TOWARDS EQUITABLE ACCESS TO CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMS BY SECONDARY SCHOOL MANAGERS IN KENYA.

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Abstract

Guided by the Learning Organizations' theory of Peter Senge (1990) this paper sought to determine the extent to which the senior managers and the Heads of department of secondary schools participated in Continuing Professional Development (CPD). The study's sample comprised of 443 respondents determined using the Cochran's sample size formula, stratified random sampling and purposive sampling techniques. Data was collected using questionnaires and interview schedules. It was analyzed using percentages and chi square tests. The study found out that there was significant relationship between participation to CPD and designation; there was no relation between participation to CPD and gender of the school manager; finally no significant relationship existed between participation to CPD and type of school managed. It was concluded that participation to external CPD programs was skewed and was a reserve for the senior managers of secondary school, while participation to school based mentorship programs was a reserve for the heads of department. However, there was equity in participation to CPD by gender and by type of school managed.

Key words: Continuing Professional Development, participation, gender, type of school and designation

Introduction.

Continuing Professional Development (CPD) is defined as the development of knowledge and management skills and competencies throughout a managers working life (World Bank, 2004). Managers need to be updated on the techniques of planning, organizing, controlling and directing human and finances resources. The purpose is to ensure that the managers remain competent and current in their knowledge and skills and that they are committed to a philosophy of life-long learning (Earley and Bubb, 2004). The term 'continuing' has been used to highlight the professional development as being ongoing, lifelong oriented in the process of 'ongoing' change process.

Owens (2006) asserts that training is regarded as a tool that can assist organizations built committed and productive workforce. Employees consider training as an investment, updating of skills and enhancing competence to handle tasks (Meyer et al., 2004). This perspective encourages reciprocity to organization, identification, involvement and low turnover thus giving the organization a competitive advantage. There is a consensus that

employee commitment focuses on processes by which employees establish relationships with their organization through professional development, identification, involvement, participation, acceptance of goals and values and loyalty to the organization. Similarly Silverthorne (2004) argues that employee competence influences organization performance and its delivery of services. Training has the potential to predict work outcomes such as extra role behavior, withdrawal, performance and absenteeism (Kuvaas, 2006). Kuvaas (2006) studied training for social identity and found that training helps employees identify with the organization while new and current employees acquire the knowledge and skills they need to perform their jobs. The findings also established that employees who enhance their skills are more likely to engage fully in their work because they derive satisfaction from competence in mastering new tasks, thus enhancing commitment to the organization.

Literature Review
Empirical studies have provided extensive evidence that training facilitate the updating of skills, and lead to increased commitment, well-being, and sense of belonging, thus directly strengthening the organization's competitiveness (Karia and Ahmad, 2000). Studies have revealed that, effective school managers can help schools rise to the challenge of curricular change, acts as managers of improvement and transform teaching and learning conditions whilst ineffective managers can block improvement and stifle initiative (Gudo, Ibrahim & Maureen, 2011; Marzano, Waters and McNulty, 2005; Mathibe, 2007). Bartlett (2001) studied the association between employee attitudes towards training and feelings of organizational commitment. The findings showed that perceived access to training, social impact of training, motivation to learn, and perceived benefits of training are positively related with organizational commitment. Notably, performance of any organization is crucially dependent on the quality of its management team.

The school management team comprises of the Board of Management (BOM), the Principal, the Deputy Principals and Heads of Department (HoDs) (Haneberg, 2005). These managers are charged with the responsibility of leading and managing implementation of school programmes effectively and efficiently. Educational leadership and management are perceived as crucial factors in improvement, efficiency and effectiveness of schools (Musera, Achoka & Mugasia, 2012; Harris, 2002; Johansson, 2001: Bush and Jackson, 2002). It is therefore imperative that all categories of school management are equally exposed to Continuing Professional Development trainings.

A number of studies show that professional training in many countries is not a requirement for appointment to the position of a school principal or to a managerial position and there is still an assumption that good classroom teachers can become effective managers and leaders without specific preparation for their leadership and management roles (Bush and Jackson, 2007; Bush and Oduro, 2006). School managers in many countries are appointed on the basis of irrelevant or insufficient criteria; for example, on the basis of their teaching record rather than their leadership skills, on the basis of long service and experience without any higher academic qualifications and even on the basis of acquaintances (Oduro and Macbeath, 2003; Bush and Heystek, 2006; Pashiardis and

Heystek, 2007).

Countries like England, Ontario, Ireland, Scotland, Singapore and Australia have relatively comprehensive training in leadership which includes pre-service qualification programmes, induction programmes to support the initial phase as leader and in-service training programmes for already established school leaders. It is worth noting that, in most of these countries preparation and development of school managers is formally institutionalized with colleges offering training before and after appointment to school leadership. In addition, preparation and development of principals is well structured and systematic in the sense that aspiring principals are prepared for school leadership before appointment and then continuously developed after appointment to enhance performance of their duties (OECD, 2012). The National College for School Leadership (NCSL) in England is an example of such institutions where aspiring school leaders are prepared through the National Professional Qualification for Headship (NPQH) Programme (Fink, 2005) and are inducted through Early Headship Programme (EHP) on ascension to principalship and those in service are continuously developed through Head for the Future (HftF) programme (Brundrett & de Cuevas, 2007).

Hong Kong and Singapore have been on the forefront of developing institutions and programmes for preparation and development of principals. Most of their programmes are based on institutions and programmes in the developed world countries. For example, in Hong Kong the conceptual foundations for leadership education for principals were established by Hong Kong Education Department in 1999 after study visits to similar programmes in England, Scotland, Austria and Singapore (Wong & Chung-Chi, 2004). Additionally newly appointed school leaders undergo a nine day mandatory induction course offered by the Education Department. To align with globalizing education reforms the Hong Kong government has put more emphasis on teachers' CPD since the 1990s (Loverder, 2005; Lai and Lo, 2007). The Hong Kong government policy about school administration, School Management Initiative (Education and Manpower Branch and Education Department, 1991) began to be concerned about teachers' Professional development. There were also no requirements that were imposed on teachers to engage in CPD until 1992 (Ng, 2003). Since then teachers who are to be promoted to senior posts must have attended refresher or special training. However, the government had not formulated any central policy or prescribed any development plans on how and in what areas teachers should be trained on an ongoing basis throughout their professional lives.

Much of the professional development in Singapore is school-based, led by school staff developers, whose job is to know where there are problems in the school, for example with a group's mathematics performance, or to introduce new practices such as project-based learning or new uses of ICT. Notably, each school has a fund through which it can support teacher growth, including the development of fresh perspectives by going abroad to examine aspects of education in other countries (OECD, 2012). A strong belief pertains that most of the professional development of principals have to take place on the job (Murphy & Hallinger, 1989). In other words, principals learn more through continuous in-service professional development.

In a study conducted by Bizzel (2011) to examine the nature of professional development of principals of schools in the rural Appalachian region of Virginia it was observed that principals' professional development experiences were seldom on-going, often job-embedded, and somewhat connected to school or district improvement goals. Principals reported the demands of the job, lack of professional development opportunities provided by their school district, lack of knowledge of professional development available outside their district, and being geographically isolated as barriers to their professional learning. The result of the study showed that among the 20 types of professional development activities described by principals, four were traditional, one-time events that typically are not on-going, job-embedded, specifically connected to school improvement goals unless by chance, nor place-based. These include national, state, and regional conferences and regional workshops. Eight of thirteen principals participated in regional conferences making regional conferences the second most frequently mentioned professional development type. Regional workshops and state conferences were mentioned seven and six times respectively.

Another study by Rodriquez-Campos et al. (2005) examined participation of school principals to CPD programmes in USA. He used data from the NCES to report on principals' professional development. The percentages of principals who had participated in various types of professional development activities ranged from 97% of principals who had attended a workshop or conference in the previous 12 months to 38% of principals who had participated in mentoring, peer observation, or coaching. Rodriquez-Campos et al. (2005) indicated a positive trend in participation in professional development but concluded there was a need for "more innovative professional activities".

Other studies done in South African on principal's professional development programmes show that mentoring is a powerful tool for improving the leadership and management skills and competence of principals and school effectiveness (Bush, 2004; Msila, 2010). In this regard, Msila (2010) states: "with no induction of principals apparent, mentoring can be the best remedy for beginning principals in particular" Mentoring affords newly appointed principals opportunities for peer learning, coaching and networking (Walker and Dimmock, 2006). Mentoring involves pairing an experienced, highly successful principal with an inexperienced colleague (Guskey, 2000). This model of professional development provides opportunities for regular discussions, sharing of ideas and strategies on effective leadership and management practice; reflection on current methods and procedures; on the job-training and observation as well as tactics for improvement (Guskey, 2000; The Education Alliance, 2003).

Mubiana (2011) investigated the effects of CPD of rural basic school teachers on the quality of education in Mongu district of Zambia. Five of the head teachers who were interviewed in the study attested to have undergone some management course of some kind. Out of the five, one head teacher said he had the opportunity to do a management course under some educational courses done while pursuing a diploma course. Some

head teachers said that they had done an Education Management Training Programme (EMT) while some head teachers claimed to have done a records management course. The findings revealed that five of the head teachers had never done any management course despite being in management position.

Namibia didn't have structured CPD programs for school managers as revealed by a study conducted by Mushaanndja (2006). The principals that partook in the study did not undergo pre- service professional development for principalship, and did not receive induction when they were first time principals. Their common development approaches were self-development and informal people-assisted development. In Nigeria, Mohammed (2006) studied CPD approaches and observed that two most commonly used CPD approaches in Nigeria are the workshops and the school-based teacher professional support model. The workshop model entails drawing participants out of their schools to a venue where they are exposed by experts to a core of information and skills. This was the most common form of Continuing Professional Development (CPD) model in Nigeria. The school-based teacher professional support and mentoring model is an alternative strategy for in-service training of teachers.

Kenya Education Management Institute (KEMI) was mandated through legal Notice 565/1988 to among other functions identifying staff educational development needs and providing in-service training to meet those needs; and organizing conducting training for personnel involved in the administration and management of education as well as conduct research on staff training and development programmes in the field of education. Currently, KEMI offers in service training to principals, deputy principals and heads of departments in school management (RoK, 2012).
KEMI trains educational managers in management skills, especially personnel management, curriculum implementation, employee motivation, financial management and effective implementation of education policies. Similarly four agencies are currently delivering professional development service to teachers in this area: the Ministry of Education Science and Technology (MoEST), through its Quality Assurance and Standards Directorate, the KEMI, the Kenya Institute of Curriculum Development (KICD) and the TSC (RoK, 2008).

The reforms experienced within the Kenyan education sector are intended to facilitate paradigm shifts in terms of education governance, quality, equity and international comparability (RoK, 2005; Amare and Temechegn, 2002). However, professional development remains one of the most challenging areas in teacher management over the years (Kafu, 2011). Reports of various commissions, taskforces and studies undertaken (RoK, 2003; RoK, 1997) have indicated that despite the ongoing professional development programmes in Kenya, there seems to be inequitable access to these courses yet the above literature shows that for effective succession planning, both the senior and the middle level managers have to undergo lifelong professional development (RoK, 2005a; RoK, 2005b; RoK, 2010; MoE, 2008; Oduor, 2016). It is therefore hoped that, through equitable participation to CPD programmes, school managers will enhance their management skills, knowledge and attributes thus enabling them to keep pace with

the changing needs of the society. To this end there is need for empirical data on the current status of access to CPD which is hoped to guide CPD policy formulation process in Kenya.

Theoretical Framework

The study was guided by the Learning Organization theory propounded by Peter Senge (1990). The theory is based on the concept that organizations in the era of globalization need to enable people to continually expand their capacity to create the results desired globally. The establishment of the capacity development structures in Kenya such as KEMI which has the mandate to conduct capacity building to serving and aspiring education managers in liaison with and the TSC (2007) policy on human resource management is a strategy towards embracing the Learning Organization theory. The Learning organization theory was applied by this study to determine the extent to which the HoDs and the senior managers accessed various CPD training.

Methodology
Research Design
Descriptive design was applied to collect and analyze data. The sampling frame comprised of county secondary schools in Western region of Kenya. This region was purposively selected because of the reported rising cases of teacher and financial resource mismanagement in schools yet the government has put in place CPD structures (Wichenje et al., 2012). The target population comprised 1,379 teachers in the 137 county secondary schools in the Western region. The targeted respondents of the study were 4 TSC Human Resource Development Officers, one KEMI Head of training department and the 4 County Quality Assurance and Standards Officers (CQASO). Further, 137 chairpersons of the school's BoM, 137 principals, 137 deputy principals, 959 HoDs were targeted.

Sample size
Cochran's sample size formula was used to determine the required number of respondents (Fox, Hunn, and Mathers, 2007). Considering that the analysis was done at 95% level of confidence, (5% margin of error), and α-error = 0.05;

$$n_0 = \frac{(t)^2 \times (P)(q)}{(d)^2}$$

$$n_0 = \frac{(1.96)^2 \times (.5)(.5)}{(.05)^2} = 384.16$$

Where;

n0- the sample size

t- Value for the selected alpha level eg 1.96 for 95% confidence level p- Estimated proportion of an attribute that is present in the population q-1- (minus) p

$(d)^2$ the acceptable margin of error for proportions being estimated

The required sample size was 384.16. However since this sample size exceeded 5% of the total population which is 1,379 (1,379 ×.05=68.95) the Cochran's correction formula for samples was used to determine the actual minimum sample size.

$$n_1 = \frac{n_0}{(1 + n_0/\text{population})}$$

$$n_1 = \frac{384.16}{(1+384.16/1,379)} = 300.453$$

Although there is no standard acceptable response rate, Reilly & Wrensen (2007) urge researchers to attempt to obtain response rates over 50%, however it should be noted that, the higher the

response rates the more valid is the data. This is based on the argument that sufficient response rates are important as a survey that collects very little data may not contain substantial information (Orodho, 2003). The expected minimum sample size was 300.453 respondents, however from the previous studies of this nature it was anticipated that a response rate of 67.8% will be achieved (Komba & Nkubi, 2008). Therefore the actual number of respondents required for the study was determined by calculating n2 as shown below;

$$n_2 = n_1 / 67.8\%$$

$$= 300.453/0.678$$

$$= 443.146 \text{ respondents.}$$

To form the required sample size of 443, 44 school principals, 44 deputy principals, 308 HoDs and 44 chairperson of the BoM were purposively selected. All the seven HoDs from each selected school were included in the study (Language, science, mathematics, applied sciences and technical subjects, humanities, guiding and counselling, games/sports). Simple random sampling was applied to pick one CQASO and one TSC HRM & Development officer. The KEMI head of training department was also selected purposively. The distribution of respondents in summarized in table 1.1.

Table 1. 1 Sample Size of the Study

Category	Principal	D/principal	BoM	HoDs	CQSO	KEMI	TSC	Total
Target	137	137	137	959	4	1	4	1,379
Sample size	44	44	44	308	1	1	1	443

Data Collection

Questionnaires, document analysis schedules and interview schedules were used to gather data from the Chairperson BoM, the school principals, deputy principals and HoDs. A pilot study was conducted in four schools within the region to determine the validity and the reliability of the instruments. The instruments used were developed by the researcher with the guidance of experts in the department of Educational Planning and Management. To ascertain the face and content validity of the research instruments, a pilot study was done. Questionnaires were administered to four school principals, four deputy principals and eight HoDs randomly picked from four schools within Western region of Kenya. Careful examination and comparison of the response against research objectives were done so as to determine the suitability of the questionnaires and to rephrase questions in an unambiguous way. Comments on the adequacy of the instruments in coverage of the topic under study were sought from experts to ensure the questions were technically logical. Thus, this enabled the researcher to develop instruments that yielded face and content valid data, adequately covered topic under study and logically sequenced instrument. The research assistants were taken through the instruments to understand the data to collect and how to record correctly and be informed about ethical issues.

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). Split half reliability test was done to verify internal consistency of the questionnaires. This was by randomly dividing the questionnaire items into equivalent halves of 16 questions each and administering each half to a group of the respondents on the same occasion. Using the Spearman Rank Order, the performance of the two groups of respondents was correlated. One challenge with the split-half reliability coefficient is that since only half the number of items is used the reliability coefficient is reduced. Cronbach (1990) observes that to get a better estimate of the reliability of the full test, Spearman-Brown correction formula should be used to adjust the coefficient. Thus this formula was used and a reliability coefficient of 0.8 was obtained. For descriptive survey research, a reliability coefficient of 0.70 and above is normally accepted as a measure of reliability for the instruments (Kathuri and Pals, 1993).

Results
Proportion of Managers Participating in CPD Programmes

The first objective sought to determine the extent to which school managers participated in CPD programmes. The respondents were required to indicate the CPD program/s that

they had attended in the last one year (2014/2015). Percentages were computed and the data presented using bar graphs and figures. The rationale of selecting the last one year was due to the rapid reforms witnessed within the education sector that necessitated professional development to so as to update the existing skills and knowledge.

Participation in CPD Programmes by Designation

The respondents were asked to indicate their designation and identify the CPD programmes that they had attended in the last one year. The findings are summarized in table 1.2

Table 1.2 Proportion of CPD attended by Designation

CPD Provider	Senior Managers Frequency (%)	HoDs Frequency (%)	Total Frequency (%)
KESSHA	29 (30.2%)	0(0%)	29(8.4%)
KEMI	18 (18.8%)	8(3.2%)	26(7.5%)
SBM	13(13.5%)	62(24.7%)	75(21.6%)
TSC	27(28.1%)	84(33.5%)	111(32.0%)
QASO	9(9.4%)	97(38.6%)	106 (30.5%)
Total	96(100%)	251(100%)	347(100%)

Source: SPSS output

The findings showed that majority of the senior managers (30.2%) attended KESSHA programmes; while 28.1 and 18.8 percent attended the TSC and the KEMI organized programmes respectively. The other 13.5% and 9.4% of the senior managers attended QASO and SBM programmes respectively. The analysis also shows that a larger percentage of HoDs (38.6%) attended the QASO CPD programmes, while none (0%) attended the KESSHA programme. A fairly large percentage (33.5%) of the HoDs attended the TSC CPD programmes, while 24.7% participated in SBM programmes and a small proportion of only 3.2% had an opportunity to participate in the CPD programmes organized by KEMI.

A chi square test was performed to establish if there was a significant relationship between participation to CPD and designation. The findings of the test were as summarized in table 1.3.

Table 1.3: Relationship between Participation to CPD and Designation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	122.365[a]	4	.000
Likelihood Ratio	123.264	4	.000
Linear-by-Linear Association	91.725	1	.000
N of Valid Cases	347		

Source: SPSS Output

The obtained chi value of 122.365 ($p<0.05$) was greater than the chi critical value of 9.488 showing that there was a statistically significant relationship between participation to CPD program and the management position held. This implied that, the HoDs and the senior managers didn't have equal access to the KESSHA, KEMI, TSC, QASO and the SBM CPD programmes.
For instance participation to the KESSHA and KEMI CPD programmes was skewed towards the senior management level which comprised of school BoM members, principals and deputy principals. Contrary to the QASO and SBM CPD programmes whose attendance was dominated by the HoDs.

The findings of the current study show that participation to SBM CPD program was dominated by HoDs. This could be an indicator that SBM CPD programmes are affordable and accessible to the HoDs who seems to have limited time and resources to attend to external CPD programmes as asserted by Bush (2004) and Msila (2010). Majority of the senior managers attended the KESSHA, TSC and KEMI CPD programmes.

This observation is in tandem with the findings of a study conducted by Mohammed (2006) to investigate the principals' participation to CPD in Nigeria. Mohammed (2006) observed that drawing school managers out of their schools to a venue where they are trained by experts for core of information and skills was the most popular form of CPD used to in-service principals in Nigeria. According to Mohammed (2006) this was also because the school principals could not freely accept to be mentored internally by school staff developers.

The findings show that, School Based Mentorship programs were unpopular to the senior managers. These findings are different from the findings of studies done in South Africa by Bush (2004) on the principals' and HoDs' professional development programmes. According to Bush (2004) school principals actively participated in SBM programmes more than any other forms of CPD. This was because they viewed mentoring as a powerful tool for improving leadership, management skills and competence of principals in secondary schools (Bush, 2004; Msila, 2010).

Information gathered during an interview with the TSC HRD officer, the principals and the CQASO confirmed that most senior managers were keen on attending the KESSHA

conferences, the TSC and the KEMI CPD programmes but unwilling to participate in other forms of CPD due to the perceived monetary gains and promotion value attached to the programmes. They pointed out that a apart from KESSHA, TSC and KEMI CPD programmes, the other forms of CPD had not been tailor-made to effectively meet the senior managers training needs thus not attractive to them leading to low demand.

It was also noted that secondary school managers are always enthusiastic to attend CPD programmes that are likely to lead to job group promotion compared to CPD programmes that are not attached to promotions. Such CPD programmes would attract more mangers compared to programmes that only focused on knowledge and skill upgrading. The CQASO cited financial implication as a major factor influencing participation to CPD and therefore this could be the reason why a small proportion of the HoDs attended the KEMI courses.

An interview with the KEMI head of training department confirmed that, the KEMI capacity building courses were costly and every participant was expected to meet the training cost as there was no national policy mandating the school management to meet the training cost of all teachers. A document analysis of the KEMI training records and course advertisement also confirmed that majority of its previous participants were the school principals and the deputy principals.

Relationship between Participation to CPD and the Type of School Managed
Respondents were asked to indicate the type of the school they were managing whether boy school, girl school or coeducational school. Analysis of the type of school managed against CPD attended was done. The results were as summarized in table 1.4.

Table 1.4: Participation to CPD by Type of School Managed

School categor	CPD ATTENDED					
	KESSHA	KEMI	SBM	TSC	QASO	Total
Boy	9(6.5%)	9(6.5%)	42(30.4%)	44(31.9%)	34(24.6%)	138(39.8%`
Girl	17(10.9%)	13(8.3%)	25(16.0%)	48(30.8%)	53(34.0%)	156(45.0%`
Co-Educ	3(5.7%)	4(7.5%)	8(15.1%)	19(35.8%)	19(35.8%)	53(15.3%)
Total	29(8.4%)	26(7.5%)	75(21.6%)	111(32.0%)	106(30.5%)	347(100%)

Source: SPSS Output

The findings (Table 4.3) show that managers from all school categories participate in CPD programmes. However, a larger percentage (45%) of school managers serving in girl schools participated in CPD programmes compared to the percentage (39.8%) of those serving in boy schools and co-educational schools (15.3%).

From the analysis it is evident that, majority (31.9%) of the school managers serving in

boy's schools attended the CPD programs organized by the TSC while majority (34%) of those serving the girl's schools participated in CPDs organized by the QASO. Majority of managers in the co- educational schools (35.8% and 35.8%) attended the CPD programmes organized by the TSC and the QASO respectively.

It is also indicated that a small percentage (6.5%) of managers serving in boy's schools and 5.7% of those serving in girl's schools attended CPD programmes organized by KESSHA. Further, a small percentage (6.5%) of managers in boy's schools and 8.3% of those serving in girl's schools participated in the KEMI programmes. The SBM programmes were attended by 30.4% of managers serving in boy's schools, 16% of managers serving in girl's schools and 15.1% of those serving in co-educational schools.

A chi square test was performed to determine the relationship between participation to CPD program and the type of school managed. The findings are summarized in table 1.5.

Table 1.5 Relationship between Participation to CPD and the Type of School Managed

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.792[a]	8	.087
Likelihood Ratio	13.635	8	.092
Linear-by-Linear Association	1.675	1	.196
N of Valid Cases	347		

Source: SPSS Outputs

A chi square value of 13.792, at $\alpha=0.05$, was obtained. The fact that the p value was greater than

0.05 (p=0.087) showed that there was no statistically significant relationship between the type of school managed and attendance to CPD. This implied that the managers in the three school categories had equal opportunity to attend CPD program regardless of the school type.

These results could be attributed to the fact that function of school management don't significantly differ by type of school. The principles of managing a single sex school are comparable to principles of managing a co-educational school set up and therefore there is no specific CPD program for specific category of school. Further, the interview conducted with the CPD providers revealed that, there was no specific management program tailor made for specific type of schools. Therefore the managers from either school category equally accessed the CPD programmes of their choice.

1.5.4 Relationship between Participation to CPD and Gender

On whether there was equitable attendance to CPD programmes by gender, respondents were asked to indicate their gender and the CPD program attended. Frequencies and the

percentages showing attendance to CPD by gender were computed and the findings were as presented in figure 1.1
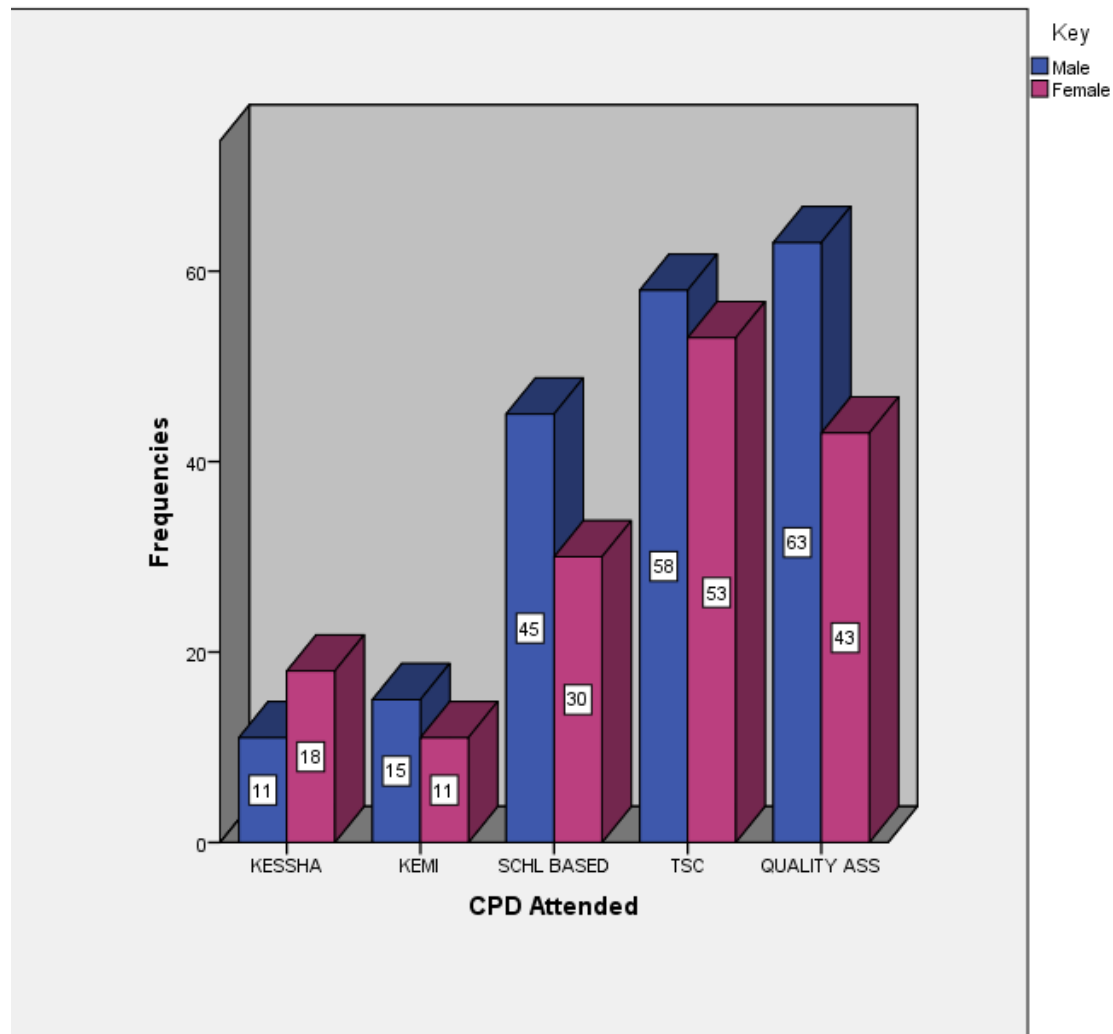
Source: SPSS Output

Fig 1.1 Participation to CPD by Gender

The results revealed that a higher percentage of male 55.3% (f =192) managers than the female 44.7% (f =155) managers participated in CPD courses. Specifically, the findings showed that, majority of those managers who attended the KEMI, SBM, TSC and QASO CPD programmes were male with their frequencies being 15(57.7%) for KEMI, 45 (60%) of the male attending SBM programmes, 63(59.4%) attending QASO and 58 (52.3%) attending the TSC CPD programmes. Further, it is evident from the findings that 11 (42.3%) of the female managers attended the KEMI programmes, 30 (40.0%) attended the SBM programmes, 53(47.7%) attended the TSC and 43(40.6%) attended the QASO programmes. These percentages were slightly lower than the percentages of their male counterparts who attended similar programmes. However, it's also observed that attendance to KESSHA had more female managers 18 (62.1%) than male 11(37.9%). This could be attributed to the fact that there were more girl schools than boy schools in

the study area.

A chi test was done to test if there was significant association between access to CPD programmes and gender. The results are presented in table 1.6

Table 1.6 Relationship between Participation to CPD and Gender

	Value	df	Asymp. sig.(2-sided)
Pearson Chi Square	5.420[a]	4	.247
Likelihood Ratio	5.413	4	.247
Linear-by-Linear association	1.715	1	.190
N of Valid Cases	347		

Source: SPSS Output

Again the chi-square value of 5.420 (p =0.247 which is p>0.05) which was less than the chi critical value of 9.488 was obtained implying that there was no statistically significant relationship between participation to CPD and gender. These findings are attributed to the fact that, the professional development needs of the male and female school managers are similar thus both the male and female managers had similar demand and interest for CPD programmes. Despite the fact that the findings of this study revealed that there were more male managers attending CPD than their female counterparts from the region, it's also evident that the 30% gender representation was achieved in all the CPD programmes attended. This could also be due to adherence and compliance to the constitutional requirement of 30% gender representation in all government appointments (RoK, 2010). In addition, the functions of school managers don't diverge by gender. Both female and male school managers apply the same principles of management. Consequently there is no professional development programmes tailor made for a specific gender.

Course attendance lists and certification lists at KEMI and the course attendance list at the CQSO office confirmed that more male than female managers from the study area had attended CPD programs during the previous years.

Conclusion

From the findings the study deduced that despite the small margin variations in access to CPD, there was no significant difference in the proportion of managers attending CPD by gender and by school type. Therefore the study concluded that there was fair participation to CPD by managers from the different categories of school, by gender and by type of school managers. However it's also evidence that attendance to certain types of CPD programmes was skewed. For instance more HoDs attended the QASO CPD programmes and the SBM CPD programmes.

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