TITLE

Influence of Work Environment Factors on Transfer of Training for Public Secondary School Principals in Nyeri County, Kenya

Name: MBURU FRASIAH WANGARI
Reg. No.: B300/1831P/14

Supervisors: Dr. Alice Kamau
Dr. Stephen Macharia

INTRODUCTION

Transfer of Training

Transfer of training is the effective and continued implementation of learned knowledge, skills and attitudes in the workplace.

Work Environment Factors

Work environment factors refer to the transfer climate or factors that are perceived by the trainees to either encourage or discourage utilization of learned knowledge, skills and abilities in the workplace.

Principals

The school Principal is a planner, director, coordinator, controller, organizer, adviser and a problem-solver. He is the person on whose shoulders rest the entire administration, success or failure of the school.

INTRODUCTION (contd…)

Training Investments

MoE has the mandate to organize continuous professional development programmes for the Principals.

- The Principals' training budget of financial years 2013/14 to 2017/18 amounted to Ksh.316 million (RoK, 2015).

- In the same period, Ksh.1.436 billion was spent to finance capacity building of school Principals and other education stakeholders like Board of Management, Parent Associations, and Education Officers in various capacities.

- Principals' budget alone for professional development amounted to Ksh.88 million for financial year 2017/18.

STATEMENT OF THE PROBLEM

- Despite the Government's increased financial support and resources towards continuous professional development of education managers, the work environment settings in most public secondary schools have proved to be non-supportive, hence inhibiting transfer of training. As a result, management of most public secondary schools have remained a major challenge.

- Previous studies in Nyeri County have put to light various challenges such as delayed project completion, rising of the project costs, existence of stalled projects, unrest, economic challenges among others.

- Further, introduction of Free Secondary Education has led to a surge of enrolment of students that does not match the resources availed by the government. On the other hand, schools with small number of students receive little funding following the policy of National Education Management Information System (NEMIS).

- Thus, unsupportive environment hinder effective implementation of managerial competencies acquired in training which in turn has adverse effect on quality of education. This research therefore focused on work environment factors pertinent to management of public secondary schools and their influence on the Principals' transfer of training.

OBJECTIVES OF THE STUDY

General Objective

- The general objective of conducting this study was to assess the influence of work environment factors on transfer of training for public secondary school Principals in Nyeri County.

Specific Objectives

The aim of this study was to address the following specific objectives:

i.   To establish the influence of leadership support on the transfer of training for public secondary school Principals in Nyeri County.

ii. To assess the influence of resources support on the transfer of training for public secondary school Principals in Nyeri County.

iii. To investigate the influence of job autonomy on the transfer of training for public secondary school Principals in Nyeri County.

iv. To establish the influence of management policies on the transfer of training for public secondary school Principals in Nyeri County.

Research Hypothesis

The study was guided by the following hypothesis:

H_{01} Leadership support does not significantly influence transfer of training for the public secondary school Principals in Nyeri County.

H_{02} Resources support does not significantly influence transfer of training for the public secondary school Principals in Nyeri County.
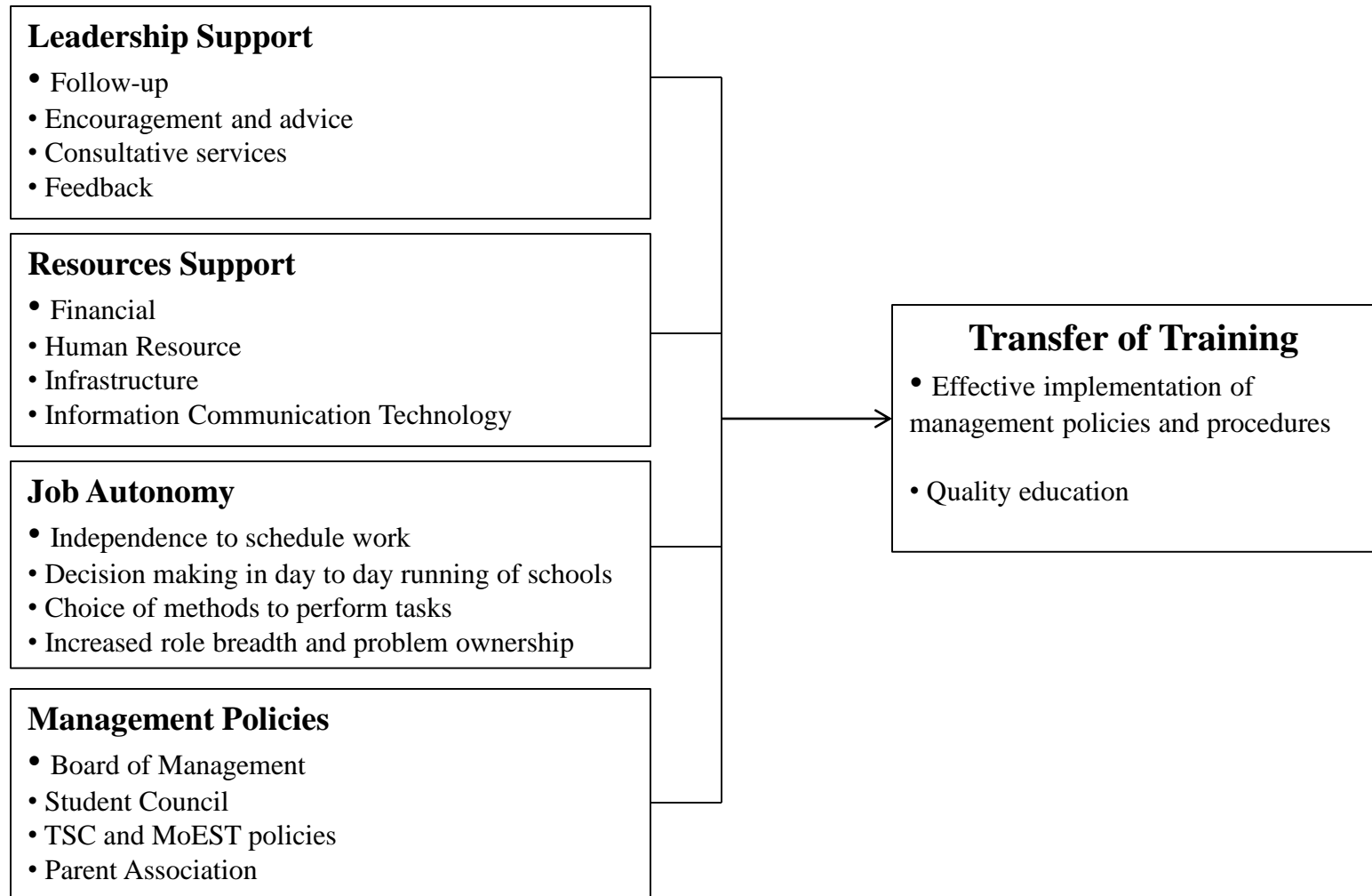
H_{03} Job autonomy does not significantly influence transfer of training for the public secondary school Principals in Nyeri County.

H_{04} Management policies do not significantly influence transfer of training for the public secondary school Principals in Nyeri County.

CONCEPTUAL FRAMEWORK

Conceptual framework outlines the main dimensions of the study illustrating the key variables plus the presumed relationships among them.

Work Environment Factors

Leadership Support

- Follow-up
- Encouragement and advice
- Consultative services
- Feedback

Resources Support

- Financial
- Human Resource
- Infrastructure
- Information Communication Technology

Job Autonomy

- Independence to schedule work
- Decision making in day to day running of schools
- Choice of methods to perform tasks
- Increased role breadth and problem ownership

Management Policies

- Board of Management
- Student Council
- TSC and MoEST policies
- Parent Association

Transfer of Training

- Effective implementation of management policies and procedures

- Quality education

Independent Variables   **Dependent Variable**

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METHODOLOGY

Research Philosophy

- The methodology employed in this study was aligned with positivism approach because the study referred to both empirical and theoretical reference.

Research Design

- This study adopted a descriptive research design.

Study Area

- The research study was conducted in Nyeri County which covers a wide geographical area inclusive of all categories of schools from National to Sub-County secondary schools. The area also represents rural socio-economic setup regions.

METHODOLOGY (contd…)

Target Population

The target population comprised of 226 Principals of public secondary schools in Nyeri County. Those were targeted because they were specialists and managers in secondary education.

Sample Size and Sampling Techniques

Stratified random sampling technique was used to draw a sample size of 69 subjects to participate in the study.

Data Collection Method and Procedure

Questionnaires comprising of open and closed-ended questions were distributed to the public secondary school Principals in Nyeri County.

METHODOLOGY (contd…)

Validity and Reliability of the Research Instrument

A pilot study was done to test validity and reliability of the research instrument.

- All the questionnaires items were valid ($p<a$) and measured what the study intended to measure.

- Reliability was ascertained through Cronbach's Alpha correlation coefficient (α). All the questionnaires items posted a score above the recommended index of 0.7 an indication that there was internal consistency in the questions.

Data Analysis

- Qualitative data was subjected to content analysis and emergent thematic areas were merged and data was presented in a tabular form.

- Statistical Package for Social Sciences (version 20) was used to generate descriptive and inferential statistics.

- Descriptive statistics comprised of frequency distributions, percentages, arithmetic means and mean deviations.

- Inferential statistics comprised of simple and multiple regression analysis and Pearson correlation (r).

- Multicollinearity and normality diagnostic tests were used to confirm linearity of regression analysis.

FINDINGS

Response Rate

- 63 out of 69 Principals responded to the study translating to 91% response rate which was considered sufficient (Mugenda & Mugenda, 2010).

Gender of Respondents

- Male respondents were 63.5% and female representation was 36.5%. This was an indication that majority of public secondary school Principals were males.

Age of Respondents

- 93.6% of the respondents were above 41 years of age. This could be contributed by the fact that one must have served for a reasonable number of years as a classroom teacher and as a head of department or a deputy head to acquire a credible teaching experience to be appointed as a Principal.

Academic Qualifications of Respondents

- Majority (58.7%) of the Principals held Bachelor degree in Education and 27% had Masters in Education and above. This implied that the Principals had the required academic qualifications and well equipped to undertake school management.

Length of Service as a Principal

- Majority (47.6%) of respondents had over 10 years experience as Principals. This indicated that the respondents were experienced and well versed with the issues related to academic management and thus information obtained from them was reliable.

Capacity Building Attendance

- All participants had attended professional development programmes. This signified that the respondents acquired knowledge and skills required for school management.

Objective One: Influence of Leadership Support on the Transfer of Training

Item	N	SD	D	N	A	SA	Mean	SD
1) Principals receive consultative services from their education leaders on challenges affecting training transfer	63	2 3.2%	10 15.9%	15 23.8%	32 50.8%	4 6.3%	3.41	.944
2) Education leaders encourage and advice on implementation of training in school management	63	3 4.8%	8 12.7%	17 27.0%	30 47.6%	5 7.9%	3.41	.978
3) Education leaders exercise follow-ups to ensure training transfer in school management	63	4 6.3%	20 31.7%	19 30.2%	18 28.6%	2 3.2%	2.90	.995
4) Education leaders give feedback based on results of training implementation at work place	63	5 7.9%	24 38.1%	15 23.8%	17 27.0%	2 3.2%	2.79	1.034

(How would you rate the influence of leadership support offered by education leaders in transfer of training in school management?)

Majority (63.5%) of the respondents were of the opinion that level of leadership support was moderate, while 36.5% had different opinions.

Descriptive Analysis of Leadership Support

- The statement that Principals receive consultative services from their education leaders was rated the highest at majority agreement of 57.1% with a mean of 3.41 followed by statement on that education leaders encourage and give advice on implementation of training at majority agreement of 55.5%.

- Items rated least were the statements that education leaders exercise follow-ups with a mean of 2.90 and that education leaders give feedback with a mean of 2.79.

Regression Analysis

Model Summary of Coefficients of Relationship Between Leadership Support and Transfer of Training			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.377[a]	.142	.128	.53516
a. Predictors: (Constant), Leadership Support			

ANOVA Test of Leadership Support and Transfer of Training Delivery Model Fit					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.889	1	2.889	10.088	.002[b]
Residual	17.470	61	.286		
Total	20.359	62			

Model Coefficients of Leadership Support and Transfer of Training					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.064	.301		10.164	.000
Leadership Support	.289	.091	.377	3.176	.002

Regression Analysis of Leadership Support

- Leadership support explained 14.2% variation in transfer of training for school Principals. This revealed a weak but positive relationship.

- ANOVA results indicated a statistically significant model as p-value was 0.002 which is less than significance level of 0.05. This implied that quality leadership support would have a positive influence on transfer of training.

- Outcome of model coefficients revealed that leadership support significantly positively predicts the transfer of training, as improvement of leadership support by one unit would yield to a factor of 0.289 increases in the scores of transfer of training in school management. This indicated a positive influence thus rejecting the null hypothesis that leadership support does not significantly influence transfer of training for school Principals.

Objective Two: Influence of Resources Support on the Transfer of Training

Item	N	S.D	D	N	A	SA	Mean	SD
1) Financial support is sufficient to enhance training transfer in school management	63	1 1.6%	16 25.4%	25 39.7%	15 23.8%	6 9.5%	3.14	.957
2) There are enough human resource that promote training transfer in management of schools	63	6 9.5%	25 39.7%	16 25.4%	13 20.6%	3 4.8%	2.71	1.054
3) Infrastructure in form of equipment, furniture, buildings and recreational facilities are adequate for smooth implementation of training in school management	63	6 9.5%	26 41.3%	19 30.2%	9 14.3%	3 4.8%	2.63	1.005
4) Modern technology is adequately installed that enhance information communication technology in implementation of trainingi n school management	63	13 20.6%	31 49.2%	11 17.5%	8 12.7%	0 0.0%	2.22	.924

(How would you rate the influence of resources support to transfer of training in school management?)

Majority of the respondents, 57.1%, were of the opinion that the influence of resource support on transfer of training was low. 42.9% had different views.

Descriptive Analysis of Resources Support

- The statement that modern technology is adequately installed was rated lowest at a mean of 2.22 with majority disagreement at 69.8%.

- In addition, majority of respondents, (49.2%) disagreed that there were enough human resources to promote transfer of training.

- Further, majority of respondents, (50.8%) disagreed that there was adequate infrastructure for smooth implementation of training and majority (39.7%) were neutral about the sufficiency of financial support to enhance transfer of training.

Regression Analysis

Model Summary of Coefficients of Relationship Between Resources Support and Transfer of Training			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.311[a]	.096	.082	.54915
a. Predictors: (Constant), Resources Support			

ANOVA Test of Resources Support and Transfer of Training Delivery Model Fit

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.964	1	1.964	6.512	.013[b]
Residual	18.396	61	.302		
Total	20.360	62			

Model Coefficients of Resources Support and Transfer of Training

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.297	.283		11.649	.000
Resources Support	.146	.097	.311	2.552	.013

Regression Analysis of Resources Support

- Resources support explained 9.6% variation in transfer of training for school Principals depicting a weak but positive relationship.

- The outcome of ANOVA indicated a statistically significant model as p-value was 0.013 which is less than significance level of 0.05. This implied that sufficient resources support would have a positive influence on transfer of training in school management.

- Results of model coefficients revealed that resources support significantly positively predicts the transfer of training, as improvement of resources support by one unit would yield to a factor of 0.146 in the scores of transfer of training in school management which has a positive influence, thus rejecting the null hypothesis that resources support does not significantly influence transfer of training for school Principals.

FINDINGS (contd…)

Objective Three: Influence of Job Autonomy on the Transfer of Training

Item	N	S.D	D	N	A	SA	Mean	SD
1) The level of decision making for day to day running of schools is high	63	0 0.0%	14 22.2%	6 9.5%	33 52.4%	10 15.9%	3.62	0.995
2) There is freedom, independence and discretion to schedule work	63	1 1.6%	28 44.4%	12 19.0%	19 30.2%	3 4.8%	2.92	0.999
3) Autonomy in choosing methods used to perform tasks is high	63	3 4.8%	16 25.4%	7 11.1%	32 50.8%	6 9.5%	3.04	1.005
4) There is increase in the Principal's role breadth and ownership of problems	63	0 0.0%	14 22.2%	2 3.2%	37 58.7%	10 15.9%	3.68	0.998

(How would you rate the influence of job autonomy to transfer of training in school management?)

The majority, 63.5% of the respondents, were of the opinion that the level of job autonomy was high. 36.5% of the respondents had different opinions.

Descriptive Analysis of Job Autonomy

- The statement that there is increase in the Principal's role breadth and ownership of problems was rated the highest at a mean of 3.68. The item rated least was that there is freedom to schedule work at a mean of 2.92.

Regression Analysis

Model Summary of Coefficients of Relationship Between Job Autonomy and Transfer of Training			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.407[a]	.166	.152	.52759
a. Predictors: (Constant), Job Autonomy			

ANOVA Test of Job Autonomy and Transfer of Training Delivery Model Fit					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.380	1	3.380	12.143	.001[b]
Residual	16.979	61	.278		
Total	20.359	62			

Model Coefficients of Job Autonomy and Transfer of Training					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.551	.420		6.070	.000
Job Autonomy	.407	.117	.407	3.485	.001

Regression Analysis of Job Autonomy

- Job autonomy explained 16.6% variation in transfer of training for school Principals, thus a positive but weak relationship.

- ANOVA results indicated a statistically significant model as p-value was 0.001 which is less than significance level of 0.05. This implied that sufficient job autonomy would have a positive influence on transfer of training in school management.

- The outcome of model coefficients showed that job autonomy significantly positively predicts the transfer of training, as improvement of job autonomy by one unit would yield to a factor of 0.407 increases in the scores of transfer of training in school management and this showed a noticeable positive influence, thus rejecting the null hypothesis that job autonomy does not significantly influence transfer of training for school Principals.

Objective Four: Influence of Management Policies on the Transfer of Training

Item	N	S.D	D	N	A	SA	Mean	SD
1) TSC and MoE enhance transfer of training in school management	63	0 0.0%	16 36.5%	7 11.1%	37 47.6%	3 4.8%	3.21	.946
2) The Board of Management is supportive in school management thus enhancing training transfer	63	1 1.6%	1 1.6%	4 6.3%	45 71.4%	12 19%	4.05	.682
3) Parent Association promotes transfer of training in management of schools	63	1 1.6%	7 11.1%	9 14.3%	44 69.8%	2 3.2%	3.62	.792
4) Students Council is an incentive in the implementation of training in school management	63	1 1.6%	36 57.1%	8 12.7%	15 23.8%	3 4.8%	2.73	.996

(How would you rate the influence of management policies to transfer of training in school management?)

Majority (63.5%) of the respondents were of the opinion that management policies contributed moderately in facilitating implementation of training in school management. 36.5% of the respondents had different views.

(Do you experience challenges associated with management policies in implementation of training in school management?)

Further, majority (65.1%) indicated that they experienced challenges associated with management policies in implementation of training in school management.

Descriptive Analysis of Management Policies

- The statement suggesting that BOM is supportive in school management thus enhancing transfer of training was rated the highest at a mean of 4.05, followed by statement that Parent Association promotes transfer of training in management of schools at a mean of 3.62. The item rated least was that Student Council is an incentive in the implementation of training at a mean of 2.73.

Summary of Challenges Associated with Management Policies

(*Kindly identify the challenges associated with management policies experienced in implementation of training in school management*)

Statement	Response Frequency	Percent	Percent of cases
Difficult to control discipline of students due to too much rights given to them by Ministry of Education	38	9.9%	60.3%
MoE and TSC form two centers of power thus interfering with effective school management	43	11.3%	68.3%
Use of NEMIS policy to admit and finance students is cumbered with challenges as some students are not financed at all	51	13.4%	81%
Presence of students council in board meetings end up leaking most sensitive issues to the students	41	10.7%	65.1%
Students leaders often pose competition with the school heads in voting rights	48	12.6%	76.2%
Most BOM and PA members not sensitized of their roles	25	6.5%	39.7%
Failure of parents to support financially	32	8.4%	50.8%
There are frequent changes of policies	24	6.3%	38.1%
Several policies are more theoretical than practical	17	4.4%	27%
Strict policy deadlines like in data transmission	34	8.9%	54%
Existence of double standards between large and small schools as decision making is not all inclusive	29	7.6%	46%
Total	**382**	**100**	**606.5%**

Summary of Challenges Associated with Management Policies

- The highest identified challenge was NEMIS policy framed by the Ministry of Education scoring 81% of statements, followed by that of students' leaders at 76.2%, MoE and TSC as two centers of power at 68.3% and the least, being policies are more theoretical than practical at 27%.

* *NEMIS (National Education Management Information System)*

Regression Analysis

Model Summary of Coefficients of Relationship Between Management Policies and Transfer of Training			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.483[a]	.234	.221	.50575
a. Predictors: (Constant), Management Policies			

ANOVA Test of Management Policies and Transfer of Training Delivery Model Fit

	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.757	1	4.757	18.598	.000[b]
Residual	15.603	61	.256		
Total	20.360	62			

Model Coefficients of Management Policies and Transfer of Training

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.087	.447		4.665	.000
Management Policies	.536	.124	.483	4.312	.000

Regression Analysis of Management Policies

- Management policies explained 23.4% variation in transfer of training for school Principals when other factors were held constant. This depicted a positive linear association between management policies and transfer of training.

- ANOVA outcome indicated a statistically significant model as p-value was less than 0.05 significance level. This implied that quality management policies in schools would have a positive influence on transfer of training.

- Further, the model coefficients revealed that management policies significantly positively predict the transfer of training as improvement of management policies by one unit would yield to a factor of 0.536 increases in the scores of transfer of training in school management, which is a significant positive influence. This led to the rejection of the null hypothesis that management policies do not significantly influence transfer of training for school Principals.

Multiple Regression

- A multiple regression model $(Y = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon)$ was employed in establishing model summary of correlation between dependent and independent variables within the study.

- Analysis of the Predictor Variables was as follows:

Model Summary of Coefficients of Relationship Between Predictor Variables and Transfer of Training			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.597[a]	.356	.311	.47552
a. Predictors: (Constant), Management Policies, Resource Support, Leadership Support and Job Autonomy			

Test of Predicator Variables and Transfer of Training Delivery Model Fit					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.244	4	1.811	8.009	.000[b]
Residual	11.113	58	.266		
Total	20.357	62			

Model Coefficients of Predictor Variables and Transfer of Training					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.219	.499		2.441	.018
Leadership Support	.183	.090	.239	2.027	.047
Resource Support	.093	.096	.117	.966	.338
Job Autonomy	.214	.130	.214	1.640	.106
Management Policies	.326	.141	.294	2.323	.024
Dependent Variable: Transfer of Training					

Analysis of Predictor Variables

- The model summary of coefficients revealed that the predictor variables working together contributed 35.6% variation in transfer of training for the school Principals. This meant that variation in transfer of training among school Principals in Nyeri County was explained by 64.4% of other factors.

- P-value of predictor variables was less than significance level of 0.05, depicting that work environment predictor variables statistically and positively affect transfer of training for public secondary school Principals. Hence, the combined effect of the predictor variables can be reliably be used to predict the level of transfer of training for the school Principals.

- The outcome of model coefficients revealed that management policies was the largest significant positive predictor of transfer of training for school Principals as increase in one unit of management policies caused increase in transfer of training by a factor of 0.326 units. It was followed by job autonomy, leadership support and resources support, whereby increase in one unit in each one of them caused increase in transfer of training by a factor of 0.214, 0.183 and 0.093 respectively.

- The results further revealed that although resource support and job autonomy positively influenced the transfer of training among the school Principals, their contribution was insignificant as their p-values were greater than significance level of 0.05. This meant that transfer of training among school Principals did not really depend much on resource support and job autonomy.

CONCLUSION

- The findings of the study established that work environment in terms of leadership support, resources support, job autonomy and management policies influences transfer of training for public secondary school Principals in Nyeri County.

- Improving the work environment predictor variables would enhance the level of transfer of training for the Principals.

- Inadequacy in resources, unsupportive leadership and policies and limited autonomy restrained the level of training transfer in school management.

- This thesis has attempted to expand a theoretical research framework for the influence of work environment factors on transfer of training for public secondary school Principals. The research framework developed in this study contributes new knowledge to the field of human resource management among public secondary schools.

- Thus, the study has endorsed work environment as an ideal model in determining the success of transfer of training in school management.

RECOMMENDATIONS

To promote improvement of transfer of training in school management, the study recommended the following:

1. Under leadership support, the Ministry of Education needs to provide timely feedback on issues raised by the Principals to enhance effective training transfer. The system should also accommodate procedures to be adopted for the follow-ups to assess the post-training behavioral outcomes for the Principals.

2. Under resources support, the MoE through the government needs to provide timely and sufficient financial resources. In addition, provision of adequate human resources in schools would enhance implementation of training in management performance. Further, MoE needs to steer towards implementation of strategic plans on installation of ICT facilities and personnel to enhance implementation of ICT competencies acquired in training.

3. Under job autonomy, the MoE needs to increase the Principals' freedom and discretion to schedule work but within clearly interpreted limits.

4. Under management policies, the MoE needs to review NEMIS policy to alleviate challenges associated with its application in school management. In addition, despite past recommendation to harmonize TSC and MoE policies, the problems still persist. Therefore, the government needs to address the issue of these two centers of power in basic education sector. Further, the MoE should involve all education stakeholders from big to small schools in policy formulation. Finally, the MoE needs to review the policy of Student Council in school management with the participation of the Principals.

Recommendation for Future Research

This study concentrated on influence of work environment factors on transfer of training using four variables. The study therefore calls on further research to establish other (64.4%) influencing factors. Future studies can employ methodologies not employed in the current study. Comparative studies can be undertaken in other counties especially the marginalized or Arid and Semi-Arid Land (ASAL) counties for the generalization of this study.

PUBLICATION WORK

Business & Social Science

IJRBS

Assessment of relationship between management policies and transfer of skills: A case of public secondary school heads in Nyeri County, Kenya

Frasiah Wangari Mburu [a]* Alice W. Kamau [b] Stephen M. Macharia [c]

[a] School of Business, Karatina University, Karatina, 10101, Kenya
[b] HOD, Department of Human Resource Development, Karatina University, Karatina, 10101, Kenya
[c] Ph.D., Department of Human Resource Development, Karatina University, Karatina, 10101, Kenya

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The end
thank you