)

Table 6 shows Chi square test between KEMI's diploma programs in curriculum management practices and principals' management

Table 6: Chi Square Test between KEMI's diploma programs in curriculum management practices and principals' management

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	79.826 ^a	16	.000
Likelihood Ratio	74.419	16	.000
Linear-by-Linear Association	44.041	1	.000
N of Valid Cases	300		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.20.

Table 5 indicates the result of Chi square (χ^2) testing for the hypothesis on relationship between KEMI's diploma programs in curriculum management practices and principals' management. The null hypothesis was tested using Chi square test (df=16, Pearson $\chi^2=79.826$, p=0.005 at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a relationship between KEMI's diploma programs in curriculum management practices and principals' management. This implies that KEMI's diploma programs in curriculum management practices is very vital to enhance competence on principals' management of schools. These findings were supported by KEMI Directors and Sub county education officers who were interviewed

Some of the Directors (D) interviewed were coded D1-D5 on KEMI programs and principals' management had their responses as follows

D1;

KEMI programmes point out the duty of the principal as a manager. It is their responsibility to run the budget and direct personnel among other operational issues. The principal is the TSC agent in the school and should oversee the implementation of the curriculum as stipulated by Ministry of Education.

D2;

Through KEMI programmes the principal is able to know that he is accountable for the syllabus that is covered and should establish and maintain a performance and standards indicator. These include performance not only the national examinations (KCPE) but also the local examinations

D3;

KEMI programs enable school managers to effectively supervise the curriculum in order to enhance the quality of instruction in the entire system. The principals should specifically ensure that the curriculum is aligned to the requirements of the national and regional contexts

D4;

KEMI programs enable many principals facing challenges in performance of their duties discover various ways of solving problems hence principals' training is necessitated by the changing nature of society that brings about new ideas, new technologies, and new practices

D5;

KEMI ensures principals in schools perform various human resources management function such as being involved in hiring staff members (teachers and support staff), welfare activities for both students and staff, promotion of workers, indicating members of staff and defining roles and job description for the staff in order to develop and motivate staff to increase quality of performance

Some of the Sub- County education officers (E) interviewed were coded E1-E8 on KEMI programs and principals' management had their responses as follows:

E1;

KEMI programs inform principals to delegate important renounce abilities such as chairing a subject panel; and invite role model to talk to teachers, students and support staff recommending deserving teachers for promotion and pay attention to the general welfare and individual problems

E2;

For successful steering of institutions, principals are equipped with human skills through KEMI training programs that enable them to work with other people, this helps them to be effective in addressing teaching staff, handling staff welfare, staff appraisal, building motivating climate for communication and work within teams and conceptual skills which help one to understand and better decide the actions that would ensure mutuality in organizations

E3;

KEMI programs train principals on aspects of managing curriculum such as material development and curricular assessment in order to ensure syllabus coverage is achieved. This helps to ensure goals are set and objectives are achieved.

E4;

KEMI training ensures principals are acquainted with knowledge regarding stores management, maintain consumable supplies ledger, order textbooks, ensure that textbooks are used regularly and well for teaching and learning, and properly maintain expendable stores ledger since they are the project managers of the school.

E5;

KEMI programmes ensure superior manager possess various administrative competencies which involve the ability to seek out relevant data and analyze information to determine the important elements of a problem situation, must reach logical conclusions and make high quality decisions based on available information, identify educational needs and set priorities, ability to evaluate critically written communication, plan, schedule and control the work of others, skills in using resources in an optimal fashion and must be decisive

E6;

KEMI training ensures participatory leadership, effective utilization of schools resources such as money. Financial management equips principals with knowledge and skill to handle school finance effectively and efficiently, competency in financial management allows principals to carry out financial tasks that enforces transparency and accountability in regards to public finance, employee development, time management, parent and student involvement in key decisions in the management of schools by the principals

E7;

To improve delegation in schools both school principals and teachers should be trained on management and leadership.KEMI training on school plant helps principals to be competent in management of school. The training help principals on risk management, in cases where risks are likely to occur principals are trained on how to put measures in preventing them.

E8;

KEMI programs sensitize principals on setting new objectives, organizational culture, talents and skills expected vision and mission statements and beyond understanding change resistance and promoting change readiness, principals must take certain steps to actually overcome resistance to change in order to successfully lead their schools into the future.

From the responses of both the KEMI Directors and Sub County education officers KEMI programs are very important in the principal management of the school because both the principal and deputy principal acquire relevant skills that are relevant in running the school.

4.0 CONCLUSION/RECOMMENDATIONS

4.1 Conclusion

The study concluded on KEMI's diploma programmes in both financial management and curriculum management practices influences principals management of public secondary schools in Machakos County, Kenya.This is implies KEMI programs should focus on curriculum implementation and supervision process,

staff and student management of physical and material resources, school community relations, resource mobilization, allocation and utilization, audit of management processes performance appraisal, delegation of duties and teachers' involvement in decision making.

4.2 Recommendations

1. The Teachers Service Commission in conjunction with KEMI should ensure that the school leadership are effectively inducted on their roles as school managers to ensure service delivery is prompt.
2. KEMI should ensure programmes are frequently done in order to ensure quality and productivity in schools for effective running of the school. Programmes duration should also be extended to ensure school managers are well equipped
3. KEMI programmes should be extended to head of department and class room teachers to enhance quality and progressive leadership in the running of the school
4. That the training on management practices be made part and parcel of the pre service training curriculum for teachers. Concerted efforts should be made in order to have teacher trainees well grounded on the aspects of management before they graduate to ensure an adequate pool of education managers are produced in advance rather than waiting for them to be promoted in order to undergo the INSET programmes

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