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Influence of Kenya Education Management Institute Training for Head Teachers on Financial Resource Management in Public Secondary Schools in Kisii South Sub-County, Kenya

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Management of resources in secondary schools by principals greatly contributes towards successful institutional programmes and projects in their respective schools. Kenya Education Management Institute (KEMI) has taken an integral role in training head teachers on the management of resources. Despite KEMI training the principals on resources and management, schools remain underdeveloped as head teachers get interdicted due to mismanagement of resources. The study was, therefore, paramount in establishing the influence of KEMI training for principals on the management of resources available in secondary schools. The study adopted mixed methods, and therefore, the researcher applied qualitative and quantitative methods through concurrent triangulation design of both qualitative and quantitative data collections at the same time. The target population comprised 73 head teachers and 73 school management committee chairpersons. Using the Central limit theorem, a sample of 25 head teachers and 25 committee chairpersons was selected. Simple random and purposive sampling was used to select the samples from each category of the population; questionnaires were administered among principals, while interview schedules were conducted among school chairpersons. An observation checklist was also used to collect data from the school vicinity. Data analysis involved qualitative data being analysed in themes, while quantitative data was through descriptive statistics used in Statistical Packages for Social Sciences (SPSS 23) and presented using tables and charts. The study established that KEMI training for principals influenced their management of human resources in schools. Through KEMI training, principals acquired knowledge, skills, and attitudes to handle teachers, support staff, pupils and other persons involved in the running of schools. The study recommends that there is a need for principals to conduct staff appraisals, create a motivating and rewarding environment and establish conflict resolution mechanisms.

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INTRODUCTION

Secondary school management is a vital role bestowed on principals in secondary schools in Kenya. Indeed, it is expected that head teachers ought to produce high standards of performance through effective resource management. Successful management can only be realised through competence in terms of knowledge and skills of the head teacher as a manager, hence the need to put in place special training programmes for head teachers on resource management in their respective schools.

The Government of Kenya in response to head teachers' management needs, established the Kenya Education Staff Institute (KESI) (now KEMI) in 1981 after recommendations of the Maina Report of 1978. The report noted that educational administrators were originally trained for teaching and not necessarily for management. The committee reported a series of deficiencies in administrative training among education administrators and thus the necessity to establish KESI (KEMI). KESI started operating in 1981, although it was legally established in 1988 under Legal Notice No. 565 (Republic of Kenya, 1988). KEMI trains educational managers in management skills, especially human resource management, management of physical resources, financial management, risk management, curriculum implementation, employee motivation and effective implementation of education policies. These courses are offered mainly during

the school holidays for two weeks. Olembo, Wanga and Karagu (1992) argue that this duration is too short to satisfy the requirements for complex functions of school headship.

Principals are therefore recruited and taken through talented leader training programs and eventually posted to manage schools as excellent head teachers. Harris (2001) makes a clear indication that "capacity building is concerned with creating the conditions, opportunities, and experience for collaboration and mutual learning. According to NCSL (2007), an individual who wants to be appointed head teacher in the UK must have trained in the National College for School Leadership and passed respective professional tests (NCLC, 2007).

From the office of the County Director of Education, Kisii South Sub-County public schools are faced with various resource management challenges. This is despite the Ministry of Education, Science and Technology, through KEMI, having embarked on training secondary school principals on matters of school resource management. Several cases of misappropriation of finances and incomplete and poorly maintained physical facilities have been reported. However, there has been evidence of exemplary performance in Kenya Certificate of Secondary Education (KCSE) performance, a clear indication that curriculum implementation has been given an upper hand.

LITERATURE REVIEW

According to Kii (2015), the success of every education system depends on the quality and quantity of its factors of production, the human, financial and physical resources, and the management of risks. In countries like Singapore, efficient resource management in Primary Schools is indicated by good performance available and well-maintained school infrastructure.

According to Chapman (2012), Britain offers many management training courses for principals that are recognised in regard to school financial management. Headteachers in Britain are adequately prepared in order to manage school finances appropriately. Chapman (2012) further suggests that head teachers need more training depending on emerging issues in areas like procurement, budgeting, and documentation with the rising use of ICT.

According to Chapman (2012), training course content gets reviewed regularly to suit the current trends of life. In Britain, secondary school education is viewed as the foundation towards the future adult life of learners. This means that principals are adequately and regularly trained to manage schools at this level. Management of financial, human, and physical resources, as well as management of risks from the training menu, among other key management areas.

According to Akanbi (2004), head teachers in Northern Nigeria are appointed on the basis of their training experience as well as academic qualification. They have little or no knowledge of financial management. In this regard, training in financial management is given a priority. In Uganda, for example, there are bodies like KEMI that train school heads in financial management, like the Uganda Management Institute (UMA) established in 1968 (Ndiki, 2010). In this case, the researcher sought to come up with indicators of Kenya Education Management Institute Training of heads in public secondary schools of Kisii South Sub-county and as well the indicators of effective financial management.

Management of school funds can be one of the most challenging responsibilities for a principal because they have little knowledge and expertise on the same. (Clark, 2008). Post-Apartheid South Africa, for example, has a policy that shifted school financial responsibility from public to private sources. Callaway (1997) states that education is a provisional competence subject to the National policy framework. There has been a need therefore to train school heads and relevant governing bodies on the management of school finances. According to the Education Management Information System unit of Pinetown Education District report 2009. Principals train on budgeting, budgeting process, procurement, accurate bookkeeping, audit, frauds, asset, and cash management, among others (Jones, 2000).

Republic of Kenya (2011) asserts that the children of Kenya deserve quality service delivery and education resources, especially finances, which should be managed in an efficient manner. The capacity-building initiative to head teachers by KEMI helps principals of schools implement financial policies and procedures in the education sector (David, 2007).

Procurement and financial management are key components of the financial management roles of the head teacher. Barry et al. (1999) assert that school managers should adopt the existing resources to fit the needs of the school budgeting and control tools to help the school managers invest money wisely and avoid waste. Karia et al. (2000) studied the importance of training for continual updates and improvement in Malaysia. The training motivates the manager towards commitment and hence increases a company's productivity. School projects, therefore run through the effective utilisation of funds that, in return, provide desired institutional target outcomes (Republic of Kenya, 2011).

The government of Kenya, through the Ministry of Education, Science and Technology, has pumped a lot of financial resources into secondary schools. These funds are directed towards free primary education, sanitary towels for girls, and

school infrastructure improvement, among others. Principals' training at Kenya Education Management Institute seeks to make headteachers equal to the task of financial management.

RESEARCH METHODOLOGY

The study adopted a mixed methods research design. Quantitative data were collected using questionnaires, while explanatory data that involved wording (qualitative data) was collected through interviews and observation checklists. The study used a concurrent triangulation design. The research was conducted in Kisii South Sub County, Kisii County. The Sub County has approximately 152,102 people and an approximate area of 1348 sq. Kilometres Kenya National Census records (KSNB, 2009). This study targeted 73 secondary schools whose

principals underwent KEMI training between the period of the year 2010 to the year 2014. The target population included 73 head teachers and 73 school committee chairpersons, all from Kisii South Sub County. In this study, a sample of twenty-five secondary school principals was sampled from the 73 according to the Central Limit Theorem, which defines the sample size $N > 30$ as a means to normal distribution regardless of the initial population (Kothari, 2005). Equally, 25% of the total population, 146, which was 37, formed the total sample of the respondents.

Simple random sampling was used to select the school committee chairpersons, while purposive sampling was used on head teachers. Hence, 25 principals and 25 school committee chairpersons were selected.

Table 1: Sample Size Grid

Categories	Target Population	Sample Size	Sampling Procedure
Principals	73	25	purposive sampling
School Committee Chairperson	73	25	Simple random
Total	146	50	

The instruments included questionnaires, interview schedules and observation checklists. Qualitative data was organised depending on the descriptive information available. On the other hand, quantitative data obtained through observation checklists and closed-ended questions was analysed and computed. The data analysis was based on the three study objectives and took the form of tallies, frequencies, tables, means and narratives. The statistical analysis to be carried out includes the number of principals in the area of study, the number of principals trained and already undertaking KEMI training, the duration of the training, and the specific areas that formed the training manual, among other statistical-related data and information. To illustrate the general trend of findings on the variables under scrutiny, qualitative data was analysed according to themes based on objectives, while quantitative data was analysed through frequencies, percentages and inferential using ANOVA in statistical packages for social sciences (SPSS version 23), and presentations were tabulated.

RESEARCH FINDINGS AND DISCUSSION

Response Rate of Questionnaire

The researcher administered questionnaires to the principals; out of the 50 questionnaires administered, only 48 of them were returned. The above information indicates that the total return rate was 100%. This implies that the response rate was well above the standard rate of 75%, which is the acceptable level to enable results generalisation to the target population (Kothari 2005). On the other hand, the BoM chairpersons' response rate was 80.00% (20 out of 25). This was according to the interview schedule respondent data.

KEMI Training for Principals on Financial Resources Management

Going by research objective one, the researcher sought to examine the influence of KEMI training for principals on financial resource management. Data was collected from principals and BOM

members, organised and summarised into thoughts that were specific.

Table 2: Principals' view on skills implementation in financial management after KEMI training

Item of Training	Ratings				
	Excellent	Very good	Good	Poor	Very poor
Identifying sources of funds	38.0	38.5	20.5	1.5	1.5
Constitution of procurement/ Financial committee	62.0	20.5	15.5	1.5	0.5
Adherence to stipulated procurement procedure	20.5	50.5	20.0	7.5	1.5
Maintenance of finance committee minutes	69.5	27.0	2.5	0.5	0.5
Adherence to the tendering & budgeting process	62.0	33.0	2.5	1.0	1.5
Preparation of annual books of account	70.0	25.5	1.5	2.5	0.5
Maintenance of store receipt/ issues register	80.0	10.0	5.0	3.0	2.0
Audit of school funds	75.0	11.5	4.5	6.5	2.5

Table 2 above shows that 38% of head teachers agreed that skills learnt from KEMI training on sourcing for funds were excellent. On the other hand, 38.5% agreed that the level of skills implementation was very good, 20.5% good and 3% poor and very poor cumulatively. According to Chapman (2012), there is relevance in training school managers, where they are equipped with skills to enable them to effectively manage school resources. The study also found that 62% of head teachers agreed that KEMI training equipped them with excellent skills in the constitution of finance and procurement committees, while 20.0% rated the same as very good. 15.5% of principals indicated the constitution of financial committees as good, while 1.5% and 0.5% of them indicated the same as poor and very poor, respectively.

These findings affirm the assertion of Kii (2014) that KEMI training for head teachers has considerably equipped the principals with skills in financial resource management, especially in sourcing funds, procurement and keeping financial records. The principals were able to acquire financial management skills from KEMI Training, which helped them undertake financial activities with ease.

In this regard, KEMI training for head teachers has accumulated various benefits. The principals acquired knowledge and skills that enabled them to identify sources of funds for their respective development projects and programmes. From this

study, it was established that 20.5% and 50.5% of head teachers rated KEMI training on adherence to procurement procedures as excellent and very good, respectively. 20% rated it good, 7.5% poor and 1.5% very poor. A majority of 69.5% of the respondents rated the acquisition of skills on maintenance of finance committee meeting minutes as excellent, 27.0% as very good, 2.5% as good and 0.5% rated as poor and very poor in each case. The findings coincided with a similar study conducted by Galabawa (2001), which reveals that effective management of financial resources in schools involves conducting consultative meetings, planning meetings and keeping clear records (minutes) about the meeting proceedings. Headteachers had a positive attitude towards KEMI training and appreciated the fact that maintenance of up-to-date financial records, an area covered during KEMI training, contributed a lot to exercises such as auditing.

The majority (62%) of the sampled principals rated skills acquired during KEMI training on adherence to the budgeting and tendering process as excellent and 33% of the sampled rated it very good. Equally, 2.5% rated it good, and 1.0% and 1.5% rated it poor and very poor consecutively. The findings also concur with a study by Goodworth (2009) conducted in Australia that stipulated the importance of budget preparation and proper tendering process as key factors in financial resource management. These findings therefore, ascertain the relevance of KEMI training for principals towards effective financial

resource management based on the fact that budgeting and tendering are key roles of the principals.

The majority (70.00%) of principals rated the relevance of the acquisition of skills in the preparation of books of account during KEMI training as excellent. A section of 25.5% rated it very good, 1.5% good, 2.5% and 0.5% respectively rated poor and very poor. These findings corroborated the assertions of Beare (1993) in London that school heads are specially appointed on the grounds of teaching role and not accounting role. There is, therefore, a need to train them on the important role of preparation of books of account for accounting purposes. The findings reveal that many principals lack basic financial management skills in document preparation. It is, therefore through such training programmes by KEMI that principals are equipped with the said financial management skills.

The study further established that 80.0% of respondents confirmed that KEMI equipped principals with skills to maintain school stores' issue registers. They rated them as excellent.

10.0% rated it as very good and 5.0% as good. The minority (3.5%) and 2.0% rated it as poor and very poor, respectively. Furthermore, 75.0% of sampled head teachers rated the relevance of KEMI training on the audit of school funds as excellent, 11.5% as very good, 4.5% as good and 6.5% and 2.5% as poor and very poor, respectively. These findings affirm the findings by Chapman (2012), Britain that maintenance of school-received and issued item records is important for accountability, control, and audit purposes. Equally, audit, as trained by KEMI, is key in financial management since it is a way of evaluating how well financial resources have been utilised.

Influence of KEMI Training on Principals' Management of Financial Resources

To ascertain that there could be a possible difference between the influence of KEMI training and financial resource management, data was collected on various aspects of financial management as per KEMI training. This included annual income in schools, annual effective expenditure, and variance.

Table 3: Influence of KEMI training on principals on management of financial resources

Area of Training by KEMI on Financial Management	Evidence of Implementation by Records	
	Adequate (%)	Inadequate (%)
Preparation of school strategic plan	80.5	19.5
Formation of financial committee by head teachers	90	10
principals who have prepared budgets	100	0
principals who have adhered to procurement procedure	78.5	21.5
principals whose schools are audited	75.0	25.0

The result of *Table 3* indicates that 80.5% of principals who attended KEMI training had adequately prepared a school strategic plan for their school, while 19.5% of the head teachers had not. A majority of 90% of KEMI-trained principals had adequately constituted financial management committees, while 10% of them had inadequately done so. These findings further corroborate the assertion of Cooper (2010) that adherence to financial management procedures helps meet the great demand for transparency in financial donor satisfaction. The findings further indicated that 100% of KEMI-trained principals had prepared a comprehensive budget, affirming

that KEMI training had been fully implemented along the budget area. 78.5% of head teachers had adhered to the procurement procedure as stipulated by KEMI, while 21.5% of the minority had inadequately laid down the procedure. Furthermore, 75% of principals had their schools audited to the current year, while 25% of the schools remained inadequately audited to the current year. According to Ndiki (2016), there is a high level of inefficiency in financial resource management in schools due to a lack of adequate training in Sub-Saharan Africa.

Thematic Analysis of Qualitative Data on Influence of KEMI Training for Principals on Management of Financial Resources.

The school management Board chairpersons were interviewed and responded in favour of the opinion that KEMI management training for principals had greatly influenced the management of financial resources in the school. The chairperson cited various sources of school funds that included the Ministry of Education, Science and Technology, the Constituency Development Fund, and the Parents Association. According to a study by Chapmann (2012), principals play a key role in sourcing and managing school financial resources. Principals in Britain are adequately prepared for this role through rigorous training to make them better managers.

These findings also corroborate the findings of a study by Chapman (2012), indicating that there are many management training courses for heads of schools that equip them with skills for effective financial resource management in the United Kingdom. The courses help principals understand the need to adhere to standard financial management guidelines.

These observations go into conformation with Chege (2013), who notes that KEMI training for principals equips them with key financial management skills such as sourcing funds, budgeting, procurement, and auditing. The viewpoint also affirms that effective financial management entails the involvement of other key stakeholders like the school board of management chairperson, who plays an integral role in financial resource control.

Those interviewed also confirmed that KEMI-trained principals had a clear indication of sources of school funds. They had also put in place various financial management sub-committees such as tendering, procurement, disposal, monitoring and evaluation sub-committees. The principals are the pivot that controls financial management activities in schools, and there is a need to train them on the same in order for them to discharge their duties with diligence.

According to one of the interviewees, principals who had attended KEMI training had exhibited a great manner of change, especially in involving Board Members and other stakeholders in financial management activities. Ndiki (2016) indicates that it is the role of the principals and the school board to control financial management activities in school. The sentiment is supported by Goodworth's (2009) going by his study on the same area in Australia.

The findings also indicated that before attending KEMI training, most principals lacked adequate skills to maintain clear books of account. According to a study by Akanbi (2004) in Nigeria, principals are appointed on the basis of their experience in teaching. Little or no effort is made to observe the skills that go with the financial management aspect of school management. The views attest to the fact that principals who lack financial management skills always find themselves at loggerheads with other stakeholders either on misuse, embezzlement, or misappropriation of school funds. According to Ndiki (2016), KEMI trained principals perfectly in budgetary, monitoring and evaluation, and auditing and hence promoted high levels of transparency and accountability.

Mixing of Research Findings

According to the mixed findings, it is evident that management of financial resources management in schools, going by the KEMI training menu, includes preparation of a school strategic plan, formation of financial management subcommittees, budgeting, procurement, auditing, and tendering. The study established that these financial management skills contained in the KEMI training manual for headteachers are essential in order for school heads to manage school finances effectively. Mixed findings also indicated that before KEMI training, most head teachers had no idea about the financial management process. They would even go further and engage external bookkeepers who would prepare books of account for them. This would eventually lead to a negative impact because they would not be able to explain the details of the

documents prepared by a stranger. It, therefore, means that head teachers urgently required KEMI training to enable them to become effective financial managers.

In this case, KEMI training for principals, therefore, has positively influenced their management of financial resources, particularly in budgeting, procurement, and auditing. KEMI training for principals helped head teachers gain skills, attitudes, and confidence towards the management of school financial resources. Hence, it helps principals clearly understand their role in financial management. From the mixed findings, it is also evident that principals have constituted various financial subcommittees as guided by KEMI training. These committees play key roles in procurement, tendering and budgeting processes. School boards, members of staff and other stakeholders take a pivotal role in the said subcommittee. According to KEMI, training for principal auditing is an integral component of school financial management. Mixed findings indicate that head teachers present books of account for audit on an annual basis.

Mixed findings, therefore imply that principals should continue getting trained by KEMI immediately after appointment in order to instil competency in that noble task of managing school funds. The availability of well-maintained accounting records is a clear indicator that, after KEMI training, principals can manage school financial resources well. From the mixed findings, it is also evident that principals trained by KEMI should understand the role played by school management Board members as key stakeholders in school finance management.

SUMMARY AND CONCLUSION

The study findings established that KEMI training for principals equipped them with skills in financial management such as methods of sourcing school funds, budgeting, tendering and procurement, record keeping and auditing of funds. These sets of skills are relevant since the head teacher is the “Authority to Incur Expenditure” (AIE) holder in the school. In this

regard, KEMI training for principals has enabled them to become effective managers of financial resources in their schools.

It is also evident that before undertaking KEMI training, most principals lacked basic financial management skills such as accounting, budgeting, procurement, and record keeping. They also lacked the rationale behind auditing funds allocated to schools. The principals therefore, found themselves in great problems with stakeholders being accused of misappropriation, embezzlement, and misuse of school funds. This means that through KEMI training, principals had to be made better financial managers, hence the relevance of KEMI training for head teachers in financial resource management.

KEMI training has improved head teachers’ level of performance in financial management, especially in budgeting, budget control and auditing. Therefore, principals require skills in these areas of financial management to minimise loss wastage and, on the other hand, promote cost-effectiveness in school projects and programmes that involve funding.

KEMI training also promoted the principals’ level of performance in accounting, record keeping and procurement. These essential elements of KEMI training enabled principals to exercise high levels of transparency and accountability in the school financial field. Principals are appointed along the lines of academic qualification without any financial management knowledge and skills. In fact, KEMI training ought to be a pre-requisite mandatory qualification before principals are appointed to manage schools. Effective financial resource management makes it possible for principals to diligently undertake financial management processes such as budgeting, monitoring of funds, and implementation of projects as guided through KEMI training. Hence, there is a need to enhance KEMI training for principals on the management of financial resources in schools.

Recommendations

KEMI training for principals should be extended even to deputy head teachers since they are potential future principals. Training will prepare them well in advance for the noble task. Resources management in schools should be incorporated into the secondary teachers training college curriculum to prepare teacher trainees for future roles of headship.

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