



KENYA EDUCATION MANAGEMENT INSTITUTE

DIPLOMA IN EDUCATION LEADERSHIP & MANAGEMENT

IMPACT ASSESSMENT REPORT

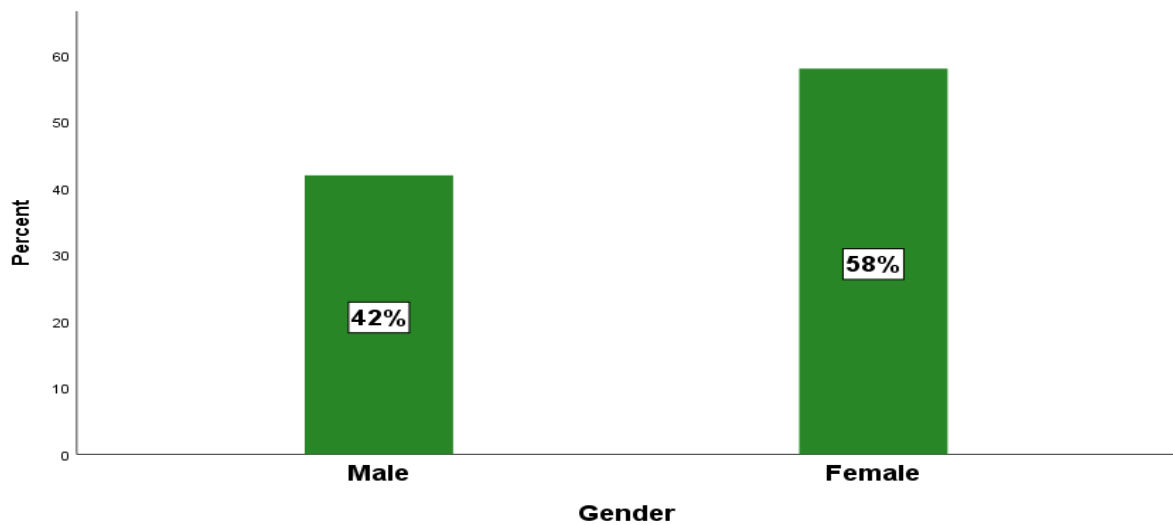
2021/2022 FY

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Bio Data

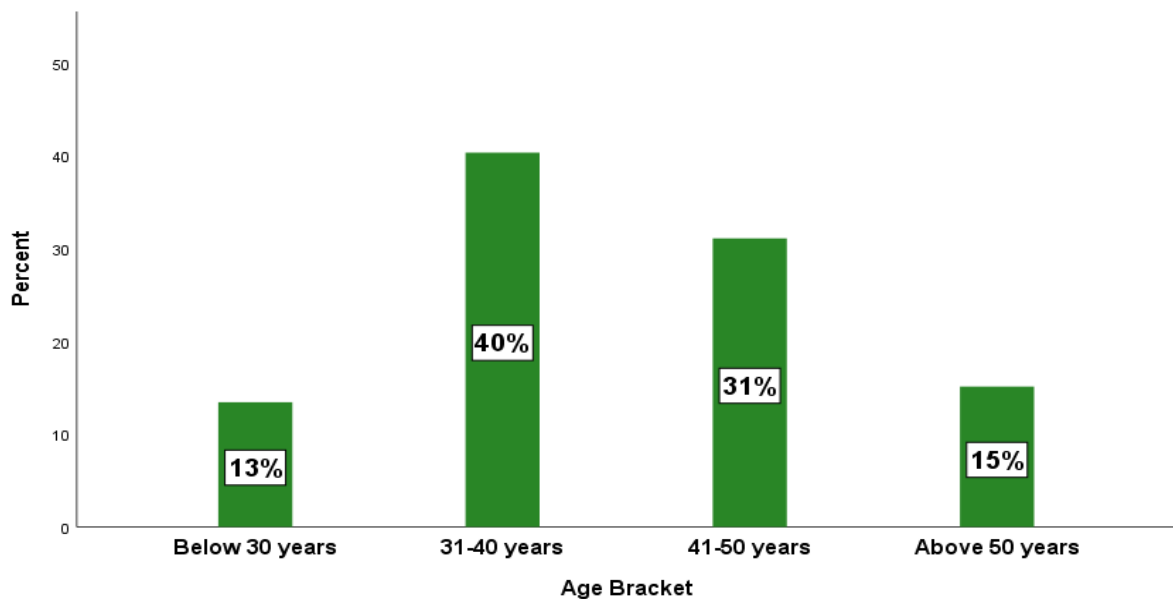
Gender



Graph1

The graph illustrates gender of respondents where majority are female 58% while males are 42%

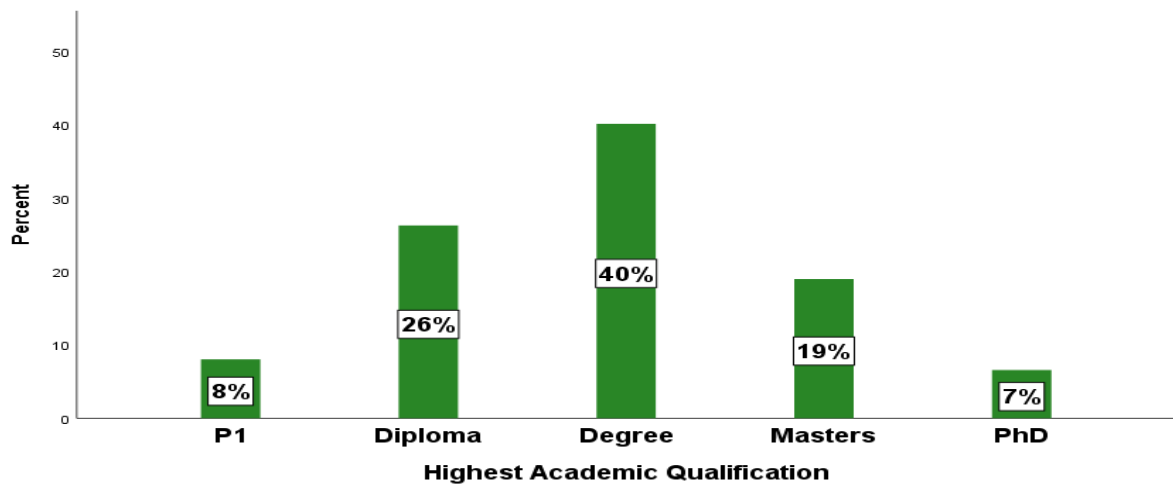
Age Bracket



Graph 2

The graph above illustrates age distribution of the respondents where majority of 40% are 31 – 40 years age bracket, 31% in 41 -50 age bracket, 15% above 50 years while 13% below 30 years

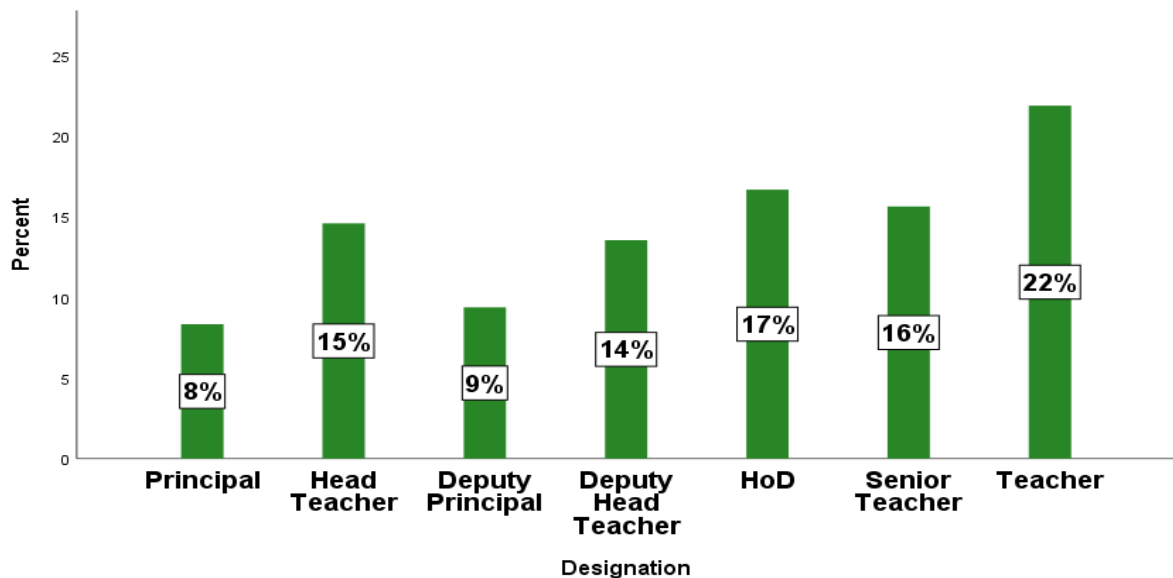
Highest Academic Qualification



Graph 3

The graph above illustrates respondents' highest academic qualification. Majority of 40% have a Bachelor's degree, 26% Diploma, 19% Masters, 8% P1 while 7% PhD

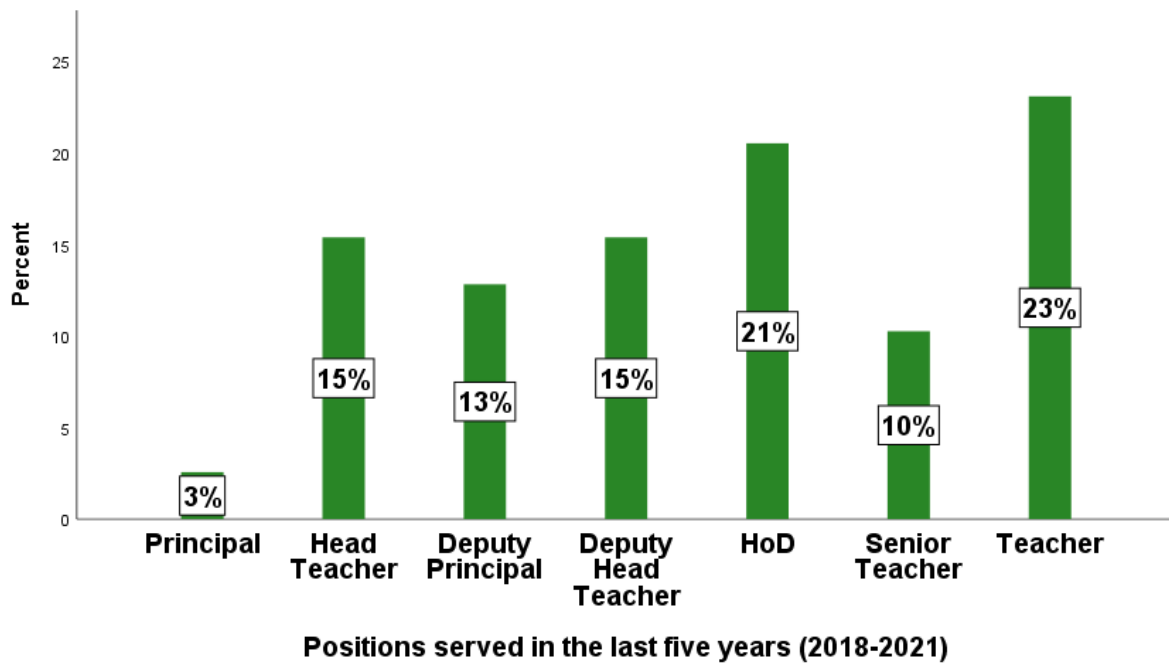
Designation



Graph 4

The graph above illustrates respondents' designation where majority of 22% are teachers, 17% HoD, 16% Senior Teacher, 14% Deputy Head Teacher, 15% Head Teacher, 9% Deputy Principal while 8% are principals

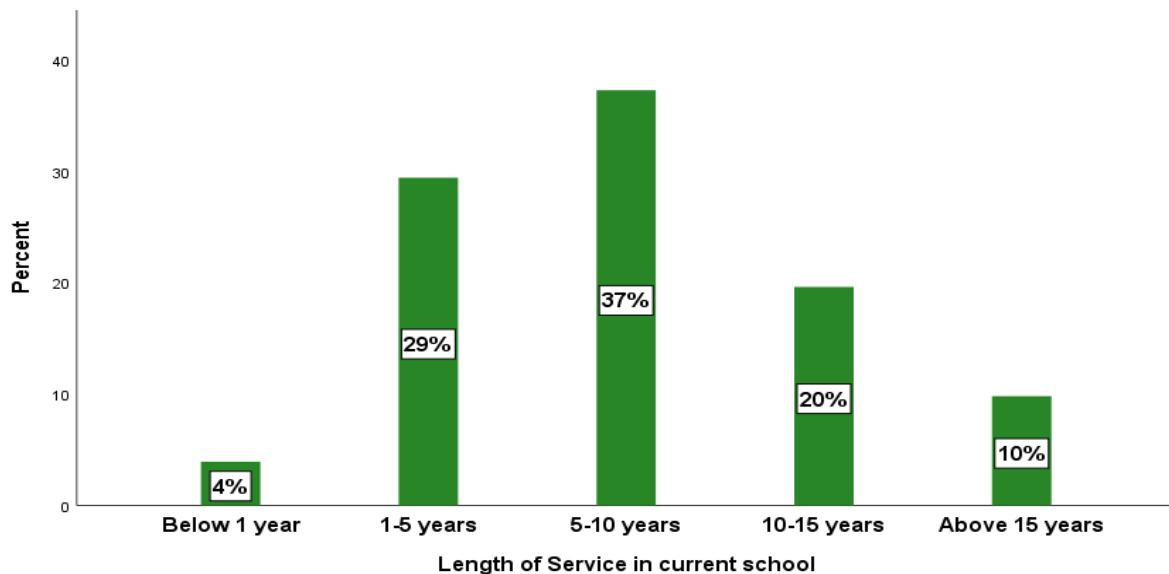
Position Served in the last 5 years



Graph 5

The graph illustrates position served in the last five years. Majority of 23% cited as Teacher, 21% as HoD, 15% as Head Teacher % Deputy Head Teacher, 13% as Deputy Principal, 10% as Senior Teacher while 3% as Principal

Length of Service in the current school



Graph 6

The graph above illustrates respondents' length of service in their current school. Majority of 37% cited 5 – 10 years, 29% 1 – 5 years, 20% 10 – 15 years, 10% above 15 years while 4% below 1 year

Section B

The respondents were required to rate statements related to Diploma in Education Management offered to education managers on a five-point Likert scale ranging from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree

Training Venue

RATING	The venue was accessible and convenient	There was availability of basic requirements	It was comfortable and provided adequate space
Strongly Agree	27%	27%	28%
Agree	51%	50%	54%
Neutral	16%	19%	15%
Disagree	3%	3%	1%
Strongly Disagree	3%	2%	2%

Table 1

The table above illustrates respondents rating on training venue under the following item statements:

- The venue was accessible and convenient has a level of Agreement of 74%, 16% Neutral while level of Disagreement was at 6%.
- There was availability of basic requirements has a level of Agreement of 77%, 19% Neutral while level of Disagreement was at 5%
- It was comfortable and provided adequate space has a level of Agreement of 82%, 15% Neutral while level of Disagreement was at 3%

We can therefore make a determination that majority of the respondents were in agreement that the venue was accessible and convenient, there was availability of basic requirements and the venue was comfortable and provided adequate space

Course Materials

Rating	Training materials addressed all the learning objectives	Course content was arranged so as to make the most effective use of time allotted	The content was appropriate to my training needs and skill level	The course materials were easy to read and understand
Strongly Agree	56%	31%	29%	33%
Agree	20%	47%	48%	45%
Neutral	16%	16%	17%	15%
Disagree	3%	2%	2%	2%
Strongly Disagree	4%	4%	4%	6%

Table 2

The table above illustrates respondents rating on course material under the following item statements:

- Training materials addressed all the learning objectives has a level of Agreement of 76%, 16% Neutral while level of Disagreement is at 7%
- Course content was arranged so as to make the most effective use of time allotted has a level of agreement of 78%, 16% Neutral while level of Disagreement is at 6%
- The content was appropriate to my training needs and skill level has a level of agreement of 77%, Neutral 17% while level of Disagreement of 6%
- The course materials were easy to read and understand has a level of agreement of 78%, Neutral 15% while level of disagreement of 8%

We can therefore conclude that the respondents were in agreement that training materials addressed all the learning objectives, course content was arranged so as to make the most effective use of time allotted, the content was appropriate to their training needs and skill level and that the course materials were easy to read and understand

Education policies and reforms

Rating	The course helped to understand policies, reforms and legal framework in education.	Undertaking the course has given me a better understanding of my job responsibilities.	In my school, I am able to adapt quickly to difficult situations and emerging issues due to training
Strongly Agree	56%	43%	27%
Agree	29%	38%	49%
Neutral	9%	10%	14%
Disagree	6%	3%	4%
Strongly Disagree	1%	5%	6%

Table 3

The table above illustrates respondents rating on Education policies and reforms under the following item statements:

- The course helped to understand policies, reforms and legal framework in education has a level of Agreement of 85%, Neutral 9% while level of Disagreement is at 7%
- Undertaking the course has given me a better understanding of my job responsibilities has a level of Agreement of 81%, 10% Neutral while level of Disagreement is at 10%
- In my school, I am able to adapt quickly to difficult situations and emerging issues due to training has a level of Agreement of 76%, 14% Neutral while level of Disagreement is at 10%

From the findings above we find that the respondents were in agreement the course helped to understand policies, reforms and legal framework in education, undertaking the course has given them a better understanding of their job responsibilities and that in their school, they are able to adapt quickly to difficult situations and emerging issues due to training

Leadership

Rating	Training has improved my skills to work with others at work	After being trained, I feel much more attachment and professional obligation towards my school.	I find my job quite interesting and meaningful now	The training has offered me an opportunities for promotions	After being trained, I clearly express my ideas and information
Strongly Agree	66%	44%	42%	38%	38%
Agree	19%	37%	37%	40%	50%
Neutral	7%	12%	14%	15%	3%
Disagree	3%	3%	6%	3%	3%
Strongly Disagree	5%	4%	2%	4%	5%

Table 4

The table above illustrates respondents rating on Leadership under the following item statements:

- Training has improved my skills to work with others at work has a level of agreement of 85%, 7% Neutral while level of Disagreement is at 8%
- After being trained, I feel much more attachment and professional obligation towards my school has a level of Agreement of 81%, 12% Neutral while level of Disagreement is at 7%.
- I find my job quite interesting and meaningful now has a level of agreement of 79%, 15% Neutral while level of Disagreement is at 8%
- The training has offered me an opportunity for promotions has a level of Agreement of 78%, 15% Neutral while level of Disagreement is at 7%.
- After being trained, I clearly express my ideas and information has a level of Agreement of 88%, 3% Neutral while level of Disagreement is at 8%.

From the above findings, we can deduce that the respondents were in agreement that training has improved their skills to work with others, after being trained, they feel much more attachment and professional obligation towards their schools, they find my job quite interesting and meaningful, the training has offered them an opportunity for promotions and after being trained they can clearly express their ideas and information

Resources management

Rating	Training has equipped me with skills that helps to participate in budgetary process	I can understand and interpret books of accounts	I have a good understating of Public procurement and Asset Disposal Act	I have a good understanding on policies and regulations relating to human resource management in schools	I manage school projects more effectively	After training, I meet the target and goals more easily than before
Strongly Agree	34%	66%	34%	30%	34%	61%
Agree	42%	23%	53%	44%	43%	19%
Neutral	16%	5%	4%	16%	17%	15%
Disagree	4%	5%	5%	6%	3%	3%
Strongly Disagree	3%	1%	3%	4%	3%	2%

Table 5

The table above illustrates respondents rating on Resources management under the following item statements:

- Training has equipped me with skills that helps to participate in budgetary process has a level of Agreement of 76%, 16% Neutral while level of Disagreement is at 7%
- I can understand and interpret books of accounts has a level of Agreement of 89%, 5% Neutral while level of Disagreement is at 6%.
- I have a good understating of Public Procurement and Asset Disposal Act has a level of Agreement of 87%, 4% Neutral while level of Disagreement is at 8%.
- I have a good understanding on policies and regulations relating to human resource management in schools has a level of Agreement of 74%, 16% Neutral while level of Disagreement is at 10%.
- I manage school projects more effectively has a level of Agreement of 77%, 17% Neutral while level of Disagreement is at 6%.
- After training, I meet the target and goals more easily than before has a level of Agreement of 79%, 15% Neutral while level of Disagreement is at 5%.

From the above finding, we can conclude that the respondents are agreement that the training has equipped them with skills that helps to participate in budgetary process, they have a good understating of Public Procurement and Asset Disposal Act, they have a good understanding on policies and regulations relating to human resource management in schools, they manage school projects more effectively and they meet the target and goals more easily than before

Child friendly institutions

Rating	My schools admit all children without discrimination	School have put in place measures to ensure that learners feel safe and protected in school	I always involve the communities in school activities	There is school health and nutrition program in my school
Strongly Agree	35%	31%	54%	53%
Agree	56%	46%	32%	37%
Neutral	4%	16%	8%	4%
Disagree	5%	4%	3%	5%
Strongly Disagree	1%	3%	4%	1%

Table 6

The table above illustrates respondents rating on Child friendly institutions under the following item statements:

- My schools admit all children without discrimination has a level of Agreement of 91%, 4% Neutral while level of Disagreement is at 6%
- School have put in place measures to ensure that learners feel safe and protected in school has a level of Agreement of 77%, 16% Neutral while level of Disagreement is at 7%.
- I always involve the communities in school activities has a level of Agreement of 86%, 8% Neutral while level of Disagreement is at 7%.
- There is school health and nutrition program in my school has a level of Agreement of 90%, 4% Neutral while level of Disagreement is at 6%.

We can therefore conclude that in respect to Child friendly institutions, the respondents are in Agreement with all four-item statement as stated in that

- Schools admit all children without discrimination
- School have put in place measures to ensure that learners feel safe and protected in school
- Communities are involved in school activities
- Schools has health and nutrition program

ICT integration

Rating	My school has integrated ICT in teaching and learning.	There is availability of ICT equipment (computers, projectors, printers) and digital content	Most of processes in school are done through the use of computer e.g. examination analysis, financial management, etc	Staff have acquired skills in ICT through school sponsored training
Strongly Agree	42%	37%	60%	46%
Agree	46%	41%	23%	36%
Neutral	4%	13%	15%	10%
Disagree	3%	5%	2%	3%
Strongly Disagree	4%	4%	1%	5%

Table 7

The table above illustrates respondents rating on ICT integration under the following item statements:

- My school has integrated ICT in teaching and learning has a level of Agreement of 88%, 4% Neutral while level of Disagreement is at 7%
- There is availability of ICT equipment (computers, projectors, printers) and digital content has a level of agreement of 78%, 13% Neutral while level of Disagreement is at 9%
- Most of processes in school are done through the use of computer e.g., examination analysis, financial management, etc has a level of Agreement of 83%, 15% Neutral while level of Disagreement is at 3%
- Staff have acquired skills in ICT through school sponsored training has a level of Agreement of 82%, 10% Neutral while level of Disagreement is at 8%

This therefore shows that schools have integrated ICT in teaching and learning, there is availability of ICT equipment (computers, projectors, printers) and digital content, most of processes in school are done through the use of computer and staffs have acquired skills in ICT through school sponsored training

Curriculum management

Rating	There are planning documents	Teachers' make use of resources as teaching aids to enhance teaching and learning besides the course book	Training has helped me to create an assessment policy	Teachers participate in professional development support programs	There is a mechanism in place to ensure quality assurance
Strongly Agree	36%	65%	28%	33%	61%
Agree	47%	29%	54%	45%	30%
Neutral	10%	3%	10%	12%	3%
Disagree	4%	1%	5%	6%	5%
Strongly Disagree	3%	2%	3%	4%	2%

Table 8

The table above illustrates respondents rating on Curriculum management under the following item statements:

- There are planning documents has a level of Agreement of 83%, 10% Neutral while level of Disagreement of 7%
- Teachers' makes use of resources as teaching aids to enhance teaching and learning besides the course book has a level of Agreement of 94%, 3% Neutral while level of Disagreement is at 3%
- Training has helped me to create an assessment policy has a level of Agreement of 82%, 10% Neutral, level of Disagreement is at 8%
- Teachers participate in professional development support programs has a level of Agreement of 78%, 12% Neutral while level of Disagreement is at 10%
- There is a mechanism in place to ensure quality assurance has a level of Agreement of 91%, 3% Neutral while level of Disagreement is at 7%

This therefore shows that teachers have planning document, teachers' makes use of resources as teaching aids to enhance teaching and learning besides the course book, training has helped teachers create an assessment policy, teachers participate in professional development support programs and there is a mechanism in place to ensure quality assurance

Science, Technology and Innovation (STI) in education

Rating	There has been an improvement in performance of mathematics and sciences	I encourage instructional approaches that promote science, technology and innovation.	Training has helped me to create learning environment that embrace creativity and innovation in learners.	I understand the role of technical and vocational education and training in promotion of ST&I	I understand my role in resource mobilization for ST&I implementation
Strongly Agree	39%	45%	52%	53%	44%
Agree	43%	43%	29%	27%	43%
Neutral	8%	3%	9%	10%	4%
Disagree	5%	7%	8%	8%	6%
Strongly Disagree	5%	2%	2%	2%	3%

Table 9

The table above illustrates respondents rating on Curriculum management under the following item statements:

- There has been an improvement in performance of mathematics and sciences has a level of Agreement of 82%, 8% Neutral while level of Disagreement is at 10%
- I encourage instructional approaches that promote science, technology and innovation has a level of Agreement of 88%, 3% Neutral while level of Disagreement is at 9%
- Training has helped me to create learning environment that embrace creativity and innovation in learners has a level of Agreement of 81%, 9% Neutral while level of Disagreement is at 10%
- I understand the role of technical and vocational education and training in promotion of ST&I has a level of Agreement of 80%, 10% Neutral while level of Disagreement is at 10%
- I understand my role in resource mobilization for ST&I implementation has a level of Agreement of 87%, 4% Neutral while level of Disagreement is at 9%

Therefore we can conclude that the respondents are in agreement that there has been an improvement in performance of mathematics and sciences, they encourage instructional approaches that promote science, technology and innovation, training has helped them create learning environment that embrace creativity and innovation in learners, they understand the role of technical and vocational education and training in promotion of ST&I and they understand their role in resource mobilization for ST&I implementation

Guidance and counselling

Rating	Guidance and counselling services has enabled students to be well disciplined with improved academic performance	Through guidance and counselling services there are fewer personal problems among the students in the school	Through guidance and counselling comprehensive advice on career / courses is given to students	Guidance and counselling is not only better provided by competent teacher counselors but even by other teachers	The absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students
Strongly Agree	60%	44%	46%	34%	33%
Agree	28%	45%	36%	47%	41%
Neutral	6%	3%	12%	13%	19%
Disagree	4%	4%	2%	3%	4%
Strongly Disagree	2%	3%	4%	3%	3%

Table 10

The table above illustrates respondents rating on Guidance and counselling under the following item statements:

- Guidance and counselling services has enabled students to be well disciplined with improved academic performance has a level of Agreement of 88%, 6% Neutral while level of Disagreement is at 8%
- Through guidance and counselling services, there are fewer personal problems among the students in the school has a level of Agreement of 89%, 3% Neutral while level of Disagreement is at 8%
- Through guidance and counselling, comprehensive advice on career / courses is given to students has a level of Agreement of 82%, 12% Neutral while level of Disagreement is at 8%
- Guidance and counselling is not only better provided by competent teacher counselors but even by other teachers has a level of Agreement of 81%, 13% Neutral while level of Disagreement is at 6%
- The absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students has a level of Agreement of 74%, 19% Neutral while level of Disagreement is at 7%

From the above finding we can make a conclusion that Guidance and counselling services has enabled students to be well disciplined with improved academic performance, there are fewer personal problems among the students in the school, comprehensive advice on career / courses is given to students, Guidance and counselling is not only better provided by competent teacher counselors but even by other teachers and the absence of adequate guidance and counselling facilities does not often lead to poor provision of guidance and counselling services to students

Action research

Rating	Through action research there are changes to the way subjects are taught	Action research leads to improvement in quality of students and professional growth of teachers.	Action research leads to culture of inquiry in the school and reflective educational practice on the part of the classroom teachers.	Action research helps educators use data to guide improvement efforts.
Strongly Agree	58%	34%	32%	50%
Agree	24%	42%	41%	30%
Neutral	10%	16%	19%	12%
Disagree	3%	4%	3%	6%
Strongly Disagree	3%	4%	4%	2%

Table 11

The table above illustrates respondents rating on Action research under the following item statements:

- Through action research there are changes to the way subjects are taught has a level of Agreement of 82%, 10% Neutral while level of Disagreement of 6%
- Action research leads to improvement in quality of students and professional growth of teachers has a level of Agreement of 76%, 16% Neutral while level of Disagreement of 8%
- Action research leads to culture of inquiry in the school and reflective educational practice on the part of the classroom teachers has a level of Agreement of 74%, 19% Neutral while level of Disagreement is at 7%
- Action research helps educators use data to guide improvement efforts has a level of Agreement of 80%, 12% Neutral while level of Disagreement of 8%

This therefore shows due to action research there are changes to the way subjects are taught, there is to improvement in quality of students and professional growth of teachers, it leads to culture of inquiry in the school and reflective educational practice on the part of the classroom teachers and helps educators use data to guide improvement efforts