INFLUENCE OF WORK ENVIRONMENT FACTORS ON TRANSFER OF TRAINING FOR PUBLIC SECONDARY SCHOOL PRINCIPALS IN NYERI COUNTY KENYA

MBURU FRASIAH WANGARI

A THESIS SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE CONFERMENT OF THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENT OF KARATINA UNIVERSITY.

AUGUST, 2022

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a conferment of a degree in any other University or for any other award.

Frasiah Wangari Mburu
Reg. No: B300/1831P/14

Signature ..... Date .....

Declaration by the Supervisors

We confirm that the work reported in this thesis report was carried out by the candidate under our supervision and has been submitted with our approval as university supervisors.

Dr. Alice Kamau
Department of Human Resource Development
School of Business,
Karatina University.

Signature ..... Date .....

Dr. Stephen Macharia
Department of Human Resource Development
School of Business,
Karatina University.

Signature ..... Date .....

DEDICATION

This research project is dedicated to my husband James, children Phoebe, Evans and Caren. May this work be a source of inspiration to them all.

ACKNOWLEDGEMENT

Thanks to the Almighty God for His grace which has been sufficient as I worked through this research project. Secondly, I render my sincere thanks and appreciation to Dr. Alice Kamau and Dr. Stephen Macharia, my Supervisors, for their unfailing dedication, encouragement, guidance and support to see me through all the stages of my research, which has enabled me to develop, learn and understand the subject. I cannot forget Dr. Teresiah Kyalo, Dr. David Gichuhi and anyone else who has positively contributed towards my success. I acknowledge Karatina University for giving me this chance and facilities that have seen me progress in my academic achievement. Thanks to the public secondary school Principals who contributed to the success of this study through the variable data collected from them. Regards to my husband, James Njenga, who has sacrificed his time and finances to assist me through my master degree programme. Thanks also to my fellow classmates who have been a source of encouragement all through. Lastly, may the Almighty God bless all those who have supported me in any respect during the compilation of this work.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABBREVIATIONS AND ACRONYMS

ACE	-	Advanced Certificate in Education
ANOVA	-	Analysis of Variance
BOM	-	Board of Management
CDF	-	Constituency Development Fund
CPD	-	Continuous Professional Development
DEM	-	Development of Educational Management
GDGs	-	Global Development Goals
HRD	-	Human Resource Development
KCSE	-	Kenya Certificate of Secondary Education
KEMI	-	Kenya Education Management Institute
KESSHA	-	Kenya Secondary Schools Heads Association
KESI	-	Kenya Education Staff Institute
KICD	-	Kenya Institute of Curriculum Development
MoE	-	Ministry of Education
MoEST	-	Ministry of Education, Science and Technology
NACOSTI	-	National Commission for Science, Technology and Innovation
NCSL	-	National College of Schools Leadership
NEMIS	-	National Education Management Information System
NOSS	-	National Occupational Skill Standard
PA	-	Parents Associations
RoK	-	Republic of Kenya
SPSS	-	Statistical Package for Social Sciences
SUPEB	-	State Universal Basic Education Board
TSC	-	Teachers Service Commission
UK	-	United Kingdom
UNDP	-	United Nations Development Programme
USA	-	United States of America
USAID	-	United Agency for International Development
USD	-	United States Dollar

ABSTRACT

Despite heavy investments in training and development, low quality education standards and challenges in workplace environment have been a sticky problem in the Kenyan education sector. The general objective of this study was to assess the influence of work environment factors on transfer of training for public secondary principals in Nyeri County. Specifically the study sought to establish the influence of leadership support, resources support, job autonomy and management policies on transfer of training for public secondary principals in Nyeri County. The study was anchored on Learning Transfer Model. Organization Theory was adopted to guide the study. The scope of study was Nyeri County. The target population comprised of 226 Principals of public secondary schools. Stratified random sampling technique was used to draw a sample size of 69 respondents to participate in the study. The study used descriptive research design. Structured questionnaires comprising of open and closed-ended questions were distributed to the Principals. Statistical Package for Social Sciences (SPSS) software version 20 was used for onwards analysis of data. Data was analyzed using descriptive tools including averages, percentages, frequency distributions and variability measure. Simple and multiple regression analysis and correlations were used to correlate dependent and independent variables. The study established that management policies had the greatest influence in transfer of training (r^2=0.234) followed by job autonomy (r^2=0.166), leadership support (r^2=0.142), with least being resources support (r^2=0.096). Overall relationship between dependent and independent variables was 35.6% (r^2 = 0.356). Therefore, variation in transfer of training for Principals in Nyeri County is explained by 64.4% of other factors other than work environment. The regression model ($F_{(4,58)}$ = 8.009, p = 0.001<0.05) indicated that the predictor variables were reliable and significantly better prediction of the level of transfer of training for school heads. The study thus concluded that leadership support, resources support, job autonomy and management policies influence transfer of training. Inadequacy in resources, unsupportive leadership and policies and limited autonomy, limited the level of training transfer in school management. The study recommended that policies be developed to improve the work environment factors to enhance the level of transfer of training for Principals. The findings of this study will provide a deeper insight on enhancing training transfer for Principals to the Ministry of Education, Teachers Service Commission and other education stakeholders.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter contains the background of the study, statement of the problem, objectives of the study, rationale of the study, scope of the study, limitations and definition of terms.

1.2 Background of the Study

The earliest history of training is rooted in the origin of education itself (Torraco, 2016). Training evolved from survival-driven learning to education rooted in earliest times, to influences of military and war strategies on scientific and technical education. Further, it progressed from the training of job skills and scientific management to development of leadership programs and training of teams.

In the United States (U.S.), training surfaced during and after World War II. In the meantime, there was a remarkable increase in demand for trained workers due to expanding wartime economy and innovation in technology (Torraco, 2016). During W.W. II, the legacy of the 'Training Within Industry' (TWI) service came out. The TWI helped in establishing technical training programs. Decades later, the movement of wartime training established a new profession which was known as the training director. The training director was a channel to the development of Human Resource Development (HRD) (Torraco, 2016). In addition, the rise of U.S. labor movements led to the growth of employee training which has continuously supported the accessibility of education and training (Glass, 2013). During post-war period, industry progressively adopted classroom training as well as on-the-job training. Models used

for designing training stressed the importance of needs assessment as before training together with evaluating its effectiveness after training (Torraco, 2016).

The objective of the workplace training and employee development programs is to increase productivity, increase product quality, and improve customer service. However, the achievement of the training objective is determined by the extent to which the acquired skills are transferred in the job setting. One way of signifying that training is indeed effective is to exhibit that the competencies acquired are actually transferred to the workplace and used by the staff on their job (Armstrong, 2015). The degree to which transfer of training occurs affects performance excellence (Barnard, 2013).

According to Commonwealth Secretariat (1996) as cited by Karani (2013), educational system has continued to grow in complexity and expansion. Therefore, the role of public school Principals who are education managers and leaders has risen considerably in the 21st century. To enhance management and leadership in education sector, institutions which would develop training programmes have been formulated. Among the pioneers in development of school heads were Canada, UK, USA, Australia, New Zealand, Singapore and Hong Kong. These countries have well developed systems to train education leaders and managers such as the National College of Schools Leadership (NCSL) in UK. In Africa, there are bodies such as Advanced Certificate in Education: schools' leadership (ACE) in South Africa, the Agency for the Development of Educational Management (ADEM) in Tanzania and Continuous Professional Development (CPD) in Ethiopia (Karani, 2013).

In Kenya, four agencies deliver professional development service to Principals: the Kenya Education Management Institute (KEMI), the Ministry of Education Science

and Technology (MoEST), the Kenya Institute of Curriculum Development (KICD) and Teachers Service Commission (TSC) (Bulimo, Maiyo & Ndiku, 2016). Bulimo (2017) asserts that to enhance resource management competency, these agencies have the responsibility of providing Continuous Professional Development (CPD) trainings to school managers in liaison with the TSC policy on human resource management (Teachers Service Commission, 2012).

The failure to provide relevant and adequate professional training for institutional administrators had formerly led to mismanagement which resulted to decline in education standards. CPD is defined as the development of knowledge and management skills and competencies throughout a manager's working life (Bulimo et al., 2016). KEMI is therefore mandated to offer in-service training to all education managers (Republic of Kenya, 2011). In addition, MoEST through the Kenya Secondary Schools Heads Association (KESSHA) occasionally organizes capacity building workshops for secondary school Principals. KESSHA is the body comprising of secondary school Principals which was formed primarily to discuss educational issues affecting schools like financial management, human resource management among others, through in-service programmes (Kamau, 2010).

The CPD programmes focus on various themes like Strategic Management of Emerging Challenges in secondary schools, Project Management, Procurement Management, Strategic Planning Management, Discipline in schools, Intelligence Gathering and Disaster or Crisis Management, Safety and Health in schools, Education Management Policies among others (KEMI, 2014). The acquired competencies are tailored to enhance management of schools by helping the Principals in implementing management policies, procedures and reorganization in

the education sector as well as utilization of modern management tools in education institutions.

Access to secondary education has continued to achieve more significance to all stakeholders in education including the government, parents, teachers and learners themselves (World Bank, 2013). The Kenyan government has placed a lot of emphasis on secondary school education since independence as reflected by expansions in the sector in terms of increasing number of schools, enrolment and budgetary allocations (Republic of Kenya, 2012). There is a marked increase of growth of public secondary schools from 151 in 1963 to 8,933 public secondary schools in 2019 (Ministry of Education, 2019).

This is because secondary school education is regarded as an important stage of education systems. This is because it provides post secondary institutions with graduates and supplies labor to the formal and informal employment sectors. In addition, it influences primary school education systems through providing the motivation for a lot of pupils to remain in school (Jidavma, 2012). Secondary school education is expected to make learners proficient both in academic as well as in applied subjects. Further, it is expected to offer all-round persons in terms of spiritual, social, mental and moral development (Kabugi, 2013).

As a result, this has made the government through the MoE and CDF to put up many secondary schools to accommodate large numbers of primary school leavers (Musee, 2018). The government as a result started Free Secondary School program in 2008. This has resulted to a large flow in numbers of pupils in search of secondary education. However, it is an expensive undertaking to put up and maintain secondary schools. Therefore, the resources available to the schools are extremely more limited

than the demand. This has resulted in the existence of small and unviable schools in most regions. Most secondary schools are still under construction and they lack qualified teachers or limited number of teachers (Musee, 2018). Hence, there has been growing criticism that secondary schools do not provide quality education as most of secondary school graduates are not well prepared, and they have low capabilities in work and life endeavors (Jidamva, 2012).

A study by Muchiri (2012) established that the quality of education had been adversely affected by increase in student enrolment. This has been as a result to tuition free secondary school but lacking corresponding increase in resources. In the meantime, there has been a rise in indiscipline worsened by decline in academic performance in public secondary schools (Atieno, 2018). The Principals' management competency influences provision of quality education. This is because they are able to respond to varied needs and interests of school communities as well as mobilizing resources to promote achievement of students (Nyagosia, Waweru & Njuguna, 2013). Further, management competencies enable Principals to execute duties that improve provision of quality education for instance maintenance of discipline and finances management.

On this background, the school Principal is a planner, director, controller, coordinator, organizer, adviser and a problem-solver. He is the person on whose shoulders rest the entire administration, success or failure of the school. The duties and responsibilities of Principals comprise curricula organization and management, control of stores and finances, management and maintenance of human and physical resources, teaching and acting as the secretary to the Board of Management and the Parents Association (Ministry of Education, 2012; Basic Education Act, 2013). In this connection, the

Ministry of Education (MoE) is responsible for national policies and programmes that help Kenyans access quality and affordable school education. The MoE therefore being the custodian of the education sector curriculum taps and utilizes the skills of Principals as key implementers of the curriculum as well as supervisors of the whole school program (Musee, 2018). This has generated great demand towards improving education quality through advancing knowledge, skills and attitude in management of schools.

The history of transfer research goes back more than 100 years, with researchers debating the nature, contexts, and prevalence of transfer. What has emerged from this research stream is a view of transfer as a complex and dynamic process (Blume, Ford, Baldwin & Huang, 2010). Transfer of training is the effective and continued implementation of learned set of knowledge, skills and attitudes in the background of academic development in the workplace (Feixas, Fernandez & Zellweger, 2014). Further, Abujazar and Saleh (2004) defined transfer of training as the ability of a trainee to apply the behavior, knowledge, and skills in one learning situation to another. It is the process of successfully moving knowledge, skills attitude from classroom to workplace, which is the ultimate goal of training.

Transfer of training has been observed to involve two main processes: first generalization and second, maintenance (Blume et al., 2010). Generalization is the degree to which the competencies acquired in a training setting are applied to different situations. Maintenance is the degree to which changes that result from a training experience persist over time. For organizations, this transfer of training is a vital influence point through which management activities will have an effect on relevant outcomes.

Transfer research has consistently documented that work environment can influence worker ability as well as opportunity to execute learned behavior on the job (Kupritz, 2002). Chiaburu, Dam, and Hutchins (2010) defined work environment as the transfer climate or those work environment factors that are professed by the trainees to either encourage or discourage their utilization of learned knowledge, skills and abilities in the real work environment. Several studies have concluded that work environment may either lead to success or failure of the training transfer (Bhatti, Battour, Sundram & Othman 2013). Caires (2013) stated that managers are likely to apply the new knowledge when there is a favorable organizational environment. Despite heavy investment, effectively designed and delivered training programs may fail to produce positive transfer outcomes (Maung & Chemsripong, 2014). This may be caused by unsupportive work environment (Grossman & Salas, 2011).

Latham (2007) opines that resources dedicated in development of competencies are mostly wasted if the trainee does not consequently apply those competencies when executing their work. Different studies have reported that despite of heavy investments, the expected transfer of training has not occurred (Raliphada et al., 2014; Maung et al., 2014; Suleiman, Dassanayake & Othman, 2018).

According to American Society for Training and Development study, U.S. organizations spend more than $125 billion annually on employee training and development (Blume et al., 2010). At the same time, organizations continue to question the true yield of their training expenditures. Despite the large investments in and towards potential benefits of training, organizational decision makers are often not sure to what degree employees perform differently once back on the job. In addition, the State Universal Basic Education Board (SUBEB) of Bauchi State,

Nigeria, has annually budgeted millions of Nigerian Naira for the purpose of improving and developing the capacity of its staff. Yet the training outcomes are limited. For instance, in 2014 alone, the Board had expended 161 million Nigerian Naira (USD $551,275) for conducting different types of training programmes (Suleiman et al., 2018).

The Kenyan Government emphasizes the importance of effective school management with an aim of realizing the Kenya Vision 2030 together with the Global Development Goals (GDGs) (Bulimo, 2017). For that reason, managers should be kept up to date on the techniques of planning, organizing, directing and controlling finances and human resources the end result being to provide quality education to its citizens. In the light of this, the MoE has the mandate to organize CDP programmes for the Principals. The Principals' capacity building budget of financial years 2013/14 to 2017/18 amounted to Ksh.316 million (Republic of Kenya, 2015). Further, Ksh.1.436 billion was spent to finance capacity building of Principals and other education stakeholders like Board of Management, Parent Associations, and Education Officers in various capacities in the same period. Principals' budget alone for professional development amounted to Ksh.88 million for financial year 2017/18. Owing to the enormous effort and resources used in training, managers are therefore under pressure to show the training effectiveness.

Lack of training transfer is therefore documented as an important factor in the literature, as it is not only unproductive training for the individual and the employing organization but also vast amounts of money get wasted (McDonald, 2014). In this context, the work environment factors are important in understanding the training transfer process (Pham, Segers & Gijselaers, 2013). Nevertheless, work environment

factors have been investigated less often than training design and trainee characteristics (Pham et al., 2013). Some studies have shown contradictory findings where some studies found that social support has non-significant relationships between a supportive environment and transfer and training. Hence there is a shortage of empirical evidence of specific aspects of work environment influence on transfer of training.

Since work environment factors are numerous to be addressed on a single research, which might reduce research effectiveness (Abang, Ahmad & Adamu, 2014), the researcher chose leadership support, resources support, job autonomy and management policies as pertinent work environment factors affecting transfer of training in the public basic education sector. Currently, no study has explored the influence of work environment factors on transfer of training in basic education sector. In this background, this study sought to assess the influence of work environment factors on transfer of training for public secondary Principals as education managers. Indicators of transfer of training are effective management and quality education.

1.3 Statement of the Problem

Investments in training programs often fail to produce desired outcomes (Maung et al., 2014). Despite the Government's increased financial support, efforts and resources towards commitment to 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 practices have remained a major challenge that has caused the government to lose millions of tax payers' hard earned money dedicated to training to no avail.

In Nyeri County, a research by Wamunyu (2012) established that despite being trained in project management, Principals still experienced challenges related to management of project constraints, financial management, among others. Among the key indicators of these challenges were delayed project completion, rising of the project costs and existence of many stalled projects. Further, Githiari (2017) found out that despite acquisition of competencies, Principals in Kenya had faced heavy criticism in the last two decades. This is due to some serious cases of mismanagement which resulted in some of the worst institutional disasters and tragedies, accidents, unrests and even economic and social crimes that Kenya has witnessed.

Since introduction of Free Secondary Education in 2008, there have been 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 that may be inadequate as per the policy of National Education Management Information System. Management of public secondary schools has been hampered by issues surrounding unsupportive resources and policies that hinder implementation of managerial competencies acquired in training. Consequently, unsupportive environment has adversely affected the quality of education. This research focused on work environment factors pertinent to management of schools and how they can impact on transfer of training.

1.4 Objectives of the Study

1.4.1 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.

1.4.2 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 establish the influence of resources support on the transfer of training for public secondary school Principals in Nyeri County.

(iii) To assess the influence of job autonomy on the transfer of training for school 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.

1.5 Research Hypothesis

H_{01} Leadership support does not significantly influence transfer of training for the public secondary 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.

1.6 Rationale of the Study

In analyzing the influence of work environment variables brought up in this study on transfer of training to the workplace, the findings of this study might provide a deeper insight to Ministry of Education (MoE), Teachers Service Commission (TSC), education stakeholders like trade unions, administrators at National and County levels, sponsors, Board of Management (BOM) and Parents Associations (PA) in

improving policies formulation and practices concerning schools management. In addition, the study might sensitize the government on training transfer inhibiting factors on the ground and take measures to mitigate the problems so as to justify the funds invested on Principals' continuous professional development programmes. Barely any follow-ups are done after training programmes to assess implementation of competences at workplace. Training is evaluated through positive change, which is successful transfer of skills at workplace (Kirkpatrick, 1976). It is therefore anticipated that the professional development trainers (KEMI and KESSHA) would assess post-training behaviour by exercising follow-ups to ensure that organizational climate support systems promote implementation of competencies for effective school management and quality education (Brown, Weissbein & Kozlowski, 1998). A trainee may want to practice the new management competencies but may lack an opportunity to do so as the enabling support system may not be in place. It could be a system problem but not skill-deficiency problem (Kirkpatrick, 1976). As a result, measures would be tailored to mitigate factors inhibiting training transfer for effective management and quality education. The study might be an opening to future scholars to study other variables in relation to transfer of training not exhausted in this study.

1.7 Scope of the Study

The scope of the study refers to the parameters under which the study will be operating (Simon & Goes, 2013). Singleton (1993) opined that ideal setting for an effective research should be accessible to the researcher and should also allow instant rapport with the respondents. The study was conducted in Nyeri County targeting public secondary Principals who had attended capacity building programmes to upgrade school management skills. The county was purposively chosen for ease of accessibility and to facilitate coverage of a wide geographical area. The study area

represents rural socio-economic setup regions. It also covers a wide area inclusive of all school categories from National to Sub county schools. In addition, no similar study had been conducted in the current area of the study.

1.8 Limitation of the Study

There were some expected limitations of the study. Firstly, the schools were far dispersed and the researcher had to run at more cost in collection of data. Secondly, there was possibility of the data collected from Principals being biased, especially if the information collected was skewed towards favoring the respondent's school some respondents took time in filling in the questionnaire, and few did not respond at all. On the other hand, there are several factors influencing transfer of skills like training programme design and trainee characteristics. This study covered work environment factors only. Work environment factors are broad but the study focused only on four variables which were felt to be very significant for the study. The study was limited to public secondary schools in Nyeri County. Therefore, the findings of this study might be used by schools in other counties but the results might not be generalized to apply to all public schools.

1.9 Definition of Key Terms

Capacity building Capacity building is meant to continually upgrade the core competencies, that is, knowledge, skills and attitude of education managers (Rotich, Rono & Mutisya, 2014).

Constraints Element, factor, or subsystem that works as a bottleneck. It restricts an entity, project, or system from achieving its potential (or higher level of output) with reference to its goal (Business Dictionary.com, 2017).

Continuous Professional Development	Development of knowledge and management skills and competencies throughout a manager's working life (Bulimo, 2017)
Work environment	Work environment is referred to as the transfer climate or those work environment factors that are perceived by the trainees to encourage or discourage their use of knowledge, skills and abilities learned in training in the real work environment. It is used to describe the surrounding conditions in which an employee operates such as office temperature, or equipment, such as personal computers. It can also be related to factors such as work processes or procedures (Chiaburu et al., 2010).
Inhibiting factors	Refers to things or conditions that suppress or restrain a behavioral process, an impulse, or a desire consciously or unconsciously (Collins English Dictionary, 2017)
Job autonomy	Job autonomy is the extent to which a job allows freedom, independence, and discretion to schedule work, make decisions and choose the methods used to perform tasks (Dysvik & Kuvaas, 2011).
Leadership support	Leadership support can be described as the extent to which leaders support and reinforce the use of newly learned knowledge and skills on the job (Velada, Caetano, Michael, Lyons & Kavanagh, 2007).
Management policies	Refers to set of basic principles and associated guidelines, formulated and enforced by the governing body of an

	organization, to direct and limit its actions in pursuit of long-term goals. May also refer to the process of making important organizational decisions, including the identification of different alternatives such as programs or spending priorities, and choosing among them on the basis of the impact they will have (Business Dictionary.com, 2017
Resources support	Refers to source of supply or aid, especially one that can be readily drawn upon when needed. It refers to whether the organization has the skills, tools and facilities to deliver its programs and manage its operations (Claussen, 2011).
Transfer of training	It is the ability of a trainee to apply the behavior, knowledge, and skills acquired in one learning situation to another. It is the process of successfully moving knowledge, skills attitude from classroom to workplace, which is the ultimate goal of training (Abujazar et al., 2004).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents both theoretical and empirical review supporting the research and discusses the variables of work environment factors in relation to transfer of training. It also presents the conceptual framework and the summary of the study which serve as the basis for research gaps to be pursed in the study.

2.2 Empirical Review

2.2.1 Transfer of Training

Transfer of training is defined as the "effective and continuing workplace application of the knowledge, skills, and conceptions gained during professional development programs" (De Rijdt, Stes, Van der Vlenten, & Dochy, 2012). According to Pham et al. (2013), trainees should have to come into terms with the workplace changing environment that might restrain or support the utilization of learned knowledge and skills. The ultimate goal of training should be positive transfer to the workplace (Lim & Morris, 2006). However, training programs fail to produce positive transfer outcomes despite them being effectively designed and delivered (Grossman et al., 2011). This may be caused by unsupportive work environment in components like support, transfer climate, opportunity to perform and follow-up. In fact, in every industry, effective training transfer to the workplace is the major challenge for training management (Sookhai & Budworth, 2010). Khan, Mufti and Nazir (2015) stated that what cruelly affected the transfer of training were the constraints caused by work environment. In their findings, employees were not motivated to transfer competencies as a result of too many constraints in the work environment.

A study by Nazli, Sipons, Zumrah and Abdullah (2014) stated that according to the annual report of Human Resource Development Corporation (Pembangunan Sumber Manusia Berhad, (PSMB), Malaysia, a total of 783,296 training sites with financial support amounting to RM506.14 million had been approved, and payment of RM407.65 million was made all through the year ending 2013. This indicated that a variety of trainings were carried out at high cost to increase workers' level of skills, knowledge and competence (Saks, Salas, & Lewis, 2014). Unfortunately, most of the trainees who attended the trainings demonstrated lack of training transfer. The study noted only 10 per cent of trainings had successfully established positive transfer of training. Yasin, et al. (2013) identified that less than 15 to 20 percent of the knowledge and skills acquired in trainings were actually applied in workplaces. In agreement, Ongori, Kitainge and Kipkoech (2018) noted that research conducted across the world specify that just a small percentage of what is learned is actually transferred to the workplace despite so much investment spent in training.

Barnard (2013) concluded that importance of training transfer remains relevant. Employers want to get assured that their human and financial investments in development programmes increase organizational productivity and improve employee performance. If there is success in training transfer, the training is really, worthy of investment. Companies are beginning to realize that training without transfer of training is a waste of time and resources. Musyoka (2018) stated that Principals' management role is prone to a variety of challenges and can be influenced by factors such as financial challenges, restrictive policies, resource management and lack of stakeholders support.

Noteworthy reports have revealed that despite the continuing professional development programmes in Kenya, competencies are still not matching with tasks

(Bulimo et al., 2016). This may have led to mismanagement of resources resulting in failure towards improving the quality of education. Importance of the subject of transfer of training in organizations is clearly evidenced by regular publication reviews by various scholars like (Kopp, 2006; Burke & Hutchins, 2007; Cheng & Hampson, 2008; Blume et al., 2010; Grossman et al., 2011; Khan et al., 2015). Hence, without doubt, these signify that research findings on transfer of training are valuable to management, and there is still a lot to be done to arrive at a conclusion.

2.2.2 Leadership Support and Transfer of Training

According to Velada et al. (2007), leadership support can be described as the degree at which leaders support and reinforce the application of learned skills and knowledge on the job. Leadership support is presumed to be one of the most important factors in training transfer to the job (Nijman, Nijhof, Wagnum & Veldkamp, 2004).

In a study by Wen and Lin (2014), Analysis of Variance (ANOVA) results of the aggregate data revealed that trainees who received higher levels of leadership support reported higher levels of training transfer. The study hypothesized that positive leadership support will have a positive relationship with transfer of training. Efforts should be made to increase leadership support which is important contributor to the transfer of training (Blume et al., 2010; Bossche, Segers & Jansen, 2010). Blume et al. (2010) stated that leadership support emerged as one of the strongest predictors of training transfer.

Leaders are an important factor in the learning transfer challenge. Leaders who fail to support trainees after training act as barriers to transfer of training (Barnard, 2013). Thus, leadership support is recognized as the primary objective for change with regard to the training transfer. Leaders should address the credibility of new

competencies for application and recognize the need for improving performance through providing opportunities for employees to utilize the new skills and knowledge regularly (Broad, 2015). Leaders are the link between application of the training on the job, the individual and organizational performance improvements. Further study by Barnard (2013), 16 factors of the Learning Transfer System Inventory (LTSI) were clustered beneath 4 main categories of motivation factors, trainee characteristic factors, work environment factors and ability factors. The Cronbach's alpha reliability scored leader support which was under work environment factors as the highest with 0.91 as a factor affecting successful transfer of training.

Miiro, Mazur and Matsiko (2012) opined that leaders can support trainees by means of discussing issues involved in the training and providing encouragement to use learned competencies. They can inhibit utilization of training by giving negative or no feedback at all, deliberately offering no follow-up on newly learned skills and increasing responsibility of tasks unrelated to the learning. Feedback should be in form of provision of recognition, leaders' performance reports, encouragement and rewards (Grossman et al., 2011). Leaders who foster the learning of Principals are Quality Assurance Officers, TSC and MoE directors at regional and National level (Ministry of Education, 2019).

A study by Okoth, Maneno and Amuka (2018) on overseeing curriculum implementation and delivery in secondary schools found that ESQAC officers conducted assessment in fewer schools than was expected and few school follow-up cases were reported. The study recommended that Ministry of Education should functionalize ESQAC as Established in article 64 of the Basic Education Act 2013 (Laws of Kenya, 2013).

2.2.3 Resources Support and Transfer of Training

Resources support refers to whether the organization is equipped with the tools, skills and facilities to deliver programs and manage its operations (Claussen, 2011). For learning to successfully transfer, trainees need opportunities and resources to apply their new competencies to the workplace (Grossman et al., 2011). Provision of resources has revealed strong relationship with the transfer of training. In agreement, Miiro et al. (2012) asserted that availability of resources provides an opportunity to apply training and positively motivate personal capacity to transfer. Abujazar (2004) explored that unsupportive organizational climate on transfer of training accounts for 42 per cent of the identified inhibiting factors. Among inhibiting factors is the failure to provide technology and resources necessary for application. Availability of resources and necessary technologies create culture of positive transfer of training. Barnard, (2013) concluded that lack of relevant resources could discourage trainees from implementing newly acquired competencies. Njoka (2016) also observed that the greatest challenge facing effective transfer of training is lack of adequate resources. In agreement, Wanjiku, Mairura and Place (2010), on a study on International Centre for Research in Agroforestry in Nairobi, Kenya, there was high potential for training transfer and practical implementation of training among all trainees, but lack of resources was a major limitation.

According to Mwikaria et al. (2019), it is argued that human resources are an important factor in school academic performance and there is association between human resource management and academic performance of students in secondary schools. The study further argues that availability and utilization of human resources determine the school system efficiency. The study recommended that the Government should employ and post more teachers to public secondary schools. Human resource

in the school is the maker and the determinant of all activities in the school. The students, structures, offices, school farm, machines, books and other material resources are not productive without the direction of the human effort (Nwafor, 2012). Ipata (2011) in her study established that most schools were understaffed. This led to high expenditure due to employment of Board of Management teachers thus affecting the quality of teaching process. Kagema and Irungu (2018) in their study noted that TSC is yet to address the issue of understaffing in schools, which is a key pillar. Muhindi (2012) had recommended that the teacher pupil ratios should be improved by employing more teachers to reflect government recommendation of 1:20. A research study by Gichu, Kibaara and Njagi (2017) recommended that to enhance academic performance, the issue of student-teacher ratio should be addressed to avoid a scenario where student population increase but the number of teachers fail to increase in the same ratio. The study recommended that budgetary allocation should be based on the market prices, Government disbursements of funds to schools should be adequate and timely and capitation should include the cost of compulsory items necessary for teaching and learning.

Currently in Kenya the expansion of school infrastructure is the responsibility of the government and not the parent (Ngari & Wakiaga, 2018). The study established that most schools lacked enough science laboratories, libraries and dining halls. According to Wamunyu (2012), most schools lack adequate classrooms, laboratories, dining halls, computer rooms or decent toilets. Gichu et al. (2017) established that majority of Principals (88%) agreed that lack of infrastructure like dormitories, laboratories contributed to poor academic performance. Njagi (2018) also established that majority of the Principals (90%) indicated that lack of school physical facilities like classrooms, laboratories and dining halls posed a great challenge to the objective of

providing quality education. The study recommended that MoE should promptly ensure that secondary schools get funding to construct and equip schools with physical facilities required for quality learning. Gil, Molina and Ortega (2016) noted failure of organizations to provide necessary infrastructure to support transfer of training has been identified as the primary problem in the transfer of training.

Williams (2008) noted that technological support is one of the most critical factors to the learning transfer. Information technologies comprise a wealth of functions like informational aids, procedural aids and decision making aids that reduce the mental workload required to apply new competencies to the workplace (Salas, Wilson, Priest & Guthrie, 2006). The Ministry of Education established the National ICT strategy for education and training in June 2006. The general objective of this policy is to integrate ICT in education management, teaching and learning (Ministry of Education, 2012). School managers and teachers were to be trained in the use of ICT through in-service courses (KEMI, 2015). However, even with the ICT education policy and the implementation strategies being laid down by the government, Ministry of Education did not foresee specific challenges that were to hinder implementation of ICT (Ministry of Education, 2012). Bo Hu (2012) identified factors which can affect the implementation of ICT policy in schools as lack of equipment, unreliable equipment and lack of technical support. A study by Khatete, Wanjala, Njenga, Khatete and Akala (2015) on preparedness of public secondary schools in integration of information communication technology in teaching-learning process in Nyeri south district established that both teachers and school heads had low expertise in the integration of ICT in the teaching and learning process, and schools were not integrating ICT in the teaching and learning process. Hennessy, Onguko, Harrison, Ang'ondi, Namalefe and Naseem et al. (2010) had revealed that most schools lacked

strategic plans to implement and sustain the ICT infrastructure in place. Kiptoo, Were and Kimwele (2017) in their study on determinants of the national Information and Communication Technology strategy implementation established that while other countries had achieved over 41% implementation of ICT in secondary schools, the percentage in Kenyan schools remained very small.

2.2.4 Job Autonomy and Transfer of Training

According to Dysvik et al. (2011), Job autonomy is the degree to which a job allows independence, discretion to schedule work, freedom to make decisions and choice of the methods used to perform tasks. According to Muinde (2013), autonomy comprises of decision making in allocation of scarce teaching resources, employment of teaching and support staff, budgeting, enrolment of students, staff and student discipline and methods of operations and research improvement. It has been established that job autonomy increases employee ownership of problems, role breadth and enables employees to recognize a wider variety of competencies important for their roles.

According to Iqbal (2013), autonomy depicts that there is a certain level of liberation and maturity accessible to an employee when it comes to complete certain tasks that one has been provided. Blume et al. (2010) asserted that the more the trainee's degree of freedom in executing their job, the greater their capability to organize and execute their work, leading to more effective transfer.

The job autonomy accorded to trainee at workplace offers an opportunity to perform freely thus assisting in achievement and improvement of work results (Khan et al., 2015). The higher the job autonomy, the more accountable the employee experiences for their work and training results. For that reason, job autonomy can be said to be the vital post-training condition because the trainee feels free to outperform newly

learned behavior. In meta-analytic results conducted by Wenzel and Cordery (2014) revealed that organizational constraints, for example, lack of job autonomy, were found to have a minimal relationship with transfer of training outcomes. A study by Maniam, Lope Pihie and Basri (2017) asserted that autonomy, decision making and professional development were part of empowerment processes. According to Wangombe (2018), the cost of training, size of the training budget and frequency of training need not work in separation with other factors such as autonomy which was established to influence empowerment at workplace.

2.2.5 Management Policies and Transfer of Training

Among work environment barriers to training transfer in education setups are the organizational policies, procedures and management practices. Management policies shape an organizational culture which will or will not allow the employee to experiment on his new competencies in his working position (Nikandrou, Brinia & Bereri, 2009). According to Edwards (2013), a formal structure made up of strong hierarchy of management levels operates differently to that of decentralized lean management structure. Aspects related to the social and national norms and regional culture in which the organization exists in also shape and influence its cultural footprint. As a result, organizational management policies represent the social-relational interactions of the members of an organization that can either support or prevent effective transfer of training.

Organizations may contribute to the lack of training transfer through establishing policies, procedures, and managerial practices which may be inappropriate or not conducive to creation of a developmental organization (Hutchins & Burke, 2007; Perryer & McShane, 2008). Therefore, the management policies used by an organization and its members along with the impact upon the transfer process remain

significant. Variable organizational support originates from the idea of social support said to be influential once employees consider that other client systems not only support, but also provide them with opportunities for practicing newly acquired competencies in the job situations (Caires, 2013).

A study by Hughes (2016) established that a barrier arising in work environment factors like a non-supportive organization policies, for example, policies and procedures was identified to be among the top contributors to failing to transfer training to the workplace. Maina (2016) stated that organizational culture and good policies are critical factors that can influence individual ability and opportunity to transfer training. Luhangala and Anyieni (2019) asserted that a school's organization structure provides the necessary processes and systems crucial for successful implementation of strategies in schools.

A school is a social institution which is responsible for promoting social interests of the stakeholders (Mutuku, 2011). Muthui, Barchok and Muthaa (2017) noted that the management of secondary schools is under the responsibility of stakeholders who comprise of MoE, the school administration, Parent Association, student leaders, teaching and support staff. These stakeholders ensure that the finances, human resources, curriculum and the physical facilities are well managed in schools (Republic of Kenya, 2015). That implied that all stakeholders are vital in enhancing the effectiveness of every school. Thus, Principals should seek to cultivate a good working relationship with the Parents Associations (PA) and Board of Management (BOM) (Mutuku, 2011; Musee, Gathumbi & Mwanza, 2017).

The BOM comprises school community members who are the highest school management body responsible in encompassing management of physical resources,

finances, discipline and ensuring policy related to school education is implemented. Wanjala, Khatete, Mbaka and Asiago (2014) outlined role of BOM as the project identification, selection, costing and financing through funds drives and writing proposals as stipulated in the Education Act. Mutuku (2011) added that they have a direct responsibility for the quality of education provided in the school. Further, a study conducted by Indiazi (2018) established that among administrative challenges that Principals faced in day to day school operation included high BOG drawings, lack of parents support collection of fees, students' indiscipline and management of school finances. This undermined effectiveness of school administrators in ensuring smooth teaching and learning process which finally translated to poor academic performance of students.

The PA is a committee of selected parents who discuss and inform parents on matters arising within the school activities. They oversee implementation of projects in schools and support other income generating activities (Wanjala et al., 2014). According to Maina (2016), support services are weak in most schools. Therefore, National Education Sector Plan recommends that more responsibilities in the administration and management should be given to the Parent Associations of the schools to enable Principals to concentrate on core functions (Republic of Kenya, 2014). Further, Muasya (2012) also noted that the school head has a big role to play especially in coordinating PA to raise funds for school's development.

Devolution governance created two centers of power, TSC and MoEST, which supervise the Principals (Musyoka, 2018). These centers results in role conflicts that can influence Principals' ability in curriculum leadership as well as education standards and discipline. The study also established that Ministry of Education release policies without adequate consideration and without consulting on their practicability

with policy implementers. These policies should be unquestionably implemented by the Principals an issue that generates a gap between policy formulation and implementation resulting to management challenges for the Principals. The study recommended on harmonization of TSC and MoEST policies in order to avoid policies conflict from Ministry and TSC. In addition, Maina (2016) indicated that approximately half, 48%, of the respondents felt that the MoEST and schools failed to sufficiently recognize and reward those who applied at work competencies learnt in training.

In Kenya, the student councils are the communication link between the students and the school administration (Wango, 2009). Their role is to report any matter that could compromise the security and safety of students to school management (Kamuri, 2014). A study by Ogol and Thinguri (2017) noted that the students' leadership council was formed in 2009 with the view to make schools leadership more participatory. It was intended to play a role in facilitating learners to interact in a formal partnership with school administrators, teachers and parents in the functional activities of the learning institution. It was meant to improve the discipline in school setting through enhancing communication between staffs, board of management, parents and the students' body. Despite it having existed almost in all secondary schools, indiscipline cases have persisted. There is a contradiction on the students' council leadership roles, the administrators' role as well as teaching staff, an issue if not addressed would lead to increase of indiscipline. The study recommended effective student involvement in administrative matters through effective student council and establishment of educational policies to guide the roles of students' councils in secondary schools. Due to rising cases of students' unrests in secondary schools in Kenya, Muthui et al. (2017) sought to investigate the effectiveness of

participation of student councils' communication to enhance effective management of public secondary schools. Majority (61%) of respondents disagreed that the student councils are effective in communication in enhancing management of schools. It was further revealed that the students and the administrative do not trust the student councils because they were not always truthful.

2.3 Theoretical Framework

According to Jaidev (2014), theories that support transfer of training help in recognition of factors which can predict transfer of training as it is important in the contribution of success in organizational training as well as its implementation in the real job situation. This study was anchored on Learning Transfer Model (Foxon, 1993) and also guided by the Organization Theory (Yamnill & Mclean, 2001).

2.3.1 Learning Transfer Model

Learning Transfer Model was developed by Foxon (1993). The model recognizes that learning transfer is subject to a variety of influences. The influences have both a pull and push effect and they can work towards the change or constrain the intended transfer of learning.

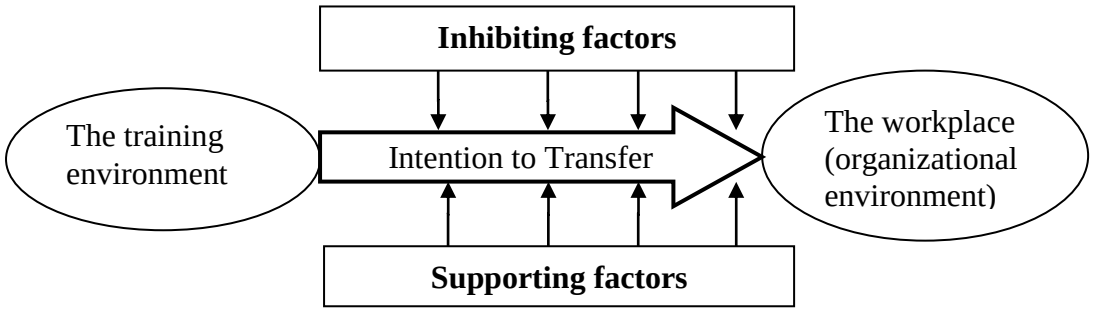


Fig. 2.0: Learning Transfer Model: Inhibiting and supporting factors influencing intention to transfer (Source: Foxon, 1993)

This theory conceptualizes the transfer process in terms of supporting or inhibiting factors. As the learner tries to apply and maintain the new competencies, if inhibiting

factors present are stronger than supporting factors will act to limit the training implementation. This will thus lead to a declining intention to continue using acquired skills, finally resulting in partial or failed transfer. Transfer of training is sustained by reducing the influence of the inhibitors and strengthening the supporting factors. Thus, maintenance of transfer of training will be encouraged.

Abujazar (2004) stated that among organizational climate factors inhibiting transfer of training include failure to provide the resources or technology necessary for application. Work environment factors that reside in the organizational environment discussed in this study and under this theory as either inhibitors or supporters to transfer of training are leadership support, resources support, job autonomy and management policies. This theory is relevant to rely on in education sector to ensure that organizational environment support transfer of training for improved management practices and quality education. This theory assisted in understanding that transfer of training is a process subject to various inhibiting and facilitating factors. The theory helped in assessing to what extent the perceived level of workplace environment influenced transfer of training on the job for the public secondary school Principals.

2.3.2 Organization Theory

Organization Theory describes organizational climate supporting transfer of training (Kozlowski & Salas, 1997). According to this theory, the need for change, execution of interventions and the transfer of training are embedded in the context of subunit, work team, and organization levels. Subunits are bound by higher level system controls. In addition, individual performance is contextually bound by contextual constraints at higher levels. Organization theory therefore improves the identification of tangible, important and meaningful work environment characteristics like

organization structure and decision autonomy that are stimuli that underlie context perceptions influencing individual reactions through their perceptions of the organizational environment. Organization Theory focuses on organizational context supporting or contradicting trained individual skills; individual differences of individuals or teams across a context and the way these differences affect critical behaviors; nature of individual contributions across people who comprise higher level entities as well as the form of their combination. The individual should be considered as a part of a broader configuration of contextual elements that can either facilitate or inhibit training transfer.

In connection to the current study, Board of Management BoM, Parents Association (PA) and Students Council are under the control and bound by policies formulated by the MoE and TSC. Individual performance of the Principal is bound by constraints of MoE and TSC and surrounded by the environment of work teams, the BoM, PA and Student Council. For effective management, the Principal needs to cultivate a good working relationship with these subunit levels (Mutuku, 2011). This implies that policies at different organizational levels are critical to support transfer of learned competencies for effective school management.

2.4 Conceptual Framework

According to Miles and Huberman (1994), the significance of conceptual framework is that it provides proof that a researcher has reviewed the literature, chosen relevant theories and has organized them into a structure that illustrates the boundaries of the present study. In addition, the conceptual framework also outlines the main dimensions to be studied, the key variables or factors plus the presumed relationships among them. With a conceptual framework, researchers are able to approach the

research objectively (Mertens, 2005). Figure 2.1 illustrates the conceptual framework of the study.

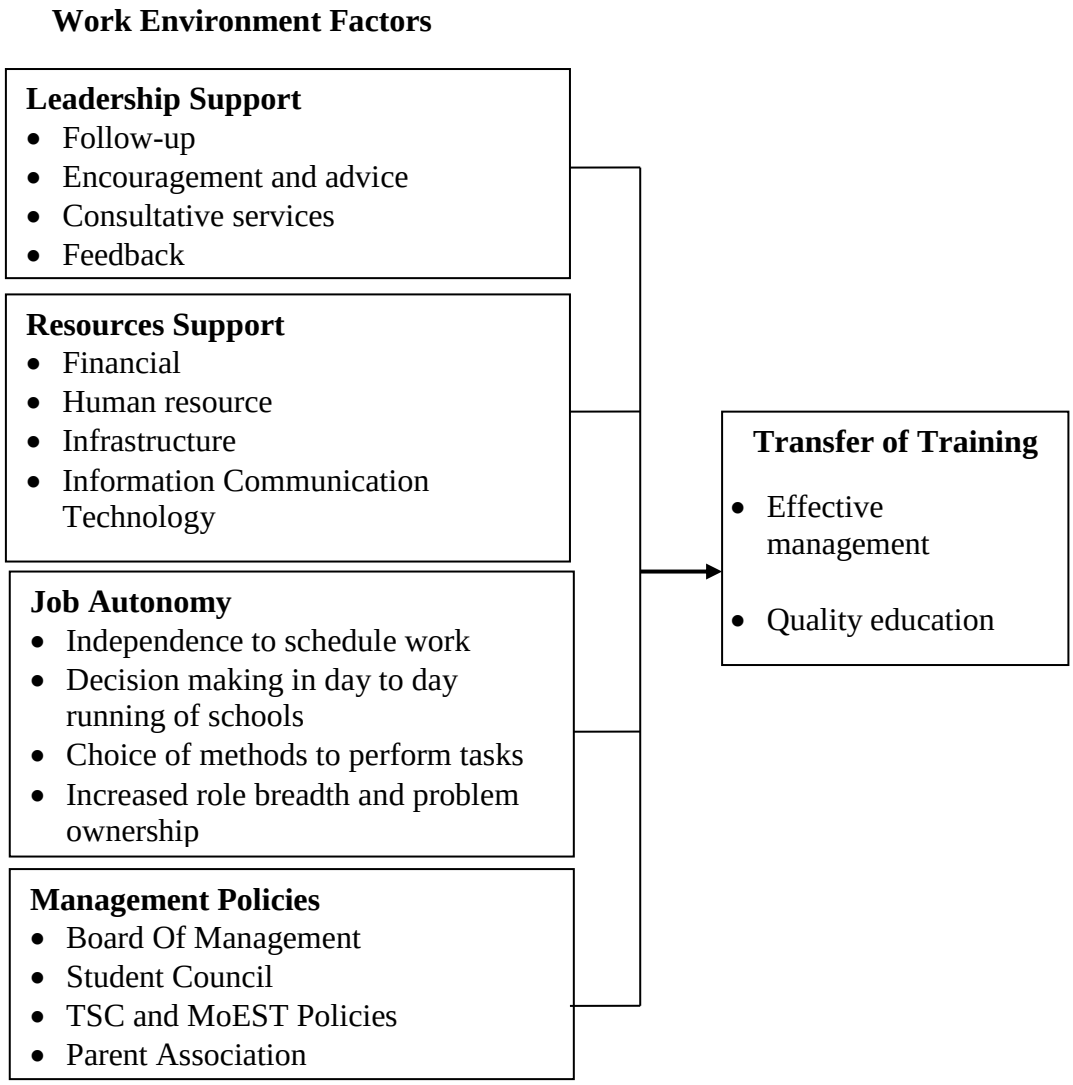


Fig. 2.1: Conceptual Framework

The independent variable is work environment factors, whose study dimensions include leadership support, resources support, job autonomy and management policies. Work environment has a significant impact on training transfer outcomes (Grossman et al., 2011). Work environment factors play a vital role in determining whether trainees will exhibit learned competencies once they return to work place.

The dependent variable is transfer of training whose indicators are effective management policies and quality education.

2.5 Research Gap

A considerable number of research studies regarding influence of work environment factors on training transfer have been carried out in other countries like Malaysia, Thailand, India, Nigeria and Uganda. These countries have different economic, demographic and environmental standards from those prevailing in Kenya. Previous studies conducted in Nyeri County covered areas like association between school manager's professional development capacity and the implementation of HR development policy (Kaniaru et al., 2018); challenges facing the implementation of free day secondary education (Muhindi, 2012); participation of student councils in communication to enhance effective management of secondary schools (Muthui et al., 2017); factors influencing implementation of projects in public secondary schools (Mwangi, 2015); factors influencing implementation of public procurement and disposal act in public day secondary schools (Mungai, 2014); preparedness of public secondary schools in integration of information communication technology in teaching and learning process (Khatete et al., 2015) and factors influencing provision of quality education in newly established secondary schools (Njagi, 2018).

Other studies covered areas like ways through which principals acquire the leadership competencies required for effective management of secondary schools in Nairobi (Githiari, 2017); factors influencing performance of teachers in managerial positions in public secondary schools (Bulimo et al., 2017) and contribution of continuous professional development for school managers on teacher management competencies of secondary school managers in Kenya (Kagema et al., 2018). All these studies did not capture the work environment factors (reflecting on resources, leadership,

autonomy and management policies) that influence transfer of competencies acquired in capacity building programmes of public secondary school Principals. In order to fill the gap, this study sought to assess the influence of work environment factors on transfer of training for public secondary school heads in Nyeri County.

2.6 Summary

This chapter was a presentation of the literature review relating to the work environment factors influencing transfer of training for public secondary school Principals. In this review, the researcher outlined the analysis of two theories of transfer of training. The review of the literature illustrates the leadership support, resources support, job autonomy and management policies as factors that may support or inhibit training for effective school management. It is imperative to not that unsupportive work environment can inhibit training transfer. This may as a result impact negatively on effective management and quality education.

Chapter three focused on the research design and methodology adopted for the purpose of this study. Chapter four focused on the data presentation, analysis and interpretation of the results. Chapter five summarized and concluded on the findings and made recommendations to mitigate the identified issues discussed in chapter four.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used by the study to achieve its objectives. The chapter emphases on research philosophy, study area, target population, sample size and sampling design and research design. This section also presents data collection methods, data analysis and presentation, measurement of reliability and validity of research instruments and ethical consideration.

3.2 Research Philosophy

A research philosophy is a belief around the way in which data concerning a phenomenon should be gathered, analyzed and used. The methodology employed in this study was aligned with positivism approach. Levin (1991) suggests that positivists believe that reality is constant and can be analyzed from an objective perspective without interfering with the phenomena being studied. The study of work environment factors is widely studied and thus reference was made to the previous studies as positivism advocates. The description of outcome was based on variable dimensions and their correlations which were aligned with a positivism approach. For positivist, the research strategy is approached on the basis of data collection and hypothesis development. These hypotheses were tested and confirmed which can be used for further research (Saunders, Lewis, & Thornhill, 2009). Since this study referred to both empirical and theoretical reference, positivism is an ideal philosophy to guide this study.

3.3 Research Design

According to Mugenda and Mugenda (2003), research designs are procedures for collecting, analyzing, interpreting and reporting information in a research study. This study adopted a descriptive research design which is a research process that entails collection of data so as to test questions or hypotheses relating to the current status of the subject under study (Gay, 1992). Using this design, the researcher aimed at collecting information on the influence of work environment factors on transfer of training for public secondary school Principals in Nyeri County. The independent variables were leadership support, resources support, job autonomy and management policies while the dependent variable was transfer of training.

3.4 Study Area

The research study was conducted in Nyeri County, subjects of the study being the public secondary school Principals. The researcher chose this area because no similar study had been conducted in Nyeri County and under the Ministry of Education, State Department of Early Learning and Basic Education. Nyeri County is strategically located in the densely populated and fertile central highlands. Nyeri County is one of the 47 counties in Kenya. Until recently, the county was the administrative headquarters of the former Central Province. It is situated about 150 km north of Kenya's capital Nairobi and sits on a surface area of approximately 3337.10 km^2. The county borders Laikipia county to the north, Kirinyaga county to the east, Murang'a county to the south, Nyandarua county to the west and Meru county to the northeast. There are 8 sub-counties in the county namely: Kieni East, Kieni West, Mathira East, Mathira West, Nyeri Central, Mukurweini, Tetu and Nyeri South. These are further divided into 21 Divisions, 70 locations and 244 sub-locations. These administrative

units are important for the management and delivery of basic services to the citizens (Appendix III).

3.5 Target Population

According to Mugenda and Mugenda (2010), population is the entire group of individuals, objects or events having a common observable characteristic. The target population of the study comprised of 226 Principals of public secondary schools in Nyeri County. Those were targeted because they were specialists and managers in secondary education and had participated in continuous professional development programmes organized by the Ministry of Education.

Table 3.0: Population of the Study

Category	Population (Principals)
National schools	2
Extra-county schools	16
County schools	24
Sub-county schools	184
Total	**226**

Source: County Director of Education office, (2019)

3.6 Sample Size and Sampling Techniques

According to Oso and Onen (2009), a sample is the accessible population that is procedurally selected to represent target population. Mugenda and Mugenda (2010) defines sampling as the process concerned with selection of individual observations planned to yield some knowledge about a population under study especially for purpose of statistical inference. In this study, a sample was selected from a population of two hundred and twenty six (226) public secondary school Principals.

Sampling technique is a process employed in drawing samples from a population such that the selected will assist to determine a stated hypothesis regarding the population (Cooper & Schindler, 2014). The researcher applied census for the National secondary school Principals since the population was very low. The census sampling method permits the researcher to consider the whole target population thus enhancing the data reliability as well as its representativeness to the entire population (Olive & Abel, 2010).

On the other school categories, the researcher used stratified random sampling to sample representatives of different schools from Extra-county to Sub-county. Stratified sampling technique assists in attaining a high degree of representativeness in each stratum thus decreasing the probability of committing a sampling error (Babbie & Mouton, 2011). Sample size for Extra-county, County and Sub-county schools was determined by using the formula $n = 0.3N$ where n is the sample size and N is the population (Best & Kahn, 2011). This sampling model is suitable where the population is small and finite (Sapsford, 2007). In addition, the Central Limit Theorem provides that the sample size of 30% often increases the confidence interval of population data set, enough to warrant assertions against the findings of the study. Further, the researcher considered the sample size so reached economical to work with in terms of resources and time (Faber & Fonseca, 2014).

Table 3.1: Sample Size Distribution

Category	Population	Percentage	Sample size
National schools	2	100%	2
Extra-county schools	16	30%	5
County schools	24	30%	7
Sub-county schools	184	30%	55
Total	**226**		**69**

Source: Author (2019)

A 30% sample size was used to represent Extra-county, County and Sub-county Principals respectively. According to Mugenda and Mugenda (2003), a representative sample is one that is at least 10% of the population of interest but for better and more representative results, a higher percentage is better.

3.7 Data Collection Method

The study used primary data which was collected using questionnaires. According to Orodho (2009), questionnaires are the most common instruments used in education and social research. The study used questionnaires to collect data from the 69 Principals in public secondary schools in Nyeri County. The method was the most convenient for collecting data from a population which is not concentrated in one area and where respondents are many.

The questionnaire was divided into two parts (Appendix II). Part I had five items which drew the respondents' demographic data. These data included the gender, age, education, experience and professional development. Part II had open and closed ended questionnaire items on a 5 point Likert scale evaluating factors influencing transfer of training to the workplace. The Likert Scale ranged from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) to Strongly Disagree (1). The response range

for each statement indicated the extent that respondents agree or disagree with each statement. According to Babbie (1999), Likert scale consists of a series of statements that define and describe content and meaning of the construct measured.

3.8 Pilot Study

Piloting involves pre-testing of the research tools to test validity and reliability. According to Kothari (2014), a sample size of between 10% and 20% of the sample size of the actual study is considered reasonable. Eight (8) questionnaires that translated to more than 10% of the questionnaires were pre-tested through subjects that were not included in the final study. Respondents' feedback was used to identify ambiguities in the study questions. Time taken to complete the questionnaire was also considered to ensure it was reasonable.

3.9 Validity of Research Instrument

Validity is the degree to which results obtained from the data analysis really represents the phenomenon under investigation (Orodho, 2004). Completed questionnaires in pilot study were used to test validity of the research instrument. Validity in research has several facets (content, criterion related and construct). The study adopted criterion-related validity. Criterion related validity was tested using Pearson Product moment correlation. This was done by correlating the score of each explanatory variable with the total score. Items that are valid were expected to significantly correlate with the total score, that is, the probability value being less than the level of significance. The results are indicated in Table 3.2.

Table 3.2: Validity Test of the Research Instrument

		Leardership Support	Resource Support	Job Autonomy	Management Policies
Leadership Support	Pearson Correlation	1	.290*	.056	.312*
	Sig. (2-tailed)		.021	.663	.013
	N	63	63	63	63
Resource Support	Pearson Correlation	.290*	1	.387**	.141
	Sig. (2-tailed)	.021		.002	.271
	N	63	63	63	63
Job Autonomy	Pearson Correlation	.056	.387**	1	.458**
	Sig. (2-tailed)	.663	.002		.000
	N	63	63	63	63
Management Policies	Pearson Correlation	.312*	.141	.458**	1
	Sig. (2-tailed)	.013	.271	.000	
	N	63	63	63	63
Total	Pearson Correlation	.709**	.683**	.451**	.631**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	63	63	63	63

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

The output on Table 3.2 indicated that all the questionnaire items were valid ($p < \alpha$). The items leadership support ($r = 0.709, p < 0.01$), resource support ($r = 0.683, p < 0.01$), job autonomy ($r = 0.451, p < 0.01$), and management policies ($r = 0.631, p < 0.01$), measured what study intended to measure. This means that there was high degree of empirical evidence to support the adequacy and appropriateness to subject the study results to further analysis whose interpretations were confidently inferred.

3.10 Reliability of Research Instruments

Reliability of the research instrument is the consistency in producing a reliable result after repeated trials (Orodho, 2004). Reliability was ascertained through Cronbach's Alpha correlation coefficient (α) which range between 0 and 1. The closer the Cronbach alpha coefficient is to 1.0, the larger the internal consistency of the items on the scale (Johanson & Brooks, 2010). This was done on item by item then the overall of all items fed into the system once. The reliability coefficient was computed using the following method:

$$\alpha = \frac{k}{k-1}\left[1 - \sum(S^2) / \sum S^2 Sum\right]$$

Where:

α = Cronbach's Alpha

k = Number of responses

$\sum S^2$ = Variance of individual items summed up

$\sum S^2$ Sum = Variance of summed scores

3.10.1 Reliability Results

Using Statistical Package for Social Sciences (version 20), Cronbach's Alpha scores were reached as follows:

Table 3.3: Cronbach Alpha Reliability

Item	Cronbach Alpha Index
Leadership support	0.760
Resources support	0.754
Job Autonomy	0.894
Management Policies	0.843

As illustrated in Table 3.3, the item by item test for reliability revealed that the research instrument was reliable and every factor could be depended upon for further analysis and inferring the results to the population. It is argued that when Cronbach Alpha is greater than 0.7 the research instrument is reliable (Taber, 2018). For this case, the items leadership support ($r = 0.760$), resource support ($r = 0.754$), job autonomy ($r = 0.894$) and management policies ($r = 0.843$) are concluded to support the evidence that the questionnaire used to collect data is reliable.

3.11 Data Collection Procedure

Before data collection the researcher prepared a transmittal letter identifying herself as a student of Karatina University carrying out a research as a requirement for the award of a Master's Degree (Appendix I). She further obtained a research permit from National Commission for Science, Technology and Innovation (Appendix IV). Authorization letters were obtained from the County Education Officer and the County Commissioner in the County Government of Nyeri. The researcher visited the schools, introduced herself and created rapport with Principals. Where possible questionnaires were filled the same day and alternatively appointments were secured on when to collect the questionnaires. Phone communication was used where appropriate to follow-up on the respondents. An assistant was also facilitated to distribute questionnaires and collect them later.

3.12 Data Analysis and Presentation

Data analysis is the process of examining, cleaning, transforming and modeling data with the aim of determining useful information, suggesting conclusion, and supporting decision-making (Bryman & Bell, 2007). Data was recorded and edited the data of all the questionnaires received cross-checking the data for completeness, consistency, validity and accuracy in preparation for analysis. For qualitative data, the

data was subjected to content analysis to identify recurrent themes and patterns. Emergent thematic areas were merged and data was presented in a tabular form.

Statistical Package for Social Sciences (IBM SPSS Statistics 20) was used to generate descriptive and inferential statistics. Descriptive statistics included frequency distributions, percentages, arithmetic means and mean deviations. Inferential statistics involved measurement of relationships and correlations among variables. Pearson correlation (r) was used to find out the relationship between dependent and independent variables. This model measured the strength of linear relationship that existed between the variables. The value of +0.9 or -0.9 shows a strong relationship. If the value is less than 0.5, that is, $r < 0.5$ gives a very weak relationship. If $r = 0$, it shows no linear relationship. The formula is thus illustrated below:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

ΣN = number of pairs of scores
Σxy = sum of the products of paired scores
Σx = sum of x scores
Σy= sum of y scores
Σx^2 = sum of squared x scores
Σy^2 = sum of squared y scores

Simple regression analysis was employed to establish correlation between each independent variable and dependent variable. Simple regression formula is thus:

$$Y = \beta_o + \beta_1 X + \mathcal{E}$$

Where:

Y = is the dependent variable

β_o = is the constant

β_1 = is the beta coefficient

X = is the independent variable

Ɛ = is error term

Analysis of Variance was used to test significance level of predictor variables. Hypothesis was tested using t-test model. Multiple regression analysis was then employed in establishing model summary of correlation between dependent and independent variables within the study (Orodho, 2005; Kothari, 2004). The following is the multiple regression model used:

$$Y = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + Ɛ$$

Where: Y = Transfer of training

β_o = the intercept parameter

$\beta_1, \beta_2, \beta_3, \beta_4$= Regression Coefficients (shows changes in the expected value of Y for a unit change in X)

That is:

β_1 = changes in the expected value of Transfer of Training for a unit change in Leadership Support

β_2 = changes in the expected value of Transfer of Training for a unit change in Resources Support

β_3 = changes in the expected value of Transfer of Training for a unit change in Job Autonomy

β_4 = changes in the expected value of Transfer of Training for a unit change in Management Policies

X_1 = Leadership support
X_2= Resources support
X_3 = Job autonomy
X_4 = Management policies
Ɛ = Random error

Data was presented in form of tables and graphs. Display of information in pictorial manner enhances faster understanding and quick clasp of the situation of the phenomenon under study.

3.13 Ethical Consideration

The researcher first obtained a Letter of Introduction from the University and thereafter permission was sought to carry out the research from the relevant authorities such as National Commission for Science, Technology and Innovation (NACOSTI), Nyeri County Director of Education office under the Ministry of Education and County Commissioner office (Appendix IV). Transmittal letter assured the participants of anonymity and utmost confidentiality as information gathered was meant for academic purpose. The principle of voluntary participation was followed, which requires that people should not be coerced into participating in a research. Recommendations and conclusions were entirely based on the findings.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings on the influence of work environment factors on transfer of training for public secondary school Principals in Nyeri County. The chapter provides an analysis of demographic information of the respondents, descriptive and inferential statistics. Data was analysed, interpreted, discussed and the results presented in form of tables and figures. Statistical analytics were used to test the relationship between variables, level of significance, reliability, frequency distribution, measures of dispersion and hypotheses testing.

4.2 Response Rate

Response rate in a research context refers to the extent to which the collected set of data includes all sample members of the targeted population (Fowler, 2004). The study sample comprised of sixty-nine (69) subjects and a total of sixty nine (69) questionnaires were distributed. The respondents' response was as indicated in table 4.1.

Table 4.1 Response Rate

Category	**Population**	**Sample Size**	**Number (n)**
National schools	2	2	2
Extra-county schools	16	5	5
County schools	24	7	5
Sub-county schools	184	55	51
Total	**226**	**69**	**63**

Source: Survey Data (2019)

The results revealed 63 school Principals out of expected 69 responded to the study. This translated to 91% response rate of the study sample which was considered sufficient. Mugenda and Mugenda (2010) indicated that a 50% response rate is considered average, 60 - 70% is considered adequate while anything above 70% is considered as an excellent response rate. The high response rate can be attributed to the data collection processes which included pre-notification of the potential participants for the research by the researcher, administration of the questionnaires with the support of research assistant through drop and pick method as well as follow-up calls made by researcher to the respondents to clarify queries.

4.3 Background Information

This included bio data of the respondents. The demographic data captured included the gender, age group, education, work experience and attendance of capacity building workshops. The information is important in providing orientation, attributes and characteristics of individuals participating in the study (Trochim, 2006).

4.3.1 Gender of the Respondents

The respondents were requested to state their gender status. Table 4.2 illustrates the gender of the respondents.

Table 4.2: Respondents' Gender

Gender	Frequency	Per cent
Male	40	63.5
Female	23	36.5
Total	**63**	**100.0**

Source: Survey Data (2019)

The results indicate male respondents were 63.5% and female representation at 36.5%. This was an indication that majority of public secondary school Principals were males. This might be contributed by the fact that most mixed public secondary schools were headed by males. The results agree with Musee et al. (2017) in that there is male dominance in the leadership of schools. The results closely concur with that of Maina (2016) whose gender findings recorded 69% for male and 31% for female. However, the results signify that the Government policy on Gender Mainstreaming has been observed as the female gender has met the basic minimum requirement of 30% representation.

4.3.2 Age Group of the Respondents

The researcher sought to find out the age of the respondents. Table 4.3 illustrates distribution of the respondents' age.

Table 4.3: Age Group of the Respondents

Age group	Frequency	Per cent
Below 30 years	0	0.00
31 – 40 years	4	6.4
41 – 50 years	38	60.3
51 and above	21	33.3
Total	**63**	**100.0**

Source: Survey Data (2019)

The results indicated that 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 in order to acquire a credible teaching experience before being appointed as a Principal. The

majority 60.3% shows that the workforce is mature and falls within Generation X and have teaching experience and therefore more skilled in carrying out school management tasks. The results agree with Maina (2016) where most respondents were between 41 and 60 years of age.

4.3.3 Principals' Academic Qualification

The respondents were requested to indicate the level of their academic qualification. Table 4.4 indicates the findings.

Table 4.4: Principals' Academic Qualification

Qualification	Frequency	Per cent
Post Graduate Diploma in Education	9	14.3
Bachelor of Education	37	58.7
Master in Education	15	23.8
PhD	2	3.2
Total	**63**	**100.0**

Source: Survey Data (2019)

The results show that majority of the Principals held Bachelor degree in Education (58.7%). 27% of Principals had Master in Education and above. The least held Post Graduate Diploma in Education (14.3%). This implies that the Principals had the required academic qualifications and well equipped to undertake school management. The results implied that majority of Principals in Nyeri County do not advance in further education for Master and Doctorate degrees. However, the Principals met minimum qualification of a bachelor's degree, which was a precondition to be appointed as a school manager. The results agree with Nzeli (2013) in her study of challenges faced by Principals in management of secondary schools, that all

Principals had attained a minimum requirement of bachelor's degree which enabled them to establish challenges they faced in the management of secondary schools and consequently handle them.

4.3.4 Length of Service as a Principal

The research sought to establish the number of years respondents served as Principals. Table 4.5 shows the response.

Table 4.5: Length of Service as a Principal

Length of Service as a Head Teacher	Frequency	Per cent
5 years and below	10	15.9
6 – 10 years	23	36.5
Over 10 years	30	47.6
Total	**63**	**100.0**

Source: Survey Data (2019)

The results show that 15.9% of respondents indicated to have a headship experience of 5 years and below, 36.5% had headship experience of 6 – 10 years, and the majority (47.6%) having over 10 years experience as Principals. This indicated that the respondents were well experience and acquainted with the issues related to academic management and thus information obtained from them was reliable. The results agree with Syombua (2015) in her study in which respondents experience showed that majority of Principals had over ten years' experience that implied that the respondents clearly understood the institutional management issues, enabling them to participate in the study.

4.3.5 Capacity Building Workshops Attendance

The respondents were requested to indicate whether or not they had attended capacity building workshops occasionally organized by Ministry of Education to enhance school management skills. The responses were as illustrated in figure 4.0.

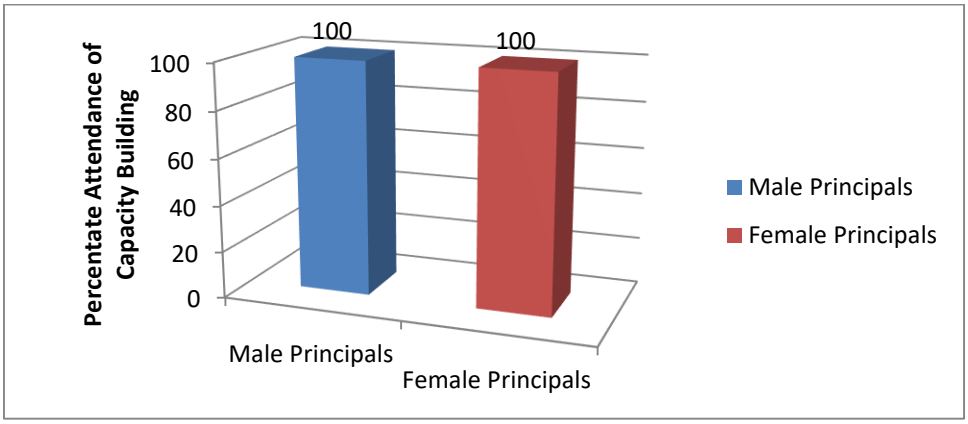


Fig. 4.0: Respondents who had attended continuous professional development programmes

The results indicated 100% of attendance of both genders. This signified that the Principals acquired knowledge and skills required for school management as well as quality leadership. According to Keith and Francoise (2001), school management relies on quality of education and quality of leadership that are provided by the Principal. The results agree with Nzoka (2014) that all the Principals had undergone a management course to improve on their management skills (Republic of Kenya, 2012). They had also embraced continuous professional development to keep them abreast of new knowledge and practices in the field (UNICEF, 2000).

4.4 Descriptive Analysis

To understand data in detail, descriptive statistics for every variable that includes the frequencies, percentages, mean and mean deviation were used. The Mean represented the average of the Likert scale responses about the influence of work environment factors on transfer of training for public secondary Principals in Nyeri County while

the Standard Deviation represented the square root of the average square deviations of the individual responses from the Mean. Frequencies represented the number of responses and percentages are percentage of the number of responses over the total number of respondents (N). The researcher merged Likert scale responses to control for social desirability. In interpreting the data, the Strongly Agree (SA) and Agree (A) categories were merged into an Agree category, while the Strongly Disagree (SD) and Disagree (D) categories were merged to form a Disagree category. The Neutral category was retained. Data was presented in form of tables and graphs followed by interpretation of the results.

4.4.1 Leadership Support

To analyze the first objective of the study on the influence of leadership support, a total of four items were subjected to the Likert scale and computed as shown in Table 4.6.

Table 4.6: Descriptive Analysis of Leadership Support

Item	SD	D	N	A	SA	Mean	SD
1) Principals receive consultative services from education leaders on challenges affecting training transfer	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	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	4 6.3%	20 31.7%	19 30.2%	18 28.6%	2 3.2%	2.90	.995
4) Education leaders give feedback in form of performance reports, recognition and reward based on results of training implementation	5 7.9%	24 38.1%	15 23.8%	17 27.0%	2 3.2%	2.79	1.034

N = 63

Source: Survey Data (2019)

The results revealed that the mean scores ranged between 2.79 and 3.41. The Mean of 3.41 signifies that the majority of respondents (57.1%) agreed that the Principals receive consultative services from their education leaders on challenges affecting transfer of training in school management. 19.1% disagreed and 23.8% were neutral. The Standard Deviation of 0.944 showed that the respondents did not differ significantly in their views. The majority of respondents (55.5%) agreed that education leaders encourage and advice on implementation of training in school management as indicated by the Mean of 3.41. The Standard Deviation of 0.978 implied that the respondents did not differ significantly in their views.

The study further observed that the majority of respondents (38%) disagreed on that education leaders exercise follow-ups to ensure that training competencies are actually transferred in management of schools. 30.2% were neutral; they could not agree nor disagree. 31.8% agreed that follow-ups by leaders was exercised. This is indicated by a low Mean of 2.90. Standard Deviation of 0.995 shows that the respondents disagreed but significantly varied in their views. Finally, the majority of respondents (46%) disagreed that education leaders give feedback in form of performance reports, recognition and rewards based on results of implementation of training at workplace as presented by a mean of 2.79. 30.2% of the respondents agreed that leaders gave feedback and 23.8% were neutral. The Standard Deviation of 1.034 implied that the respondents disagreed but with varied opinions.

Overall mean of 1.423 and average of 43.65 of all the statements about leadership support were low compared to findings of Blume et al. (2010) which established a mean of 4.83 and average of 69.0. This depicted insufficiency in leadership support in transfer of training in school management.

Respondents' Rating of Leadership Support on Transfer of Training

The respondents were requested to give their opinions on contribution of leadership support on transfer of training. Figure 4.1 illustrate the outcome.

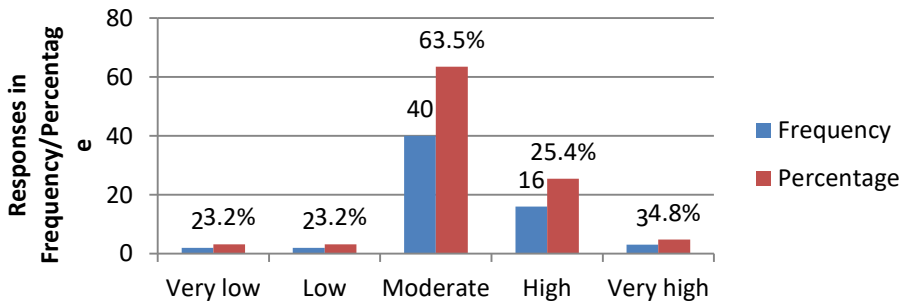


Fig. 4.1: Respondents' Rating of Leadership Support on Transfer of Training

The respondents were asked to rate the influence of leadership support offered by education leaders in transfer of training in school management. The majority, 63.5%, were of the opinion that level of leadership support offered was moderate while 36.5% had different opinions. The findings concur with Blume et al. (2010) where majority response felt leadership support to be moderate.

4.4.2 Resources Support

Analysis of the second objective on the influence of Resource Support on transfer of training for the public secondary school Principals in Nyeri County, is computed as shown in Table 4.7.

Table 4.7: Descriptive Analysis of Resources Support

Item	S.D	D	N	A	SA	Mean	SD
1) Financial support is sufficient to enhance training transfer in school management	1 1.6%	16 25.4%	25 39.7%	15 23.8%	6 9.5%	3.14	.957
2) There are enough human resources that promote training transfer in management of schools	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	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 training in school management	13 20.6%	31 49.2%	11 17.5%	8 12.7%	0 0.0%	2.22	.924

N = 63

Source: Survey Data (2019)

The results indicated that the mean scores ranged between 2.22 and 3.17. The majority of respondents (41.3%) were neutral on that financial support is sufficient to enhance training in school management as reflected by the Mean of 3.17. 25.4% disagreed and 33.3% agreed. The Standard Deviation of 0.925 implied that the respondents did not differ significantly in their views. The findings further revealed that the majority of respondents (49.2%) disagreed that there are enough human resources that promote transfer of training in management of schools as reflected by the Mean of 2.71. 25.4% agreed while 25.4% were neutral. The Standard Deviation of 1.054 signified that the respondents significantly varied in their views.

The majority of respondents (50.8%) disagreed that infrastructure in form of equipment, furniture, buildings and recreation facilities are adequate for smooth implementation of training in school management as reflected by a Mean of 2.63. 19.1% agreed while 30.2% were neutral. The Standard Deviation of 1.005 signified that the respondents varied significantly in their opinions. Further, the results show that the majority of the respondents (69.8%) disagreed that modern technology is adequately installed that enhance information communication technology in implementation of training in school management as indicated by a Mean of 2.22. 12.7% of the respondents agreed while 17.5% were neutral. The Standard Deviation of 0.924 implied that the respondents did not differ significantly in their views.

Overall mean of 2.68 of all the statements about resources support supported the fact that there is inadequacy of resources as a factor to support transfer of training in school management. The results agree with findings of Feixas et al., (2014) that established resources support as a weak facilitator (M = 3.0; SD = 0.780). For instance, Kiptoo et al. (2017) established 41% implementation of ICT in secondary schools in Kenya. This is a small percentage as confirmed by the results of the current

study that established a response of 12.7% agreement of ICT installation in Nyeri County public secondary schools.

Respondents' Rating of Resources Support on Transfer of Training

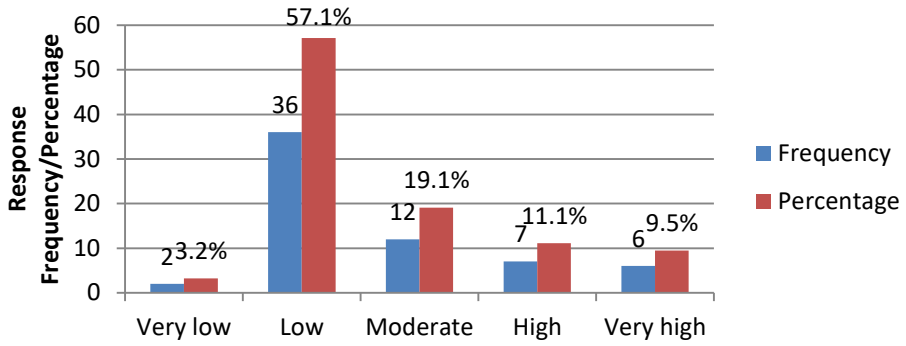


Fig. 4.2: Respondents' Rating of Resources Support on Transfer of Training

The respondents were asked to rate the influence of resource support on transfer of training in school management. Figure 4.3 indicates that 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. This outcome would have been contributed by majority of respondents agreeing that there was inadequacy in human resources, financial support, infrastructure and information communication technology facilities. The findings concur with Gichu et al. (2017) and Njagi (2018) who established majority disagreement on adequacy of resources in schools at 88% and 90% respectively.

4.4.3 Job Autonomy

The third objective of the study was influence of job autonomy on transfer of training. Four items were subjected to the 5-point Likert scale and results shown in Table 4.8.

Table 4.8: Descriptive Analysis of Job Autonomy

Item	S.D	D	N	A	SA	Mean	SD
1) The level of decision making for day to day running of schools is high	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	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	3 4.8%	16 25.4%	7 11.1%	32 50.8%	6 9.5%	3.04	1.005
4) There is increase in Principals' role breadth and ownership of problems	0 0.0%	14 22.2%	2 3.2%	37 58.7%	10 15.9%	3.68	0.998

N = 63

Source: Survey Data (2019)

The study results indicated that the mean scores ranged between 2.92 and 3.68. Majority of respondents (68.3%) agreed that the level of decision making for day to day running of schools is high as reflected by a Mean of 3.62. 22.2% of the respondents disagreed and 9.5% were neutral. The Standard Deviation of 0.995 signified that the respondents did not differ significantly in their views. This indicated that majority of respondents were satisfied with the level of decision making for day to day running of schools.

In addition, majority of respondents (46.0%) disagreed that there is freedom, independence and discretion to schedule work for effective transfer of training as shown by a Mean of 2.92. 35.0% of the respondents agreed and 19.0% were neutral. The Standard Deviation of 0.999 implied that most respondents did not differ significantly in their views. This shows that majority disagreed that there is freedom, independence and discretion to schedule work. The results further indicated that

majority of the respondents (60.3%) agreed that autonomy in choosing methods used to perform tasks is high as indicated by a Mean of 3.04. 30.2% of the respondents disagreed and 11.1% were neutral. The Standard Deviation of 1.005 implied that the respondents differed significantly in their views. This show that majority of the respondents agreed that there was high job autonomy in choosing methods used to perform tasks.

The majority of the respondents (74.6%) agreed that there is increase in Principals' role breadth and ownership of problems as shown by a mean of 3.68. 22.2% of the respondents disagreed and 3.2% were neutral. The Standard Deviation of 0.998 showed that respondents did not differ significantly in their views.

Overall average of 37.5% in agreement of all the statements about job autonomy supports Dysvik et al. (2011) that managers who suffer low levels of intrinsic motivation may respond less positively to perceived job autonomy. They may also lack the engagement and drive needed to work independently. Further, the overall mean of 3.32 of all the statements of job autonomy slightly differ with findings of Pham et al. (2013) that established a mean of 3.38. The study concludes that job autonomy influences task performance improvement through training transfer.

Respondents' Rating of Job Autonomy on Transfer of Training

The respondents were asked to rate the influence of job autonomy accorded to them to transfer training in school management.

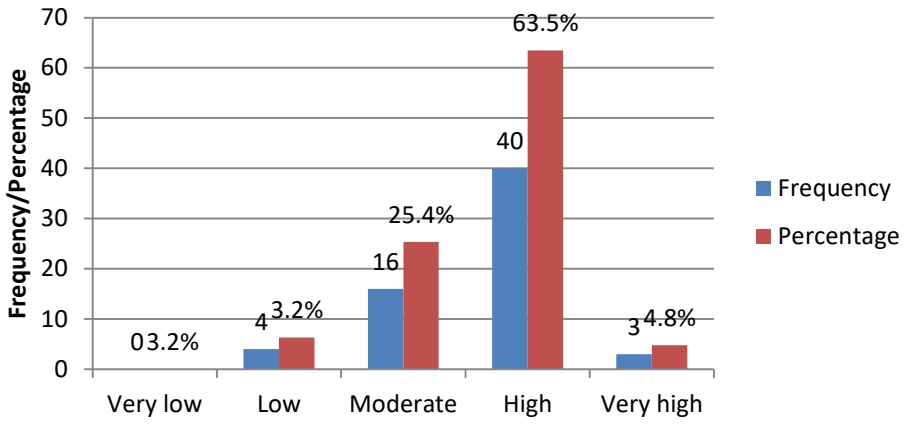


Fig. 4.3: Respondents' Rating of Job Autonomy on Transfer of Training

Figure 4.3 show that the majority, 63.5%, were of the opinion that the level of job autonomy is high. 36.5% of the respondents had different opinions. This might be due to majority agreeing that there is high level of decision making for day to day running of schools, autonomy in choosing performance methods and increase in the Principal's role breadth and ownership of problems.

4.4.4 Management Policies

To analyze the fourth objective of the study on the influence of management policies on transfer of training for school Principals, a total of four items was subjected to ranking on a 5-point Likert scale and computed as shown in Table 4.9.

Table 4.9: Descriptive Analysis of Management Policies

Item	S.D	D	N	A	SA	Mean	SD
(1) TSC and MoE policies enhance transfer of training in school management	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	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	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	1 1.6%	36 57.1%	8 12.7%	15 23.8%	3 4.8%	2.73	.996

N = 63

Source: Survey Data (2019)

As shown in Table 4.9, the results reflect that the mean scores ranged between 2.73 and 4.05.The majority of respondents (52.4%) agreed that TSC and MoE enhance transfer of training in school management as reflected by a Mean of 3.21. A further 36.5% of the respondents disagreed and 11.1% were neutral. The Standard Deviation of 0.946 meant that respondents did not differ significantly in their views. These results indicate that approximately half of the respondents were of opinion that TSC and MoE enhance transfer of training. This could be attributed to the reason that these are two centres of power that control management activities of the Principals. These findings coincided with Musyoka (2018) that these two centers of powr results in role conflicts. Majority of respondents (90.4%) strongly agreed that the Board of Management is supportive in school management thus enhancing transfer of training as shown by a Mean of 4.05. 3.2% of the respondents disagreed and 6.3% were

neutral. The Standard Deviation of 0.682 implied that respondents did not differ significantly in their views.

Further, majority of the respondents (73%) agreed that Parent Association promotes transfer of training in management of schools as shown by a Mean of 3.62. 12.7% of the respondents disagreed and 14.3% were neutral. The Standard Deviation of 0.792 implied that respondents did not differ significantly in their views. These results established that policies under the BoM and PA were supportive in school management thus enhancing transfer of training for the Principals. This could largely be attributed to the good relationship between these stakeholders and Principals, as well as their role in ensuring policies related to school education, management of physical resources, finances and discipline were implemented (Musee et al., 2017).

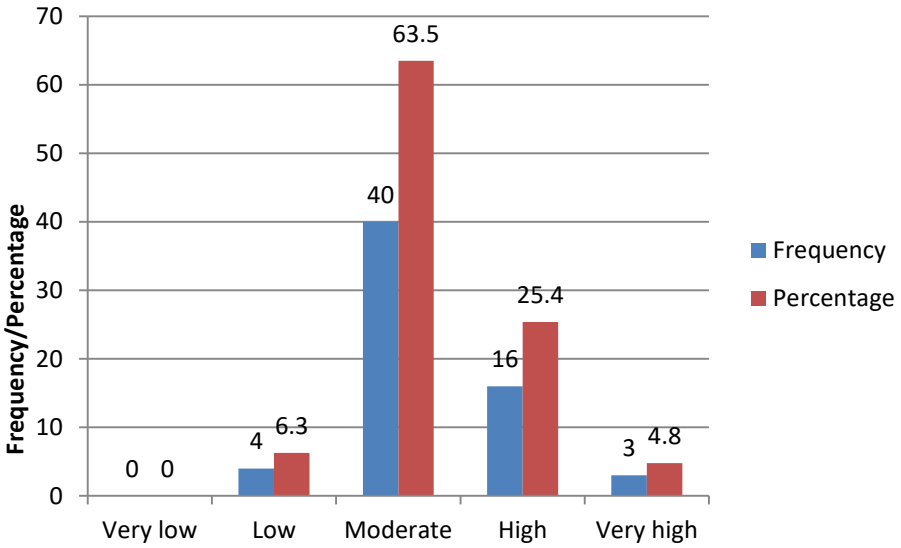
However, majority of the respondents 58.7% disagreed on that Student Council is an incentive in the implementation of training in school management as reflected by a Mean of 2.73. 28.6% of the respondents agreed and 12.7% were neutral. The Standard Deviation of 0.996 meant that respondents did not differ significantly in their views. These results could be associated with the presence of contradiction of the students' council leadership roles with that of the administrators' role as earlier established by Ogol et al. (2017). The results also reaffirm findings by Muthui et al. (2017) who established that majority (61%) of respondents disagreed that the Student Councils were effective in communication in enhancing management of schools. The study also found out that there was lack of trust for the student councils because they were not always truthful.

The findings of this study agree with Maina (2016) and Ma & Bai, (2018) that organizational culture and good policies are critical factors that can influence

individual ability and opportunity to transfer training. The findings of this study reaffirm that when manager trainees are assigned to units with a more positive organizational transfer climate, they become better performers in implementing learned behavior.

Respondents' Rating of Management Policies on Transfer of Training

The respondents were asked to rate their perception on contribution of management policies on transfer of training in school management. Figure 4.5 illustrates the findings.



N = 63

Fig. 4.4: Respondents' Rating of Management Policies on Transfer of Training

As illustrated in Figure 4.4, majority (63.5%) were of the opinion that management policies contributed moderately in facilitating implementation of training in management of schools. 36.5% of the respondents had different views as illustrated in Figure 4.4. This agrees with Hutchins et al. (2007), that the trainees' perceptions of the transfer climate influences transfer outcomes.

Challenges associated with management policies in implementation of training in school management

The study sought to establish if the Principals experienced challenges associated with management policies in implementation of training in school management. The responses are provided in Table 4.10.

Table 4.10: Responses on Challenges of Management Policies Experienced in Training Transfer

Responses	Frequency (n)	Percentage (%)
YES	41	65.1
NO	22	34.9
Total	**63**	**100**

Source: Survey Data (2019)

Table 4.10 shows that majority of the respondents, 65.1% indicated that they experienced challenges associated with management policies in implementation of training in school management, while 34.9% experienced no challenges. Funding of public secondary schools in Kenya is based on students' enrolment as controlled by National Education Management Information System (NEMIS). This is a funding policy formulated by MoE. Therefore, schools with low numbers of students receive inadequate funds from the government (Musee et al., 2017). Since most schools in this study were small schools, the most challenging problem might be attributed to lack of adequate resources posed by the funding policy, thus management challenges in implementing training competencies.

Principals' identification of challenges associated with management policies in implementation of training

The respondents were requested to identify the challenges associated with management policies they experienced in implementation of training in school management. The results are summarized in table 4.11.

Table 4.11: Summary of Challenges Associated with Management Policies

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	81.0
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	27.0
Strict policy deadlines like in data transmission	34	8.9	54.0
Existence of double standards between large and small schools as decision making is not all inclusive	29	7.6	46.0
Total	**382**	**100**	**606.5**

Source: Survey Data (2019)

As shown in Table 4.11, Principals experienced a variety of management policies challenges in implementation of training, the highest being NEMIS policy framed by

Ministry of Education scoring 81% of statements. The challenges were confirmed by Ministry of Education Policy Framework for Reforming Education and Training that stated that *NEMIS is faced by challenges that are organizational, technical and capacity in nature* (Ministry of Education, 2019). The results of the descriptive analysis established that supportive management policies were necessary for a successful transfer of training in school management.

4.5 Regression Analysis

This section outlined multicollinearity analysis, normality test and correlation testing.

4.5.1 Diagnostic Tests for Regression

Two diagnostic tests were run which include multicollinearity and normality. Multicollinearity was run using variance inflation factor (VIF) which predicts whether the factors in a regression model highly correlate with each other. The rule of thumb is that the VIF should be greater than one but less than ten for lack of multicollinearity to be declared (Everitt & Skrondal, 2010). The output for the multicollinearity test was as shown in Table 4.12.

Table 4.12: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Leadership Support	.799	1.251
Resource Support	.759	1.317
Job Autonomy	.651	1.537
Management Policies	.692	1.446

a. Dependent Variable: Transfer of Training

Source: Survey Data (2019)

The output in Table 4.12 shows that there was no multicollinearity because all the VIF values were either greater than one or less than ten.

4.5.2 Normality Test

Further, a normality test was performed in order to guarantee the confidence of running linear regression analysis whose main condition is that there must be linearity. A normal P-P plot was used to determine the normality of the data. The normality would be declared if the plots almost fall to the line of best fit. The results were as shown in Figure 4.5.

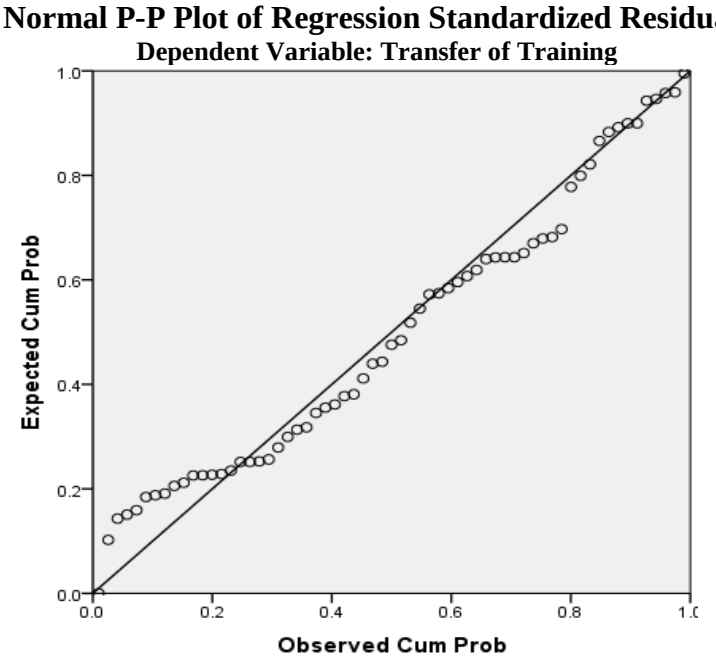


Fig. 4.5: Normality test

The output in Figure 4.5 confirmed linearity test since none of the points are further away from the line of best fit.

4.6 Correlation Testing

4.6.1 Leadership Support and Transfer of Training

The study sought to establish the relationship between leadership support and transfer of training. The results were as shown in Table 4.13.

Table 4.13: 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

Source: Survey Data (2019)

The model summary in Table 4.13 revealed that leadership support explains 14.2% variation in transfer of training for school Principals ($R^2 = 0.142$). Therefore, there is 85.8% variation in transfer of training for school Principals that is caused by other factors. The results indicated a positive but weak relationship between leadership and transfer of training in school management for public secondary schools Principals in Nyeri County. The results did not agree with Khan et al. (2015) that established a higher relationship between leadership support and training transfer ($r^2 = 0.31$). The finding affirmed that leadership support is a significant factor in training transfer.

Table 4.14: 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**			

Source: Survey Data (2019)

The output in table 4.14 indicates that the regression model of leadership support and transfer of training was significantly better prediction of the level of transfer of training for school Principals ($F_{(1,61)} = 10.088, p = 0.002 <\propto= 0.05$).

Hypothesis Testing

The study sought to assess the influence of leadership support on transfer of training. Equation $Y=\beta_0 + \beta_1 X_1 + \varepsilon$ was adopted to test the following hypothesis:

Ho_1: *Leadership support does not significantly influence transfer of training for the public secondary school Principals in Nyeri County.*

The findings are illustrated in Table 4.15.

Table 4.15: 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

a. Dependent Variable: Transfer of Training

Source: Survey Data (2019)

The outcome in table 4.15 revealed that leadership support significantly positively predicts the transfer of training for school Principals ($t = 3.176, p = 0.002 <\propto= 0.05$). The study therefore rejected the null hypothesis and concluded that leadership support is a key component in determining the level of transfer of training for school Principals as indicated in the predictor model in Equation 1.

$$Transfer\ of\ training = 3.064 + 0.289 * Leadership\ support \quad \text{Eq. 1}$$

The results did not concur with a study conducted by Fitzgerald and Kehrhahn (2003) whose findings indicated a rather large but non-significant negative correlation between leadership support and transfer of training outcome. However, the results agreed with Miiro et al. (2012) that leaders can limit application of training competencies through giving negative or no feedback at all, deliberately offering no follow-up on newly learned competencies and lack of feedback in form of performance reports, no recognition, encouragement and rewards. Further, the results agree with Maina (2016) that education leaders did not sufficiently reward and recognize ($r^2 = 0.14$) those who apply training at work place, do not follow up to how Principals transfer training, neither encourage nor support ($r^2 = 0.15$) the use of

trained competencies. Hence, efforts to increase leadership support should be made as it is an important contributor to the transfer of training

4.6.2 Resources Support and Transfer of Training

The study sought to establish the influence of resources support on transfer of training. Results were computed as shown in Table 4.16.

Table 4.16: 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), Resource Support

Source: Survey Data (2019)

The model summary in Table 4.16 revealed that resources support explain 9.6% variation in transfer of training for school Principals ($R^2 = 0.096$). Therefore, there is 90.4% variation in transfer of training for school Principals that is caused by other factors. The results indicate a positive but a weak relationship between resources support and transfer of training for public secondary schools Principals in Nyeri County. This agrees with results of studies carried out by Ford, Yelon and Billington (2011) that figure of 10 per cent as an average transfer rate of skills has become a sticky idea. The results also support Barnard (2013), in that lack of relevant resources could deter trainees from applying newly acquired training competencies.

Table 4.17: ANOVA Test of Resource 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	**20.359**	**62**			

The output in Table 4.17 indicates that the regression model of resource support and transfer of training was significantly better prediction of the level of transfer of training for school Principals ($F_{(1,61)} = 6.512, p = 0.013 <\propto= 0.05$).

Hypothesis Testing

The study sought to assess the influence of resources support on transfer of training. Equation $Y=\beta_0 + \beta_1 X_2 + \varepsilon$ was adopted to test the following hypothesis:

$Ho_{2:}$ *Resources support does not significantly influence transfer of training for the public secondary school Principals in Nyeri County.*

The findings are illustrated in Table 4.19.

Table 4.18: Model Coefficients of Resource 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

a. Dependent Variable: Transfer of training

Source: Survey Data (2019)

The outcome in Table 4.18 revealed that resource support significantly positively predicts the transfer of training for school Principals ($t = 2.552, p = 0.013 <\propto= 0.05$). The study therefore rejected the null hypothesis and concluded that resources support is a key component in determining the level of transfer of training for school Principals as indicated in the predictor model in Equation 2:

$$Transfer\ of\ training = 3.297 + 0.146 * Resource\ support \quad \text{Eq. 2}$$

4.6.3 Job Autonomy and Transfer of Training

The study sought to establish the relationship between job autonomy and the transfer of training for the public secondary school Principals in Nyeri County. The study results were as indicated in Table 4.19.

Table 4.19: 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

Source: Survey Data (2019)

The model summary in table 4.19 revealed that job autonomy explains 16.6% variation in transfer of training for school Principals ($R^2 = 0.166$). Therefore, there is 83.4% variation in transfer of training for school Principals that is caused by other factors. The results indicate a positive but weak relationship between job autonomy and transfer of training for public secondary school Principals in Nyeri County. The relationship between job autonomy and transfer of training (16.6%) in this study differ with that of Blume et al. (2010) of 27% which was slightly high though it equally indicated a weak relationship. The results concur with meta-analytic results of Wenzel et al. (2014) that revealed that organizational constraints such as lack of job autonomy were found to have a minimal relationship with transfer of training outcomes.

Table 4.20: 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**			

Source: Survey Data (2019)

The output in table 4.20 indicates that the regression model of job autonomy and transfer of training was significantly better prediction of the level of transfer of training for school Principals ($F_{(1,61)} = 12.143, p = 0.001 <\propto= 0.05$).

Hypothesis Testing

The study sought to assess the influence of job autonomy on transfer of training. The study used equation $Y= \beta_0 + \beta_1 X_3 + \varepsilon$ was adopted to test the following hypothesis:

Ho_3: *Job autonomy does not significantly influence transfer of training for the public secondary school Principals in Nyeri County.*

The findings are illustrated in Table 4.22.

Table 4.21: 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
a. Dependent Variable: Transfer of training					

Source: Survey Data (2019)

The outcome in table 4.21 revealed that job autonomy significantly positively predicts the transfer of training for school Principals ($t = 3.485, p = 0.001 <\propto= 0.05$). The study therefore rejects the null hypothesis and concludes that job autonomy is a key

component in determining the level of transfer of training for school Principals as indicated in the predictor model in Equation 3:

$$Transfer\ of\ training = 2.551 + 0.407 * Job\ autonomy \quad \text{Eq. 3}$$

The results differ with findings of Pham et al. (2013) who established β = 0.230 as compared with current study results, β = 0.407. However, the results agrees with the conclusion that the impact of the trainees' job autonomy on transfer implies that the higher the degree of freedom to execute their job, the greater the ability to organize and carry out their work. This would result in more effective training transfer (Pham et al., 2013).

4.6.4 Management Policies and Transfer of Training

The study sought to establish the relationship between management policies and the transfer of training and results were as indicated in Table 4.22.

Table 4.22: 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

Source: Survey Data (2019)

The model summary in Table 4.22 revealed that management policies explained 23.4% (R^2 = 0.234) variation in transfer of training for school Principals. This R-square value is slightly lower than 0.25 deemed acceptable for studies examining social phenomenon (Gera, 2015). This meant that 76.6% of transfer of training was influenced by other factors. The R value of 0.483 depicted a positive linear association between management policies and transfer of training for secondary school Principals. The results agree with Hughes (2016) in his study that a non-supportive organizational culture which was made up of management policies and

procedures was found to be among the top contributors to failing to transfer training to the workplace.

Table 4.23: 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	.001[b]
Residual	15.603	61	.256		
Total	**20.359**	**62**			

Source: Survey Data (2019)

The output in table 4.23 indicates that the regression model of management policies and transfer of training was significantly better prediction of the level of transfer of training for school Principals ($F_{(1,61)} = 18.598, p = 0.001 <\propto= 0.05$). These results meant that the quality of management policies in schools would have a positive influence on transfer of training.

Hypothesis Testing

The study sought to assess the influence of management policies on transfer of training. The study used equation $Y= \beta_0 + \beta_1 X_4 + \varepsilon$ was adopted to test the following hypothesis:

$Ho_{4:}$ *Management policies do not significantly influence transfer of training for the public secondary school Principals in Nyeri County.*

The findings are illustrated in Table 4.24.

Table 4.24: 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

a. Dependent Variable: Transfer of training

Source: Survey Data (2019)

Model coefficients present unstandardized and standardized coefficients that explain regression model direction, and thus establish the level of significance of the study variables. The outcome in Table 4.24 revealed that management policies significantly positively predicts the transfer of training for school Principals ($t = 4.312, p = 0.000 <\propto= 0.05$). The study therefore rejected the null hypothesis and concluded that management policies is a key component in determining the level of transfer of training for school Principals as indicated in the predictor model in Equation 4:

$$Transfer\ of\ training = 2.087 + 0.536 * Management\ Policies \quad \text{Eq. 4}$$

Thus, management policies have a significant influence on transfer of training. Hence the results agree with Caires (2013) that managers are likely to apply the new knowledge when there is a favorable organizational environment.

4.6.5 Multiple Regression Analysis

The study sought to establish the overall relationship between dependent and independent variables as the major objective of the study. Multiple regression analysis is a multivariate technique used to analyze the relationship between a single dependent variable and several independent variables (Hair, Black, Babin & Anderson, 2010). The study results were shown in Table 4.25.

Table 4.25: 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: Management Policies, Resource Support, Leadership Support, Job Autonomy

Dependent Variable: Transfer of Training

Source: Survey Data (2019)

The model summary in table 4.25 revealed that the predictor variables: leadership support, resource support, job autonomy and management policies while working together contribute 35.6% variation in transfer of training for school Principals ($R^2 = 0.356$). This means that variation in transfer of training among school Principals in Nyeri County was explained by 64.4% of other factors. This indicated a positive but weak relationship between transfer of training and predictor variables. The result did not concur with that of Correia (2013) that recorded a lower statistical relationship of 27.5% between perceived organizational support and training transfer. The result prediction supported Maina (2016) in her study on predictors of transfer of learning from education management training to the workplace Principals, that established that most identified barriers to transfer of training were related to the work environment.

Table 4.26: Test of Predictor 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	13.113	58	.266		
Total	20.359	62			

Dependent Variable: Transfer of Training[a]

Predictors: Management Policies, Resource Support, Leadership Support, Job Autonomy[b]

Source: Survey Data (2019)

The output in Table 4.26 indicates that the regression model of leadership support, resource support, job autonomy and management policies and transfer of training was significantly better prediction of the level of transfer of training for school Principals ($F_{(4,58)} = 8.009, p = 0.000 <\propto= 0.05$) . Therefore, the combined effect of the predictor variables can be reliably be used to predict the level of transfer of training for school Principals.

Table 4.27: Model Coefficients of Predictor Variables and Transfer of Training

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
	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

a. Dependent Variable: Transfer of Training

Source: Survey Data (2019)

The outcome in Table 4.27 revealed that management policies were the largest significant positive predictor transfer of training for school Principals ($t = 2.323, p = 0.024 <\propto= 0.05$) . Although resource support and job autonomy positively influenced the transfer of training among the school Principals, the contribution was insignificant. This meant that transfer of training among school Principals did not really depend much on resource support and job autonomy.

The predictor model of the combined effect of the explanatory variables is given in Equation 5:

Transfer of Training = 1.219 + 0.183 (Leadership Support) + 0.093 (Resources Support) + 0.214 (Job Autonomy) + 0.326 (Management Policies) Eq. 5

Whereby increase in a unit of leadership support causes increase in transfer of training by 0.183 units. Increase in one unit of resources support causes increase in transfer of training by 0.093 units. Increase in one unit of job autonomy causes increase of transfer of training by 0.214 units. Therefore, management policies have the greatest influence compared to the others whereby increase in one unit causes increase of transfer of training by 0.326 units.

The results do agree with Saleh, (2012) that work environment positively affects training transfer ($r^2 = 0.426$). Nevertheless, the results differ with current study where all work environment variables had significant contribution (Sig. F = 0.000) to transfer of training. This could have been contributed by the fact that the organizations have different policy settings. The results concur with Pham et al. (2013) that most of the work environment variables were significantly associated with transfer but that were not the case for job autonomy.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of major findings of the study, conclusions and the recommendations based on the objectives of the study. Suggestions on areas for further research are also given. The study sought to establish the influence of work environment factors on transfer of training for public secondary school Principals in Nyeri County.

5.2 Summary of Findings

The general objective of the study was to assess the influence of work environment factors on transfer of training for public secondary school Principals in Nyeri County. This section summarizes the findings of the study. This was illustrated by the extent of agreement with the statements in the questionnaire in support of transfer of training for public secondary school Principals in Nyeri County. The findings indicated that in general, transfer of training for school Principals in Nyeri County was influenced significantly by work environment factors.

5.2.1 Influence of Leadership Support on Transfer of Training

The first objective of the study was to assess the influence of leadership support on transfer of training for public secondary school Principals in Nyeri County. The study findings revealed that leadership support positively influences transfer of training for school Principals in Nyeri County. Among the item statements of leadership support practices which influence transfer of training, Principals reception of consultative services on challenges affecting transfer of training in school management from their education leaders was rated the highest at 57.1% and at a mean of 3.41. Vote on that

education leaders encourage and give advice on implementation of training in school management followed with a majority response of 55.5%. Items rated least were the suggestions that education leaders exercise follow-ups to ensure that training competencies are actually transferred in management of schools, and that education leaders give feedback in form of performance report and recognition based on results of training implementation at workplace at 31.8% and 30.2% respectively. Regression results indicated that overall, the leadership support explained 14.2% variation in transfer of training for the school Principals. This indicated a positive but weak relationship.

The findings were consistent with empirical findings that leaders are an important factor in the transfer of training and those who fail to support trainees act as barriers to training transfer (Barnard, 2013); efforts to increase leadership support should be made as it is important contributor to the transfer of training (Blume et al., 2010; Bossche et al., 2010). The study supports Learning Transfer Model, which provides that influences have both a pull and push effect that may work towards or constrain the intended transfer of training. Thus, lack of leadership support may be a constraint which can inhibit transfer of training to the workplace.

5.2.2 Influence of Resources Support on Transfer of Training

The second objective of the study was to evaluate the influence of resources support on transfer of training for public secondary school Principals in Nyeri County. The results indicated feeble influence (r^2 = 0.096) of resources support on transfer of training for school management. The suggestion that modern technology is adequately installed that enhance information communication technology in implementation of training competencies in school management was rated lowest at a Mean of 2.22 and majority disagreement at 69.8%. On the other hand, majority of respondents (39.7%)

were not sure on sufficiency of resources support in enhancing transfer of training in school management. The findings further revealed that majority (49.2%) disagreed that there were enough human resource to promote transfer of training. In addition, majority (50.8%) disagreed that there was adequate infrastructure for smooth implementation of training competencies in school management. Overall mean of 2.68 of all the resource support items indicated that there was inadequacy of resources to support transfer of training in school management. The findings were consistent with Wanjiku et al. (2010) who established in her study that staff had high potential for training transfer but lack of resources was a major limitation. The results also agree with Njoka (2016) that the greatest challenge facing effective transfer of training is lack of adequate resources. The results agree with Learning Transfer Model by Foxon (1993) that provides that when the learner attempts to apply and maintain new skills and knowledge, presence of inhibiting factors being stronger than supporting factors will act to constrain the implementation of training. This leads to declining intention to continue using the acquired competencies resulting in partial or failed transfer.

5.2.3 Influence of Job Autonomy on Transfer of Training

The third objective of the study was to establish the influence of job autonomy on transfer of training for public secondary school Principals in Nyeri County. The findings indicated that the respondents agreed at an average of 59.6% on all dimensions of job autonomy as a factor supporting implementation of training in school management. Among the job autonomy statements that influence transfer of training in school management, the statement suggesting that there is increase in Principal's role breadth and ownership of problems was rated the highest at a Mean of 3.68 and majority response at 74.6%. The item rated least was that which suggested

that there is freedom, independence and discretion to schedule work with a majority response of 46.0% in disagreement. Further, majority of respondents (68.3%) agreed that the level of decision making for day to day running of schools was high. In addition, majority (60.3%) agreed that autonomy in choosing methods used to perform tasks was high.

On the other hand, the regression results revealed that there was a positive but weak relationship between job autonomy practices and transfer of training for public secondary school Principals in Nyeri County (r^2 = 0.166). The findings therefore revealed that the level of perceived job autonomy was positive though it had insignificant contribution to the transfer of training.

5.2.4 Influence of Management Policies on the Transfer of Training

The fourth objective of the study was to investigate the influence of management policies on the transfer of training for public secondary school Principals in Nyeri County. The findings revealed that among the management policies variables that influence the transfer of training in management of schools, the statement suggesting that BoM is supportive in school management thus enhancing transfer of training was rated the highest with majority agreement vote of 90.4% of respondents, followed closely by the statement that Parent Association promotes transfer of training in management of the schools at an agreement vote of 73.0% of respondents. Further, majority (52.4%) agreed that TSC and MoE enhance transfer of training in school management. The item rated least was that which suggested that Student Council is an incentive in the implementation of training in school management where majority of respondents (58.7%) disagreed.

Further findings revealed that despite the previous finding that TSC and MoE form two centers of power, it is still a sticky problem that interferes with effective transfer of management training in management of schools. The use of NEMIS policy to fund students result in limited resources for small schools whose enrolment of students is very low. The findings also revealed existence of double standards between large and small schools regarding decision making which was not all inclusive. In addition, strict policy deadlines like data transmission adversely impacts on effective implementation of training in management of schools. Further, the study established that policies associated with student councils to a large extent did not support transfer of training in school management. Most respondents felt that it was difficult to control discipline of students due to excessive rights given to them by MoE. The findings also established that frequent changes of policies by MoE adversely interfered with transfer of training in management of schools.

The results of regression analysis established a low level of relationship between management policies and transfer of training. That could be contributing to poor quality of education and challenges in effective implementation of policies and procedures in school management. The findings concur with Organization Theory that identifies more complex horizontal and vertical relationships across levels that are associated in transfer of training and subunits are bound by higher level system constraints. There exists a horizontal relationship between Principals, BoM and PA, whereas vertical relationship exists between the Principal with TSC and MoE being on the higher level and Students' Council is on the lower level. The theory emphasizes that performance of an individual or team depends on a minimum contribution from one or more members.

5.3 Conclusion

Based on the findings, the results depicted that among the individual variables, management policies had greatest influence on transfer of training in school management for public secondary school Principals as increase in one unit caused increase of transfer of training by 0.536 units. In addition, management policies established a higher relationship (r^2 = 0.234) with transfer of training compared to other variables. When combined with other variables, management policies still had the greatest influence as increase in one unit of management policies caused increased in transfer of training by 0.326 units.

Further, the results established that overall predictor variables contributed 35.6% (R^2 = 0.356) variation in transfer of training for school Principals. The study concludes that the predictor variables (leaders support, resources support, job autonomy and management policies) influence transfer of training in public education sector. In addition, work environment predictor variables statistically and positively affect transfer of training for public secondary school Principals. The results suggest that improving the work environment factors would enhance the level of transfer of training for Principals. The study thus concluded that leadership support, resources support, job autonomy and management policies influence transfer of training. Inadequacy in resources, unsupportive leadership and policies and limited autonomy, limited 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 in Nyeri County. The theoretical research framework developed in this study contributes new knowledge to the field of human resource management among public secondary schools in Nyeri County. This thesis has significantly attempted to

expand the existing literature in leadership support, resources support, job autonomy and management policies by making several significant contributions in a different geographical setup. Thus, the study has endorsed work environment as an ideal model in determining the success of transfer of training in school management.

5.4 Recommendations for the Study

To enhance leadership support, the study suggests the Ministry of Education to come up with a framework that will enable education leaders to provide timely feedback on issues raised by the school Principals to enhance effective training transfer. The system should also accommodate procedures to be adopted for the follow-ups to assess the post-training behavioural outcomes for the school Principals.

Under resources support, the Ministry of Education through the government should provide timely and sufficient financial resources. In addition, provision of adequate human resources in schools would enhance management performance. This would lead to alleviation of wage and incentive problems that will contribute to solving some financial challenges to a great extent, thus enhancing effective transfer of training. The Ministry of Education should further steer towards implementation of strategic plans on installation of ICT facilities and personnel to enhance internal and external communication, research, easy and timely transmission of data as required by Ministry of Education.

The results depicted that job autonomy positively influenced the transfer of training among the school Principals but the contribution was insignificant. The study therefore suggests the Ministry of Education to increase Principals' freedom and discretion to schedule work but within clearly interpreted limits.

To increase significant contribution of management policies towards transfer of training for the school Principals, the study suggests that the Ministry of Education should review NEMIS policy. This would be to alleviate the challenges associated with its application in school management especially in schools with small number of student enrolment. In addition, despite past recommendation to harmonize TSC and MoE policies, the problems still persist. This study therefore calls for an urgent need for the Government to address the issue of two centers of power in basic education sector. Further, the Ministry of Education should consider fair representation of all education stakeholders from big and small schools in policy formulation and decision making. Finally, the Ministry of Education needs to review the policy of Student Councils in school management with the participation of school Principals.

5.5 Suggestion for Further 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.

REFERENCES

Abang I., Ahmad, A. I. H. J., & Adamu, M. (2014). The relationship between training effectiveness and employee performance: Mediating role of work environment. *Asian Academic Research Journal of Social Sciences & Humanities*, 1(21), 230-247.

Abujazar, A., & Saleh, S. (2004). *Factors affecting transfer of training*. (Unpublished doctoral dissertation). Universiti Sains, Malaysis.

Armstrong, M. (2015). *A Handbook of Human Resource Management Practice* (13th ed.). London: Kogan Page Publishers.

Atieno, N. B. (2018). *Influence of principal's management competencies on quality of education in public secondary schools in* Homa Bay County, Kenya. (Unpublished doctoral dissertation). Kisii University, Kenya.

Babbie, E. (1999). *The basics of social research*. New York, NY: Wadsworth.

Babbie, E., & Mouton, J. (2011). *The practice of social research*. New York: Oxford University Press.

Barnard, S. (2013). *Barriers to employee transfer of learning*. (Unpublished dissertation). University of Johannesburg.

Best, J. W., & Kahn, J. V. (2011). *Research in education* (8th ed.). New Delhi: Prentice Hall.

Bhatti, M. A., Battour, M. M., Sundram, V. P. K., & Othman, A. A. (2013). Transfer of training: does it truly happen? An examination of support, instrumentality, retention and learner readiness on the transfer motivation and transfer of training. *European Journal of Training and Development*, 37, 273-297.

Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management, 36*(4), 1065–1105.

Bo Hu (2012). *Education for migrant children: Policy implementation in the changing urban education system in China*. (Unpublished thesis). School of Economics and Political Science, London.

Bossche, P. V. D., Segers, M., & Jansen, N. (2010). Transfer of training: The role of feedback in supportive social networks. *International Journal of Training and Development*, 14(2), 81-94.

Broad, M. L. (2015). *Beyond transfer of training: Engaging systems to improve performance.* San Francisco, CA: Pfeiffer.

Brown, K. G., Weissbein, D. A., & Kozlowski, S. W. J. (1998). *Linking training to organizational results: Research and practice on vertical transfer*. (Unpublished manuscript). University of Iowa.

Bryman, A., & Bell, E. (2007): *Business research methods* (2nd ed.). Oxford University Press.

Bulimo, W. A. A. (2017). Perception on the factors influencing access to continuing professional development in Kenya. *Kenya Journal of Educational Planning, Economics & Management*, 11(1), 1-19.

Bulimo, W. A., Maiyo, J., & Ndiku, J. M. (2016). Towards equitable access to continuing professional development programs by secondary school managers in Kenya. *International Journal of Scientific Research*, 1(2), 124-140.

Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review,* 6(3), 263–296.

BusinessDictionary.com. Retrieved June 19, 2017, from BusinessDictionary.com website: http://www.businessdictionary.com/definition/html

Caires, J. A. C. D. (2013). *Which factors influence employees´ transfer training: An empirical investigation*. (Doctoral dissertation). ISCTE Business School, Instituto Universitário de Lisboa.

Cheng, E. W., & Hampson, I. (2008). Transfer of training: A review and new insights. *International Journal of Management Reviews*, 10(4), 327–341.

Chiaburu, D. S., Dam, K. V., & Hutchins, H. M. (2010). Social support in the workplace and training transfer: A longitudinal analysis. *International Journal of Selection and Assessment*, 18, 187-200.

Claussen, C. (2011). *Capacity Building for Organizational Effectiveness – LR*: *The journey of high performance;* Copyright by United Way of Calgary and Area.

Commonwealth Secretariat Better Schools (1996). *Resource materials for school heads in Africa*: London: Commonwealth Secretariat.

Cooper, D. R., & Schindler, P. S. (2014). *Business research methods*. *Data preparation and description*. Singapore: McGraw-Hill.

Correia J. A. (2013). *Which factors influence employees' transfer training*: *An empirical investigation*. ISCTE Business School.

De Rijdt, C., Stes A., Van der Vlenten, C., & Dochy, F. (2012). Influencing variables and moderators of transfer of learning to the workplace within the area of staff development in higher education. *Educational Research Review*, 8, 48-74.

Dysvik, A., & Kuvaas, B. (2011). Intrinsic motivation as a moderator on the relationship between perceived job autonomy and work performance. *European Journal of Work and Organizational Psychology*, 20(3), 367-387.

Everitt, B. S., & Skrondal, A. (2010). The Cambridge dictionary of statistics.

Faber J., & Fonseca L. M. (2014). How sample size influences research outcomes. *Dental Press J Orthod,* 19(4), 27-9. DOI: http://dx.doi.org/10.1590/2176-9451.19.4.027-029.ebo

Feixas, M., Fernandez, I., & Zellweger F. (2014). *What factors affect learning transfer?Academic development in perspective*. Retrieved from www.iced2014.se/proceedings/1215 Feixas.pdf.pp.1-13.

Fitzgerald, C. G., & Kehrhahn, M. T. (2003). *Transfer of transfer in an autonomous job context.* (Unpublished paper). Storrs, CT: University of Connecticut.

Ford, J. K., Yelon, S. L., & Billington, A. Q. (2011). How much is transferred from training to the job? The 10% delusion as a catalyst for thinking about transfer. *Performance Improvement Quarterly*, 24(2), 7-24.

Foxon, M. (1993). A process approach to the transfer of training. Part 1: The impact of motivation and supervisor support on transfer maintenance. *Australian Journal of Educational Technology*, 9(2), 130-143.

Gay, L. (1992). *Educational research: Competencies for analysis and application* (4th ed.). Columbus: Merrill.

Gera, H. (2015). The target parameter of adjusted r-squared in fixed-design experiments. *The American Statistician,* 71(2), 112-119.

Gichu, D. N., Kibaara T., & Njagi Z. (2017). Challenges faced by head teachers in public secondary schools in Nyeri South Sub County, Nyeri County, Kenya. *International Journal of Humanities and Social Science Invention*, 6(8), 29-40.

Gil, A. J., Molina J. A., & Ortega R. (2016): Determinants of training transfer in the wine industry: conceptual hypotheses and results for Rioja (Spain). *Journal of Wine Research,* 27(1), 65-83.

Githiari, F. W. (2017). Ways through which principals acquire the leadership competencies required for effective management of secondary schools in Nairobi County, Kenya. *Journal of Education and Practice,* 8(9), 43-48.

Glass, F. (2013). *Work, money and power*: *Unions in the 21st century* (3rd ed.). Berkeley: The UC Berkeley Center for Labor Research and Education.

Grossman, R., & Salas, E. (2011). The transfer of training: What really matters. *International Journal of Training and Development,* 15(2), 103–120.

Hair, J. FJr, Black, W. C., Babin, B. J. & Anderson, R. E. (2010. *Multivariate Data Analysis*: *A Global Perspective* (7th ed.). New Jersey: Pearson Education Inc.

Hennessy, S., Onguko, B., Harrison, D., Ang'ondi, E. K., Namalefe, S., Naseem, A. & Wamakote, L. (2010). *Developing use of ICT to enhance teaching and learning in East African schools: a review of the literature*. Centre for

Commonwealth Education and Aga Khan University Institute for Educational Development–Eastern Africa.

Hughes, A. (2016). *A Meta-analytic integration of what matters in training transfer*. Electronic Theses and Dissertations. 4972. https://stars.library.ucf.edu/etd/4972

Hutchins, H., & Burke, L. (2007). Identifying trainers' knowledge of training transfer research findings: Closing the gap between research and practice. *International Journal of Training and Development*, 11(4), 236-264.

Indiazi, P. L. (2018). Challenges influencing head teachers training in public primary schools in Lugari Sub County, Kenya. *European Journal of Education Studies*, 4(2), 189-197.

Ipata, J. (2011). *Cost saving measures on access, retention and performance in public secondary schools in KCSE examination in Teso District*. (Unpublished master's Project). Kenyatta University, Kenya.

Iqbal, A. (2013). Impact of job autonomy and supervisor's and co-workers support on job burnout and satisfaction: The mediating role of emotional labor. *The International Journal of Economics and Management Sciences*, 6(2), 67-23.

Jaidev, U. P. (2014). A review of theories that support transfer of training. *International Journal of Science and Research*, 3(9), 956-959.

Jidamva, G. B. (2012.) *Understanding and improving the quality of secondary school education: Conceptions among teachers in Tanzania*. Finland: Abo Akademi University Press.

Johanson, G. A., & Brooks, G. P. (2010). Initial scale development: Sample size for pilot studies. *Educational and Psychological Measurement*, 70(3), 394-400.

Kabugi, N.H. (2013). *Influence of school responsibilities on prefects' academic work performance in public secondary schools in Nakuru District, Kenya*. (Unpublished master's Thesis). Egerton University, Kenya.

Kagema, J., & Irungu, C. (2018). An analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education*, 11(1), 93-98.

Kamau, N. (2010). *Effectiveness of secondary school head teachers in management of human resources, a case study of Murang'a County, Kenya*. (Unpublished master's Project). Kenyatta University, Kenya.

Kamuri, P. K. (2014). *The student council, a handbook for every student leader*. Nairobi: Benchmark Educational Publishers and Service.

Kaniaru, S., Thinguri, R. W., & Koech, P. (2018). An analysis of the association between school manager's professional development capacity and the

implementation of human resource development policy in public primary schools in Nyeri County, Kenya. *European Journal of Education Studies,* 4(8), 281-288.

Karani, F. A. (2013). *The role of teacher education in developing educational leaders and managers in Africa*. In DETA Conference. "Teacher education and development in Africa. The need for access, equity, sustainability and relevance within the context of globalization." University of Nairobi.

Karimi, P., & Gitonga, A. K. (2017). Factors influencing performance of teachers in managerial positions in public secondary schools in Meru County, Kenya. *International Academic Journal of Information Sciences and Project Management,* 2(1), 335-355.

Keith, L. & Francoise, C. (2001). *Financing secondary education in developing countries*: *Strategies for sustaining growth*. Paris: International Institute for Educational Planning.

KEMI (2014*). Diploma in education management: Learner's guide.* Nairobi: Kenya Education Staff Institute.

KEMI (2015). *Diploma in education management*: *Curriculum management*. Nairobi: Kenya Education Staff Institute.

Khan, I., Mufti S. & Nazir, N. A. (2015). Transfer of training: A reorganized review on work environment and motivation to transfer. *International Journal of Management, Knowledge and Learning,* 4(2) 197-219.

Khatete, I. W., Wanjala, G. W., Njenga, G., Khatete, D. L., & Akala, W. J. (2015). Preparedness of public secondary schools in integration of information communication technology in teaching learning process in Nyeri South District, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies,* 6(5), 371-382.

Kiptoo, P. J., Were, S., & Kimwele, M. (2017). Determinants of the national information and communication technology strategy implementation in public secondary schools in Nairobi County in Kenya. *Imperial Journal of Interdisciplinary Research,* 3(6), 1195-1205.

Kirkpatrick, D. L. (1976). Evaluation of training. In R. L. Craig (Ed.), *Training and development handbook: A guide to human resource development* (2nd ed., pp. 301–319). New York: McGraw-Hill.

Kopp, D. M. (2006). Trainer self-loathing? *Human Resource Development Quarterly,* 17(3), 351–357.

Kothari, C. R. (2004). *Research methodology*: *Methods and techniques* (2nd ed.). New Delhi: New Age International.

Kothari, C. R. (2014). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International.

Kozlowski, S. W. J., & Salas, E. (1997). A multilevel organizational systems approach for the implementation and transfer of training. In J. K. Ford (Ed.). *Improving training effectiveness in work organizations* (pp. 247–287). Hillsdale, NJ: Erlbaum.

Kupritz, V. W. (2002). The relative impact of workplace design on training transfer. *Human Resource Development Quarterly,* 13(4), 427–447.

Latham, G. P. (2007). *Work motivation: History, theory, research and practice.* Thousand Oaks, CA: Sage.

Laws of Kenya (2013). *Basic Education Act No. 14.* Nairobi: National Council for Law Reporting.

Levin, M. E. (1991). The reification-realism-positivism controversy in macro marketing: A philosopher's view. *Journal of Macro Marketing,* 11, 57-65.

Lim, D. H., & Morris, M. L. (2006). Influence of trainee characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer. *Human Resource Development Quarterly,* 17(1), 85-115.

Luhangala, H. M. & Anyieni, A. (2019). Strategy implementation on organisation performance: A case of public secondary schools Nyamira County, Kenya. *International Academic Journal of Human Resource and Business Administration,* 3(5), 394-410.

Ma, F., Bai, Y., Bai, Y., Ma, W., Yang, X., & Li, J. (2018). Factors influencing training transfer in nursing profession: A qualitative study. *BMC Medical Education*, 18(1), 1-9.

Maina, R. N. (2016). *Predictors of transfer of learning from education management training to the workplace among principals, head teachers and deputy head teachers in Kiambu County, Kenya*. (Unpublished doctoral dissertation). Kenyatta University, Kenya.

Maniam, I. D., Lope Pihie, Z. A., & Basri, R. (2017). The mediating effect of teachers' empowerment on transformational leadership and school effectiveness. *International Journal of Humanities Social Sciences and Education*, 4(10), 63-69.

Maung, K. M., & Chemsripong, S. (2014). The impact of feedback on transfer of training in manufacturing firms of Myanmar. *International Business Management,* 8(6), 357–360.

McDonald, L. (2014). Planning for impact: Transfer of training audit. *Procedia-Social and Behavioral Sciences*, 141, 129-137.

Mertens, D. M. (2005). *Research methods in education and psychology*: *Integrating diversity with quantitative and qualitative* approaches (2nd ed.). Thousand Oaks: Sage.

Miiro, R. F., Mazur, R. E., & Matsiko, F. B. (2012). Factors in the transfer of governance-facilitation skills within farmers' marketing organizations in Uganda. *Journal of Agricultural Education and Extension,* 18(3), 231-245.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*: *A sourcebook.* Beverly Hills: Sage.

Ministry of Education (2012). *Sessional paper No. 14 of 2012: Reforming education and training sectors in Kenya*. Nairobi: Government Printer.

Ministry of Education (2019). *A policy framework for reforming education and training for sustainable development in Kenya*. Nairobi: Government Printer.

Muasya, P. M. (2012). *Principals' effectiveness: The perception of head teachers and teachers in district secondary schools in Kilungu division, Makueni district*. (Unpublished master's Thesis). Kenyatta University, Kenya.

Muchiri, P. K. (2012). *Challenges influencing the implementation of free secondary education in Kangema District, Murang'a County, Kenya*. (Unpublished master's Thesis). Kenya University, Kenya.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods, qualitative and quantitative approaches*. Nairobi: Act Press.

Mugenda, O. M., & Mugenda, A. G. (2010). *Researching methodology. data collection, preparation and analysis.* Nairobi: Applied Research and Training Services.

Muhindi, D. M. (2012). *Challenges facing the implementation of free day secondary education: A case study of Nyeri South district, Nyeri County in Kenya.* (Unpublished master's Thesis). Kenyatta University, Kenya.

Muinde, M. J. (2013). *Influence of head teachers' management practices in teacher motivation and job satisfaction in public primary schools in Kinango district, Kenya*. (Unpublished doctoral dissertation). University of Nairobi, Kenya.

Mungai, N. C. (2014). *Factors influencing implementation of public procurement and disposal act, 2005 in public day secondary schools in Mukurwe-ini Sub-county, Nyeri County, Kenya*. (Unpublished doctoral dissertation). University of Nairobi, Kenya.

Musee, R. L. (2018). *Factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East sub county, Kenya.* (Unpublished doctoral dissertation). South Eastern Kenya University, Kenya.

Musee, R. L., Gathumbi, A. M. & Mwanza, R. (2017). Influence of finances on principals' performance of administrative duties in sub county public day secondary schools in Mwingi East sub county, Kenya. *International Journal of Recent Scientific Research*, 8(8), 19648-19652.

Musyoka, M. M. (2018). Leadership *dynamics facing principals in managing schools within devolved government structure in Mbeere South sub-county, Kenya*. (Unpublished doctoral dissertation). Karatina University, Kenya.

Muthui, E. M., Barchok, H. K., & Muthaa, G. (2017). Participation of student councils in communication to enhance effective management of secondary schools in Nyeri County, Kenya. *International Journal of Innovative Research and Advanced Studies*, 4(6), 136-144..

Mutuku, E. M. (2011). *Roles of board of governors in the management of secondary schools in Kasikeu division, Nzaui district. Kenya*. (Unpublished master's Project). Kenyatta University, Kenya.

Mwangi, F. M. (2015). *Factors influencing implementation of projects in public secondary schools in Mathira Constituency, Nyeri County, Kenya*. (Unpublished doctoral dissertation). University of Nairobi, Kenya.

Mwikaria, R. K., Gori, J. M., & Chepkonga, S. (2019). Effects of resource management on academic achievement of students in public secondary schools in Garissa Sub-county, Kenya. *Journal of International Business, Innovation and Strategic Management*, 2(2), 35-45.

Nazli, N. N., Sipons, S., Zumrah, A. R., & Abdullah, S. (2014). The factors that influence the transfer of training in disaster preparedness training: A review procedia. *Social and Behavioral Sciences*, 192, 54-58.

Ngari, E. M., & Wakiaga, L. (2018). Effects of instituted management strategies on enrolment in public tuition free day secondary schools in Nairobi County. *African Research Journal of Education and Social Sciences*, 5(1), 1-13.

Nijman, J. M., Nijhof J., Wagnum, A. M., & Veldkamp P. (2004). *Supporting transfer of training: Effects of the supervisor*. (Unpublished doctoral dissertation). University of Twente, Enscheda.

Nikandrou, I., Brinia, V., & Bereri, E. (2009). Trainee perceptions of training transfer: An empirical analysis. *Journal of European Industrial Training*, 33(3), 255-270.

Njagi, M. S. (2018). *Factors influencing provision of quality education in newly established secondary schools in Mathira Constituency, Kenya*. (Unpublished doctoral dissertation). Karatina University, Kenya.

Njoka, J. M. (2016). *Factors influencing transfer of training*: *A case of the University of Nairobi registry staff*. (Unpblished doctoral dissertation). United States International University, Africa.

Nwafor, S. O. (2012). *Education administration*: *Concepts and practice* (2nd edition). Port Harcourt: Bassey Joe Printers.

Nyagosia, P. O., Waweru, S. N., & Njuguna, F. W. (2013). Factors influencing academic achievement in public secondary schools in Central Kenya: An effective schools' perspective. *Educational Research International, 2*(2), 174-184.

Nyeri County Government (2018). *Annual Progress Report: FY – 2017/2018*. Retrieved November 7, 2019, from www.nyeri.go.ke.

Nzeli, K. A. (2013). *Challenges faced by female head teachers in the management of secondary schools: A case of Kangundo District in Machakos County, Kenya*. (Unpublished master's dissertation). Kenyatta University, Kenya.

Nzoka, J., T. (2014). School management and students performance: How effective are strategies being employed by school managers in secondary schools in Embu North district, Embu County, Kenya. *International Journal of Humanities and Social Science*, 4(9), 86-99.

Okoth, J. O., Maneno, R., & Amuka, L. A. (2018). Education quality assurance and standards in Kenya: Overseeing curriculum implementation and delivery in secondary schools: A case of Taita Taveta. *African Journal of Education and Practice*, 3(2), 30-41.

Ogol, O. J., & Thinguri, R. W. (2017). A critical analysis of effectiveness of student council leadership on learners discipline management in secondary schools in Kenya. *International Journal of Applied Research*, 3(1), 90-97.

Olive, M. M., & Abel, G. M. (2010). *Research methods.* Actis Publishers.

Ongori J., Kitainge K., & Kipkoech L. (2018). Primary school head teachers' perceptions of competencies gained from training at Kenya Education Management Institute training in Uasin Gishu County, Kenya. *African Journal of Education, Science and Technology*, 4(4), 239-245.

Orodho, J. A. (2004). *Essentials of educational and social sciences research method*. Nairobi: Masola Publishers.

Orodho, J. A. (2005). *Essentials of educational and social science research methods.* Nairobi: Masola Publishers.

Orodho, J. A. (2009). *Element of education and social science research methods.* Kenya: Kanezja Publisher.

Oso, W. Y., & Onen, D. C. (2009). *A general guide to writing a research proposal and report*. Nairobi, The Jomo Kenyatta Foundation: Sitima Printers and Stationers Ltd.

Perryer, C., & McShane, S. (2008). The influence of training transfer climate and individual trainee characteristics on customer orientation. Proceedings of the Administrative Sciences Association of Canada, Managing the Responsible Enterprise (pp. 54-73). Halifax, Nova Scotia.

Pham, N. T., Segers, M. S., & Gijselaers, W. H. (2013). Effects of work environment on transfer of training: Empirical evidence from master of business administration programs in Vietnam. *International Journal of Training and Development,* 17(1), 1-19.

Raliphada, N., Coetzee, J., & Ukpere, W. I. (2014). Organisational factors affecting learning transfer in the South African public service. *Mediterranean Journal of Social Sciences*, 5(2), 743-743.

Republic of Kenya (2011). *Diploma in education management for primary schools*. Nairobi: KLB

Republic of Kenya (2012). *The education bill*. Nairobi: Government Printer.

Republic of Kenya (2014). *MoEST national education sector plan*. Nairobi: Government Printer.

Republic of Kenya (2015). *Basic education regulations*: *Kenya Gazette supplements No. 37.* Nairobi: Government Press.

Republic of Kenya (2015). *MoEST national education sector pla:. Basic education programme rational & approach 2013 – 2018*. Nairobi: Government Printer.

Rotich, S. K., Rono, K. J., & Mutisya, S. M. (2014). Competence of head teachers in primary school management in Kenya: An evaluation of capacity building. *Asian Journal of Social Sciences & Humanities*, 3(2), 128-133.

Saks, A. M., Salas, E., & Lewis, P. (2014). The transfer of training. *International Journal of Training and Development*, 18(2), 81–83.

Salas, E., Wilson, K., Priest, H., & Guthrie, J. (2006). Design, delivery and evaluation of training systems. In G. Salvendy (Ed.), *Handbook of human factors and ergonomics* (3rd ed., pp. 472-512). Hoboken, NJ: John Wiley & Sons.

Saleh, B. A. N. (2012). *Factors affecting transfer of training within the work environment from the perception of workers in Palestinian Government Hospitals*. (Unpublished doctoral dissertation). An-Najah National University.

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed., pp. 1-167). England: Pearson.

Sapsford, R. (2007). *Survey research* (2nd ed.). London: Sage Publishers Ltd.

Simon M. K., & Goes J. (2013). *Dissertation and scholarly research: recipes for success*. Seattle, W.A: Dissertation Success LLC.

Singleton, R. A. (1993). *Approaches to social research*. New York: Oxford University Press.

Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods* (2nd ed.). London: Sage Publications Ltd.

Sookhai, F., & Budworth, M. H. (2010). The trainee in context: Examining the relationship between self-efficacy and transfer climate for transfer of training. *Human Resource Development Quarterly*, 21(3), 257–272.

Suleiman, W., Dassanayake, M. S., & Othman, A. E. A. (2018). Mediation of transfer motivation on the relationship between trainee characteristics and transfer of training: evidence from educational sector in Nigeria. *Human Resource Development International*, 21(5), 552-570.

Syombua, K. J. (2015). *Influence of Kenya education management institute's training on headteachers' competence in management of primary schools in Westlands Sub-county, Nairobi*. (Unpublished doctoral dissertation). University of Nairobi, Kenya.

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296.

Torraco, R. J. (2016). Early history of the fields of practice of training and development and organization development. *Advances in Developing Human Resources*, 18(4), 439-453.

Trochim, K. (2006). *Research methods knowledge base.* Web Centre for Social Sciences.

Teachers Service Commission (2012). *TSC Act No. 20 of 2012*. Nairobi: National Council for Law Reporting.

UNICEF (2000). *Curriculum report card. Working paper series, education section, program division*. New York, NY: Author.

Velada, R., Caetano, A., Michel, J., Lyons, B., & Kavanagh, M. J. (2007). The effects of training design, individual characteristics and work environment on transfer of training: *International Journal of Training and Development*, 11(4), 282-294.

Wamunyu, J. K. (2012). *Challenges facing public secondary school heads in the management of school projects. A case of Mathira Constituency*. (Unpublished Research Project). Kenyatta University, Kenya.

Wango, G. M. (2009). *School administration and management: Quality assurance and standards in schools.* Nairobi: Jomo Kenyatta Foundation.

Wangombe, J. G. (2018). *Relationship between organizational climate, employee psychology empowerment and innovation in market research firms in Kenya*. (Unpublished doctoral dissertation). Jomo Kenyatta University of Agriculture and Technology, Kenya.

Wanjala, G. W., Khatete, I. W., Mbaka, T., & Asiago, D. (2014). Preparedness of secondary school management in the planning, supervision, monitoring and evaluation of school projects in Gucha district, Kenya. *Journal of Education and Practice*, 5(15), 84-91.

Wanjiku, J., Mairura, F., & Place, F. (2010) Assessment of professional training programmes in international agricultural research institutions: The case of ICRAF. *The Journal of Agricultural Education and Extension,* 16(4), 413-431.

Wen, M. L., & Lin, D. Y. (2014). How supportive transfer climate affects individual's motivation to training transfer: *International Journal of Learning and Development,* 4(1), 83-97.

Wenzel, R., & Cordery, J. (2014). *Training transfer research*: *A manager's guide and bibliography*. Western Australia, Perth: Austrian Institute of Management.

Williams, D. J. (2008). *An analysis of the factors affecting training transfer within the work environment*. Ohio: Wright Patterson.

World Bank (2013). *Expanding opportunities and building competencies for young people: A new agenda for secondary education*. Washington D.C.: Author.

Yamnill, S., & McLean, G.N. (2001). Theories supporting transfer of training. *Human Resource Development Quarterly,* 12(2), 195-208.

Yasin, R. M., Nur, Y. F., Ridzwan, C. R., Bekri, R. M., Azwin, A. R., Arif, Mahazir, I. I., & Ashikin, H. T. (2013). Learning transfer at skill institutions' and workplace environment: A conceptual framework. *Asian Social Science,* 10(1), 179-188.

APPENDICES

APPENDIX I: Letter of Introduction

Frasiah W Mburu
Karatina University
School of Business
Department of Human Resource Development
P.O Box 1957 - 10101
KARATINA

Cell phone: 0723390376

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a student in the above named university pursuing master degree in Human Resource Management. I am currently carrying out a research on **"The Influence of Work Environment Factors on Transfer of Training for Public Secondary School Principals in Nyeri County"**. The aim of the study is to investigate to what extent work environment factors influence the application of training competencies acquired from capacity building programmes tailored for head teachers back at workplace.

Considering the scope of the study, your school is within the sample size. I am respectfully seeking your support for the success of this study. The information you provide is anonymous and will be used for academic research purposes only.

The questionnaires are specifically meant for this study and therefore neither name of respondent nor that of your school will be required. Your assistance and support on this matter will be highly appreciated.

I am kindly requesting to collect the completed questionnaire from your office two weeks after delivery in your office.

Thank you in advance for your time and cooperation.

Yours faithfully

Frasiah W. Mburu

APPENDIX II: Questionnaires for the Principals

Please fill in the following questionnaire by answering all the questions given as instructed. Do not indicate your name. All information will be treated in strict confidence. Tick the box that best suits your answer.

PART I

Demographic/General Information

1. What is your Gender?

   Male ☐ Female ☐

2. What is your age group?

   Below 30 years ☐ 41 – 50 years ☐

   31– 40 years ☐ 51 and above ☐

3. Education?

   PGDE ☐ Master in Education ☐

   Bachelor of Education ☐ PHD ☐

4. Length of service as a Principal

   5 years and below ☐

   6 – 10 years ☐

   Over 10 years ☐

5. Have you attended Professional Development programmes?

   Yes ☐ No ☐

PART II

WORK ENVIRONMENT FACTORS

Leadership Support

Please tick appropriately: *Strongly disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)*

1. According to you which are the most critical leadership support factors that influence transfer of training in school management?

	Leadership Support Factors	**1=SD**	**2=D**	**3=N**	**4=A**	**5=SA**
1.	Principals receive consultative services from their education leaders on challenges affecting transfer of training in school management					
2.	Education leaders encourage and advice on implementation of training in school management					
3.	Education leaders exercise follow-ups to ensure that training competencies are actually transferred in school management					
4.	Education leaders give feedback as in form of performance reports, recognition and rewards based on results of training implementation at workplace					

2. How would you rate the influence of leadership support offered by education leaders in transfer of training in school management?
   a) Very high ☐ (b) High ☐ (c) Moderate ☐ (d) Low ☐
   (e) Very low ☐

<u>Resources Support</u>

3. According to you which are the most critical resources support factors that influence transfer of training in school management?

	Resources Support Factors	1=SD	2=D	3=N	4=A	5=SA
1.	Financial support is sufficient to enhance transfer of training in school management					
2.	There are enough human resources that promote transfer of training in management of schools					
3.	Infrastructure in form of equipment, furniture, buildings and recreational facilities are adequate for smooth implementation of training in school management					
4.	Modern technology is adequately installed that enhance information communication technology in implementation of training in school management					

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

   a) Very high ☐ (b) High ☐ (c) Moderate ☐ (d) Low ☐

   (e) Very low ☐

Job Autonomy

5. According to you which are the most critical job autonomy factors that influence transfer of training in school management?

	Job Autonomy Factors	1=SD	2=D	3=N	4=A	5=SA
1.	The level of decision making for day to day running of schools is high					
2.	There is freedom, independence and discretion to schedule work					
3.	Autonomy in choosing methods used to perform tasks is high					
4.	There is increase in the Principal's role breadth and ownership of problems					

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

   a) Very high ☐ (b) High ☐ (c) Moderate ☐ (d) Low ☐

(e) Very low ☐

Management Policies

7. According to you which are the most critical management policies factors that influence transfer of training in school management?

	Management Policies Factors	**1=SD**	**2=D**	**3=N**	**4=A**	**5=SA**
1.	TSC and MoE enhance transfer of training in school management					
2.	The Board of Management is supportive in school management thus enhancing transfer of training					
3.	Parent Association promotes transfer of training in management of schools					
4.	Students Council is an incentive in the implementation of training in school management					

8. How would you rate the influence of management policies to transfer of training in school management?

   a) Very high ☐ (b) High ☐ (c) Moderate ☐ (d) Low ☐

   (e) Very low ☐

9. Do you experience challenges associated with management policies in implementation of training in school management.

   Yes ☐ No ☐

10. If YES (in 9 above), kindly identify the challenges associated with management policies experienced in implementation of training in school management.

……

……

……

……

……

……

……

……

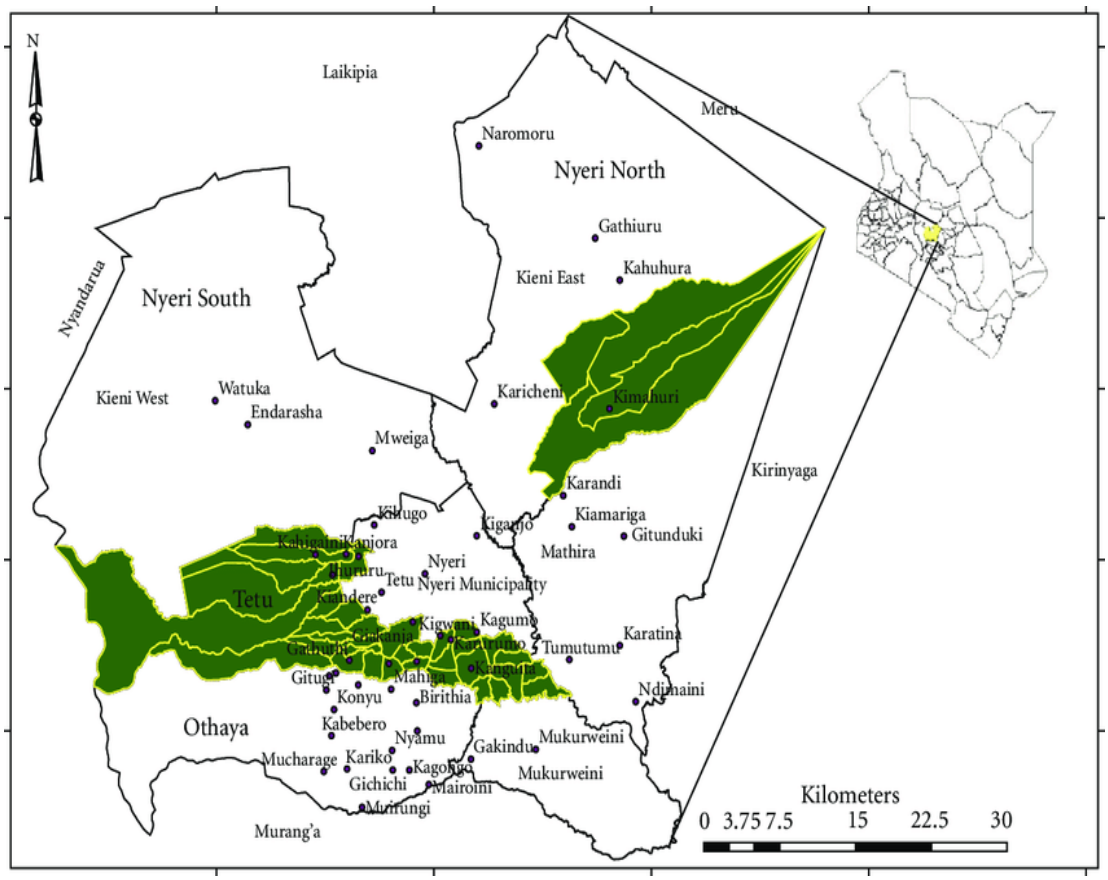
……

……

……

Thank you so much for your time and information

APPENDIX III: Study Area



Source: **Website** www.nyeri.go.ke

APPENDIX IV: Research Permit

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/71577/21350**

Date: **20th February, 2018**

Frasiah Wangari Mburu
Karatina University
P.O. Box 1957-10101
KARATINA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The influence of work environment factors on transfer of acquired skills for public secondary schools heads in Nyeri County,"*** I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **20th February, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.II/176

22nd February, 2018

The Sub County Director of Education
NYERI SOUTH
NYERI CENTRAL
MATHIRA WEST
MATHIRA EAST
KIENI EAST
KIENI WEST
MUKURWEINI
TETU

RE: RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. NACOSTI/P/18/71577/21350 of 20th February, 2018 on the above subject.

I wish to inform you that Frasiah Wangari Mburu of Karatina University has reported to the County Director of Education Nyeri in compliance with the requirements of the Secretary, National Commission for Science, Technology and Innovation. She has been authorized to carry out research on ***"The influence of work environment factors on transfer of acquired skills for public secondary schools heads in Nyeri County"*** for a period ending **20th February, 2019.**

KABORA I.M.
FOR: COUNTY DIRECTOR OF EDUCATION
NYERI COUNTY

cc.

National Commission for Science,
Technology and Innovation,
P.O. Box 30623-00100
NAIROBI

Frasiah Wangari Mburu

THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 061 2030619/20
Fax: 061 2032089
E-mail: nyericountycommissioner@yahoo.com
When replying please quote

COUNTY COMMISSIONER
NYERI COUNTY
P.O. Box 33-10100
NYERI

REF: NYC/ADM I/57 VOL. VI/24 **22nd February, 2018**

Frasiah Wangari Mburu
Karatina University
P.O. Box 1957
KARATINA

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 22nd February, 2018 on the above subject.

Approval is hereby granted to carry out a research on ***"The influence of work environment factors on transfer of acquired skills for public secondary schools heads in Nyeri County"***

The period of study ends on 20th February, 2019.

L. M. Rukwaro
For: County Commissioner
NYERI COUNTY

THIS IS TO CERTIFY THAT:
MS. FRASIAH WANGARI MBURU
of KARATINA UNIVERSITY, 0-10100 NYERI,has been permitted to conduct research in *Nyeri County*

on the topic: *THE INFLUENCE OF WORK ENVIRONMENT FACTORS ON TRANSFER OF ACQUIRED SKILLS FOR PUBLIC SECONDARY SCHOOLS HEADS IN NYERI COUNTY*

for the period ending:
20th February,2019

Permit No : NACOSTI/P/18/71577/21350
Date Of Issue : 20th February,2018
Fee Recieved :Ksh 1000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 17568

CONDITIONS: see back page