A STUDY OF KENYAN SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS OF THE EFFECTIVENESS OF KESI IN-SERVICE PROGRAMS

by

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Canada

Dedicated to my husband Morumbasi Mong'oni

and the team

Nyandusi, Kwamboka, Mainya, Kerubo, Masongo

Abstract

The objective of this qualitative study was to determine the perceptions of Kenyan principals as regards the effectiveness of the in-service programs given by the Kenya Education Staff Institute (KESI). Respondents were recent graduates KESI programs and included both men and women.

Interviews were conducted with 17 purposefully identified principals representing the different types of schools in Kenya. All interviews were tape recorded and analyzed using qualitative research techniques.

The findings provided valuable insights into the establishment and functions of the Kenya Education Staff Institute. Information about the structure, content, and delivery of the KESI programs was garnered. The findings also revealed the dynamics of principalship in Kenya. Respondents gave their assessment of the in-service and suggested ways of improvement.

The study concludes that KESI is a worthy venture that provides a valuable service to principals, by giving skills which can be transferred to their stations.

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CHAPTER 1: The Problem

Since 1981, the Kenya Education Staff Institute, (KESI), has been offering in-service programs for principals of Kenyan schools. KESI was established to provide much needed training for principals who had hitherto been appointed to managerial positions without any professional preparation. KESI has been operational for just over ten years. There has been little effort yet to ascertain its impact on the professional growth of principals in Kenya. The purpose of this study was to investigate the Kenyan secondary school principals' perceptions of the effectiveness of in-service programs given by the Kenya Education Staff Institute (KESI). The study adopted a qualitative research design and involved personal interviews with a purposive sample of participants who had graduated from the KESI in-service in recent years. Data were qualitatively analyzed and the resultant interpretations were grounded in the data.

The following questions guided the study:

1. What do the Kenyan principals perceive to be their staff development needs?

    (i) What forums do the principals have to voice these needs?

    (ii) To what extent is this satisfactory to the principals?

2. What is the nature of the KESI in-service programs?

    (i) How does KESI identify the principals' needs?

    (ii) Who are the resource persons used in the programs?

    (iii) In what ways are the principals involved in the preparation of in-service programs?

3. How are the participating principals chosen for the KESI programs?

(i)   How do the principals respond to the selection method?

(ii)   What types of follow-ups are offered?

4.   In what ways do the in-service programs offered by KESI meet the

principals' perceived needs? Are the programs satisfactory/effective?

(i)   What means are used to evaluate the programs?

(ii)   How do the principals view the evaluation process?

Background and Rationale

The Kenya Education Staff Institute (KESI) was established in 1981 to fill a

void in the Kenyan education system. KESI offers in-service courses designed to

provide skills in areas such as office administration and record keeping,

communication and delegation, and guidance and counseling for students, among

others (Ministry of Education, 1987). The intention of this study was to find out

the KESI clients' perceptions of the effectiveness of the in-service programs offered

to them, particularly with regard to whether or not their needs were addressed, and

whether or not any changes occurred as a result of their participation in the

programs.

Prior to KESI's inception, there was no systematized staff development for

principals in Kenyan schools. The appointees for principalship were usually

teachers who had taught for a minimum of two years after attaining their Bachelor

of Education degree. They had no prior preparation for the posts to which they

were called; therefore, they had to make do with whatever resources they could

muster on their own. Like the British principals described by Dennison and

Shenton (1989), Kenyan principals

had been recruited as teachers, promoted as teachers and then suddenly were confronted with different managerial tasks. Subsequently, they learned, by watching, others, perhaps by reading the occasional book, through discussing difficult situations with colleagues and by applying common sense. (p. 170)

Olivero (1982) posits that principals are more in need of self renewal than other persons in the school setting because they shoulder most of the responsibility for educational improvement. The varied and multi-faceted nature of a principal's duties requires a multitude of skills. Fullan (1991) states that the principal's job "has become dramatically more complex, overloaded and unclear..." (p. 144). He captures the ambivalence pervading the principal's role in his depiction of school heads as having opposing pressures to "bring about major transformations" and to "maintain stability" (Fullan, 1991, p. 147). Cawelti (1982) argues that the scope of the principal's job is a major source of "bewilderment," which stems from issues such as "accountability, competency testing, mandated curriculum negotiation, and shrinking revenues" (p. 329). Professional development programs should be designed to meet the needs of principals who have to cope with the ever changing expectations of headship (Musella, 1992). Musella and Leithwood's (1991) study of principals of effective schools in Canada concluded that effective schools can only result from a deliberate effort to provide opportunities for continued professional growth and self renewal for both principals and teachers. This study of the principals' perceptions regarding their professional development will increase knowledge in this vital area of education, and could help in-service personnel to plan more relevant and more effective programs.

In Kenya, the need for carefully designed staff development programs is even greater because, as a developing country, there are serious constraints in

financial and human resources. It is also important to guard against the tendency to import technology and other ideas whole sale from developed nations into developing countries. This study is immediately relevant to the country in which the study took place because it provides valuable information that could help KESI achieve a greater fit between the needs of principals and the training they offer. A brief description of the principalship in Kenya will be given to facilitate a fuller appreciation of the situation under study. The rest of the chapter provides an introduction to the structure of the KESI programs, definition of the terms used, and concludes with a discussion of the significance of this study.

The Kenyan Principal

As well as running the school, the Kenyan principal is expected to shoulder some teaching responsibilities. The principal's post is a high profile one attracting much attention and engendering high expectations from the populace as well as from the politicians. Olembo and Maneno (1991) note that Kenyan principals are placed in positions of great responsibility "where they are expected to guide and direct teachers and students"(p. 131). The description of the principalship is extensive in scope and reflects the dilemma faced by most of the school heads. On the one hand, a principal is "responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating, and actualizing the educational goals and objectives of the institution and the country" (Ministry of Education, 1987, p. 1.). On the other hand, he/she is expected to "cultivate good relations both with parents and with the local community" (Ministry of Education, 1987, p. 2.). The principal is further described as the "financial controller as well

as the accounting officer of the school" (Ministry of Education, 1987, p. 1.).
Olembo and Maneno (1991) argue that financial management is a key aspect of
principalship and therefore, sound knowledge of fiscal matters is crucial.

In recent years, the post of principal has become intensely politicized and
consequently, the holder is often torn between making decisions that are
professionally sound and, therefore, risking the wrath of politicians who wield a lot
of power, or making politically expedient decisions which may not be
professionally sound. In a developing nation like Kenya the principalship brings
great difficulties because, although there is a recommended chain of command, this
is not always strictly adhered to by all concerned. This adds to the complexity of
the situation and, consequently, principals need to be very perceptive and
diplomatic in their daily dealings. For example, a politician who perceives that he
or she has been wronged could, at the very least, influence the demotion of a
principal. It is not unknown for politicians to have had a hand in a situation where
for no apparent reason, a principal, albeit an effective one professionally, has been
relieved of his/her duties. This study will allow the principals to voice their
opinions about whether or not the KESI in-service helps them to respond
effectively to the dilemmas they face as school heads.

The KESI In-service

KESI in-service programs usually consist of residential workshops and
seminars held over a course of two weeks during the August school holidays each
year. Some aspects addressed during in-service include: curriculum supervision
and implementation, guidance, counseling and discipline of students, office

administration and record keeping, and legal provisions in education (Ministry of Education, 1987). Resource personnel include KESI program developers, senior head teachers, and senior officers in the Ministry of Education central office.

A Definition of Terms

Staff development and professional development connote "change - in learning materials, in skills and practices, in thinking and understandings" (Fullan, 1991, p. 318). This view recognizes that there are many ways of achieving professional growth.

In-service is one of the strategies for promoting professional development and is defined as "... any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individuals in already assigned positions" (Harris, 1989, p. 18).

"Perceptions of effectiveness" refers to the principals' discernment of how their professional growth needs were met or not met by the KESI in-service programs.

In Kenya, school heads are variously referred to as Heads, Headmasters, Headmistresses, Head Teachers, and Principals. They are designated, starting from the lowest salary scale, as: Headmaster/Headmistress III, Senior Head II, Senior Head I, Principal Grade II, and Principal Grade I.

"Harambee" schools are community schools which were started and run by the community. Often, these schools are not well equipped in terms of material and human resources.

In Chapter 4 the following abbreviations are used:

(Int. K...) denotes an interview with a KESI official.

(Int. T....) refers to an interview with a Teachers' Service Commission person.

(Int. No. ...) indicates an interview with a principal.

(KESI Doc. ...) refers to KESI documents.

Significance of the Study

The idea behind the establishment of the Kenya Education Staff Institute (KESI) in 1981 in Kenya was to reverse the trend of learning on the job through trial and error. The in-service programs are aimed at promoting professionalism by equipping the principals with skills to help them become efficient managers of their schools. The results of this undertaking have not yet been explored, nor it is known what the principals' views are regarding its effectiveness.

More and more attention has recently been paid to the role of principals in effective schools. Barth (1984) argued that principals in the 1960s and 1970s were somewhat neglected in staff development efforts, neglect which resulted in poor school management. Barth (1984) and Dennison and Shenton (1989) demonstrated that principals do need to develop professionally and, since there was not much training earmarked for them, they supplemented this lack by engaging in self initiated activities such as reading books and consulting with colleagues in similar administrative positions.

This study contributes to existing knowledge in the field of professional development of educational administrators and provides useful insights into areas that might be dealt with in order to improve in-service programs for school

principals. It underscores the necessity of involving the participants in their own professional development, in keeping with the current trend of restructuring educational institutions. The findings suggest that devolution of authority from sources outside of the principalship into the practitioners' own hands would be greatly beneficial and would have far reaching effects in promoting effective education. As Richardson, Short, and Prickett (1993) note:

> Change is inevitable, but change is an individual thing. No *one* can force *another* to change. The impetus for change can be external, but the rationale for change is internal. Until the need for change is internalized by principals, educational reform is rhetoric without substance. (p. 258)

Limitations

A major limitation of this study was the small sample of respondents selected. Others were the fact that one method was used to access the participants' perceptions and only one interview per respondent was done. It was not possible to corroborate the extent of the changes claimed to have taken place after the KESI in-service programs. Although KESI claimed to take into account the clients' views, it was beyond the scope of this study to determine to what extent KESI incorporated the principals' comments in the summative evaluation.

Subsequent chapters in this thesis are organized as follows: Chapter 2 will review the literature on professional development, touching on the theoretical and historical foundations that inform its practice. Chapter 3 will offer an introduction to the qualitative research design methodology, and describe the methods employed in the study. It will provide too, a profile of the respondents, and a description of the setting where the study took place. Chapter 4 will present and interpret the data which are organized according to the major themes that emerged. In chapter 5

conclusions will be drawn from the findings, and suggestions for improvement will be put forward. It will conclude with a discussion of the implications for theory and for further research, and close with the researcher's reflections.

CHAPTER 2: Review of the Literature

This chapter will discuss the dynamics of the changing nature of the

principalship which has resulted from an attempt to define it more precisely. An

overview of the major trends that have characterized educational administrators'

staff development will be examined. As well, the concepts of "staff development"

and "in-service" will be analyzed in the light of the recent research activities, and the

increasing awareness that professional growth can be achieved in multiple ways.

The chapter will conclude with a review of the new perspectives regarding future

trends in the professional development of principals.

The Principalship

In the last two decades especially, headship has become more complex in its

definition. Kowalchuk (1990) observes that principalship is constantly changing

with increasing expectations, pressures, and responsibilities which must be

addressed when planning professional development programs. Sergiovanni (1991)

encapsulates the difficulties faced by program developers when he notes that the

majority of problems and situations that principals encounter are "characterized by

ambiguity and confusion that defy clear-cut technical solutions ...(and) are located

in a turbulent environment where practice is largely indeterminate" (p. 3).

As well as coordinating all the activities in the school, the principal is called

upon to take the leadership role in instruction and curriculum. The principal is

central in the establishment and maintenance of an effective school, and it is

imperative that he or she possesses specific qualities and characteristics necessary

for greater effectiveness and efficiency (Richardson, Prickett, Martray, Cline, Ecton, & Flannigan, 1989; Parkay & Hall, 1992). Moreover, there is an expanding knowledge base which has accelerated the rate of obsolescence of knowledge and skills.

Wilmore and Erlandson (1993) maintain that "human beings, as well a school leaders, ... should never remain the same; no one should stagnate (because) today's educator is in the midst of constant change" (p. 59). They recommend that there should be a concerted and sustained effort to ensure that educational leaders carefully assess their performance and plan for their own growth. Roberts (1993) suggests that programs should provide interlocking training that builds upon past experience and makes meaningful projections into the future. These exhortations underscore the need, not only to equip principals with basic skills to handle their jobs, but also for a continued commitment to update the skills and to encourage them to become perpetual learners.

In-Service and Staff Development

There is little consensus on the definitional differences between in-service and staff development. Guthrie and Reed (1991) defined staff development as "a continuing developmental program focused on a wide range of skills, abilities and group needs... a formal systematic program designed to foster personal and professional development" (p. 346). They noted that in-service was "concerned with the acquisition of a specific skill or knowledge of a certain procedure...(which) may be a building block within the broader context of staff development" (p. 346). Harris (1989) described in-service as "any planned

program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for the purposes of improving performance of the individual in already assigned positions" (p. 18).

Although professional development and staff development are often used interchangeably, in-service is commonly viewed as a sub-set of the activities that help to promote professional growth (Wideen, 1987). These activities should be "ongoing, interactive, cumulative, combining a variety of learning formats and learning partners" (Fullan, 1987, p. 215). Hoyle, English and Steffy (1990) posit that renewal is necessary because "new skills are needed as others are mastered or they are no longer critical to successful performance" (p. 5).

Fullan (1991) argues that in-service is change. One cannot divorce the two because one spawns the other. Since in-service is intended to foster specific alteration in attitudes and practices, it is vital that in-service program personnel possess a solid understanding of the dynamics of the change. Jonasson (1993) argues that change will occur more readily when those whose support is required understand the change, make a commitment to change, and provide the necessary moral and material support. Leithwood (1986) and Fullan (1982, 1991) believe that planned change efforts involve the use of definite, carefully planned phases and steps. People must be convinced of the need for it, and the proposed innovations must be relevant to the context of the participants (Richardson, Short, & Prickett, 1993).

Fullan (1982, 1991) points out the inherent dangers of instituting innovations without understanding the dynamics of the change process. He argues that people are naturally averse to change and are therefore, prone to anxiety and

struggle when an innovation is introduced. They may cope in various ways such as trying to visualize the changes in familiar conceptual frames, assimilating the superficialities of the change or even acquiring a name that suggests that change has taken place when indeed it has not. It is important, therefore, that there be a close monitoring of the change efforts to determine the extent of their success. Evaluation of programs gives people an impetus to want to see actual change, and enhances reinforcement of learned skills.

Another consideration when planning in-service programs is adult learning principles. Loacker's (1986) guidelines for developing programs for adult learners include the need for voluntary participation, respect among participants, cooperation between leaders and learners, encouraging and fostering critical reflection, self directed learning, and building on a learner's past experiences. Adult learners have different learning styles and most often prefer to set their own goals. Palmer (1989) argues that although teaching adults using a framework which is based on principles of adult learning does not necessarily improve behavior, it improves potential for behavior change. Activities provided in a professional development course must aim to empower the learners to translate the information gained into the reality of their work situations.

The growing recognition that principals learn from one another has resulted in attempts to understand the extent to which socialization helps principals in skills acquisition. Parkay, Currie, and Rhodes (1992) did a study on professional socialization of 12 first time principals from five states in the U.S.A. and across 4 geographical regions, in an attempt to understand what informed their practice. Using observation, documentation, and telephone interviews the researchers

collected data over a three year period. Other data were gathered using a multiple case study design which involved writing brief case studies for each principal. The findings indicated that for a principal, the first year is traumatic, and socialization with colleagues was of great benefit as it helped him/her adjust to the principalship. The study recommended that soon after appointment and even beyond, there should be professional support for principals in the form of training, networking, and coaching. It suggested further that experienced principals could hold workshops which model effective problem solving and other issues, to help induct new entrants into the profession. Such principal-led workshops could foster closer interaction with colleagues and alleviate the sense of aloneness that plagues many principals.

Foundations

Historical Perspective

The need for a deliberate and sustained effort to provide opportunities for continued professional growth and self renewal for both teachers and principals is well recognized (Barth, 1984 & 1990; Fullan, 1991; Musella & Leithwood, 1991). Early in-service efforts focused mainly on teachers, almost to the exclusion of principals (Harris, 1989; Fullan, 1991; Passow, 1990). Hallinger and Murphy (1991) noted that the only available training for school administrators came under the university programs of educational administration which proved to be inappropriate because the courses were modeled after the sciences and the arts rather than the professional schools. Moreover, they argued that the professors at the universities "were only distantly connected to administrators in the field and

...were often unfamiliar with, and uninterested in problems of practice" (Hallinger & Murphy, 1991, p. 515). The resulting program content lacked coherence and the delivery methods were foreign to the practicalities of principalship (Mulkeen & Cooper, 1992; Goodlad, 1984). For example, whereas the principals' work is mostly action oriented, the university administration programs were predominantly lectures and discussions with little or no effort to link them to the actual problems encountered in the field.

Educational reforms in the United States after 1980 were aimed at improving the education of administrators, as well as professionalizing it. A landmark in this era was the National Commission on Excellence in Educational Administration (1987) which recommended substantive changes in various areas such as recruitment, preparation, regulation, and evaluation of administrators (Sergiovanni, 1991; Hallinger & Murphy, 1991). As a direct result of these recommendations, a flurry of activities burgeoned that led to reforms which formed the basis of the current in-service programs for principals. Hallinger and Murphy (1991) observed that many of the resulting programs depended to a large extent, on the idiosyncrasies of locale and the guidelines of sponsoring agencies. Funding was decentralized and the in-service centers that emerged were encouraged to identify local needs, set their own goals, and decide on suitable delivery systems. No longer would the universities monopolize the preparation of school administrators.

Until recently, principals were expected to assume leadership roles in their schools without prior preparation (DeFigio & Hughes, 1987; Parkay & Hall, 1992). Furthermore, they were expected to take a leading role in ensuring

professional growth for the teachers on their staff. Barth (1984) decried the dearth of staff development opportunities for principals in early in-service activities. He attributed this indifference to the omniscience ascribed to principals. He noted that the few courses that were available were inadequate and were poorly received by the clients who saw them as having been "prescribed from the outside" (Barth, 1984, p. 93). DeFigio and Hughes (1987) argued that even where efforts were made to provide training for them, principals often sensed that emphasis was placed more on their teachers' needs rather than on their own. Principals felt detached from these activities, which they perceived, bore no relationship to their lived experiences and, therefore, encouraged little or no change in either attitude or practice.

Recent Trends in Professional Development

It has not been possible, nor has there been a desire or a necessity to develop one type of in-service program to meet all the different needs of principals. However, in recent years, professional development programs have been diversified and enhanced to include both the teachers and principals. This stemmed from the increasing realization that successful school management is a collaborative initiative involving, and drawing from the expertise of all parties in the school setting. The contemporary staff development programs are multi-method, multi-dimensional, involve a variety of learning experiences, and promote collegial collaboration (Fullan, 1987, 1991; Musella, 1992).

Current endeavors in professional development programs reflect the recommendations contained in studies on effective principal in-service. Lunenburg

and Ornstein (1991), for instance, submit that professional developers should take into account the fact that skill variety, task identity, task significance, and autonomy, are essential to principals' job enrichment. They believe that these factors affect the participants' critical psychological states and determine the end outcomes of a professional development program. Daresh (1988) and Barth (1990) suggest that in-service can be an effective staff development tool as long as there is consultation and cooperation between the planners and the target groups of in-service programs. Additionally, program content should have clearly defined goals reflecting and building upon the practitioners' experiences, and should be backed by research (Blum, Butler, & Olson, 1987). Program developers who are aware of these factors are likely to come up with programs which are more meaningful and sensitive to the needs of principals.

Murphy and Hallinger (1989) provided a synopsis of the current shifts in the training of school administrators. They noted that newer programs are more diversified in approach, and that there is a willingness to redefine the delivery modes and develop new ones. There is also a difference in the location of the training to include the school site, the regional or special centers. The role of the learners is being re-examined and redefined with the intent to make it more inclusive. For instance, more and more, the learners contribute significantly to the content of the training as they identify their own needs, take part in the delivery of the content, and often go on to become key figures in the training of other administrators through networking and collaboration. They also engage in self evaluation through a critical reflection of their own practice, and a conscious effort to analyze, discard irrelevant practices and embrace new, more effective ones.

Increasingly, administrators are being encouraged and empowered to take full responsibility for, and total control of their own training.

Donaldson (1987) observed that there was a noticeable new trend in administrator in-service which put emphasis on professionalization through the facilitation and strengthening of strategies such as peer networking, collegial cooperation, and residential programs. These provided on-going interaction which helps to reduce the isolation of principals and encourage the development of common beliefs, knowledge and values. An example of the novel approach to staff development is the Maine Principals' Academy. Donaldson (1987) noted that in this academy every activity from development of programs, to delivery, and evaluation was carried out by the principals themselves, and its success affirmed the potential for self propelled professional growth. Principals set their own goals, determined the kind of activities they wanted to engage in, the experiments they desired to carry out, and the appraisal of the entire program. Identification of needs was based on the situation existing in the locale where the in-service center was operating. There was a conscious effort to cultivate a greater correlation between the program objectives and the actual needs of principals.

Mulkeen and Cooper (1992) pointed out that the Fordham University's Executive Leadership Program (ELP) was another appropriate example of the new trends in dealing with principals' professional growth. The ELP emphasizes continuing education in keeping with the changing needs of society. Its programs are designed to encourage principals to view themselves as change agents who should think critically and analytically about their situation while focusing on what should be done to improve their performance. Hallinger and Murphy (1991)

observed that these types of programs focus on "skill development, problem solving, periodic on-site support, and open access to assistance" (p. 519). Fullan (1991) asserted that by taking part in the preparation of their own programs principals felt a greater sense of ownership. Consequently, they would have a greater motivation to change thereby experiencing increased professional growth.

The quest for more effective administrator development programs has spurred educators to endeavor to identify and pinpoint a basic core of skills necessary in running educational institutions. Kowalchuk (1990) argued that "if principals are to be trained to be effective at their jobs, it is important to identify the core or generic skills they must possess, regardless of their assignment" (p. 29). Seeing the need to establish what skills were necessary for effective principalship, Olivero (1982) carried out a survey with California school principals to determine what they considered the most important competencies in their practice. Of the ninety nine competencies that Olivero gave the principals to rank, the following five were identified as most important: school climate, personnel evaluation, team building, internal communication, and supervision. These findings were remarkably similar to those of Graff and Street (1956, cited in Kowalchuk, 1990) whose systematic analysis of key competencies required by principals showed that they needed to be well versed in school climate, instruction, promotion of personnel or professional development, and evaluation.

Beckner's (1990) "common core of knowledge" however, went beyond these two, reflecting the changes that have taken place in education during the decade of 1980-1990. Beckner (1990) included the following among the key skills required by principals: social and cultural considerations, psychology and learning

theory, ethical and moral dimensions, organizational theory, legal and resource management concerns, use of technology, and an understanding of the change process. It is recognized, however, that it is not possible to exhaust skills that are required to run a school. The aim is to equip the principals with a set of skills that will enhance versatility in responding to situations that might be faced in a school setting.

Beck (1987) also conducted a study on the principals' perceptions of the skills required in the performance of their jobs. Data were gathered through questionnaires and aimed to obtain perceptions on four aspects related to principalship, which were: sources of expertise, skills necessary to the success of any principal, levels of expertise of the respondents in each of the identified skills, and adequacy of preparation received prior to appointment. Findings showed that on-the-job experience and common sense were the most important sources of expertise among the respondents. University programs and experience outside the field of education were perceived as being the least important sources of expertise. The respondents identified campus leadership, instructional leadership, and interpersonal relations as the most important skills. Skills rated lowest in importance were curriculum development, physical plant management, and budgeting and financial skills. The respondents believed that the level of expertise matched the perceived necessity of that skill but that this expertise was not obtained from the university preparation programs. These findings were consonant with Pink's and Hyde's (1992) who, after extensive studies and review of various research findings, concluded that professional growth program developers should understand the ideas, conceptions, and visions that drive the practitioners, the

processes of interaction that characterize them, and the visions and processes that seem most effective in bringing about desired changes. Sergiovanni (1991) adds that the emerging profession of educational administration will depend on themes of management as it seeks to create distinct characteristics of its own.

Daresh and LaPlant (1983) identified five commonly used in-service models for principals which are summarized below:

(i)   the traditional courses at colleges and universities where principals attend to get additional degrees or courses to meet state requirements,

(ii)   the institutes sponsored by professional agencies catering for principals' needs. These offer short-term specific learning experiences in the form of workshops and seminars,

(iii)   the state sponsored institutes which provide short workshops and seminars that principals can attend without having to leave their stations for a long time,

(iv)   the principals' academy which offers in-service within a school district or individual schools, using formal, organized courses which are often run by the principals themselves, and

(v)   the informal networking among principals whereby they give support to one another in various ways. Daresh and LaPlant (1983) found that networking was very popular and was held in high esteem by the principals.

Appraisal of Professional Development Programs

Concern has been expressed that little is known about the actual benefits of programs which have mushroomed in recent years (Daresh, 1988; Beckner, 1990; Goodlad, 1990; Sergiovanni, 1991; Fullan, 1991; Hallinger & Murphy 1991).

Questions have been raised as to whether or not in-service produces any real changes in the principals' attitudes and practices. In response to these concerns, various professional development models have been explored to try and determine their impact on the principals' job performance. There is now a rich array of research findings which give insight into the principals' perceptions and concerns with their professional development programs. Some of these will be examined.

Daresh (1988) undertook a study to ascertain the clients' perceptions regarding the effectiveness of the five in-service models identified above. A self administered survey questionnaire was sent to a randomly selected group of 250 Ohio elementary and secondary school principals. In rating the models, respondents indicated that the most effective was networking because it solicited and encouraged participants' input and sharing among colleagues. The least effective was the state sponsored institutes which were seen as being prescriptive in outlook. Clients preferred situations where they could actively engage in their own problem solving without having an authority figure over them. Participants indicated that they took university courses only to meet the specific certification requirements mandated by their employers. Many principals said that they attended institutes and academies because of their need for growth, and the perception that they could learn specific skills which they required for their jobs.

Other studies have focused more specifically on particular in-service academies. One such study was done by Keys (1989) on the Administrative Leadership Development Program (ALDP) in Saskatchewan. This study was an in-depth evaluation undertaken to determine the principals' perceptions of the effectiveness of this program, and to ascertain the actual impact of the ALDP

program. Respondents were administrators who had participated in the ALDP.

Results of the study showed that:

- ALDP conformed to the guidelines of effective in-service
- ALDP achieved its stated program objectives
- changes occurred in the schools as a direct result of the ALDP program. (Keys, 1989, p. 7-8)

Principals believed that there was merit in attending the in-service program because it produced real, identifiable changes in their work.

The results of Howell's (1990) study were not in agreement with those of similar studies on professional development programs elsewhere. Howell (1990) carried out a quantitative study of the perceived effectiveness of the administrators' academy on the professional development of secondary school principals in Northern Illinois. Its aim was to determine whether participation in the Illinois Administrators' Academy (IAA) satisfied one's personal needs for professional development, and whether there was an increased level of competence. Respondents were 100 secondary school principals within the Northern Education Service Center region of the state. The study concluded that participation in the Illinois Administrators' Academy did not significantly benefit one's individual professional development. Principals believed that the academy was a viable concept but did not agree that it had effectively met their professional development needs.

In an effort to ascertain principals' concerns with their in-service, Aitken (1992) carried out a survey of the attitudes and opinions of 988 heads of independent schools. The study focused on the aspects of the principals' jobs that presented problems and difficulties different from those attributable to lack of preparation, such as the context or location of the school. It sought to understand

how the principals viewed their various tasks and activities in terms of management and leadership distinction. The findings showed that few heads were well trained in fiscal and analytical matters. The principals stated that they least enjoyed their financial responsibilities because of a perceived lack of adequate preparation. There was further indication that the weight of responsibilities did not correspond to the preparation the principals had received in other areas of school management.

Research findings indicate that positive changes can occur as a result of in-service programs for principals. For instance, Heck (1992) studied the relationship between the training conducted by the Indiana Principal Leadership Academy (IPLA) and the resultant behaviors and practices of its graduates. Two survey instruments were used to gather perceptual data on the graduates' rating of the IPLA, the extent to which the teaching staff perceived the changes in their principals after IPLA training, the degree of improvement observed in the principals' leadership, and the principals' perceptions of their ability to bring about change in student achievement. Eighty four per cent of the respondents expressed great satisfaction with the training, with none showing total dissatisfaction. It was concluded that IPLA had, and continues to have, an impact on Indiana's public schools through the training it offers principals.

Another study was conducted on the Indiana Principal Leadership Academy between 1987 and 1990 by Hallinger and Anast (1992). The focus of this study was similar to the subject of this thesis. A multi case study design research was used to explore the nature of the professional development program of the IPLA, and the degree to which it had accomplished its goals for administrative leadership during the four years of its operation. Data were collected through observation,

document collection, and a series of interviews with current participants and graduates. The respondents expressed satisfaction over the quality of instruction and the multi method approach adopted to deliver the content of the program. They also liked the practicability of the knowledge gained, and said they preferred the initial presentation of material followed by group discussions which focused on discovering practical applications. They viewed collegial activity as extremely important.

In essence, the results were similar to those of Heck's (1992) study which concluded that IPLA provides a safe, supportive, learning environment through fostering a sense of collegial closeness. The researchers noted that feedback on the school based changes after the IPLA training were limited, and that principals felt that these put a damper on their efforts to produce the best results from their endeavors. In spite of this limitation, the principals declared that IPLA had helped them in clarifying their role as the instructional leaders of their schools, they were able to take risks as a result of the confidence they acquired at the academy, they felt they communicated more effectively within and without the school community, they were better role models for personal and professional improvement, and they perceived themselves to be performing in a more professional manner, according to the IPLA's conception of instructional leadership. They also perceived that they were more flexible in working with others, had a clearer vision of their schools' direction, and that they were more skillful in intrinsic and extrinsic rewarding in their schools.

Instructional leadership is another area in which principals are expected to play a large part. Recent research findings indicate that effective schools can result

when principals take a leadership role in instruction (Musella & Leithwood, 1991).

Marsh (1992) carried out an extensive study of the California School Leadership

Academy to understand how instructional leadership for principals might be

enhanced through staff development programs. The research questions focused on

the methods, and the extent to which CSLA graduates practiced instructional

leadership, the influence of CSLA on this practice, and the factors associated with

the extensive transfer of the CSLA experience. Forty-four CSLA graduates were

studied in a comparative, multi-method case survey. The respondents had

graduated from the three year CSLA program in 1989, and represented five

geographical regions in the state of California, USA.

The study showed that principals were more efficient in their performance in

various aspects of their jobs. For instance, it was found that the CSLA graduates

practiced diverse instructional leadership at their work places by being able to

analyze activities in the classroom and offer constructive suggestions. There was

evidence that the training made a real, identifiable difference for the graduates in

various aspects of school management, and enhanced their effectiveness. It was

clear that following the CSLA training the principals successfully instituted

substantial changes in their schools and exhibited a marked efficiency in school

management. The researchers noted that there were a few challenges in ensuring

the proper transferability of what was learned to the school site in order to ensure

continued, effective leadership. Although coaching was stressed during the CSLA

training, the study found little evidence of it. There were other idiosyncrasies

relating to the principal's personality and locality of the schools which impacted on

the practice of principals. Overall, however, the CSLA was found to have potential to offer effective training programs for effective instructional leadership in schools.

Adult learning principles are believed to have a bearing on the effectiveness of in-service. Morland, Seevers, and Smith (1991) conducted a quantitative study to determine whether or not in-service really made a difference in adult educators' knowledge and attitudes related to the principles of adult learning. The quasi-experimental study used a questionnaire with a pre-test and a post-test administered to the 111 attendees of the two-day in-service in May 1990. The results indicated that attitude and knowledge could be improved through participation in a short, but well designed educational opportunity. On the whole, the participants felt satisfied with their in-service experience because it stressed full participation by the individuals and encouraged the participants to learn from one another. The respondents perceived that the information given them was useful, the speakers were knowledgeable, and that the content and the approach were suitable.

Fullan (1982, 1991) contends that people resist change and this sometimes causes the innovations to be derailed or abandoned altogether. To ensure successful educational change, Fullan (1982, 1991) and Harris (1989) suggest that change efforts should be carefully orchestrated through the judicious identification and selection of goals. Furthermore, activities should be conscientiously chosen and closely monitored to ensure reasonable change and retard negative effects. Hallinger, Murphy, and Hausman (1992) conducted a study aimed at understanding how principals respond to change. Using a qualitative research design the researchers developed a semi structured interview questionnaire to collect data during one to two hour interviews with 15 principals from public schools in New

York, Illinois, and Tennessee. The results indicated that many principals were positively disposed towards restructuring. They endorsed it as a good idea and thought that involving teachers in a cooperative decision making process would lead to greater motivation and a sense of ownership among them. They also contended that this would create a better atmosphere for problem solving in schools. Other respondents were hesitant about the restructuring and suggested strongly that there should be no changes. These results led the researchers to conclude that the reluctance to let go of past experiences suggests that such reluctance moderates the extent of the change efforts. In fact, they may determine the success of the innovations.

In Summary

Researchers continue to investigate the ways in which principals can be given the most suitable forms of support in their daily duties. They continue to explore how professional development programs can be made more useful in promoting desirable leadership qualities that can ensure effective and efficient school management. This chapter has examined the rationale for, and concepts behind staff development for principals. It has also looked at practices that have evolved over the years, and the models that have been used to promote staff development for principals. Research activities in this area have been discussed, in order to show the directions that professional development programs have taken, and the factors that have informed their practice.

The present study of the Kenyan situation will give another dimension to the continuing quest for a better understanding of the dynamics of professional development activities in education. Through a qualitative research design it seeks

to illuminate the principalship in Kenya, provide an insightful depiction of the principals' in-service, and describe the KESI graduates' perceptions of the professional development programs. The results will provide invaluable information not only to the Kenyan educators, but also to all students of comparative education who are interested in knowing what happens elsewhere. This study will add to the colorful mosaic of educational activities in the "global village" that is our world.

CHAPTER 3: Research Design and Methodology

This was a qualitative study aimed at describing the Kenyan secondary school principals' perceptions of the effectiveness of the KESI in-service programs. Personal interviews were conducted with a purposeful sample of principals who had graduated from a KESI in-service course in recent years. This chapter provides a discussion of the methods used in the study. The theoretical foundations of field study will be examined, followed by a discussion of the characteristics of qualitative inquiry, and finally, a description of the setting, participant selection, and the methods used to collect and analyze the data.

Theoretical Foundations

Field research has its roots in anthropology, history, and political studies. Since the 1970s educational investigators have adopted, systematized, and popularized it (Miles & Huberman ,1984; Whyte, 1984; Patton, 1990; Bogdan & Biklen, 1992). Qualitative research reflects a phenomenological perspective that aspires to understand the meaning of things and events from the participants' points of view. In qualitative inquiry words, rather than numbers, are used to provide rich, meaningful descriptions and explanations of the phenomena under study.

Qualitative researchers endeavor to depict an accurate description of the reality as seen by the respondents themselves, therefore, they do not assume that they know what the participants will say. The phenomenological perspective holds the view that human experience is subject to interpretation and that people, events, and things are devoid of meaning until meaning is ascribed to them (Patton, 1990;

Bogdan & Biklen, 1992). By the same token, people interpret their realities from the backdrop of shared experiences, concepts, and interactions within their community. Bogdan and Biklen (1992) argue that this symbolic interaction is the construct which enables people to interpret their world. Best and Kahn (1993) explain that "symbolic interactionism is the belief that people act according to how they understand the meanings of words, things, and acts in their environment" (p. 188). The qualitative researcher facilitates this through a deliberate effort to enter the world of the participants and share in their meanings, and then depict these accurately to the readers (Kirby & McKenna, 1989; Bogdan & Biklen, 1992).

Characteristics of Qualitative Research

There are five features of qualitative research as articulated by Bogdan and Biklen (1992). First, with the researcher as the key instrument, data collection happens in the natural setting rather than in a humanly contrived and controlled laboratory setting. Qualitative researchers believe that phenomena can best be understood in their natural settings and therefore, strive to be as unobtrusive as possible, so that the information garnered is not affected much by the researcher.

Secondly, qualitative data are in the form of carefully documented field notes and memos, and sometimes information is recorded on tape and transcribed afterwards for analysis. These data are intended to capture and portray the 'real' world from which they were collected, in as true a fashion as possible. The qualitative researcher enters the field with an open mind that does not take anything for granted. Everything, however insignificant it might seem, has the potential of impacting on what is being studied, so the researcher tries to be very observant.

Thirdly, qualitative research concerns itself with the process rather than with the outcomes only. It attempts to provide the insiders' views of how people define their world through social action and interaction.

Fourthly, data analysis in naturalistic research is inductively derived and is not designed to prove or disprove prior hypotheses. The designs are emergent and the theory generated from the data is grounded. Themes and categories are constructed out of the data. Theories emerge "from the bottom up ... from many disparate pieces of collected evidence that are interconnected" (Bogdan & Biklen, 1992, p. 31-32). This emergent theory that allows the data to speak for themselves is also known as "grounded theory" (Glaser & Strauss, 1967).

Lastly, qualitative researchers concern themselves with meaning. They are interested in ways that different people make sense of their world, how they attach meaning to the events that happen in their world. Qualitative researchers seek to understand the perspectives of the respondents by using strategies that facilitate an "interplay" between them and the respondents (Bogdan & Biklen, 1992).

Ethics

Recent concerns have necessitated the current guidelines with regard to research involving human beings (Patton, 1990; Bogdan & Biklen, 1992). Anderson (1990) discusses some of the major abuses in research that involved human subjects. He notes that "all human behavior is subject to ethical principles, rules, and conventions which distinguish socially acceptable behavior from that which is generally considered unacceptable" (p. 17). It has become necessary to carefully scrutinize research so as to ensure that innocent people are not taken

advantage of through their ignorance of the research procedures. It is required that full disclosure be made of the purpose of the investigation in order to obtain informed consent, and that participants be not exposed to any harm. There should also be assurance of anonymity and permission should be sought if one desires to record the responses on tape. A researcher also undertakes to respect the views of the respondents, for instance, if they indicate that they do not want what they say to be used. Respondents are assured that participation is voluntary and they may withdraw from the study at any time without any obligation at all. This information was contained in the letter of introduction sent to the respondents (see Appendix I).

Credibility of the Researcher

Qualitative inquiry differs from the positivist research tradition in that the researcher is the instrument of the data collection. Information about the researcher is important because every researcher, either consciously or unconsciously, brings preconceived ideas and interpretations into the problem under study (Kirby & McKenna, 1989; Bogdan & Biklen, 1992). By candidly documenting personal beliefs, experiences, and any changes that might have occurred in the field, the researcher is compelled to have a greater awareness of the responsibility of doing a study and thus enhances his or her credibility (Patton, 1990). In this study the researcher's reflections are related elsewhere.

Qualitative inquiry constrains the researcher to take into consideration certain facts associated with the role. The researcher's subjective appreciation of the study can be fully exploited to help foster the readers' appreciation of the question being investigated. Nonetheless, the researcher should be cognizant of the

fact that this subjectivity is mediated by possible biases, which include selectivity in investigating certain areas and ignoring others according to interest (Patton, 1990). In a qualitative investigation, the researcher's intuition is the primary source of understanding and, because it is a private process, it is subject to bias and difficult to authenticate. Sometimes the researcher unconsciously selects what he or she wants to hear. When these aspects are addressed openly however, a researcher is able to tread more cautiously and therefore, achieve a more authentic presentation of the phenomena being studied.

Generalizability

Qualitative research posits that it is impossible to meaningfully generalize because it recognizes that the human experiences described are usually context specific and often change with time (Schofield, 1990; Bogdan & Biklen, 1992). However, "modest speculations on the likely applicability of findings to other situations under similar, but not identical conditions" should be put forward (Patton, 1990, p. 489). Qualitative researchers are more concerned with generating statements which might be applicable to circumstances and respondents, other than those studied.

Triangulation

Triangulation in a qualitative study involves using multiple methods, sources, and theories (Patton, 1990; Miles & Huberman, 1984). In this study, cross validation was done through interviewing KESI personnel and analyzing KESI documents. This aimed at providing a better understanding of the KESI in-

service objectives and plan of action. As well, interviews with the KESI program developers provided an insight into their work in preparing and conducting the in-service courses.

Validity and Reliability

Internal validity for qualitative inquiry is achieved through systematic and rigorous investigation with the purpose of gathering "useful and credible qualitative findings through observation, interviewing, and content analysis..." (Patton, 1990, p. 11). A qualitative researcher should carefully monitor his or her actions and observations to ensure an accurate depiction of the problem under study. Internal validity for qualitative research is high because the setting is the source of data collection and the researcher is the instrument of data collection and analysis. External validity in this study can be achieved if other Kenyan principals' views are consonant with those expressed herein.

Research Design

The study was conducted in three phases and the researcher was the instrument of data collection. The first phase was designed to facilitate a more comprehensive understanding of the functions of KESI. To this end, informal interviews with KESI personnel were conducted, and the core documents used at KESI analyzed. The documents included the "KESI Curriculum in Educational Management", a brochure which described the function of KESI, a sample proposal used by the program developers to plan and develop the in-service courses, a report

on a past in-service, and a sample of the "KESI Certificate of Attendance" which is given to all graduates at the end of the in-service.

In phase two a pilot study involving five principals was conducted to test the questionnaire guide. Responses from these interviews helped to clarify the questions and remove redundancy where such redundancy produced puzzlement on the part of the respondents. The pilot study revealed that principals were not involved in the preparation of the KESI in-service, so the questions regarding the ways in which they were involved and about who facilitated their involvement had to be deleted from the interview guide. It was also realized that some questions were not clear as the sample respondents struggled to answer them. Two examples of such questions were:

"In your job now, what do you see as a direct, significant result of your attending KESI?"

"Please describe as fully as you can the course you attended."

In a discussion with the respondents, it was thought that more appropriate questions were:

"What do you do differently as a result of your having attended KESI?"

"What delivery methods were used at the in-service?"

After the necessary adjustment of possible questions, and questioning techniques, the researcher felt satisfied that the data collection could proceed.

Phase three involved personal interviews lasting approximately one and a half to two hours with the purposeful sample of principals who had graduated from KESI. An open-ended questionnaire guide was developed for the study (see Appendix II). This allowed for the judicious use of probing questions to clarify

issues or to explore matters which had a direct bearing on the research question. The questions guiding the study evolved from the review of the literature and the researcher's own concerns. Other educators' views pertaining to availability and effectiveness of professional development programs for principals helped the researcher further in the formulation of the research questions. As a person from a developing country, the researcher's interest was heightened by a realization that there was a paucity of research from the developing world on professional development programs for school administrators. This study will widen the horizons of, and increase the available knowledge on professional development programs for school administrators.

Participant Selection

The study took place in Kenya in July and August of 1992. Informal interviews were conducted with KESI personnel and Kenyan school principals from all parts of the country, in sessions which lasted between one and a half to two hours. The distance to the schools varied from between three kilometers to three hundred and fifty kilometers from the researcher's residence. Clearance to proceed with the research was obtained from the Office of the President in Kenya, which is responsible for giving permits for all research done in the country. The Teachers' Service Commission gave permission for the researcher to look through the KESI records for the names of in-service participants. Prospective respondents were purposively selected to include principals who participated in KESI sessions in the last three years. Attempts were made to select a balanced number of men and

women principals, and to provide a representation of all types of schools in Kenya. A profile of the respondents is presented in Table 1.

Principals who were likely to provide the information targeted by the study were identified and selected. Selection was also based on the premise that principals from boarding schools may face different problems from their counterparts in day schools where students commute from their homes daily. Likewise, principals from boys schools may have different problems than those from girls schools. Views from these principals permitted the opportunity to have a holistic insight into important issues connected with education in Kenya.

After the initial contact, the researcher telephoned those willing to participate in the study to set up the interview dates and times. Where there was no telephone, the researcher visited the schools personally and, where possible, conducted the interviews or set up dates to do so later.

Table 1:   Profile of Respondents

Respondent	Gender	Type of School	Length of Service before KESI
Interview 1	Female	Girls' boarding	1 year
Interview 2	Male	Mixed day	2 years
Interview 3	Male	Mixed day	2 years
Interview 4	Female	Girls' day	2 years
Interview 5	Female	Girls' day	7 months
Interview 6	Male	Mixed boarding	2 months
Interview 7	Male	Mixed day	15 years
Interview 8	Male	Mixed boarding/day	3 years
Interview 9	Male	Boys' day	4 years
Interview 10	Male	Mixed day	15 years
Interview 11	Male	Mixed boarding	1 year
Interview 12	Female	Girls' boarding	1 year
Interview 13	Female	Girls' boarding	7 years
Interview 14	Male	Boys' boarding	1 year
Interview 15	Male	Mixed day	a few months
Interview 16	Male	Boys' day	15 years
Interview 17	Male	Boys' day	1 year

Methods of Data Collection

Interviews took place in the offices of the school principals. A general interview guide approach was considered appropriate for this study because it enabled the researcher to probe and explore areas related to the question under study. Patton (1990) noted that interviews are "dynamic, personal, and

intrapersonal" relationships that impact deeply on the interviewer and the interviewee by laying "open thoughts, feelings, knowledge, and experience" (p. 356). These aspects were demonstrated during the interviews as most principals did not suspend their duties. They continued to answer urgent telephone calls, and members of staff and students who needed to see the principals came and were attended to for brief periods. The researcher was comfortable with this arrangement because it provided valuable insight into the day to day life of a school head and was transported, so to speak, into the 'real' world of the respondents who were able to "respond in a way that represents accurately and thoroughly their points of view about ... that part of the world about which they are talking..." (Patton, 1990, p. 24). A sample transcript of one interview is given in appendix III.

A researcher's log was kept daily as the interviews progressed. The following is an extract from the journal that refers to an informal interview with a senior officer in the Ministry of Education. This served as a reminder to the researcher to keep the focus of the study in mind at all times.

> Z. is very knowledgeable. Encounters principals on a day to day basis and knows what problems there are in the schools, and which h/ms have what problems. Granted me a long interview and had many helpful suggestions. Possibly almost all concerns were reflected in the interview guide, except that of PEOs (Provincial Education Officers). To consider as part of background information to the project. The focus for this research is just principals' perceptions. (Journal, p. 4)

Another entry about a school in the slums of a large urban center read:

> A. school is situated in the slum area with a large influx of refugees, etc. H/m feels that this affects the school culture, dilutes performance. H/m is amiable. He has been in several schools as teacher and head. (Journal, p. 48)

Data Analysis

Data organization. Analysis was ongoing throughout the data collection. Repeated phrases, ideas and concerns were noted and used as sensitizors. With the use of the "constant comparative method" (Miles & Huberman, 1984; Patton, 1990; Bogdan & Biklen, 1992) as many varieties of information as possible were collected under the question being studied, while at the same time generating possible codes as the data collection proceeded. At the conclusion of all the interviews the researcher checked the field notes to ensure that the information was complete. The interview tapes were transcribed as soon as the researcher returned from the field. Observations and comments were carefully scrutinized as well. Copies of the transcribed documents were made for use during analysis and original copies were put aside for cross-referencing as the need arose. Responses to each question were combined, organized, and readied for reduction.

Data Coding and Data Presentation. Smith and Glass (1987) note that in qualitative research data collection and coding is ongoing, and as the data fall into categories the researcher generates suitable categories. Through inductive analysis the researcher identified patterns, themes and categories emerging from the data following which suitable codes were provided for ease of reference and identification (Miles & Huberman, 1984; Patton, 1990; Bogdan & Biklen, 1992). Data were reduced and the major themes that emerged were identified and coded as summarized in Table 2. The major goal of this endeavor is to reduce the volume of data without losing track of the essential characteristics and meanings contained in them (Smith & Glass, 1987).

Table 2: Codes generated to organize data

Before in-service	Recruitment for in-service
. appointment to headship . first encounter with headship	. preparation for in-service . needs assessment
Challenges of a new head . assuming school headship . starting a new school . location of the school . finances . administration . students' conduct and academic performance	**Coping Strategies** . using own talents . peer support . using an in-school support system . consulting with the education office
The KESI in-service and its impact Overall assessment . school administration . on a personal level . discipline . board of governors . finance . delegation . legal aspects	**Shortcomings of the in-service** . duration of the course . timing of the in-service . frequency of the in-service . depth and breadth of the in-service . resource personnel . relations with the central office

These were organized and presented to provide logical, thick descriptions of the situations under which Kenyan principals work, events leading up to the KESI in-service, and the perceptions of the participants as will be seen in Chapter 4.

Data Interpretation. Interpretation of data entails attaching meaning, giving explanations, making inferences, and drawing conclusions. In qualitative research "emphasis is on illumination, understanding and extrapolation" (Patton, 1990, p. 424). The data were interpreted with this understanding in mind. The research

questions were continually consulted during this exercise in order to ensure that the focus and purpose of the study were not lost.

Summary

An overview of the qualitative inquiry techniques in the context of this study was provided in this chapter. It endeavored to provide an understanding of the qualitative research goals and methods of data collection, data reduction, and data analysis; methods which are consonant with the emergent theory associated with this type of research. The position of the researcher as the instrument of data collection was discussed, touching on the possible researcher effects, and how these could be minimized, in order to come up with a well balanced research study.

The field research approach was appropriate in this study because it sought to understand the principals' perceptions of the effectiveness of the in-service they attended. The study aimed at presenting a clear, and candid depiction of the perceptions of the principals by enabling the principals to speak for themselves. Personal interviews presented a chance for the respondents to express themselves in their own words. It accorded them the opportunity to relate their own experiences and to describe how the in-service wrought a difference in their job as principals. Chapter 4 will present and interpret the major findings of the study in response to the questions guiding the study, and in relation to other literature on principals' professional development programs.

CHAPTER 4:   Presentation and Interpretation of the Findings

This chapter provides a report on the findings of the study and attempts to strike a balance between description and interpretation. A summary of the major themes and categories that emerged from analysis of the data is presented. These provide a conceptual overview of principalship in Kenya that enables one to fully appreciate the role of KESI, and the ways in which KESI in-service is conducted in relation to the research findings on professional renewal programs for administrators and current theories on change. The Kenyan principals' perceptions of the effectiveness of KESI in-service programs will be presented, discussed, and interpreted. The discussion will respond to the research questions, and review findings in relation to the literature. The following broad categories summarize the major themes that facilitated the coding of the data:

(i)   The Kenya Education Staff Institute;

(ii)   the principals' experiences before in-service;

(iii)   the participants' descriptions of the KESI in-service and

(iv)   the respondents' evaluation of the effectiveness of the KESI in-service and its impact on their attitudes and practices.

The chapter will begin with the findings of the first phase which involved informal interviews with KESI personnel and an analysis of KESI documents. These will describe the KESI objectives, the development, and the structure of the in-service programs. Next, the findings from the interviews with the principals will be presented and discussed. Quotations from respondents will be incorporated

where they serve to explain or bring out a point in clearer focus than would the researcher by explanation.

Phase I: The Kenya Education Staff Institute (KESI)

Establishment and Functions of KESI

KESI was established in 1981 as a result of "a clamor for an institution to induct newly appointed heads in educational management" (Int. K. 1, p. 21). The Ministry of Education (1987) outlines the functions of the institute as to: liaise with the Ministry of Education, organize in-service training, design, develop, and coordinate instruction materials, produce and disseminate educational courses, and act as a consultancy and resource center.

The KESI brochure (KESI Doc. 1) explained that KESI was funded by both the World Bank and the Kenya government who contributed 70% and 30% respectively. It was intended that a small secretariat be formed to take care of the in-service activities in the country. Initially the institute was an arm of the Ministry of Education. In 1988 it became a separate entity although it is still affiliated to, but not directly under the control of, the Ministry of Education. KESI funding was channeled through the Ministry of Education, and was given over a 5 year period during when 10,000 people were expected to be trained. After 1991 the agreement with the World Bank expired and the Kenya government assumed full funding of the KESI. Respondent K. 1 expressed concern with the latest developments at KESI and observed that it might not be possible to sustain KESI financially in the future, and this could compromise the in-service programs.

Interviews with KESI personnel and an analysis of KESI documents

revealed that the institute provides services to a wide range of educational

personnel. Its stated purpose is the "strengthening of the management capacity of

the Ministry of Education through in-service training..." (Ministry of Education,

1992, p. v.). The target group of the KESI programs include head teachers of both

primary and secondary schools, District Education Officers (DEOs), and others

"who are already in administrative and managerial positions at various levels within

the Education Sector" (Ministry of Education, 1992, p. v.). The KESI document,

(Ministry of Education, 1992) gives statistics of people targeted for training and

those who have been trained at KESI by August 1991. Table 3 shows the

breakdown. This study focused on the secondary school heads, shown in bold

type.

Table 3: KESI Training Targets

Description of personnel	Target for training	Those already trained
Primary school heads	14,000	5, 938
*Secondary school heads	**2, 760**	2, 051
Ministry of Ed. personnel	45, 500	10, 008

The KESI Program Developers

The KESI program developers' tasks included making a proposal to obtain

funds for the particular course that they were involved in. Additionally, they were

expected to liaise with the District Education Office whose job it was to identify,

contact, and invite principals who had never attended the in-service. They also

arranged a suitable venue for the in-service, ensured that hospitality services were adequate, invited resource persons to deliver in-service material, and prepared themselves to take over the sessions if some resource persons failed to show up (Int. K. 2, p. 4; Int. K. 3, p. 6). They also had overall charge of the training center during the two weeks it was in session.

The KESI Objectives

KESI states in the current curriculum document that "the need for training ... was diagnosed by the two Wamalwa Training Review Commission Reports of 1971/72 and 1978..." (Ministry of Education, 1992). The KESI curriculum springs directly from their stated general objectives which are to enable participants:

- to acquire and practice management techniques at their work place, to acquire functional knowledge, skills and attitudes relevant for proper management, planning and administration..., to acquire techniques and skills of adoption/adaptation necessary for management of change...,

  to display awareness and ability to solve present and future problems...(for) effective and efficient utilization of ...resources in the provision of quality education ... (Ministry of Education, 1992, p. 1)

Clients' Needs Assessment and the In-service Curriculum

The KESI had realized the need to carry out more investigation in the field in order to better understand what the principals have to contend with (Int. K. 1).

The principals who were interviewed noted that this was one area in which the KESI programs were deficient. They stated that they had not been asked about their needs, and it was evident from the interviews that principals felt a sense of detachment from the institute. KESI was considering revision in other areas such as learning materials, and putting an emphasis on getting information directly from the practitioners rather than relying on information from the schools Inspectorate or the Teachers' Service Commission to prepare in-service courses (Int. K. 1. Int. K. 2). KESI acknowledged that principals had the greatest difficulties in managing finances and that misappropriation of funds was a big problem. This was confirmed by the principals who perceived that most principals had great difficulties with finances before attending the KESI in-service.

Interviews with the KESI program developers revealed that the main resource used to develop programs is the Ministry of Education booklet entitled "Kenya Education Staff Institute (KESI) Curriculum in Educational Management" published by the Kenya Literature Bureau in 1992. This document provides background information on KESI, such as its purpose, objectives, and the current situation at KESI. The KESI core curriculum includes several topics: Management in education, management and administration, management of resources. It also deals with institutional administration and the management of non-classroom activities (Ministry of Education, 1992).

<u>Evaluation</u>

At the end of the in-service participants were given a questionnaire fill out to indicate how much they had learned from the course (Int. K2, 3; KESI doc. 2.). Asked what they thought about the evaluation process, the respondents said they had nothing to say about it as they did not know what KESI did with the questionnaires. However, they lauded the opportunities given them during the course to make suggestions for changes. The KESI personnel stated that at the end of the in-service they were expected to make a report which included the comments on the summative evaluation forms filled out by the course participants. They said that the sentiments expressed in the summative evaluation questionnaires were considered and incorporated in subsequent in-service courses. However, it was not possible to ascertain the trustworthiness of these claims since it was not within the scope of this study to do so.

<u>Phase II: Interviews with the Principals</u>

Interviews with the principals yielded information that pertains to diverse areas of the Kenyan education system. Several distinctive areas emerged in relation to the job of principals in Kenyan secondary schools. In order to understand the importance of KESI it is necessary to understand the processes and problems encountered by school heads prior to, and after in-service, and the difference in handling them before and after the in-service. The information provided by the respondents has been reported using the following categories:

(a)   School headship in Kenya,

(b)   the various challenges and the coping strategies which they employed before they attended the KESI in-service,

(c)   the KESI in-service and the respondents' perceptions of, and reflections on its scope in relation to the needs of principals,

(d)   the on-going dynamics of the relationship between the school heads and various people within and without the school before and after KESI in-service, such as: their colleagues in other schools, students, teachers and support staff, the Ministry of Education and their employer, the Teachers Service Commission (TSC); politicians, councilors, parents and others outside of the school but who impact on the head teacher's job, and

(e)   the principals' perceptions of KESI's effectiveness and its impact on their attitudes and practices.

School Headship in Kenya

Appointment

Kenyan school heads are appointed from the ranks of successful classroom teachers and deputy school heads. The Teachers Service Commission, (TSC), a body that recruits teachers and appoints school heads, normally requests a school principal to recommend teachers who exhibit leadership qualities. Such teachers can be appointed at any time to head schools when vacancies arise, or they could be asked to start a school (Int. T. 1). This information was corroborated by the respondents who felt that they had been identified to be heads due to their excellent performance in the classroom (Int. 1, Int. 5). Some said that they had been deputy heads for only a few months before being promoted and appointed to head schools

(Int. 1, Int. 3, Int. 4, Int. 5, Int. 8, Int. 9, Int. 14, Int. 17). They believed that their appointment to deputy headship was a signal for them that they might be required to head schools at a future date (Int. 8, Int. 11). None of the respondents were given any specific training pertaining to headship before they assumed their duties.

Johnson (1993) notes that as the responsibility for making decisions affecting schools is transferred to the school level, there is need for principals to be better prepared for the new roles connected with this transfer. The principal is increasingly seen as the "critical agent who gets things done" (Richardson, et al. 1989, p. 1). The recognition of the centrality of the principal in promoting effective schools is shared by others who see the principal as taking a leadership role in all aspects within the school, and acting as a bridge between the school and the rest of the community (Johnson & Snyder, 1980; Barth, 1984; Blum, Butler & Olson, 1987; Hallinger & Murphy, 1991). Fullan (1991) believes that in order to promote meaningful change in schools, professional development of school administrators should be in-built into their careers.

First Encounter with Headship

Invariably a principal's first encounter with headship was an adventure into the unknown; adventure which carried with it the possibility of great drama. Appointment to headship created, to varying degrees, feelings of expectancy, fear of failure, lack of confidence, determination to succeed, and a resignation to deal with problems as they arose in whatever way was possible. Newly appointed principals did not have an explicitly defined job description so they did not have a

clear perception of what their job involved. Many described their first taste of

headship as being like "groping in the dark, literally" and "being lost"(Int. 1). Here

are some responses:

> You are going to start a whole new system and not having been equipped in
> way of training, you are groping in the dark, literally... (Int. 1, p. 5)
>
> I don't want to call it exactly a nightmare but I would like to say that... I
> went through areas I didn't quite know. (Int. 1, p. 3-4)
>
> You are appointed head, you just go and start getting correspondences:
> 'Can you give us this?' or 'Trial balances have not been submitted to this
> office.' You don't know what trial balances look like. Now you wonder
> and unless you go to the records and see what type of document that
> is... (Int. 8, p. 4)

Many of the principals felt that due to lack of prior preparation they were ill

equipped to head their schools (Int. 2; Int. 16). For example,

> Being a head and having to make decisions was something I had not
> been prepared for... (Int. 7, p. 3)
>
> They just got me out of the classroom and appointed me headmaster... (Int.
> 16, p. 2)
>
> I found it a job that requires a lot of patience and I have to do a lot of extra
> work and I have really to offer myself in all ways that I am required to step
> in whenever there is need. (Int. 4, p. 2)

Bass (1990) asserts that the first year of a principal is most critical and that

every effort should be made to provide individualized assistance to beginning

principals. This calls for a deliberate, carefully planned support system, that should

be readily available to the principals at every stage of their careers (Richardson, et

al. 1989). Levine (1991) submitted that the lack of a clear vision of professional

development for principals could create a vacuum which could result in uncertainty

when handling difficult situations. He contended that the principals' "groping

efforts" underscore the dire necessity for professional development . For Kenyan

principals there was a vacuum which they tried to fill, especially as they described their first experiences as school heads.

Challenges of a New Principal

This study revealed that the complexity of principalship in Kenya is comparable to that in other parts of the world. It demonstrated that principals are often recruited and abruptly introduced into a world foreign to their experience, a world where they are expected to ensure the development and good management of physical and human resources, as well as helping to foster an atmosphere conducive to learning of all the individuals concerned. These expectations, however, were not congruent with the preparation given them. Many described how they were appointed straight from the classroom into the administrative job, the ensuing turmoil, and the frustrations that they faced as they tried to come to grips with their situation. They had seemingly insurmountable problems for which they had to figure out the solutions on their own.

The problems these new principals faced were as varied as the situations they encountered in their stations. These related to: assuming school headship, starting and developing a new school, the locality of a school, administration, finance, students, teachers and support staff, dealing with the central education offices, and handling the parents. Each of these will be addressed separately.

Assuming School Headship

The principals responded in different ways to the challenges facing them in their new position. They shared their thoughts regarding the burden of responsibility after appointment. They said:

> I was a bit scared of running the office, and I am telling you I was scared. One, I was scared of finances ... (Int. 5, p.3)

> What I found most challenging is laying down the management operations, you know, what do you do? How do you address the teachers who are coming in one by one? How do you organize a body of the work men? How do you lay the traditions, the whole administration of the school? (Int. 1, p. 5)

> Head teachers, when they first move into the office the first two years they do not have ... shock absorbers. To sit in the office and absorb a lot of problems... (Int. 5, p. 5)

Starting and Developing a New School

The logistics of starting a school presented many principals with great problems because it involved holding fundraising meetings to construct and equip the schools. Twelve respondents were abruptly asked to take up their new duties. For example, some described their situations:

> I was told we're starting a new school, go and start it... (Int. 1, p. 3-4)

> I was made a head teacher just after two terms (equivalent to 6 months) of deputy headship ... to start off a young school with all those teething problems and challenges. (Int. 5, p. 3)

> I got a letter that I had been promoted; to go to the DEO's Office (District Education) etc. for further instructions. Now I was starting a school which was not really a school... So I moved in and the establishment for the workers had not also been given. ... From January up to July, ... I worked without a BOG (board of governors). I did not have an accounts clerk... (Int. 5, p. 5)

Respondent No. 5 found support staff who were employed under another Ministry and, as a representative of the Ministry of Education, these people were not under her jurisdiction. Due to her ignorance in matters of labor relations she says she almost made a serious blunder. She explained her difficulty:

> I had a problem with the workers...(who)... could not fit in the jobs we advertised. I was somehow requested to write a letter telling them to apply and if they do not fit they should look for jobs elsewhere and this put me in trouble with the Ministry of Labor and with the (Workers) Union. (Int. 5, p. 5)

Another person was posted to head a Harambee school. Harambee schools are community schools initially started by parents of a particular area for their children. Such schools are usually not well established in terms of physical facilities and staff. More often than not, teachers in such schools are high school graduates employed by the community of parents to work as "untrained teachers". The government assists those schools by providing one qualified teacher as the principal. Lack of physical facilities proved to be a great challenge to the school heads. A Harambee school principal's task is often a daunting one because it is his or her duty to strive towards improving the school by working with parents to raise funds to build and equip the school. One respondent found himself in such a school. He said that there was no water, no electricity, and no telephone. Some respondents described their encounters as follows:

> The students were writing on their laps and sitting on bricks... I just found that this was the reality of what I needed to do and so I had to use my own initiative. (Int. 9, p. 2-4)

Another respondent described his difficulties:

> We did not have desks, we had no laboratory and we did not have teachers' houses ... (Int. 3, p. 2)

Location of the School

The location of the school had a great bearing on the principal's job as well as the overall tone and culture of the school. In several schools the performance of the students was clearly affected by the outlook of the community. If the community valued education the students would be highly motivated, but if they did not the students were inclined to be indifferent (Int. 9, Int. 11). The behavior and attitude of the people in the community portrayed their estimation of the importance of the school. For example, in one school with a large acreage, the people around that area were pastoralists. The principal said that neither these people nor their political representatives respected the school boundaries:

> So as a result of that the people kept on extending their rights of grazing up to where there was a bus stop. A kiosk was built, then another one built a shop, a hotel, ... it became such that the school could not claim the rights over that area because the people kept saying: "This is my shop"... "Where is the title deed?" "Where is the boundary?" Such things cropped up and you know they can always use councilors because those are the voters, so politicians will be interested in them, so they will be defended. (Int. 3, p. 19)

Finances

Various facets of school management proved to be a serious challenge to the respondents on their first appointment as principals. By far, finance and/or accounting were the areas frequently identified as having been most problematic to newly appointed heads. Most of the principals 'feared' finances because they were concerned that handling them required specific skills which they did not have. They recalled that many of their colleagues had encountered serious difficulties due to this factor (Int. 1, Int. 5). A headmistress observed that many school principals

got into disciplinary problems due to financial mismanagement and embezzlement.

One of the main concerns expressed was that with school finances it was a matter of

"one officer looking after all the financial aspects of the school" (Int. 1 p. 3). Of

her own situation one respondent said "I was the bursar, ... the accounting officer,

... everything". She described the experience as a "nightmare" (Int. 1, p. 3).

Other heads expressed their own fears and the confusion they felt:

> I was scared of finances ...I knew if I mishandled the finances of the
> school, the school would be very ruined and I knew it was a challenge by
> the Ministry (of Education) and the TSC to me as a person, as part of that
> school. (Int. 5, p. 3)

> I found it especially difficult to know the difference between the documents
> we had, e.g. the cash book, the voucher, and you know, balancing, you
> know the cash book. Writing those monthly returns and the rest. (Int. 13,
> p. 3)

> I did not have qualified personnel to handle the finances so I was more or
> less also a finance officer and being the first time I started this I was not
> very well equipped to handle finances as well because I could not even write
> the books. (Int. 2, p. 4)

Administration

Laying down the administrative structure was another concern. The

principal was expected to "coordinate all the activities in the school; ranging from

the office to outside and in boarding schools where the kitchen comes in, ... and the

teaching as well" (Int. 8, p. 2). Some respondents described their experiences:

> I had almost to start from the scratch directing the hierarchy, directing who
> is to do what. ... That was very hard to start because here I am having a
> labor force which is not motivated, which has no direction and I have to
> create motivation, direct them to become productive. (Int. 15, p. 4)

> What I found most challenging is laying down the management
> operations. (Int. 1, p. 5)

> In most cases it has been a kind of trial and error method in as far as management is concerned. (Int. 11, p. 3)

Other problems in administration involved trying to gain the local

community's acceptance in order to ensure the smooth running of the school. One

person found that she had to strive to get the community's favor. She said:

> (I had to try) to make the community accept me as a new head with new rules and new principles of running the school. (Int. 13, p. 2)

Students' Conduct and Academic Performance

Principals wrestled with the need to build a foundation to help establish a

tradition that ensured an atmosphere conducive to learning. Especially pertinent

was student discipline which many felt was closely linked to the students' academic

performance. They noted that the students, (their ages range from between 14 - 18

years), were in the stage of transition between childhood and adulthood and this

presented problems to them. One headmaster of a large boys' boarding secondary

school in an urban area described his students as "small adults (who) are really

confused; (they are) in a state of transition and you find that certain types of

discipline is necessary to be able to control (them)" (Int. 14, p. 14). He explained

that he had to work hard to keep the students busy because they tended to sneak out

of the school to go down town. One headmistress observed that she had to strive

hard to create a sense of discipline among her students and encourage them to have

goals in life. She said:

> There was also the problem of trying to establish a certain kind of tradition in the school where the girls (students) are determined to make it in life, where the girls are a disciplined group of people that can be brought up to be reliable characters in society. (Int. 13, p. 2)

The principals cited some factors which impacted on school life and affected academic performance: closeness to urban centers, proximity to disadvantaged neighborhoods, the rural community, whether it is single or mixed gender, staff, and the parents' interest in their children's schooling. The relations between the principal and the central education office also had an effect on the running of the schools. These factors represent a variety of seemingly unrelated issues each of which had the potential for profound ramifications in the schools. These will be discussed separately.

Urban schools. Interviews with heads of urban schools revealed the diversity of situations found in them. Some of their students did not come from around the school and so they had to find places to stay close by in order to be able to attend school. One respondent said of his school:

> Being a day school in an urban area where there are many distractions out there, you find in most cases a child comes in without having done any homework because this child leaves after 5 p.m. and by 6 a.m. the next day they have all sorts of things to do. Many of the children here do not stay with their parents. They stay with guardians who have no control over them or they stay in rented rooms in some of the funny places you can think of in town. (Int. 2, p. 17)

Respondent No. 5, a principal of a big girls' school in an urban center said:

> Quite often when you have problems (and) you are sorting them out, you come to realize a great deal has happened between the school gate and the father's house.... once you leave this gate you are already in town. There are films there ... kiosks, ...hotels, literature, anything. They (students) are mixing with the town boy, with the town girl, with the town man, with the town woman, and that type of interaction affects the student one way or another. (Int. 5, p. 17)

The scenarios described represented the daunting tasks that the principals faced.

One respondent observed that children can be affected by the many distractions that come their way. He said that this posed serious problems as he observed that:

> To handle such a child is very difficult. ...You will see that the child is not really tuned in. You will have the child fatigued in the morning and cannot really go through the program for the day and in the course of time that child loses interest completely, either by showing total lack of interest or by being behind in academic work altogether. (Int. 2, p. 17)

Respondents felt that students find themselves getting involved in activities which distract them from school work, therefore the teachers have to work harder to help them concentrate.

Schools in and around disadvantaged neighborhoods. Several school heads in schools in or around poor neighborhoods expressed concern that the struggle for survival was too much for the parents who, therefore, showed little or no interest in their children's education. As the students were left with no parental support, they lacked motivation, and often did not see any hope of a better life at the end of their schooling. One respondent who heads a school in a disadvantaged neighborhood, described the constant dilemma his school faces as follows:

> Daily we inform the students what is expected of them. ... My students' background is very complex. They come from the slum villages which have a history and some of the stories behind it are very difficult to eradicate ... it becomes a big, big problem. The culture is hidden in the background. ... It is an inherent problem. These are issues that you do not easily change. ... For example, when you talk of the role of a girl when you go back to the slum village where they come from... and what is the role of the boy when you go back go the slum village. When they come to school they know they are going back to the slums so there is role conflict all the time. It is hard to deal with (it). (Int. 15, p. 15)

I also visited "Kwetu" secondary school in a very run down and disadvantaged area. There were open drains, obvious dereliction, decay, and signs of disintegration everywhere. It was hard to walk because of the refuse which was carelessly strewn everywhere and the crowds jostling for limited space in the streets. There was competing music blaring out of powerful speakers placed strategically outside shops which were lined everywhere. It was almost impossible

to believe that a school could be located in this area. I turned the corner and saw the school gate. It was hanging loose in state of disrepair, and badly in need of a new coat of paint. Then I saw students in uniform in the school compound. Right outside the gate were residential houses, and the ever present cacophony of loud music. Later, the headmaster explained what he has to contend with:

> A majority of the boys come from the surrounding area and one of the problems we have is the type of parents we have who may not be very keen in the education of their children. So we may have problems spilling over from the home. Sometimes the students have to walk long distances because some parents cannot afford to give bus fare every day. We also have students who are not able to pay for lunch since the parents cannot afford it. We also have parents who have given up in life. There are many factors acting on them so they would not really have a lot of interest in what happens to their children. (Int. 17, p. 6)

Other principals in similar schools said that people around the school made illicit alcoholic brew and the students were often tempted to cross the street especially during lunch hour to purchase some (Int. 3, p. 15). Another principal said of his school which is close to a town:

> It is like an urban school because these boys when they go out will meet other students from the city and of course they share the experiences ... (Int. 8, p. 12)

He was concerned that these encounters encouraged negative behavior among students:

> For example, smoking. Although students can develop that habit anywhere, I think it is promoted and greatly influenced by students from other schools when they share them. (Int. 8, p. 11-12)

Rural schools. Students in rural schools experienced different problems. Community influence and their up bringing especially played a big part in the self perception and ambition of students (Int. 9, Int. 11). Inevitably, this affected their academic performance. In one school the headmistress said the students were

very timid. You really have to hammer into their heads to get the facts because they are not exposed. They just know from home to school. ... But here, when you talk about certain ideas in geography, in what, it takes them time to understand, because you are talking about things they have never seen or experienced. So here we really have to push people in order for them to learn. (Int. 13, p. 12)

Another observed that his students were not very serious about school:

Being in a rural setting there has been a tendency for students feeling that they could run home and come back quickly. So you find on Fridays you will have quite a number of kids asking for permission to go home for this and the other ... They feel that home is so near they can just dash and come back and I think that in itself also has tended to distract the learning because when the student goes home he or she finds other things happening and when they come back to school, part of their minds are left at home, so to speak. (Int. 11, p. 10)

Mixed gender schools. There were diverse problems associated with

putting boys and girls together in the same school. One head teacher believed that

this impacted negatively, especially on the performance of the female students in

academics. Here were some observations:

I know that there are many problems because the girls come in and they are quite daring in the first year, then, I don't know why they withdraw as they mature and they don't come out. They "die" if you like to call it that.... They become very self-conscious when they are in the presence of boys and when they are alone ...self-consciousness doesn't bother them... They are adventurous, they are daring ... So I don't know which is the better of the two evils: to segregate them and then they don't fit socially later on ... or to segregate them and then they get their academic goals which is they reason why they are in school... (Int. 1, p. 17)

You see we are dealing with the youth, ...(and) there is a feeling that there must be a bit of girl/boy relationships. And once this comes in it has negative effects on learning. Not only on girls, but also on the boys. ... Where you have boys and girls living together and you cannot really stop them from getting these ideas about the opposite sex. (Int. 11, p. 10)

Relationship with staff. Culture and age were identified as factors

determining how principals related to staff. One respondent found it difficult to

handle a "hard core" older teacher with a long history of disciplinary problems.

She explained her dilemma:

> In our traditions we are supposed to respect these gray haired people. I would find that talking to him harshly, I found it rather awkward and difficult because he was supposed to be the one teaching me what I am supposed to do in the profession. (Int. 13, p. 3)

Another person found difficulties in a "Harambee" school. This is a

community run school where all the teachers except the principal were "A" level

school graduates without any teacher training. In such schools, the principal would

have the added responsibility of having to train them. For example,

> I had to train them to be punctual... I had to come down to their level,... (to) show them how to make the marking scheme, how to evaluate, how to interact with the students and also to make the students realize that these were their teachers and they should accord them due respect. (Int. 3, p. 4-5)

One respondent in an all-boys' school told me that female teachers, who

formed a majority of the staff presented problems, especially when it came to

handling student discipline. He explained:

> They are fantastic teachers in terms of classes. If this school was a day school, I would not have minded. But since it is a boarding school, there are certain controls you have to have as a man.... They (students) are small adults and they are...in a state of transition and you find that certain types of discipline is necessary to be able to control. It needs a man, even if the man is small but it is a man. (Int. 14, p. 14)

Another respondent decried the lack of proper direction and poor motivation

of the staff in his school. When he reported to his station he realized that

> the labor, particularly in the institution was not directed and I had almost to start from the scratch directing the hierarchy, ...checking on the productivity, and I found it very hard to make people start to set goals and achieve them and motivate them.... That was very hard... (Int. 15, p. 4)

Relations with the education offices. Some respondents felt that there was

not a cordial relationship between them and the Ministry of Education, especially

with regard to matters relating to teachers. One felt that the officers at the head office lacked neutrality in handling teachers' cases and therefore, caused friction between difficult teachers and their principals. She said that

> some of the officers .... give those teachers to read ... confidential reports ...so indirectly the officers help to create some of the problems in the schools. (Int. 13, p. 5)

Contacts with parents. Parents pay school fees and buy the books and school uniforms. They are involved in fundraising activities when there is need to improve the physical facilities in schools, and so they often assist in promoting the success of the school. Principals had to contend sometimes with difficult parents. One headmistress said that principals need "shock absorbers" in order

> to be in a position to meet the parents the way they come with their own individuality, their own complications. And yet you have to respect this person as a parent to a child you are teaching, therefore somebody who matters a great deal to the school. Some come and they feel maybe something has gone wrong somewhere, or a child has reported wrongly. This person comes and physically shouts you down in your office and you know, you must come up with all your diplomacy so that you can contain the situation. (Int. 5, p. 5-6)

The complexity of the situations faced by new principals in Kenya have been illustrated by the descriptions given by the respondents. After overcoming the shock of their appointment to a new position, the principals discovered that they had monumental problems facing them. They found that the range of the problems they faced was as wide as they were diverse. Without exception, the principals' duties were multitude. To be effective they required new, vastly different skills, in addition to those they needed as they continued as teachers. Most explained that the situations they faced called for changes such as improving and expanding the facilities and laying down the groundwork for effective administration. For people

whose jobs were not clearly defined and who had no induction, these presented great difficulties.

Leithwood (1986), Fullan, (1982, 1991), and Beckner (1990) posit that when considering any kind of change, the tasks should not only be clearly spelt out, but they should be achievable. Furthermore, the change agents should have the necessary skills to bring about the desired changes in order to achieve the stated goals. For Kenyan principals these were lacking. Principals felt that the scope of their duties should be clearly defined, and that they should have prior preparation before taking up their duties. They lamented the current state of affairs where principals are expected to bring about certain changes at their stations and yet they have no specific guidelines on how to go about them.

Coping Strategies Used by Principals

Before the KESI in-service the principals had different ways of dealing with the situations they faced. New principals employed various survival tactics which they initiated themselves since there were no induction courses for this purpose. Some tried to solve the problems on their own, while others sought the advice of colleagues in neighboring schools or principals in their previous schools. Others developed an in-school support system where running the school became a kind of team effort between the head, the teachers, and the parents. Sometimes the head teachers went to the local education office for help. Although one of KESI's objectives was to act as a resource center, (Int. K. 1; KESI doc. 1), the findings did not show any evidence of this. Many respondents had had only one encounter with the institute and none of them had a continuous contact with KESI. Consequently

they did not turn to KESI when they had problems. Each of the strategies the principals employed will be examined briefly.

Using Own Talents

Many principals explained that when they first became heads, they used their own initiative to solve some of their problems. One respondent noted that people are endowed with resources which they can tap in times of need. He said,

> There are traits you have as a person ...some of these talents you are born with .... So I harnessed my talents... (Int. 16, p. 3)

One principal said that he soon realized that he had only himself to rely on to run the school, therefore, he decided to come to terms with the situation. He said

> I just found that this was the reality of what I needed to do and so I had to use my own initiative (I) tackled the problems as they arose. (Int. 9, p. 4)

For other respondents, previous experience in their former stations such as being a deputy and handling student discipline and parents' concerns helped in their new positions as principals (Int. 11, Int. 12, Int. 14, Int. 15).

Peer Support

New principals most often turned to their colleagues in other schools for advice (Int. 1, Int. 2, Int. 11, Int. 14). They sought a colleague's opinion on an individual basis, or during the Kenya Secondary School Heads' Association meetings. For example:

> When I started that school, some of these very experienced heads had actually told me: 'since you have the phone in your office, when you have a problem and you cannot sort it out, get in touch with us, explain it, the decision at the end of the day will be yours, but explain, we might give you ideas'... (Int. 5, p. 9)

Using an In-school Support System

Six principals formed a support system involving members of staff, students and other people within the school community. For instance, one respondent explained that everyone in his school was recruited to help support one another in order to ensure the smooth running of the school. The principal explained that he decided to involve the teachers and parents in the decision making process. He described how he went about it:

> Everybody (in the school) was exposed, everybody was talked to, the teachers, they were able to talk to the students, and we called in more parents' meetings and informed them what we expected from them and the children. (Int. 2, p. 6)

Consulting the Education Office

The education office and sometimes the administrative offices provided invaluable assistance to principals in running their schools. This collaboration is portrayed in one case. When she needed help in the area of accounts, the District Commissioner's Office assisted in writing up the books of accounts:

> The Provincial Education Officer and us were running the school, consulting each other and I went to his office quite often ...the chairman of the Board of Governors, ... was a very understanding person and somebody who assisted me a great deal... (he was) a very experienced administrator... (he told me to) go to his office any day before 8 o'clock (in the morning) if I had a problem. He always gave me a hearing and I went back knowing very well the chairman is behind me... (Int. 5, p. 7-9)

Another principal had positive experiences with the central office. He said that the officers were extremely helpful. For example:

> The Provincial Education office was open, and they came to my rescue any time that I wanted anything. And most of the time, I found the Provincial Education Officer coming to school personally to set a few things going and giving me encouragement. (Int. 15, p. 5)

These sentiments were echoed by other principals who had sought and received the assistance from the education offices in their areas (Int. 3, Int. 4, Int. 6, Int. 8, Int. 10, Int. 13, Int. 14, Int. 15, Int. 17).

The study revealed that principals contended with serious difficulties when they were appointed heads. However, they responded to their situations in diverse ways. Some of the ways included going to people in authority, and turning to colleagues. Kenyan principals were found to engage in informal, self-propelled professional development long before the KESI in-service. The respondents identified various sources upon which they depended to gain the necessary skills to run their schools. They most frequently turned to their colleagues in neighboring schools or during the Secondary School Heads Association meetings. It was clear that this collegial support was highly valued, not only because the colleagues gave practical advice in a non threatening manner, but also because they had walked the same path, and therefore, they could be trusted.

These findings are concordant with those of Beck (1987) who found that principals were most likely to turn to colleagues for ideas on running their schools better. Daresh (1988) who surveyed 250 Ohio principals' evaluations and perceptions of the quality of in-service learning experiences, found that networking activities were highly rated by the respondents who felt that it answered their desire to share common concerns and problems and to discuss potential solutions. Levine (1991) stressed the importance of peer interaction in promoting professional development. Networking is increasingly seen as being preferable to formal in-service programs because of its emphasis on shared learning (Levine, 1991; Daresh & LaPlant, 1983; Daresh, 1982; Fullan, 1991).

The KESI In-service and Its Impact

Recruitment for In-service

Principals could expect to attend KESI in-service after being in their stations for some time. Some people attended after two months (Int. 6) while others waited as long as fifteen years (Int. 7, Int. 10, Int. 16). The majority attended in-service after about three years. Most principals received invitations to attend the course without requesting them (Int. 2, Int. 3, Int. 4, Int. 6, Int. 7, Int. 8, Int. 9, Int. 11, Int. 12, Int. 13, Int. 14, Int. 15, Int. 16). Others were invited after they requested the local education office or the provincial education office to include their names in the next in-service (Int. 1, Int. 5, Int. 6).

Preparation for In-service

None of the respondents had been asked to contribute at all to the development, planning, or execution of the in-service, although many wished they had been. The respondents were asked to take with them to the in-service center documents such as "The Heads Manual", "The Teachers Service Commission (TSC) Act", "the Education Act", "Accounting Instructions for Secondary School Heads". However, none of them participated in preparing the in-service they were going to attend. Although some respondents said that they did not mind attending the course as it had been prepared, others felt, however, that they would have preferred to be asked to contribute on the preparation of their in-service (Int. 1, Int. 3, Int. 5, Int. 6, Int. 7, Int. 9, Int. 14, Int. 17).

These views were similar to what had been found by other researchers elsewhere. Early in-service efforts in the USA and Canada, indicated that participants rebelled against in-service courses because they had no input into the courses designed for them. They had felt that other people's ideas were imposed on them, and insisted that the practice be changed to accommodate input from clients (Barth, 1984, Fullan, 1991).

Needs Assessment

The findings showed that KESI relies on the principals' employer, the Teachers Service Commission, and the Schools Inspectorate to determine the needs of its clients (Int. K, 1; Int. K. 2; Int. K. 3). The respondents confirmed that neither KESI nor anyone else had asked them what their professional development needs might be. However, this study asked respondents to articulate what they thought their needs were before attending KESI. The principals used their experiences as a backdrop from which they assessed their training needs. Specifically, they mentioned finance as the area they most often struggled with and would have wished to be trained in. Although administration was also mentioned, respondents felt that finance presented greater challenges. Five respondents explained that before in-service they experienced a lot of uncertainty regarding the soundness of their practices. Due to their lack of training, many were worried that they may not have been doing the right thing and needed, as it were, assurance that they were performing satisfactorily under the circumstances (Int. 3). Another said that for him, school management was a matter of trying different solutions to see what worked (Int. 7), while yet another said he had no time to think about

professional training needs because he had a job to do and he applied himself to it (Int. 9).

Peat and Mulcahy (1990) argued that professional development should be a collaborative effort between the participants and the in-service agency . Collaboration during the entire process is imperative as it helps to build a shared vision of what should be improved upon and forge a common strategy. Their arguments are shared by Fullan (1991) and Leithwood (1986) who believe that such involvement increases the likelihood of the desired changes happening because participants would feel a sense of ownership and would be motivated to institute changes.

Content and Delivery Methods

Respondents indicated that the in-service course was extensive in its coverage. School Administration, Finance, Human Relations, Office Management, and Legal aspects were identified as having been dealt with. Many respondents felt that although they had not been consulted on areas they had difficulty with, they found that those areas that had caused them concern were dealt with at the in-service.

Lectures and group discussions were the most predominantly used delivery tools . Other methods included case studies relating particularly to the problems commonly encountered by principals in administration, and discipline of teachers and students. In finance, practical work involving writing up the accounts books and making trial balances were used.

Participants noted their preference for group discussions and case studies over the lectures. In fact, some respondents said that since they were literate, they should have been allowed to read for themselves rather than having someone read to them (Int. 7, Int. 10). Clearly, lectures were comparatively less popular than other presentation techniques which facilitated more sharing of ideas among the participants. Adult learning theory suggests that adults learn better from one another and they often reject autocratic methods which appear to imply that they have no relevant input (Fullan, 1982; 1991; Goodlad, 1988, 1990; Joyce & Showers, 1980; Hallinger & Murphy, 1991). Present in-service efforts in the United States and Canada stress the need for, and a commitment to making available opportunities for sustained professional development activities. They also endeavor to empower the principals through active participation in all stages of the programs. In addition there are attempt to constantly review the delivery methods in order to meet the needs of participants (Fullan, 1992, Wideen, 1987).

Most respondents in the study favored the practical exercises contained in the finance and accounts courses. They expressed greater satisfaction with the way material on finance was delivered. They liked the practical nature of this course which gave them skills that were directly applicable to their job, and allowed them to have a better understanding of the finances they supervised. They were convinced that this course was very practical and relevant to their needs.

All respondents valued the sharing of ideas generated by the group discussions and the case studies. They also enjoyed the free times when they mixed with other people and regarded these as opportunities to know what other people's experiences were, and what solutions they used to tackle the problems

they encountered. The principals believed that this sharing fostered closeness and heightened the sense of collegiality. These perceptions were similar to Bass' (1990) who argued that such sharing of experiences "renders an invaluable service to the new administrator" (p. 29), and Barth's (1984) who suggested that more experienced administrators should be "resources for others so they may share their enormous and often concealed craft knowledge" (p. 94). This is clearly one dimension that was found to be missing from the KESI in-service programs.

Overall Assessment

The respondents felt that on the whole KESI had done a good job (Int. 1, Int. 2, Int. 3, Int. 4, Int. 5). This study demonstrated that KESI had achieved their training objectives to a large degree. It would however, be necessary to do a thorough evaluation to ascertain the extent of the changes that resulted from the KESI in-service. The participants noted that KESI boosted their self esteem and helped them handle their schools more effectively and with greater authority and more sensitivity. For them the KESI in-service was a positive and rewarding experience as they perceived that they became more effective in managing their schools after the in-service. The respondents cited areas in their job where there was a difference in their outlook and practice as a result of the KESI in-service. "Confidence", "greater awareness", "more efficient", "a better person", "more effective", "more patient" were used repeatedly to describe the results of the in-service attendance (Int. 1, Int. 2, Int. 3, Int. 8, Int. 13). Many felt that "KESI ... gives you a foundation from which to work" (Int. 6, p. 9).

Here are other responses:

> I now feel that I have undergone the training that is expected of everybody...at my level...and ... therefore, it is supposed to help in the discharge of my duties. (Int. 1, p. 14)

> It gave me an understanding of how to translate theory into practice. (Int. 15, p. 6)

> To be more tolerant. It helped me in that....It made me ... more efficient. (Int. 14, p. 9)

> I feel more confident and more efficient in my job as a teacher and headmistress. (Int. 13, p. 8)

The KESI course provided an opportunity for principals to meet colleagues and to discuss their problems and felt that this opened the participants' eyes to the multifaceted nature of the challenges of school management. The discovery that other people encountered similar problems to theirs was particularly encouraging to them (Int. 1, Int. 2, Int. 8, Int. 17). The principals felt a sense of relief and increased confidence in their performance when they realized that although they had not been trained, they had handled their schools fairly well. One respondent described it as a "self discovery" exercise and said that

> it was very comforting to know that OK you had not had this formal training but you had done quite well... I (my performance) was not so bad after all ... It also gave me more impetus. (Int. 1, p. 12)

School Administration

After KESI in-service, many principals were more confident in what they did, especially in the area of school management. Their increased self confidence enabled them to tackle their duties with more authority, and they sensed that they were more efficient than before. Here is how some evaluated the effects of KESI in-service on their performance:

> I can say I am better off now than before I attended the course. I approach my duties now with more confidence and enthusiasm. Definitely I am more efficient. (Int. 11, p. 8)

> (after KESI in-service) you are speaking with authority, you know exactly what is needed, what the teacher should do, what you can do in a given situation in a school. It gave me actually more confidence ... it does make me more efficient... Now you know for sure what is what. (Int. 12, p. 7)

> (I am) more critical about evaluating the whole school... So I am managing the school in a better way. (Int. 3, p. 13)

Citing the reasons for their increased self assurance, some principals said that the in-service had equipped them with the basic principles of school administration. They had acquired concrete, practical knowledge and so they felt motivated to perform better. They were more knowledgeable in what was expected of them and they had clearer direction on the appropriate action to take in a given situation. For example, they said:

> We were taught quite a lot. We had discussions on general administration in schools, on discipline and courses on guidance and counseling for students and staff... (Int. 4, p. 5)

> One thing which I liked about it and which has been helpful to me in fact since that time is, there is this method of management which in short is called MBWA, that is, Management By Walking Around. That one is very helpful because it works... (Int. 8, p. 7)

Discipline

The KESI in-service had a positive impact on the way principals handled discipline in their schools. Before the in-service, discipline in the school was dealt with according to the idiosyncrasies of the principals as they did not have any guidelines to help them manage discipline.

During the in-service the principals were shown the approved ways of handling discipline. One headmaster said that after the in-service, he started to deal

differently with the teachers and students in this area. He intimated that before in-service, he used to be very emotional and would react impulsively to crises or other problematic situations in the school. He said that after the in-service he was able to control himself and did not get upset quite so easily. He said:

> I am able to give the teacher time to talk and if I see that I am getting worked up I will give the teacher time and I will give myself time till the next day, something I was not able to do in those days. (Int. 2, p. 12)

Other respondents also said that after in-service they handled discipline cases better, for instance:

> I find that now I tend to ease the pressure both for the students and teachers. I kind of make them relax. If they have problems they can sit down over a cup of tea, yes, no matter how much time I spend, I'll not say I am hurrying to another job or I should be in the office. I like to be with them personally till I feel they've settled down. So actually, I think as a result of the course I have become more sensitive. (Int. 3, p. 12)

> Yes, I relate to (the staff) differently because you find, unless you can have a teacher in class everyday, but whatever happens in that class you might not get a feedback unless you are close to that teacher and know exactly what is happening. ... Now I am able to get my teachers close. (Int. 14, p. 9)

> I have quite a bit to refer to from the experience I drew from the course participants and the resource personnel...I gained ... experience in handling the non-teaching staff in particular. (Int. 15, p. 7)

As regards the discipline of teachers, participants learned that there were appropriate ways of going about it:

> Initially I thought perhaps you'd just rush into summoning a teacher to the office any time a mistake has been made, and you start reprimanding that teacher. But from the course I learned that that may not be the best way to solve the problem. (Int. 11, p. 6-7)

They were also told of the proper procedures to be followed when disciplining students and they applied these when they returned to their stations. As

a result of this new way of handling discipline, the principals reported that they experienced an improvement in student discipline.

The Board of Governors

One participant remembered that before the in-service he did not really understand the role of the board of governors, and the nature of the relationship that should exist between the head of a school and the board of governors. As a result, he said that there was a lot of tension because the relations between them were not explicitly defined (Int. 15). This resulted in a power struggle between the principal and the board as to who had more say in the affairs of the school. He said that KESI clarified that as a headmaster he could attend board of governors' meetings only as a secretary to take minutes but not as a member of the board. For this principal, this distinction was very important because it helped to smooth out his school's management as he began to understand the separate functions of the principal and the Board of Governors.

Finance

Most respondents felt that Finance or Accounting was the highlight of their in-service. A lot of satisfaction was expressed about the handling of this aspect of the course (Int. 2, Int. 3, Int. 5, Int. 6, Int. 9, Int. 10, Int. 12, Int. 13, Int. 16). Respondents stated that on their appointment, they had been fearful of handling school finances because they did not have the necessary skills.

The KESI in-service course helped them to develop skills which they could apply in their work. One person described the skills on writing the accounts books

as "definite things that I can see...that is why I remember them" (Int. 16, p. 4).

The participants lauded the practical nature of the course which enabled them to

understand better the material presented to them. One respondent felt that after the

in-service she "became a better supervisor" of her accounts clerk (Int. 13, p. 7).

Other principals shared similar sentiments:

> I think (it) gave me the basics for handling that (finance) department
> effectively...I am able to walk confidently to my bursar's office next door
> and to demand to see the books and am able to follow and report exactly
> what is there ... (Int. 2, p. 11)

> After that course I knew a great deal. So that one gave me a lot of
> confidence in my work...especially on the management of finance... (Int.
> 5, p. 13)

> It is the keeping of the books of accounts. I kept them better. I handled the
> office work more efficiently... KESI created for a me a greater awareness
> in my job. (Int. 16, p.4)

> My ability to handle finances was also sharpened. (Int. 17, p. 5)

Delegation

The respondents said that before the in-service they tended to hold on to all

the power and all responsibilities in the school (Int. 1 Int. 5). One principal

explained that at the in-service it was stressed that delegating duties to other

members of staff was not an abdication of her duties as the final authority in the

school. She said that this realization freed her to delegate some responsibilities to

the teachers, and described the effect as "a heavy load off my shoulders, so I don't

cling all the time now to responsibilities. I spread them out but finally get the

answers" (Int. 1, p. 13).

<u>Legal Aspects</u>

Before in-service the principals had been ignorant of the legal responsibilities of running a public institution. This was especially true of areas such as the required building specifications and dealing with teachers and student discipline. Some principals had been sent to start new schools and therefore, they had to put up physical facilities (Int. 1, Int. 3, Int. 5, Int. 15). They were handicapped, however, by their lack of appropriate knowledge on the building specifications for public institutions. At the in-service, one respondent said, they discussed issues relating to the development of physical facilities:

> building specifications were ... given to us...like classrooms should have so many windows, so many open spaces... a laboratory should have an emergency door, there should be the fume chamber. (Int. 3, p. 20)

He considered the specifications important

> because ...a building can easily collapse. It can injure the students then the parents can sue the school. So KESI makes you aware of these things...all those are enlightening... (Int. 3, p. 20)

Skills acquisition is a major goal of any in-service endeavor. Respondents in this study perceived that KESI in-service programs were successful in imparting to them the basic, theoretical and practical knowledge necessary for better management of their schools. Hallinger and Murphy (1991) and Fullan (1991) argued that the acquisition of practical knowledge and emphasis on real problems requiring intelligent solutions should undergird any professional development programs.

It is impossible to pre-empt all the possible problems in education, however, professional development programs should aim at encouraging the clients to be continual learners who are ready to add to, and modify the knowledge they

have as circumstances change (Murphy & Hallinger, 1989; Johnson, 1993).

Participants in this study stated that the KESI in-service programs fitted this kind of

format, for they learned skills which were directly applicable to their jobs. They

were able to transfer the knowledge they obtained at KESI to their own local

situations. Programs which emphasize the transferability of knowledge to actual

working situations are more preferable to those which have no connection with the

day to day experiences of administrators (Murphy & Hallinger, 1989; Sergiovanni,

1989).

On a Personal Level

Most principals reported that KESI was more than a professional course.

They felt that KESI had helped them even in their private lives, especially with

regard to how they related to their families, and how they handled their personal

finances. One principal said:

> It made be a better person. Really it made me a better person. Apart from
> my office work, for example, even ...at home, I relate better with people. I
> also manage my own finances better than the way I would manage (before).
> You know, in the past, I was just, well, the salary is there, but ...now ... I
> sit, I plan my own salary... (Int. 5, p. 14)

The in-service also addressed other aspects of school administration such as

the filing system and keeping the inventory. Many principals had said they had

been unfamiliar with these. However, they were shown appropriate ways of doing

this and they said that it enabled them to keep track of the school stores, and to keep

files in an orderly fashion.

Some respondents said that KESI awakened in them a yearning to learn.

Two in particular, said that KESI in-service created in them a desire to know more

about education, so that now they go out of their way to read in order to improve their knowledge and awareness of educational matters. They became more interested in what goes on in other schools and other places in as far as education is concerned. One person mentioned that he started to read "Blackboard", an educational feature in the local daily newspaper. He said that before KESI in-service his interest had not been so keen. One of the key objectives of any professional development should be to encourage participants to be life long learners who are able to adapt to new ways of thinking and working (Fullan, 1991). Richardson, et al. (1993) suggest that with the principals being required to respond intelligently to the ever changing situation in school, it is necessary for them to develop ways of gathering information that will help them perform better. They contend that by disciplining themselves to learn, principals are able to focus on the present and the future at the same time. As this study demonstrates, exposure to principles of management enabled the participants to realize their potential and this affected other aspects of their lives as well.

Another aspect of KESI that respondents valued highly was the ability to share with colleagues from other parts of the country. These sentiments were similar to those in Mulkeen's and Cooper's (1992) study. They found that participants in the Fordham University's Executive Leadership Program greatly valued learning from one another. For many KESI participants, collegial interaction was one of the highlights of the in-service course. They said their perspectives were widened and they were able to look at their challenges more realistically because they realized that some people were in better situations, while others were in worse situations than they were. One encapsulated the sentiments of

many when she said that on return to her station, she appreciated her school better because she had a renewed perspective.

Shortcomings of the In-service

Although many respondents agreed that the in-service was very useful, they pointed out certain areas that they felt diminished its effectiveness. These included the duration of the course, the frequency, depth and breadth of the course, and resource persons.

Duration of the Course

Many respondents expressed great concern about the duration of the course. They felt that the two weeks allotted to the in-service courses were inadequate for the amount of material they were supposed to cover and, as a result, some of the areas were not discussed comprehensively. They described the course as being "too short" (Int. 1), that they would have "needed a longer one" (Int. 10), it was "too congested" (Int. 7), and they were "racing after time" (Int. 5).

Most respondents believed that there were

> too many lectures congested within a short period ... such that during the day there were too many resource persons, you might not have time with one. You feel that person is actually going very fast because of the time factor... (Int. 5, p. 7)

> There was too much to be done within such a short time (Int. 5, p. 13).

One person summarized the feelings of many when she observed that it was

> rush, rush, rush...KESI seems to be rushing for time but we can rush for time and not realize our goals so I think half baked people is what you end up with... (Int. 1, 20)

Some respondents indicated that the area of finances was not adequately dealt with because of the shortage of time (Int. 1, Int. 3, Int. 5, Int. 6.). Another felt that the heads needed "to be given more time because several problems arising in schools is because of ... mismanagement of finances" (Int. 3, p. 9).

The duration of the KESI in-service was a major concern to almost all respondents. They said that there were too many subject areas to be dealt with, within a short time. They perceived, therefore, that not all areas were covered adequately. They particularly felt that there was not enough time to learn about finance. Two people, however, felt that more could have been done in that two weeks. Research suggests that new knowledge can be properly acquired over a long period of time. Leithwood (1986) and Fullan (1982, 1991) suggest that material should be presented, then opportunity should be given to practice it. Afterwards there should be an evaluation to determine the success of the new endeavor. With the KESI in-service, this did not appear to be the case.

Timing and Accessibility of the In-service

The respondents contended that in-service should made available before or soon after appointment to headship, if they were to benefit maximally from it. They felt that principals would be better able to acquire good management practices if in-service courses were offered before they became set in their ways. Here are some observations:

> It is not good to leave school management and administration to chance. There would be need for prior preparation... (Int. 11, p. 4)

> It is very bad for somebody to come and go through nightmares and then three years later find out' oh, I could have gone to this forum and got the

kind of help I needed', ...the harm is already done...the tendency is not to learn to be left handled when you are already old...your wrong habits have stuck. (Int. 1, p. 20)

The respondents expressed regret that the KESI in-service came after appointment to headship rather than before. They explained that running schools is serious business and principals should be properly inducted to manage them better. They proposed that this should happen before or immediately following appointment, otherwise, principals will manage by crisis, rather than from a sound knowledge base. Mulkeen and Cooper (1992) assert that poor preparation of administrators results in "a knee-jerk response to crisis, from a lack of skills,... and the tendency to reinvent the wheel" (p. 20). This uncoordinated response was demonstrated by principals who reported that they used the trial and error method. They said it was lamentable that KESI had the techniques to help in the management of schools but availed them to the principals only after much needless harassment, stress, and anxiety. Some of the principals who had headed schools for a long time before the in-service felt that it was too difficult to change attitudes and practices after the KESI in-service. One long serving principal said that on the rare occasion when he remembered, he applied the personal relations techniques learned at KESI in-service when handling parents. Otherwise, he handled them the way he had been doing before the in-service.

Kenyan principals' views were found to be congruent with those of Richardson et al. (1989) who pointed out that professional development opportunities should not be an "exclusive club" available only to a few people at a time. One respondent summarized the feelings of many when she said that she would be prepared to take personal responsibility for any failures on her part which

might result after in-service. It was unfair, she said, to subject new administrators

to unnecessary anxiety and stress which, in her case and that of other respondents,

resulted from a perceived lack of adequate knowledge and skills to manage the

demands of their jobs.

Frequency and Follow-up of In-service

At present, principals attend KESI in-service only once in their careers. The

respondents argued that this is a short-coming and felt that in-service should happen

more often. They suggested that there should be frequent refresher courses to

update them on new trends in education and the administration of schools (Int. 1,

Int. 4, Int. 5, Int. 7, Int. 15). A suggestion was put forth that

> head teachers should be exposed to more seminars rather than, say attending
> one and then you are forgotten. I would suggest that they become more
> frequent. At least say, after every 2-3 years, one is invited and they go
> through 3 weeks to one month of such a seminar...I think the heads would
> benefit a lot....The society has changed a lot since I attended KESI. So
> there could be a variety in keeping with the changes that have occurred.
> (Int. 10, p. 10)

When asked to indicate whether or not they wished to attend another KESI

in-service the principals acknowledge their desire to attend but wished that it would

be at a higher level. They felt that they well acquainted with what KESI had already

given them and did not wish to have it repeated. Many expressed the need for

other, more advanced courses because information gets dated quickly. One

respondent noted that things had changed since he attended KESI in-service and,

therefore, it is necessary to have other courses to familiarize principals with current

theories and practices in education.

Barth (1984) found that participants were more likely to attend if they received knowledge which adds to what they already know. Fullan (1991) and Leithwood (1986) suggest that one-shot professional development courses are not usually effective and that there should be provision for continuity, as a way of consolidating what is already learned and improving on the practices.

Although one of KESI's stated objectives was to have follow up activities for their clients, no evidence was found that this was the case. KESI did not try to ascertain the degree of change in attitude and practice that was expected to occur as a result of the in-service. Respondents were disappointed with this and felt that KESI should have sustained contact with their clients in order to offer support rather than waiting for someone to fail before taking action. Research suggests that follow up activities should be an integral part of staff development endeavors because they reinforce, evaluate, and refine what has been learned (Goodlad, 1988, 1990, Hallinger & Murphy, 1991, Fullan, 1991). Fullan (1991) proposed that such activities ensure continuity and could motivate individuals to change and thus to improve practice.

KESI officials said that they only offered additional in-service courses to principals who continued to have problems in their stations, otherwise they left them alone. Principals with problems were brought to KESI's attention by the district or provincial education offices.

Depth and Breadth of the In-service

In discussing the duration of the KESI in-service courses, the respondents indicated that a major drawback was that the concepts were not dealt with to any

meaningful depth (Int. 1, Int. 2, Int. 5, Int. 8, Int. 13). Participants were acutely

aware of the superficiality of the courses as a result of time shortage. They felt that

they could not address any issues fully because of the time limitation. One principal

portrayed the general frustration of the other respondents when she said

> A lot of people would like to go into details, ... ask questions but because
> of the time limit, sorry, we can't go into that , we've got to go into this
> other point, into this other area, and so forth... The time factor was too
> limiting. (Int. 1, p. 9)

Many other observations were made, similar to the one offered by one principal

who felt that

> Crowding all subjects: management, discipline, curriculum, ... in two
> weeks,... I tend to think the thing becomes a bit superficial. ... It does
> not really train a head effectively. (Int. 13, p. 7)

Resource Persons

There were mixed reactions regarding the choice of resource persons. Since

KESI has a small secretariat it uses senior school heads, education officers, and

other senior government officers in the preparation and delivery of their programs.

Respondent K. 1. reported that some of the personnel used by KESI had never

been school heads but were training principals. An interview with one KESI

resource person indicated that he was a school principal who had never attended

any in-service. He said that he had been presenting lectures to KESI in-service

participants for many years on diverse topics but had not been given any training in

these areas (Int. R. 1). On being asked the sources of his expertise, the respondent

said he read in books and spoke from his own experience as a principal in various

schools.

Some participants felt that the course suffered because of incompetent speakers who failed to explore their subject areas more exhaustively (Int. 8, p. 10). It was felt by some that there should have been more in terms of general school administration, keeping of inventories, school supervision, and inspecting the teachers (Int. 2). Respondents argued that people who had never headed schools were not helpful because they were not talking from experience. Their credibility was undermined by their inadequate knowledge, lack of experience, and poor expertise. (Int. 9, Int. 16)

Fullan (1991) maintained that people who act as consultants to school administrators should be properly trained so that they can provide adequate guidance. In his examination of "The Maine Approach to Improving Principal Leadership," Donaldson (1987) observed that the Academy's programs were directed by the principals entirely and this could account for its success. Principals were responsible for identifying resource persons and they shaped the programs according to their own needs. The Kenyan principals did not envisage the possibility of close liaison between themselves and KESI with regard to the in-service programs, perhaps because they have a one time encounter only.

Relations with the Central Office

The participants noted that their relationship with the Ministry of Education was not clearly detailed during in-service. They had hoped that concerns about this would be addressed openly. They noted that when they had problems, they were sent from one office to the next since the staff were unable or willing to help. They regretted that the division of duties between the Ministry and their employer, the

Teachers Service Commission (TSC), had neither been clearly delineated nor discussed exhaustively (Int. 8; Int. 13).

One headmistress complained that the Ministry of Education officials were not professional in their handling of discipline cases involving teachers and the principals (Int. 13). This behavior had caused tension between the principals and their teachers and yet this was not addressed exhaustively during the in-service. She regretted that at the in-service there was no assurance that this trend would change. It was beyond the scope of this study to ascertain whether or not officers in the central office were equipped to assist the principals on a professional level.

Structure

The KESI in-service courses are residential, involve principals from all parts of the country, and are attended only once in the career of a principal. The courses are usually held in an educational institution such as a teachers' college or a large secondary school with boarding facilities, and last two weeks during the August school holidays. One principal had attended KESI in-service twice but this was only because he requested specifically to attend as he had not quite grasped the concepts of handling school finances effectively.

Many respondents said that KESI in-service should not be a one time affair and suggested that there should be continuous courses dealing with different aspects of principalship. The respondents posited that in-service courses could accomplish more if different centers were established to run different courses which principals could attend according to their interests and needs. They also suggested that the courses could be spread over a longer period of time, such as one year, so

that KESI does not try to teach everything in one course. Fullan (1987) asserted
that the one-shot format of in-service was doomed to failure because people tended
to fall back to former practices once the in-service was over. Referring to the
situation in the 1960's Fullan (1991) argued that one-shot courses were frustrating
and wasteful because it was impossible to determine whether or not any long
lasting effects had resulted from them. He contented that client involvement is
another strategy that might ensure long lasting results . The respondents felt that
there should have been provision for them to contribute to the preparation and
delivery of KESI in-service courses.

Summary

This study revealed that principalship in Kenya is complex. This
complexity was compounded by lack of prior preparation and the absence of a
unified vision and approach in handing the problems pertaining to school headship.
Principals found themselves in very difficult situations which they had to face
without any officially designated support system. The findings showed that
principals had serious concerns with various aspects of the KESI in-service, for
which they gave suggestions for improvement.

The respondents strongly advised that in-service should happen just before
or soon after one is appointed to headship so that familiarity with the demands of
the job is clearly established and the necessary skills imparted. They said that this
was necessary for a more effective and more efficient performance since it would
encourage positive working habits. Research on professional development in the
United States and Canada over the years suggests that participation in professional

development greatly improves the chances of principal effectiveness (Goodlad, 1990; Sergiovanni, 1991; Hallinger & Murphy, 1991).

This chapter outlined the diverse nature of problems encountered by principals and their methods of handling them. It provided an overview of the Kenya Education Staff Institute, the principalship in Kenya, a profile of the recruitment of principals for in-service, and the content, structure, and delivery of in-service, and the principals' views regarding these processes. The principals' perceived impact of the KESI in-service was described and suggestions about what might be done to improve KESI presented. The next chapter will draw conclusions from the findings and give suggestions for improving professional development programs. It will also discuss implications for practice and for further research. The chapter will close with the reflections of the researcher, detailing her response to the research process.

CHAPTER 5: Conclusions and Suggestions

This study explored the Kenyan secondary school principals' perceptions of the effectiveness of the KESI in-service programs. The discussion responded to the questions that guided the study and related these to the contemporary thought on professional development for school administrators. The chapter will give a recapitulation of the findings and the conclusions and recommendations arising from them. It will also discuss the implications for theory and further research and close with the researcher's reflections.

Summary of the Findings

The findings of this study revealed that principalship in Kenya is a monumental assignment. The principals described how, before the KESI in-service, they were beset with a multitude of problems brought on by the demands of their duties. The situation was aggravated by inadequate preparation and lack of professional support. Kenyan principals were appointed and given the mandate to run schools with limited guidelines on what to do, or what resources to access when they needed help. They did not have a specified forum to voice their needs. Instead, when they had difficulties, they tried out various approaches to tackle them. Some read from books, others consulted with colleagues for advice and, sometimes, with officers in the education offices on an informal basis, while yet others used their latent talents in their anxiety to manage their schools competently. The respondents indicated that they would have liked a properly instituted support system, with a clearly designated forum where they could voice their needs. They

felt that the KESI in-service came rather late and offered too little in the depth and scope of the concepts covered. However, they were appreciative that they were able to attend the in-service and thus acquire the basic knowledge necessary to run their schools. They perceived that the skills they gained at the KESI in-service had enabled them to perform more effectively and with greater authority and confidence. They pointed out areas in their jobs that they approached differently as a result of the in-service. In their assessment, the respondents felt that KESI in-service programs were worthwhile and effective although their effectiveness could be enhanced in several ways. The principals were found to be keen to learn and were able to offer suggestions on how the KESI in-service programs could be improved.

Conclusions from the Findings

Several conclusions may be drawn from the findings in this study. First, the principalship in Kenya is dynamic, complex and very challenging. Like other developing nations, Kenya is torn between the forces that urge her to follow the accelerated pace set by the developed nations, and the lack of resources that retard these efforts. Kenyan principals often found themselves in a hard-to-define world but their ingenuity enabled them to overcome serious deficiencies and to forge ahead.

Second, the lack of a formal staff development program for beginning principals did not constitute a total absence of learning for principals in Kenya. The principals were found to be very much aware of their need for professional development and welcomed any opportunity to grow professionally. The study clearly showed that principals engaged in activities that promoted professional

growth long before and even long after the KESI in-service. It revealed the presence of a strong, vibrant, though informal, network of support started and sustained by principals themselves, collaborating with one another and being there for one another, to help each other succeed.

Third, physical distance did not diminish close association with neighbors and colleagues. During three interviews, heads from other schools had come to consult with the interviewees. In another, the respondent phoned a colleague to seek advice on a certain matter in his school. The study revealed that principals held each other in high esteem and valued each other's contribution before, during, and after the KESI in-service. There was a sense that collegial support could be counted on at any time. The principals pointed out that this was the case as they had only themselves and colleagues to rely on during the critical period when they began headship.

Fourth, KESI was found to play a secondary role in the Kenyan principals' professional development. The impact of its in-service was tempered by the fact that KESI intervened long after the principals had overcome the shock of headship and had learned the ropes, as it were. The contact time between KESI and the clients was only two weeks in the entire career of a principal, and this could be a factor that could modify the effectiveness of the in-service. Perhaps also, the point of intervention reduced the clients' dependence on KESI and, therefore, moderated the principals' perceptions. KESI provided supplemental training to augment what had already happened informally. It pointed out to the principals the right way to go, by throwing light on the appropriate theory and practice of educational

administration. KESI served to correct poor practice and to enhance the confidence of principals.

Fifth, respondents asserted that KESI impacted on their attitudes and practices. They cited areas in which they acted differently, or where their attitudes had changed as a result of attending KESI in-service. This was indicative of a self reflection and a self evaluation that were already in place. The extent of these could be further ascertained and promoted through a commitment to evaluation and follow ups after the in-service because already there is established a need for continued learning among the Kenyan principals. There is potential for KESI to make a more positive contribution to the principalship in Kenya.

Suggestions

The respondents were found to be positively disposed towards KESI. In assessing the effectiveness of the KESI in-service programs, the respondents detailed the areas in their jobs that had been impacted upon by KESI. The principals perceived that KESI in-service had been effective because it met their needs by providing the skills necessary to manage schools more effectively. They cited skills in management and in handling finances, and knowledge on the legal requirements for dealing with discipline, and for constructing institutional buildings, among the competencies that they were able to transfer to their stations. The respondents, however, felt that the effectiveness of KESI could be strengthened if efforts were made to ensure continuity, the duration was increased, and attempts were made to reach every person as soon as, or immediately prior to appointment to headship. This would also ease the transition period of the

principals and ensure more effective and efficient management of schools. Some

recommendations are suggested that might improve the complexion of professional

development programs for educational administrators.

Suggestion No. 1.

The study showed that Kenyan principals were keenly aware of their need

for professional development. They perceived that they needed skills to enable

them to be better managers of their schools. Specifically they needed skills in

administration, finance, human relations, and legal requirements in discipline and in

building regulations. They understood that their job required them to be competent

in order to effectively run their schools, while creating and promoting an

atmosphere conducive to learning. They realized that they needed to have an

awareness of what other principals were doing, not only in the local scene but

elsewhere. They perceived that close interaction with colleagues provided mutual

encouragement and a confirmation of their own worth.

None of the respondents were involved in any way in the preparation of

their in-service programs. Each one received a letter asking them to attend a course

offered by KESI but none had any input at all. They were appreciative that during

the course they were able to discuss and air their concerns without any hindrance.

KESI personnel said that they take the participants' views into consideration during

the in-service and that they incorporate them into the course. It was not clear from

the study to what extent this was the case, especially since it appeared that

participants who had attended at different times had similar encounters. The

principals, however, felt that it would have been better if they had contributed fully in the preparation of the in-service.

This study suggests that **a concerted effort be made to determine the needs of principals by talking to them, and endeavoring to encourage them to empower themselves by becoming full participants in their own professional development activities.**

Suggestion No. 2.

The KESI's objectives were based on the recommendations of the Wamalwa Reports of 1971/72 and 1978. The participants perceived that the content of the in-service answered to their needs, and expressed satisfaction with the methods used to deliver them. The respondents said they would have liked more opportunities to discuss and share with one another. They reckoned that the lectures were unnecessary because they were literate and could read them on their own. It is suggested that **future professional development activities be diversified in content and delivery methods, with special emphasis on collegial sharing. Ways should be explored to promote a collaborative decision making process where principals are full participants.**

Suggestion No. 3.

KESI identifies and recruits senior school heads, senior officials in the Ministry of Education, and its own officers in the secretariat as resource persons to prepare and deliver their courses. Although many participants were satisfied with

the caliber of the resource persons, a few expressed exasperation that some of them had never been school heads yet they were instructing principals on how to run schools. There were suggestions that KESI should have permanent staff to handle in-service programs. This study suggests that **a devolution of authority for decision making regarding the professional development activities for principals be transferred from the KESI to the principals. Principals need to have a sense of ownership of, and responsibility for their own professional growth.**

Suggestion No. 4.

The principals felt that all school heads should have equal access to KESI in-service. They regretted that people had to agonize for a long time before being invited to attend in-service. The study found that principals were not certain at what point they would be recruited for in-service after appointment to headship. Many of the principals were invited to attend in-service after heading schools for an average of three years while others had their names included when they requested the district or provincial education officers to do so. The principals felt that it would be better to attend in-service just before or soon after appointment, and that it should be readily available to everyone. It is suggested that **professional development be viewed as a necessary aspect of the principalship and therefore, deliberate plans should be made to ensure that this service is universally available to all principals throughout their careers.**

Suggestion No. 5.

KESI offers no follow up courses after the initial in-service. In fact, after in-service no one checked how the principals were faring in their jobs unless they had problems. Respondents suggested that KESI should have programs that can be attended by principals according to their interest and needs. They maintained that this was essential as they needed to be constantly updated on the skills of managing schools, as well as being aware of the developments happening in the field of education. This study suggests that **follow up activities be made an integral part of professional development, with particular emphasis on renewal and updating of skills. There should be a determined effort to assess how the principals perform after in-service and to offer assistance where necessary.**

Suggestion No. 6.

At the end of the in-service the principals were asked to make an evaluation. The assessment was in the form of a questionnaire on a multiple choice format. The participants did not consider this to be of relevance to them especially since they would not attend another in-service. It is suggested that **KESI incorporate a comprehensive evaluation into their staff development programs. Long accepted evaluation practices must be reviewed to determine their consistency with the nature and purposes of the staff development. This would illuminate the processes and products of**

in-service and facilitate modification and improvement on an on-going basis.

Implications for Theory and Research

Professional development institutes need to change their role in keeping with the turbulent times that education is set in. Flexibility with a view to being more relevant to the needs of clients, and a willingness to foster collegial cooperation could go a long way in improving the image of professional development programs. The use of diverse methods, with content and methods grounded in sound research, and emphasis on working through the principals' support networks to disseminate in-service material, could prove to be very effectual.

Qualitative inquiry helps to throw light on pertinent issues as it empowers the respondents to proclaim their world view in terms that they know. It affords an authentic viewpoint grounded in the specific experiences and the respondents' shared understanding of their experiences.

The paucity of research on professional development for educational administrators in developing nations underscores the need for further research in this area. Future research might focus on factors that enhance better management of school resources, especially finances and the development and maintenance of physical facilities. There is need to look into improved ways of managing human resources to ensure greater effectiveness and efficiency.

A larger number of respondents could be interviewed over a longer period of time - before, and after in-service - to determine the extent of its impact. Views from other staff within the schools could be solicited as a means of corroborating

the principals' views. There would also be need to include principals who attended earlier on to compare their views with those of those who attended in later years. A more extensive and in-depth evaluation of KESI could provide information that could assist educators to come up with better in-service programs for principals. The findings of this study also raise the need to examine more fully the nature of the principals support network, what other activities principals are involved in, and how these impact on their jobs.

In Conclusion

This study has provided a description and interpretation of the Kenyan principals' perceptions of the effectiveness of the KESI in-service programs. The findings suggest that KESI in-service programs were perceived to be effective, because they provided the principals with the basic skills of managing their schools. It was sensed that KESI had potential to impact positively on the principals' jobs, especially if they developed more definite strategies to reach a wider audience than they do at the present time.

Educational endeavors differ from country to country and from culture to culture. Although the concept of the global village implies that differences in educational practice could be diminishing, there are circumstances that weigh against common theory and practice. Nevertheless, individual nations need to find what is useful, affordable, and practicable for them from the pool of resources that are available.

The outcomes of this study support the contention that continuing education of educators is a worthwhile endeavor, deserving of attention. As Barth (1984,

1990) and Richardson, Short, and Prickett (1993) noted, principalship had long been neglected by researchers, but now there is an accumulation of research that informs administrator training programs and aspires to strengthen the principalship. With the ever-changing role of the principal, it is vital that principals receive the best preparation that is possible.

Reflections

The nature of qualitative inquiry techniques made me acutely aware of my own inclinations and compelled me to critically and openly examine my beliefs. During the study of the literature, the findings of other researchers shaped my thinking. For example, most of the research on professional development had been done in the developed world: United States of America, Great Britain, Australia, and Canada. The theoretical foundations of professional development, therefore, were closely related to the findings of the researchers in these countries. There was a noticeable dearth of information from the less developed nations. Perhaps this could be attributed to the newness of the formal educational endeavor in these countries. It could also be the case that since education systems in developing nations are modeled after the former colonial masters, it is assumed that findings can be generalized and applied in those countries. This was an area where I needed to clarify my stance.

The validity and integrity of a qualitative study increase when a researcher openly acknowledges and addresses his or her biases and preconceptions. As I entered the research field, I believed that respondents had the same outlook regarding in-service as myself, and so I had assumed that their views would be

predictable. However, after the first few interviews, I realized that I needed a readjustment in my thinking as it became apparent that their responses disconfirmed my assumptions. It became clear that I was the learner and that I had a lot to discover. I strove, therefore, to have an open mind and to let the respondents speak for themselves.

The inductive analysis employed in qualitative research encourages the researcher to put aside biases, let the respondents speak for themselves, and allow the theory to emerge from the findings. This process engendered a lot of patience and humility in me, and enabled me to accept that there are multiple facets to be considered when looking at phenomena. This position assumes that there is a possibility of multiple realities which should be accorded due consideration. In order to acquire new knowledge, one must be ready to be surprised, to be able to explore, and be willing to change and learn. This was an exciting and challenging prospect. This understanding freed me and enabled me to let go of my pet theories. This proved to be immensely rewarding because it increased my capacity to learn, as I approached the issues with an open mind.

In the quest to have a more rounded understanding of the functions of KESI, some KESI officials and other senior people in the Ministry of Education in Kenya were interviewed. They provided useful insights into the dynamics of Kenya's education system - the challenges, the complex realities that play on all parties concerned with providing education to Kenya's children. It was an enriching experience to be able to conduct the interviews in the schools. During the interviews, the principals continued to receive telephone calls, interact with their secretaries, and engage in their duties. I was able to have a glimpse of their daily

challenges. For example, during one interview in a boarding school someone came in to report to the principal that a child had become seriously ill. The principal needed to make immediate arrangements to take the child to the hospital, and to contact the parents who were about two hundred kilometers away. Meanwhile, other support staff came in to inquire about the delivery of food to the kitchen.

In another station, a teacher came to ask for permission to be away from school on account of some personal difficulty. In yet another, I had arranged an interview for nine o'clock in the morning. When I arrived, the principal was busy disciplining students who had sneaked out of school and so we had to reschedule the interview for the next day. I arrived at some schools in the evening and was able to observe students engaged in after-school activities. Even though some of these incidents had no direct bearing on the research questions, they provided an interesting dimension and made the investigation more realistic.

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Appendix I

Letter of Introduction

May, 1992

Dear Mr./Mrs./Miss......

RE: PRINCIPALS' PERCEPTIONS ABOUT THE EFFECTIVENESS OF KESI IN-SERVICE PROGRAMS

There is little known about the impact of the in service programs offered by the Kenya Education Staff Institute (KESI). For this reason a study is being conducted to find out the perceptions of KESI's clients regarding the effectiveness of the programs in promoting professional growth and fostering educational improvement.

To accomplish this goal, you are requested to participate in a survey involving personal interviews with the researcher to talk about your perceptions of KESI in-service programs. The interviews will last about one hour with each participant. All answers will be accepted.

Your name came up in a purposeful selection of principals who have taken part in in-service programs in the last three years. Please note that participation is voluntary and you may withdraw from the study at any time, and for any reason. There is no risk of physical or psychological harm as a result of your participation in this study.

All the information you provide will remain confidential, as no actual names will be used in the report. However, a summary of the findings will be given to you, at your request, upon the completion of this study.

Please sign and return this letter to the researcher if you agree to participate in the study. A stamped, self addressed, envelope is enclosed for your use.

Signature............................... Date..............................

Thank you for your cooperation.

Yours faithfully,

M. C. Morumbasi (Mrs.).
PO. Box 53832, NAIROBI.

c.c. Dr. J. R. Epp
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Appendix II

Interview Guide

The following is a list of the questions that were used in an informal way during data collection. The questions were not necessarily asked in the order shown, nor in exactly the same words. All respondents were assured that the answers would be reported anonymously and no identifying data would appear in any reports resulting from this study.

Personal Information

What grade of principal are you? Head Grade III/Senior Head II/Senior Head III/Principal Grade I

How many students do you have in the school?

How many teachers do you have? ·

What type of school do you have?: Girls/Boys/Mixed/Boarding/Day.

How long have you been a teacher?

Please indicate your age bracket: 25-35; 36-45; 46-55 (years)

How long have you been a school head?

In-service

When did you attend in-service?

Were you chosen to attend or did you ask to attend?

How did the in-service last?

Which year did you attend KESI in-service?

How long did the in-service last?

How many follow-up courses have you had?

Needs Assessment

What aspects of your job gave you the most challenges on your appointment to headship? (challenges could be difficulties, or situations that gave problems or issues that were difficult to handle or people who required your attention e.g. help, discipline, etc.).

How did you handle them?

What did you perceive as your professional development needs prior to in-service? Please give as many as you remember.

What forums did you have to express your needs?

Perceptions about In-service

Which of your needs were addressed during the in-service?

Which ones were not addressed?

In your job now, what do you do differently as a direct result of the in-service course that you attended?

What did you like best about the course?

What did you not like and why?

How did your participation in that program affect you personally? Professionally?

Were there any unexpected negative or positive outcomes for you as a result of your participation? Please explain.

From your in-service experience what would you have liked to be different?

Have you had any follow-up courses?

How long after the first one?

If no, would you attend another in-service course? Why? Why not?

What else would you like to add?

Appendix III

Interview Transcript

Interviewer: Margaret C. Morumbasi

Respondent: A.

Location: M. Secondary School (H/M's office).

Date: ......August, 1992.

Time: 9.00 am - 11 am.

I   Good morning A. My name is Margaret and I am doing a survey on KESI. Thank you for agreeing to participate. As shown in the introduction letter, all the answers you give will be confidential and no identifying information will be used in the findings. This interview will last approximately one and a half hour to two hours. I'll start by asking you: What grade of principal are you?

A   I am not principal. I am a very junior head by the way. I am at job group 'L', that is Head Grade III.

I   How many students do you have in your school?

A   800 children.

I   How many teachers are on your staff?

A   54 on the (curriculum based) establishment but actually we are 48.

I   What type of school is this?

A   Government maintained, day school for girls.

I   How long have you been a teacher?

A   For a long time. I started teaching in 1973.

I   Please indicate your age bracket.

A   36-45

I   How long have you been a head?

A   Since 1988.

I   When did you attend KESI in-service?

A   I was very lucky. I was in-serviced in the same year I started head ship, in 1988.

I   Which month was it?

A   August, 1988.

I   Were you chosen to attend or did you apply to attend?

A   I knew the PEO's office was short listing people. I had not been a head for a long time because I was made a deputy in April 1978, and by the end of the year I was told to start off a young school in January 1988. So I felt my experience as an administrator was very limited and there I was to start off a school, a young school, by the name of .... and I felt I needed to be exposed to administration so I made a request. I am glad to say that my request was granted and I went for that course.

I   So does that mean you knew about KESI?

A   I had heard about it. I had heard about KESI because at one stage I knew my head, when I was a deputy, had gone for it. When he came back he spoke very well of the course. Equally, I had also carried out some research here and there, I asked others, I was also very curious because I had been promoted to become a head teacher and I did not want to start off my school badly. I just wanted to get maximum help and somebody whispered to me that the KESI course was going to be held in August and the PEO's office was short listing. So I just presented myself and I think they understood my case and I went.

I   Where was it held?

A   In S. It is over 600 km away and the course was residential for two weeks.

I   How many follow up courses have you had since then?

A   In 1989 I was requested to host a KESI course and since I know the importance of such a course I attended and at one stage I was also given a small responsibility to speak. And then this year again the PEO's office in consultation with the Ministry (of Education) they decided to in-service new head teachers together with a few deputies from large schools so again I requested to go there as a tutor so I had that type of follow up. Otherwise there was no formal follow up in specific terms as such.

I   On your first appointment as head what were the greatest challenges of your job?

A   Are you saying there's a limitation of the head teacher? Because quite often the head is put in that position because maybe you have excelled as a teacher in the classroom and when people see a talent and they feel they can tap this talent further by putting you into administration. But until you move into administration - as a qualified teacher in the classroom very confident in your classroom but a bit scared of running the office and I am telling you I was scared. One, I was scared of finances and as I was telling you I was made a head teacher just after 2 terms of deputy head ship to go to a young school. To start off a young school with all those teething problems and challenges. I knew if I mishandled the finances of the school, the school would be very ruined and I knew it was a challenge by the Ministry (of Education) and the TSC to me as a person as part of

that school. Come what may, I felt that school must succeed. It must take off so I had a problem of finance.

I   What was the nature of this problem?

A   Maybe if we go into the history of that particular school: Then in 1988 a decision from the DDC (District Development Committee) said let's stop the hostel and start the first girls school in the district, boarding, that is, Dec. 1978, I got a letter that I had been promoted, to go too the DEO's office, etc., for further instructions. Now I was starting a school which was not really a school. I had excellent facilities in terms of boarding. Beautiful dormitories, beautiful bed cubes, kitchen, excellent. When it comes to what makes a school, classrooms, teachers, children, they were not there. OK. So I moved in and the establishment for the workers had also not been given. We had to work fast. We did not have a board of governors, I had to work fast. From January up to July, sometime in July I worked without a BOG. I did not have an accounts clerk that is why I was saying the finances was one of the areas which challenged me. I did not have an accounts clerk. I went back to the chairman, acting chairman of the hostel committee, who eventually became the chairman of the board of governors. By then we were lucky it was the DC (District Commissioner). He gave me an accounts clerk but still I had fear in me because this person was not employed by the school. He is employed by somebody else. If school finances are messed up, it would be very difficult for us to make it good. So I did not give him full responsibilities of handling the finances. He made receipts, I did the balancing, I did the banking. I sat and worked on the payroll. I did a lot of these things and to me it was a big challenge. I am happy to say again our provincial auditor was very helpful. So whenever I was stuck

somewhere he would step in and assist me. Also this gentleman, the accounts clerk from the DC's office was not very conversant with the Ministry of Education, with the school system of finances so again, the provincial auditor stepped in and assisted him. Then of course there were these other records you were supposed to keep terms of the cash books, he worked on them, I had to supervise them very closely and again don't forget this person did not belong to us, so it was a big challenge really. Then another challenge I faced was with the law. Really, I don't know whether to say that I was somehow put in an awkward position because of the nature of the institution but in 1988 when the ministry of education now started a school, they found workers there who had belonged to the hostel, under a different ministry. Now when the establishment of the workers was given, they did not include some of the establishment found in the hostel like the house mothers were not thought of by the ministry. Then the number of workers also was reduced. Equally other work force like the accounts clerk, secretary, you know, were introduced by the Ministry of Education. I had a problem with the workers. They were requested to apply. Some of them could not fit in the jobs we advertised. I was somehow requested to write a letter, telling them to apply and if they do not fit they should look for jobs elsewhere and this put me in trouble with the Ministry of Labor and with the union. You see, it was really an experience of its kind. Luckily the labor person understood our problem. Because when I went there I said I am a victim of circumstances I found the workers there, and hostel children were still there. The school girls were about to arrive soon after. As one example, we needed the watchman and these people were there, we made use of them. Now the establishment is this and this, and were we really in an awkward

position. They understood the problem. They stepped in and saved us a lot of trouble. That is another area of challenge I faced. Then another area is really handling Public relations. It is another challenging area. Because sometimes I feel head teachers when they first move into the office the first two years they do not have what I can call shock absorbers. To sit in the office and absorb a lot of problems to be in a position to meet the parents the way they come with their own individuality, their own complications, and yet you have to respect this person as a parent to a child you are teaching therefore somebody who matters a great deal to the school. Some come and they feel maybe something has gone wrong somewhere, or a child has reported wrongly. This person comes and physically shouts you down in your office and you know, you must come up with all your diplomacy so that you can contain the situation. That is another area I faced and it was a challenge to me as an administrator.

I   Could you please elaborate how you were challenged in the area of the law?

A   When you go through the book, this book, the way you are supposed to handle the board of governors, the employees, you come to know, actually those people were not ours. They did not belong to our school. I should not have written that letter. Somehow, the previous committee which had been dissolved somehow it should have met and they should have been the ones terminating their own employees. So I moved in, I was still very green in administration and still very clean in some of these life situations. I moved in because I was told "write, you are there" and I wrote. But a situation like this catching me now because of the exposure I have had, I would say, no, I am not

going to do it but that time I did it innocently. But I almost put the whole Ministry (of education), the BOG and myself in a lot of trouble. Because if those people wanted their termination benefits, if it is me who wrote it means that the school was taking over in which case the ministry of education is supposed to give those benefits but these people did not belong to the ministry of education. That is why I am saying I was a bit green and I made that mistake.

I   And how did you handle all these problems?

A   Yes, I was very lucky, for one thing, I got a lot of assistance from the PEO's office. In fact, before the BOG was formed, the PEO and us were running the school, consulting each other and I went to his office quite often. Then the DC who used to be the chairman of the hostel and who eventually became the chairman of the BOG, was also a very understanding person and somebody who assisted me a great deal. Equally I was lucky I just say, I was lucky, really it was God's work because I don't know how I managed but somehow I managed to get human beings who understood the situation and when I talked to them they were in a position to assist me. For example, my deputy happened to be somebody with a lot of experience in teaching. And somehow we got along very well. I made use of her because she had that experience and she was also a mathematician, very good, in fact on the side of accounts sometimes I involved her. And then the teachers who came in I sat down and made the position very clear to them; that this is a young school, don't expect much, whatever we have is what we shall use, they understood it. I did a lot of counseling also. The good thing is that somehow God has given me that gift.

I   Had you been trained as a counselor?

A   In a way, maybe I was, I had been taught for a long time even before I became a deputy h/m. I started teaching in 1973. This school, by the way, and somehow in the course of teaching I was a class teacher, I did a bit of counseling, somehow I noticed that when I talked to the girls, in my own class they shone in behavior. So I started exploiting that gift. In fact quite often I did not punish my girls, I used the method of talking and I managed to move very well with the students. Then in the course of time I was made in charge of discipline. Those days we combined discipline and guidance and counseling and I was the chairperson for this school again. And I could see that I was succeeding more with my mouth and the reasoning power than with the cane, the kneeling down, the sweeping, I got my results. So I came to realize that if I do more talking explaining situations to people I tended to get better results, than if I pushed and bull dozed them. So I applied the same method when I became a head teacher and I found somehow it was matching. It was working. So the teachers I sat with them and explained: this is the situation of the school. I think let's accept it since we accepted to be teachers, it is a challenge but together we can manage. When the BOG was formed somehow I was also very lucky. I got members of the board who were very cooperative. They realized the situation we were in and they said Mwalimu we shall support you. And it is true they were there. Then the parents of the children I admitted. They came, I showed them the school and what we had. We don't have this and that and that. The government has done this and this so far, and we got teachers, by the way, all teachers were there for the school. We have done this, the BOG has done this, parents support us. Again I am glad to say that somehow I was again lucky and the parents of the school supported me fully. So

the success in that school was actually through the human beings I worked with. Somehow they were just behind me.

I What did you perceive as your professional development needs at this time prior to attending KESI?

A At that time as I said I got problems. I said I wish I could know more about how to handle my workers in the school because I look at them as an asset to us even to my own job and I knew they have feelings, families, they are just like me, and I need to handle them properly without putting them in trouble and without putting myself in trouble. Then I know many schools flop. They fail because somehow, we as teachers, we fail to do proper administration on money. And my school being that young I realized quite a bit of money was going to pass through my fingers, and that money would continue coming in if the parents and the public could see what I was doing with that money. If money was meant, maybe to build a classroom, can I at the end of the day show that parents, the BOG, the community at large that here is the classroom, or the contribution you made. So I knew, unless I am very conversant with money that I am not tricked by any accounts clerk, by any bursar or by anybody, I needed that course. I also realized I needed a course in human relations, especially when dealing with adults. These children somehow I had managed but with adults, I realized I needed to have more exposure, even sitting somewhere maybe and you know, sharing an experience with another person. I needed that exposure, yes.

I Did you have any forum to express your needs?

A Yes, the Heads Association is here. And through it we have been sharing a lot of experiences. In fact something I overlooked, the Heads Association

was also behind me when I started that school and some of these very experienced heads had actually told me since you have the phone in your office, when you have a problem and you cannot sort it out, get in touch with us, explain it, the decision, at the end of the day will be yours, but explain, we might give you ideas and the Heads Association was there. My teachers also, helped me. The PTA executive committee, under the chairmanship of Mr. .... at that time, then I have told you the Chairman of the BOG at that time was the DC, a very experienced administrator, he told me to go to his office any day before 8 o'clock if I had a problem. He always gave me a hearing and I went back knowing very well, the chairman is behind me and I did 1, 2, 3.

I   Were you satisfied with these forums?

A   Yes, they were satisfactory but I was always willing to be exposed more.

I   Do you think the selection process for the in-service was satisfactory.

A   No, I don't want to say that the PEO was going to wait until he was requested by everybody, no. My fear was there are so many heads who have not undergone the KESI course. They've been longer in the profession as heads. I was just a few months old. The PEO might give preference to these people who have been longer and I might feel that they actually need to go and be trained. Equally my school was very young. The first year I had just form one's, only 80 children. Again, I could just see myself being overlooked, I was just using the elimination process in my own head. However, I know what happens. The PEO writes and says there's such and such a course and the people who are interested

you know, they can respond to it and then from there he short lists. My fear was I might not be short listed.

I   How were you required to prepare for your in-service?

A   Actually there was no information regarding this. Already KESI had already worked out a program. You are going to cover this, that and that, it was going to be a residential course for two weeks and we went. We just knew we were going there for management. What areas of management we only found out when we reached there.

I   What do you think about that? Was this satisfactory or not?

A   To me, because the KESI was actually handling people from various parts of Kenya where they might not know that so and so's area of weakness is one, two, three, and where they knew they were meeting a number of facts for the first time, I think the program we had was adequate because it covered actually all areas of administration in a school. But if they're maybe, in-servicing people who have already attended then it might be good for them to get a feedback that the area of weakness is this, is that, so that they can put a lot of stress in that area.

I   Which of your needs were addressed satisfactorily during the in-service?

A   Practically most of the needs. Practically, in fact to me that course should continue because, I went there a very green person. As I said I depended more on luck than my own ability to run the school. That is why I said it was just God's work I managed and I didn't get messed up. But areas of finance, I think they should just keep it up. Exposure to the law, how to handle the BOG, workers, how to handle the teachers who are employed by the TSC and whose

code of regulation is different, handling other areas of this tricky, tricky business of day to day running of the school is important. So in brief, almost all my needs were well addressed.

I   Which of your needs were not addressed satisfactorily?

A   I felt that the course was a bit too short, mainly, for me to absorb all that knowledge of an administrator, i.e. the duration was a bit too short and at one stage I would feel a bit bogged down with a lot of work. By the way, they really kept us really busy, even we had night work. Up to 10 o'clock at night we were working and yet even after 2 weeks we felt we should continue. There was another area I really appreciated: the stores. Because to me we put a lot of money in terms of books, it is a lot of money which goes in there and unless that area, the stores is handled properly, it is another area which can really ruin the school finance.

I   Could you describe to me how the course you attended was like?

A   One, go there braced to work, because you will work. And then they used various methods, I think also to keep our interest going. The lecture methods were there. A person comes, gives a lecture, at the end of the lecture you respond. Then sometimes we were broken into groups. So you go into groups, discuss certain questions after having chosen a chairperson and a secretary, the secretary eventually gives a report, compiles a report in writing and gives it also verbally. Other people come up with their own thoughts and the tutors will be there just to comment on the reports we have presented. They used that method. Sometimes they used individual methods you know, questions, you try and work out. But quite often they concentrated on the lecture type of method. Then the last

day we had a session where most of these experts from all these fields were there and questions which had been compiled previously were asked to them.

I   Previously means when?

A   Earlier on during the course. You know earlier on we had sort of, you know they ran it like a school. Maybe I am not explaining it properly. We had a head girl, a head boy, and prefects here and there. Now in the course of the course it was, anybody with the question; let the question reach the head boy or the head girl by this time. Then they should go to the tutors who would sort of go through them. Where the questions are being repeated maybe they would compile them. So we had the open forum where all these experts in various areas came and those questions were answered. And at one stage we also supplemented in answering the questions. So it was like a two way traffic. We gave, we received. But we received more.

It was a lot of fun. There was a head appointed from among the tutors. It is as if we were back to those days. But we knew, behind that 'fun', a lot of work was expected so we took it seriously. We also had actual books of accounting so that we could see and practice.

I   What did you like best about the in-service you attended?

A   I don't know why but somehow it is the accounts bit which stuck in my head. Which up to now sticks in my head. The accounts section.

I   What did you not like?

A   I can't say I disliked anything except as I said there was too much to be done within such a short time.

I   Following your in-service, what did you see as a direct result of your attendance at KESI?

A   Confidence. Confidence in myself as a person and in my dealings. In my own work. I moved in with a lot of confidence. You see, before I went for this course, I'd say OK, I am doing this and that and that, but behind, somewhere within myself, there was always a question mark: Am I right? After that course I knew a great deal. Sometimes, I'd even go back to those handouts and countercheck, you know, so that I move around and I know, yes, it is supposed to be this. So that one gave me a lot of confidence in my work. And let me tell you most of the success I had in that school in my previous school was because of that course. Especially on the management of finance. Within a short period I was able you know, to show people, I have done this and that. It was really a surprise to a number of people but it is because we managed each and every shilling which the school received. Somehow it went into the right place, it never went into anybody's private pocket, we were not swindled out of the money and I felt a lot of success on that because of the course.

I   On the whole how did your participation in KESI affect you as a professional?

A   As a professional I came to realize that this exposure to head teachers, they put better working relationships with teachers. The TSC code of regulations is there. Once you know it in and out, when you are talking to a teacher, that teacher knows this and this is right and this and this is wrong and you know it is. So you discuss it and there is no problem. Because it is there. You are not quarreling. You are just stating that this has not been done and it should be

done. Also when it comes to you know, workers, the parents and the Ministry (of education), and TSC it gives you a lot of confidence. Somebody comes, for example, wanting to inspect you. I know what is supposed to be there in the school so an inspector may be asking, where is the registration of the schools? Show me the certificate. I know it, he is supposed to do it. An inspector says: Give me the syllabus, produce the schemes of work, I know they are supposed to be there. So when they come in I know they are doing their job, they have not come to frustrate me, because I have also been in schools where this and this is expected out of me. So it has really put up a lot of good working relationships. To me they are not harassing me. They are doing their work, or they are assisting me to run the place better. I am a more efficient person.

I   As an individual, what did KESI do for you?

A   It made me a better person. Really it made me a better person. Apart from my office work, for example, even I feel at home I relate better with people. I also manage my own finances better than the way I would manage. You know, in the past, I was just, well, the salary is there, but I have now managed, you know, I sit, I plan my own salary, I sit, I plan and if there is this and this to be brought or this and this to be thought of for the future and I sit and do one, two, three and I attribute it maybe to the exposure I have had.

I   What were the unexpected positive outcomes of the course?

A   It was an opportunity really, an exposure also to meet other head teachers from other schools in a different corner of Kenya. Be in a position to share experiences, so in fact I had realized though I was running a very young school I did not have as many problems as some of my colleagues who could have

been running schools which have been existing longer than mine because through that experience I learned that my problems were not bad. So I came back knowing I am not the worst head teacher in the country. There are people with worse situations so I better thank God that I have 1, 2, 3. because even the 1, 2, 3, in my school was not available in other schools. We also made friends of course, with the other head teachers and to me that is good. There was a lot of sharing of experiences and that is why I am saying I realized that my place was not bad, and actually anybody who feels that I am really in a tight situation, I don't know what to do, talk to others. You will realize that each institution has got its own problems, like a human being. It is like a human being, it is an individual with its own individuality. So appreciate what you have and try to work harder to improve or to provide what you don't have, yes.

I   What were the unexpected negative outcomes of the course?

A   Yes, sometimes, you know, we have met people and we felt they were really running very good schools and then you wonder, why was I put in this one? There are people with very good schools. They have 1, 2, 3, which you don't have and some of those things you realize you can never have, like my school, it was a very small school. Even my current school is small. The compound is very small. You meet people who talk in terms of acres and acres of land and you realize yours is just 2 or 3 acres and there is nothing you can do about it. Again you meet people who have swimming pools, and you really you can't have one.

I   From your in-service experience what things would you have liked to have been different?

A   The duration should be a bit longer, and then if it is possible when they are having their in-service course, they could have the beginners together to be given a bit of everything.

I   By beginners you mean?

A   Head teachers who have never been trained or those who have just been promoted from deputy-ship or from the classroom, and they are really green in the administration, put together so that they can be built up with knowledge gradually. Those who have been long in the field and maybe have not received KESI courses should be put together. Those who have received a KESI course, again together and maybe people with special problems, because each one of us may be my weakness is here, there, there. If the KESI could be given this type of information so that they invite people with a problem in a certain area, assisted of course by the DEO, and the PEO offices, because they know our weaknesses better then they can be held as per the demand of the group.

I   Would you attend another KESI in-service course?

A   Yes, if it was organized, I would attend maybe where we are not all beginners, because I know something or practically every element of administration but equally I have not been a head teacher for a very long time. Maybe the others have been there for ten years and more, mine is about 4/5 years so we would go there; people who have had this type of exposure so that we can also share experiences and my stress would really be on sharing experiences, problems, challenges, successes, you encounter in your profession, in our day to day running of our schools, because they are many. I would also appreciate maybe if I could

get other head teachers running girls schools in towns because I feel we have a special challenge we who are running girls schools in towns.

I   What are these special challenges?

A   What I mean is, town schools have a problem in that soon after the child leaves the school gate, this child is not mine. And until the child reaches the father's gate this child belongs to the world. In the school the child is protected, at home I know the child is protected, on the average, at home the child is protected. In between the exposure this child has had is what worries. Quite often when you have problems you are sorting them out, you come to realize a great deal has happened between the school gate and the father's house. You see, what I mean, that type of exposure. And don't forget like my school, once you leave this gate you are already in town. There are films there, there are kiosks there, there are hotels, literature, anything. They're mixing with the town boy, with the town girl, with the town man, with the town woman, and that type of interaction affects the student one way or another. That is why I was saying if I was called I'd like to share experiences with other head teachers running girls schools in towns.

I   At what point should the in-service be given?

A   As soon as, I mean, a teacher is promoted to become a head teacher. Before this person starts messing up, before this person gets the wrong ideas in administration, he should be told it is this, that, that, which is supposed to be done. Just as before this person moved into the teaching profession the person had undergone training to become a teacher so he moved into the classroom, without experience, of course, but into the classroom knowing that my professional ethics are these and that, and I am expected to do this and that, so when a teacher has been

recognized and promoted to a head teacher, it is not fair for the teacher to be left to continue working without the confidence that I am doing the right thing.

I   What else would you like to add?

A   I can't think of anything else.

I   Well, thank you very much for your time. This brings us to the end of the interview and I wish all the best in your job.

A   Thank you very much.