



TEACHERS' PERCEPTIONS ON THE INFLUENCE OF IN-SERVICE EDUCATION AND TRAINING ON HEAD TEACHERS' HUMAN RESOURCE MANAGEMENT SKILLS IN PUBLIC PRIMARY SCHOOLS IN BOMET COUNTY, KENYA

¹Samwel Kimutai Ruto, ²Dr. Dorothy Soi, ³Dr. Hellen C. Sang & ⁴Dr. John K. Keter,

^{1&2}Department of Education, Administration, Planning & Management (EAPM)

^{3&4}Department of Curriculum, Instruction and Educational Media (CIEM)

University of Kabianga

School of Education, Arts and Social Sciences

Corresponding Author: rutosamwel1965@gmail.com

Abstract

This study sought to determine Teachers' perceptions of the influence of In-Service Education and Training (INSET) on Head Teachers' Human Resource Management Skills. The study was guided by Social Cognitive Theory and Human Capital Theory. The target population of the study was all teachers and all Head Teachers in Public Primary Schools in Bomet County, 5 Sub-County Directors of Education and the County Director of Education. However, the accessible population comprised of 336 Teachers, 45 Head Teachers, 5 Sub-County Directors of Education and the County Director of Education. The sample gives cumulative total of 387 respondents. Descriptive survey research design was adopted. Questionnaires, interview guide and observation checklist were used in data collection to obtain information from respondents regarding Head Teachers' Human Resource Management Skills. The data collection instruments were validated by experts from the School of Education, Arts and Social Sciences. A pilot study on 30 non-participating schools in the neighbouring Kericho County was carried out to determine reliability. Respondents were chosen by multi-stage sampling incorporating stratification followed by purposive sampling. Descriptive and inferential statistics were used to analyze the data collected. The findings of this study revealed that despite the adoption of INSET, Head Teachers in Bomet County still lacked requisite Human Resource Management Skills. The study recommended that heads of institutions should provide feedback to the INSET trainers on how they have been able to apply their Human Resource Management Skills in their work. In addition to this they should be acquainted with the INSET Policy from the Ministry of Education. Consequently, they should cascade the same idea and make sure that they design their own written school policy on INSET. The Ministry of Education should regularly audit INSET training of head teachers with regular visits to schools to assess its effect on Human Resource management skills acquisition. The findings of this study will be useful to the Ministry of Education in formulating policies for capacity building among heads of institutions. The findings and recommendations made will help in sensitizing education stakeholders on the importance of effective human resource management. The findings of this study will make a significant contribution in creation of harmonious working environments for the success of every school. Such an environment with harmony among personnel is favourable for pupils learning and will ultimately lead to improved academic performance.

Key Words: Teachers' Perceptions, Head Teachers' KEMI INSET; Human Resource Management skills.



Introduction

Heads of institutions should ensure that they provide working conditions that employees believe are necessary to motivate them to work and maintain their commitment to the institution. Favourable working conditions are best achieved when prior planning is done collaboratively in consultation with all the team players at the beginning of the year or term. According to Dessler (2013), planning describes the procedures where duties and skills requirements of a job plus the kind of person who should be hired for it is determined. As such, the school head should be effective in planning and management of his or her human resource and should also lead by example. Effective School management requires skills for execution of employee motivation function, Akpan (2016). Individuals are unique and motivation techniques must meet the needs of each individual. The Head Teachers should ensure that the personnel job satisfaction, performance appraisal, motivation, compensation and individual problems of every personnel are well catered for in an amicable way.

School managers need requisite management skills for effective and efficient management of their institutions, Peretomode (2012). Staff management is an approach to acquiring, developing, managing, and gaining commitment of the school's key resource people who work in it and for it with their unique skills for the success of the institution. The Head Teacher as a manager in primary school is supposed to estimate the demand and supplies of teachers and support staff in the schools, recruit, select and create a conducive working environment for every staff members. School managers need skills to be able to ensure that there is skill development and change in attitude among the staff. Head Teachers should ensure that there is continual effort in staff growth to match long-term individual school needs.

The Head Teacher is expected to possess relevant skills to manage personnel effectively. An example is being involved in the recruitment of staff members, welfare activities of both the learners and the staff, promoting subordinate staff, and outlining the roles of each of the staff members. Head Teachers perceive that their interests in teachers' professional development experiences, such as INSET for this study help teachers to develop greater confidence as they deliver their services in schools (Buczynski & Hansen, 2010).

Generally, the performance of the school relies upon the Head Teachers and employees as they are supposed to work in harmony in considering the qualitative and quantitative aspects through which educational institution operates (Koc, 2011). Depending on the relationship that exists between the HRMD department and different levels of management and employees, develop a strategic plan that helps them achieve the set organizational goals (Jain, Mathew, & Bedi, 2012).

Logically, an organization that has the right personnel at the right place as well as at the right time mostly thrives and succeeds eventually (Oladipo, 2011). Therefore, Head Teachers need to understand the roles of teachers ready to support them if institutional goals are to be achieved. However, Oladipo does not look at how INSET can be utilized to ensure that the already engaged school managers become the right people by enhancing their skills.



Empirical evidence regarding the relationship between Human Resource Management (HRM), employee well-being, and employee performance illustrates that HRM has a positive outcome on the different dimensions of employee performance because of establishing motivation for an employee to work (Devonish, 2013; Jiang et al., 2012; Van De Voorde et al., 2012).

A study by Nkonge (2012) established that a good number of Head Teachers, though having undergone in-service training, still had challenges in monitoring and supervision of human resource especially teachers in areas of curriculum implementation. Whereas this study focused on discipline and supervision of human resource, the current study focused on teachers' perceptions on the influence of INSET on Head Teachers' Human Resource Management Skills.

Human resource as a factor of production is affected by adequacy and quality based on the level of training and level of motivation (Juma, 2011). Teachers and students' performance are tied up together, hence Head Teachers should introduce the motivation for healthy management in schools and this is a reason why the study is conducted. In addition to this, staff development and capacity building is of essence. This explains the need for INSET for teachers as well.

The climate of co-operation which includes mutual trust should be aroused out of the school stakeholders. For effective management in schools, Nyakundi (2012) reported in her study that a teacher feels motivated when experienced job satisfaction, fairness, promotion system, reward system, and better working conditions. The management should come up with equal opportunities for everyone as an ethical consideration on how to manage employees.

Head Teachers need to be equipped with the human resource management skills to work well with the personnel under him/them and share ideas through communication and working within terms and conceptual skills for the smooth running of the institution (Onyango, 2011). Managing human resources in school depends entirely on the head teacher (Kamau, 2010). Consequently, support and understanding from BOM, politicians, sponsors, members of the church, and finally local authorities is vital for effective management in the school.

Kenya Education Management Institute offers training to Head Teachers in various areas which ensures that they gained managerial skills with regards to human resource management. These include; handling of teaching staff, handling of staff welfare, staff appraisal, creating a conducive environment, and handling the disadvantaged groups such as HIV positive staff and disabled. A study conducted by Gaceri (2015) posit that, providing proper health and safety work environment and standards improves performance in schools. If Head Teachers in Bomet County, Kenya had been keen on this, management challenges couldn't have been experienced in the schools. So this study will open an avenue for effective management.

A report from the republic of Kenya through the MOE (2012) indicates that Head Teachers' training by KEMI has not achieved much as some Head Teachers were lacking capacities in accounting for utilization of human resource under them. This calls out a study to be conducted following the government demands on proper utilization of educational resources in public schools by the management.



In-service training promote efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers and that in- service training in the school improved teacher motivation. In-service training has assisted Head Teachers to motivate the teachers. The study also found out that through in-service training the Head Teachers have acquired skills in human resource management. In-service training has changed the attitude of teachers towards work and that motivation of teachers is largely resulting to better performance of students. It is with this in mind that the study focused on teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County.

Objective of the Study

- i. The objective of this study was to establish teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya.

Research Hypothesis

The study was guided by the following research hypothesis: -

- H₀1:** Teachers' perceptions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya.

Statement of the Problem

The investment made by the Government of Kenya in the Education of its citizens cannot be overstated. For instance the efforts put to offer capacity building through INSET courses aimed at equipping Head Teachers with Human Resource Management skills has been put through partnership with other stakeholders. The Government has made it mandatory for all heads of institutions in Public Primary Schools to undergo INSET to enhance their effectiveness and efficiency in the management of personnel in their schools. In spite of this, Head Teachers in most of the public primary schools in Kenya still lack key human resource management skills. Recent studies have revealed weaknesses on effective curriculum implementation as result of lack of professional knowledge on how to handle staff for maximum output and productivity in curriculum implementation. Since teachers play a crucial role in the implementation of school programs aimed at delivery of quality education, their perception of Head Teachers' human resource management skills is of essence. Lack of requisite human resource management skills by head teachers affects teachers' effectiveness in curriculum delivery. Limited research exists on teachers' perception of INSET and Head Teachers' human resource management skills. This study therefore provides information to fill the existing gap on teachers' perceptions of INSET influence on Head Teachers' human resource management.



Research Design and Methodology

This study was designed to determine teachers’ perceptions of INSET on Head Teachers’ human resource management skills in Public Primary Schools in Bomet County, Kenya. The study was structured basically with the frame work of descriptive research design. Descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes (Kothari, 2015). This type of research would assist to describe the characteristics that exist in the population. According to Mugenda (2011), descriptive research design is appropriate in collecting data that describe, explore and help the researcher to understand social life of subjects in a study.

Target and accessible Population

The study focused on all Head teachers and teachers employed by Teachers’ Service Commission (TSC) in public primary schools in Bomet County. Moreover, the study targeted the Sub-County Directors of Education and the County Director of Education from Bomet County.

Sample Size and Sampling Procedures

Simple random sampling technique was used to select five Public Primary Schools because of different categories and type which comprises of day, boarding, single-sex and co-educational. The County is also comprises of 5 Sub-Counties. This sampling is useful to the study because it simplifies data collection as by cohorts. A sample size of about 332 teachers, 45 Head Teachers, 5 Sub-County Directors of Education and 1 County Director of Education were purposively selected for the study. The total number of the participants to be involved in the study was 383 respondents.

Table 1 shows the selected samples of the respondents.

Table 1: Bomet County Sample of Respondents

Sub-County	Teachers		Head Teachers		Sub-county Director of Education	
	No	%	No	%	No	%
Konoin	62	10	9	10	1	100
Sotik	74	10	9	10	1	100
Chepalungu	62	10	9	10	1	100
Bomet Central	70	10	9	10	1	100
Bomet East	64	10	9	10	1	100
Total	332	10	45	10	5	100

The results in Table 1 obtained using Mugenda’s (2015) suggestion indicates that 332 teachers, 45 Head teachers and 5 Sub-County Directors of Education were involved. Seven (7) teachers were selected from each sampled school using simple random sampling technique to make a total



of 332 teachers based on participation in the management of respective schools. Teachers were selected depending on the number found in given school.

Each selected school was represented by a Head Teacher, who was selected using purposive sampling. The researcher specifically handpicked Head Teachers who have undergone In-service Education and Training programme by KEMI.

Each selected sub-county was represented by Sub-County Director of Education while the county was represented by the County Director of Education based on purposive sampling. Purposive sampling includes the selection of those participants who portrays the desired characteristics and hence capable of providing the required information. Purposive sampling is appropriate for selecting respondents who are knowledgeable about a phenomenon and can communicate their experience (Emerson, 2015). Table 2 shows the target population and the sample size of the study.

Table 2: Target Population and Sample Size for the Study

Respondent(s)	Target Population	Sample Size	Percentage (%)
County Director of Education	1	1	100
Sub-County Director of Education	5	5	100
Head Teachers	450	45	10
Teachers	3,320	332	10
Total	3,776	383	

Data Collection Instruments

The study used three instruments to collect both quantitative as well as qualitative data, namely: questionnaires, interview guides and observation checklists. Study instruments were designed by the researcher with the help of the supervisors.

Questionnaires

In this study, data was collected using questionnaires for teachers. The used of questionnaire relied upon the respondents' sample which were high, hence impossible to use other instruments for data collection. Questionnaires comprised of open ended and closed ended questions. Open ended questions provide more freedom to the respondents to answer the questions, while closed ended questions limit the respondents to specify the responses purposively for quantifying.

Questionnaires contained Teachers' Questionnaire (TQ) Appendix I. The questions were designed with reference to the objective of the study. The Questionnaire was sub-divided into two sections. Section A was used in generating demographic information of the respondents which includes gender and age while Section B contained items on Head Teachers' management skills.



The respondents were required to indicate their level of agreement based on the statements seeking their opinions. Each of the items were rated based on 5- point Likert Scale given as: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree, purposively for quantification of variables and to evaluate the responses. This study adopted drop and pick method during administration of the questionnaires. The method was appropriate because it measures attitudes and points more information from respondents.

Interview Guides

The study used a structured interview through pre-formulated questions strictly regulated based on the order of the questions in the tool. The Sub-County Directors and County Director of Education were interviewed to seek their views of INSET influence on Head Teachers' management skills in their respective schools. It also helped establish the level of support provided to them.

Validity and Reliability of the Research Instruments

The study adopted content validity which according to Creswell (2013), ask whether items measure the content they were intended to measure. Thereafter, questionnaires and interview schedules were checked whether all the objectives have been included and are accurate. The researcher sought assistance from the supervisors who assessed the relevance of each item in the instrument to the objectives. The evaluation reports from the experts informed the refinement of the data collection tools to enhance content validity.

Prior to reliability testing, a pilot study was conducted in Kericho County. Reliability of the data collection instruments was measured using Cronbach Alpha coefficient. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. According to Drost (2011), if Cronbach Alpha coefficient is found to be 0.70 or higher, then the reliability obtained is guaranteed but if it is less than 0.70 then the instrument will be deemed unreliable in which case adjustments will be necessary (Drost, 2011). The reliability results for the teachers' questionnaires were as provided in Table 3.

Table 3: Reliability Statistics for Teachers' Questionnaire

Cronbach's Alpha	N of Items
.775	41

N refers to the number of questionnaire items, whereby N = 41.

When data is reliable, it is dependable, genuine, trustworthy and sure and unailing (Mohanjan, 2017). Cronbach's Alpha was used to estimate the reliability of the instruments since it is less conservative in estimating reliability than test/retest. Alpha value equal or greater than 0.7 is considered to be reliable (Tavakol & Dennick, 2011).



Data Collection Procedures

A researcher obtained an introductory letter from the Board of Post Graduate Studies of University of Kabianga to be used in obtaining a research permit from National Commission for Science, Technology and Innovation (NACOSTI). After obtaining research permission from NACOSTI, a visit was made to County Director of Education (CDE) and County Commissioner (CC) for research authorization letter before visiting schools.

Research permit and self-introductory letter were presented to the relevant authorities of the schools from where data was collected. Once permission was granted in schools, the researcher made a visit to the selected schools, created rapport with respondents and explained the purpose for which the study was being conducted and then administered the questionnaires to the respondents. Once the questionnaires were filled and completed, they were collected.

Data Analysis and Presentation

Since the study was dealing with both qualitative and quantitative data, the researcher computed both quantitative and qualitative analysis approaches. Quantitative analysis approaches include computation of descriptive and inferential statistics. Qualitative data was organized, put into categories, themes and patterns that analyzed and interpreted (Mugenda & Mugenda, 2003). Qualitative data was then presented in frequency, tables, bar graphs and percentages. Descriptive statistics were employed and this involved computing frequency distributions, mean, percentages and standard deviation to determine teachers' perception of INSET programme on Head Teachers' managerial skills' variables. Descriptive statistics offered methods that were applied to interpret the relationship between variables.

Inferential statistics comprised the Pearson correlation (r) and Regression analysis. The associations depicted by Pearson correlations was considered statistically significant when the p value is less than 0.05 ($p < 0.05$). The regression analysis was aimed at establishing the relationship between the independent and dependent variables. The golden rule was to reject the null hypothesis when the p value is less than 0.05 ($p < 0.05$), and accept the null hypothesis when the p value is greater than 0.05 ($p > 0.05$).

Ethical Considerations

According to Kelly, Dittloff et al (2013), a study is supposed to observe some ethics for trustfulness. The respondents were assured that data collected was to be kept confidentially and that any other information would be treated with utmost confidentiality. Additionally, the respondents will be encouraged to participate at their own free will. Originality of the data collected by citing the source will also be ensured. This will be provided for to avoid plagiarism which is unethical in research. The data collected will be used for the intended purpose only.



Results and Discussion

Response Rate

The researcher distributed the questionnaires to collect data from teachers and head teachers in the forty five selected Public Primary Schools in the County. Data was also collected from Sub-County Directors of Education, and County Directors of Education. An analysis of the response rate of the respondents during data collection was done. Table 4 shows the response rate per category of respondents.

Table 4: Respondents Response Rate

Response Category	Target	Actual	% Response
Head teachers	45	41	91%
Teachers	332	287	86%
Sub-County Directors of Education	5	5	100%
County Directors of Education	1	1	100%
Total	383	334	87.2%

The results in Table 4 show that the researcher was able to obtain a response from 41 head teachers 287 teachers, 5 Sub-County Directors of Education, and 1 County Director of Education thus translating to an average rate of 87.2%. This was adequate to enable the researcher to come up with reliable conclusions and recommendations. Dommeyer, Baum, Chapman, and Hanna, (2002) reported that the acceptable response rate for on-paper surveys is 75%, therefore the attained percentage was good and found acceptable to the researcher.

Demographic Characteristics

This section presents the findings related to the demographic characteristics of the study and this includes the respondents' gender, age, qualifications and work experience.

i) Respondents' Gender

The responses with respect to the gender of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 5 and Figure 1.

Table 5: Respondents' Gender

Response	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	27	65.9	126	43.9
Female	14	34.1	161	56.1
Total	41	100	287	100

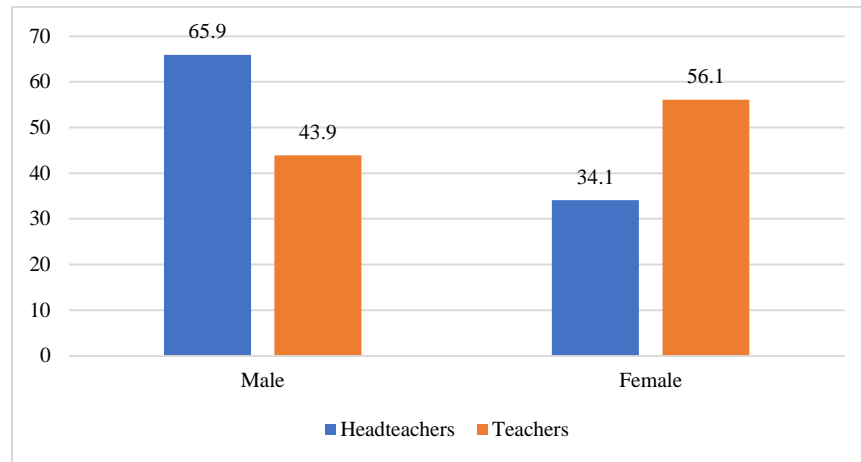


Figure 1: Respondents' Gender

The results in Table 5 and Figure 1 show that 65.9% of the head teachers and 43.9% of the teachers were male respondents, while 34.1% of the head teachers and 56.1% of the teachers were female. This implied in majority of the primary schools, Head Teachers positions were occupied by males, while majority of the teachers were female.

i) Age of Respondents

The responses with respect to the age of the respondents for the two categories (Head Teachers and Teachers) were as presented in Table 6.

Table 6: Age of Respondents

Response	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
18 years to 27 years	26	9.1	0	0
28 years to 37 years	51	17.8	0	0
38 years to 47 years	195	67.9	31	75.6
48 years or above	15	5.2	10	24.4
Total	287	100	41	100

The results provided in Table 6 show that, 75.6% of the head teachers and 67.9% of the teachers were in age bracket of 38 years to 47 years. The results also reveal that 24.4% of the head teachers and 5.2% of the teachers were aged 48 years or above, whereas of the head teachers and 17.8% of the teachers were aged 28 to 37 years, while 9.1% of the teachers were aged 18 to 27 years. This implied that in both cases majority of the respondents participating in the study were in the age bracket of 37 years or above.



Teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills

The teachers were asked to indicate whether they agree that INSET has influenced the following head teachers' human resource management skills presented in Table 7. Their answers were directed by a 5 Likert Scale, where the lowest score is 1 (Strongly Disagree) and the highest score is 5 (Strongly Agree).

Table 7: Descriptive Statistics for Teachers' perceptions of influence of INSET on Head Teachers' Human Resource Management Skills

	N	Min	Max	Mean	Std. Dev
<i>Communication Skills</i>					
The Head Teacher is able to effectively share information to teachers through existing communication channels	287	2	4	3.13	0.64
The Head Teacher is able to use appropriate communication channels as situations dictate	287	2	4	3.12	0.63
<i>Conflict Resolution Skills</i>					
The Head Teacher is able to resolve any arising conflicts among employees successfully	287	2	4	3.20	0.68
The Head Teacher is able to strictly adhere to develop procedures and mechanisms for resolving conflicts.	287	2	4	3.21	0.68
The Head Teacher is able to use appropriate styles in conflict management	287	1	5	3.25	0.81
<i>Employee Relations Skills</i>					
There is improved trust between the Head Teacher and the staff in my school	287	2	5	3.55	0.92
The Head Teacher's acquired negotiation skills helps foster staff relations	287	3	4	3.53	0.50

Valid N (list wise) =287

The results in Table 7 show that the statement implying that the Head Teacher is able to effectively share information to teachers through existing communication channels recorded a mean score of 3.13 with a standard deviation of 0.64. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the Head Teachers were not able to effectively share information to teachers through existing communication channels. This may imply that the Head Teachers do not have adequate communication skills. However, the responses from the Sub County Directors of Education revealed that the Head Teachers had requisite skills and were able to employ them depending on circumstances. These findings are contrary to those by Kaguri, Njati, and Thiaine (2014) who found that most school heads lacked



requisite communication skills, and this affected their ability to share important information with other staff.

The results show that the statement implying that the Head Teacher is able to use appropriate communication channels as situations dictate recorded a mean score of 3.11 with a standard deviation of 0.63. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers the head teachers in their respective schools are not able to use appropriate communication channels as situations. The results infer that the head teachers lacked adequate communication skills and this lowers their managerial competencies on this aspect. However, the responses from the SCDEs indicated that Head Teachers were able to use appropriate communication channels as situations dictate. The findings reveal that the statement suggesting that the Head Teacher is able to resolve any arising conflicts among employees successfully recorded a mean score of 3.20 with a standard deviation of 0.68. This value when rounded off is equal to 3.0 (the neutral score). The results suggest that according to most teachers, the Head Teachers in their respective schools are not able to resolve any arising conflicts among employees successfully.

The results from the SCDEs also demonstrate that the head teachers were not having adequate communication skills. This implied that the head teachers lacked adequate conflict resolution skills. The findings are contrary to those in a study by Olielo (2017), who established that the Head Teachers were always successful in solving conflicts arising amongst their staff. The results reveal that the statement suggesting that the head teacher is able to strictly adhere to developed procedures and mechanisms for resolving conflicts recorded a mean score of 3.21 with a standard deviation of 0.68. This value when rounded off is equal to 3.0 (the neutral score). The results from the SCDE show that many head teachers were not keen on the procedures set for conflict resolution. They just ignored the conflict resolution procedures by deciding to avoid the issue at hand. The results suggest that according to most teachers, their head teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts. This may imply that the Head Teachers lacked adequate conflict resolution skills. The findings are in agreement with those in a study by Maruga (2013) who established that there are head teachers who use avoidance which is not effective as the problem is usually not addressed. In other words, they do not adhere to set conflict resolution procedures.

The findings show that the statement suggesting that the head teacher is able to use appropriate styles in conflict management recorded a mean score of 3.25 with a standard deviation of 0.81. This value when rounded off is equal to 3.0 (the neutral score). As mentioned above, some of the Head Teachers decided to employ the avoidance style which did appear to be providing solutions but instead deferred the unresolved problem at hand. The results imply that according to most teachers, their head teachers are not able to use appropriate styles in conflict management. This implied that the head teachers did not have adequate conflict resolution skills. The findings are contrary to those in a study by Olielo (2017), who established that the head teachers used appropriate conflict resolution strategies such as use of integrating management style which resulted into positive outcomes such as teacher satisfaction. Integration is characterized by both high concerns for self and for others. This involves openness, exchange of



information, and examination of differences to reach an effective solution acceptable to both parties.

The results reveal that the statement suggesting that there is improved trust between the Head Teacher and the staff in their school recorded a mean score of 3.55 with a standard deviation of 0.92. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, there is improved trust between the Head Teacher and the staff in their school. This may imply that the Head Teachers had adequate employee relations skills. The findings resonate with those in a study Hughes and Terrell, (2011) who observed and concluded that that parties that are able to talk about arising issues in a conflict must trust each other because this helps improve the process of conflict resolution and its effectiveness.

The results reveal that the statement suggesting that the head teacher's acquired negotiation skills help foster staff relations recorded a mean score of 3.53 with a standard deviation of 0.50. This value when rounded off is equal to 4.0 (the agree score). The results suggest that according to most teachers, their Head Teacher's acquired negotiation skills help foster staff relations in school. This implied that the Head Teacher's acquired negotiation skills help foster staff relations. The essence of having adequate negotiation skills for enhancing employees relations was emphasized in a study by Meador (2019) who indicated that successful school managers should be competent in these skills.

Evidence of Utilization of Head Teachers' Human Resource Management Skills

Data captured from observation checklists administered in all the schools visited was as presented in Table 8.

Table 8: Evidence of Utilization of Head Teachers' Human Resource Management Skills

Item	Response	Frequency	Percentages
Employees are happy and welcoming	Yes	38	92.7
	No	3	7.3
There is evidence of Staff welfare records	Yes	37	90.2
	No	4	9.8
There is evidence of TPAD records	Yes	41	100.0
	No	0	0.0

The findings show that in majority of the schools (92.7%) the employees are happy and welcoming; the results also show that in majority of the schools (90.2%), there was evidence of staff welfare records. It was also established in all of the schools (100%), there is evidence of TPAD records. This thus, implies that the head teachers had been able to utilize acquired human resource management skills to make their employees happy.



Correlation between INSET and Head Teachers’ Human Resource Management Skills

The results for Pearson correlations between INSET and Head Teachers’ human resource management skills were as presented in Table 9.

Table 9: Correlation between INSET and Head Teachers’ Human Resource Management Skills

		INSET	Head Teachers’ Human Resource Management Skills
INSET	Pearson Correlation	1	.072
	Sig. (2-tailed)		.224
	N	287	287
Head Teachers’ Human Resource Management Skills	Pearson Correlation	.072	1
	Sig. (2-tailed)	.224	
	N	287	287

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

The findings in Table 9 show that there was a positive Pearson correlation between INSET and Head Teachers’ Human Resource Management Skills as follows: ($r = 0.072$, $p = 0.224$). This shows that there was a weak positive relationship between INSET and Head Teachers’ Human Resource Management Skills as 0.072 is a great distance far away from 1. The results also imply that an increase in INSET is associated with an increase in head teachers human resource management skills. Given that, the p value (0.224), was greater than the test significance level ($p > 0.05$), this relationship is not statistically significant. The County Director of Education described the level of head teachers’ human resource management skills to be fair, thus implying that there is need for more INSET focusing on this aspect of HR management skills. The findings in line with those in a study by Kabono (2014) who established that in-service training for school managers promoted efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, high turnover rate and job restrictions among the teachers.

Correlation between INSET dimensions and Head Teachers’ Human Resource Management Skills

The results showing a Pearson Correlation between INSET dimensions and Head Teachers’ human resource management skills was as provided in Table 10



Table 10: Correlation between INSET dimensions and Head Teachers' Human Resource Management Skills

		Head Teachers' Human Resource Management Skills
INSET Content	Pearson Correlation	-.020
	Sig. (2-tailed)	.736
	N	287
INSET implementation	Pearson Correlation	.127*
	Sig. (2-tailed)	.032
	N	287
INSET Follow up components	Pearson Correlation	.054
	Sig. (2-tailed)	.360
	N	287

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

The results show that the correlation outputs were as follows: a negative Pearson Correlation between INSET content and Head Teachers' human resource management skills at ($r = -0.020$, $p = 0.736$). This shows that an increase in INSET content is associated with a decrease in Head Teachers human resource management skills. Given that p is greater than 0.05 (the test significance level), the negative Pearson correlation is not statistically significant. It thus, can be concluded that INSET content has some influence on Head Teachers human resource management skills.

Table 10 shows that there is a positive Pearson correlation between INSET implementation and Head Teachers' human resource management skills at ($r = 0.127$, $p = 0.032$). This shows that an increase in INSET implementation is associated with an increase in Head Teachers human resource management skills. Given that p is less than 0.05 (the test significance level), the association between INSET implementation and Head Teachers human resource management skills is statistically significant.

The results show that there is a positive Pearson correlation between INSET Follow up components and head teachers' human resource management skills at ($r = 0.054$, $p = 0.360$). This shows that an increase in INSET Follow up components is associated with an increase in Head Teachers human resource management skills. Given that p is greater than 0.05 (the test significance level), the association between INSET Follow up components and Head Teachers human resource management skills is not statistically significant.

Hypothesis

The hypothesis of the study stated that *Teachers' perceptions of INSET do not have a statistically significant influence on Head Teachers' Human Resource Management Skills in Public Primary Schools in Bomet County, Kenya*. An analysis of data guided by this hypothesis gave the results shown in Table 11.



Table 11: Beta Coefficients for Head Teachers’ Human Resource Management Skills

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.907	.234		12.442	.000
	INSET	.081	.069	.069	1.165	.245
	Dimensions					

a. Dependent Variable: Head Teachers’ Human Resource Management Skills

The Results in Table 11 shows that the p value associated with INSET implementation was 0.245, which is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted and therefore, the study holds that INSET did not significantly influence on Head Teachers’ human resource management skills.

Conclusions

The Objective of the study sought to establish teachers’ perceptions of INSET influence on head teachers’ human resource management skills in public primary schools in Bomet County, Kenya. The results show that the head teachers were not able to effectively share information to teachers through existing communication channels. Most of the head teachers are not able to resolve any arising conflicts among employees successfully. Most of the Head Teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts.

It is also revealed that most of the head teachers are not able to use appropriate styles in conflict management. In most schools there is improved trust between the head teacher and the staff in their school. As result of INSET, most of the head teachers have acquired interpersonal skills that enable them foster employee relations. There was a positive Pearson correlation between INSET and Financial Management Skills as follows: ($r = 0.093^*$, $p = 0.117$).

The study concludes that though the Head Teachers had attended INSET for primary school head teachers, most of the head teachers in Bomet County still lacked essential human resource management skills such as communication skills, conflict resolution skills, and employee relations skills. This is shown by the fact that human resource management skills, the head teachers were not able to effectively share information to teachers through existing communication channels, not able to use appropriate communication channels as situations not able to resolve any arising conflicts among employees successfully. Most of the Head Teachers are not able to strictly adhere to develop procedures and mechanisms for resolving conflicts, are not able to use appropriate styles in conflict management.

Recommendations

1. School managers should make sure that they design their own written school policy on INSET. The design of the INSET programme for Head Teachers needs to be reviewed to



ensure that it captures all needed content, which is relevant to the individual managerial competency needs of the Head Teachers.

2. Care should be taken in the identification of educators for INSET so as to ensure that the Head Teachers get quality education. Head Teachers should be granted permission to attend workshops if held during school time and strategies should be put in place to share information with head teachers who did not attend.
3. Educators and school management team should strive to develop themselves as professional educators and managers by studying new education policies, there by acquiring sound knowledge of policy development.
4. The school management team should be acquainted with the INSET Policy of the Department of Education. The latter should ensure that INSET policies are available at all schools.
5. The Department of Education should regularly follow up INSET training with visits to schools. The school managers should employ an effective monitoring system and invite trainers back to their schools if there is a need after INSET.

References

- Akpan, C. P. (2016). Resource Management and Job involvement among university lecturers in South-South Nigeria. *European Journal of Business and Social Science*, 1 (8), 12-22.
- Buczynski, S., & Hansen, C. B. (2010). *Impact of Professional Development on Teacher Practice: Uncovering Connection*. *Teacher and Teacher Education*, 26 (3), 599-607. Doi: 10.1016/j.tate.2009.09.006.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Dessler, G. (2013). *Human Resource Management* (13th Ed.). USA: Prentice Hall.
- Devonish, D. (2013). "Workplace Bullying, Employee Performance and Behaviour: *The Mediating Role of Psychological Well-Being*", *Employee Relations*, Vol. 35 No. 6, PP. 630-647.
- Emerson, R. W. (2015). Convenience Sampling, Random Sampling, and Snowball Sampling: How Does Sampling Affect the Validity of Research? *Journal of Visual Impairment & Blindness*, 109(2), 164-168. Retrieved From http://http://www.afb.org/jvib_main.asp
- Gaceri, K. A. (2015). Factors Affecting the Implementation of Health and Safety in Supermarkets in Kenya. *International Journal of Human Resource Studies*, 5 (2), 223-281.
- Hughes, M. & Terrell, J. (2011). *The Emotionally Intelligent Team: Understanding and Developing the Behaviors of Success*. New York: John Wiley & Sons
- Jain, H., Mathew, M., & Bedi, A. (2012). *The International Journal of Human Resource Management Innovations by Indian and Foreign MNCs Operating in India: A Survey of Human Resource Management Professionals*, (March 2013), 37-41.



- Jiang, K., Lepak, D. P., Hu, J. & Baer, J. C. (2012). "How Does Human Resource Management Influence Organizational Outcome? A meta-Analytical Investigation of Mediating Mechanisms", *Academy of Management Journal*, Vol. 55 No. 6, PP.1264-1294.
- Kabono, R. (2014). *Contribution of In-Service Training for Head Teachers Towards Teachers' Performance in Public Primary Schools in Kiambu East District, Kenya*. Kenyatta University.
- Kaguri, Ibuathu & Thiaine (2014). Financial Management Challenges Facing Implementation of Free Day Secondary Education in Imenti North District, Kenya. *IOSR Journal of Business and Management (IOSR-JBM)*, pp 55 - 78.
- Kamau, N. (2010). *Effectiveness of Secondary School Head Teachers in Management of Human Resources*. A Case Study of Muranga County, Kenya, Unpublished M. Ed Project, Kenyatta University.
- Kelly, A., Dittloff, A., Belcourt, C., & Belcourt, G. (2013). Research Ethics and Indigenous Communities. *American Journal of Public Health*, 103, 2146-2152. Doi:10.2105/AJPH.2012.301522
- Koc, G. E. (2011). An Investigating of Student Teachers' Study Strategies with Respect to Certain Variables, *Educational Research and Evaluation: An International Journal on Theory and Practice*, 17 (2), 69-83.
- Kothari, C. R. (2011). *Research Methodology, Methods and Techniques* 2nd Revised Edition, New Delhi; New Age International Publishers.
- Marondo, D. (2013). Factors Influencing Head Teachers' Competence in Management of Finances in public primary schools in Mbeere District, Kenya. University of Nairobi.
- Meador, D. (2019). *How Teachers Can Build A Trusting Relationship with Their Principal*. <https://www.thoughtco.com/build-a-trusting-relationship-with-their-principal-3194349>
- Mugenda, O. M & Mugenda, A. G (2003). *Research Methods: Quantitative and Qualitative Approaches*, Nairobi, Acts Press 2003
- Mugenda, A. G. (2011). *Social Science Research: Theory and Principles*. Nairobi: Applied Research and Training Services.
- Nyakundi, T. K. (2012). *Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County, Kenyatta University Nairobi-Kenya*. (Unpublished Masters Dissertation).
- Oladipo, J. A. (2011). Strategic Human Resource Management and Organizational Performance in Nigerian Manufacturer Sector: An empirical Investigation. *International Journal of Business and Management Vol. 6, No. 9*.
- Onyango, G. A. (2011). *Competencies Needed by Secondary School Head Teachers and Implications on Pre-service Education*. Unpublished PhD. Thesis. Kenyatta University.



-
- Peretomode, O. (2012). *Situational and Contingency Theories of Leadership: Are They the Same?* Available at and retrieved on the 3rd September 2020. https://www.researchgate.net/publication/314708857_Situational_And_Contingency_Theories_Of_Leadership_Are_They_The_Same
- Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53-55. <http://dx.doi.org/10.5116/ijme.4dfb.8df>
- Van De Voorde, K., & Beijer, S. (2015). "The Role of Employee HR Attributions in the Relationship Between High-Performance Work Systems and Employee Outcomes", *Human Resource Management Journal*, Vol. 25 No. 1, pp. 62-78.