

**AN ASSESSMENT OF LEVELS ON TRAINING OF PUBLIC SECONDARY
SCHOOL PRINCIPALS AND ITS IMPLICATIONS ON THEIR ADMINISTRATIVE
PERFORMANCE IN YATTA SUB-COUNTY**

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ABSTRACT

The purpose of the study was to assess the levels of training of secondary school principals and its implications on their administrative performance in Yatta Sub-county of Machakos County with the specific aim of making recommendations to improve school leadership and management in Kenya. Theoretically, the research drew its foundations from Katz's Three Skills Approach, which proposes that as people move to more administrative duties they need more human and conceptual skills than technical skills. The study applied a descriptive survey design. The target population was 42 public secondary school principals in Yatta sub-county. Probability and nonprobability sampling approaches were utilised due to the nature of the target population. Simple random sampling was used to sample 13 principals, which was 30% of the target population. A self-administered questionnaire was the main tool of data collection. Data was analysed using the statistical package for social sciences (SPSS v17) computer programme. Frequency distributions, percentages, means, standard deviations and standard errors were calculated. Pearson's correlation coefficient was also calculated to determine the relationship between the principals' characteristics and the performance indices identified as student performance in examinations and co-curricular activities and the discipline of the staff and students. Descriptive statistics presented the results of each analysis. The findings show a positive correlation between the level of training and administrative performance and that regardless of the school type and category, secondary schools are faced by many challenges. It was concluded that secondary school principals need training in financial management, procurement procedures, ICT and management information systems, maintenance of discipline and strategic planning and any training programme aimed at improving the capacity of secondary school principals should primarily address these issues. The study recommends that the Ministry of Education and related agencies should provide training opportunities for secondary school principals aimed at addressing the aforementioned issues and any training programme for secondary school principals should be continuous.