ADMINISTRATIVE CHALLENGES FACING PUBLIC DAY SECONDARY SCHOOL HEAD TEACHERS IN HUMAN RESOURCE MANAGEMENT IN MATUNGULU DISTRICT, MACHAKOS COUNTY-KENYA

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DECLARATION

This research project is my original work and has not been submitted for any other study programme in any university.

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This research project is dedicated to my dear husband Richard Isaac Mwangangi who financed my education, to our sons Tonny & Kenny, and our daughters Agnes and Ann who gave me a lot of encouragement and support throughout my study.
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I am sincerely thankful to the almighty GOD who has seen me through this major task of writing this project, for granting me the much needed energy and good health. I am deeply indebted to all those who directly helped me in the course of the preparation of this project.

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ABSTRACT

Secondary school education in Kenya has been one of the main concerns of the Government since independence. Recommendations have been made by education reports from various education commissions and taskforces, in relation to provision of sufficient and trained teachers in secondary schools. Besides the supply of teachers, there have been efforts to retain and motivate them in the teaching profession, with an aim of providing quality education in secondary schools. The objectives of this study was to investigate the administrative challenges faced by public day secondary school head teachers in recruitment, induction, training and development of teachers, to determine the challenges faced in human resource management, to examine how the challenges affect teaching and learning and to examine the strategies adopted by head teachers to cope with the challenges. The research design for this study was descriptive survey. The target population was 22 head teachers, 22 deans of curriculum, and the district education officer, Matungulu district. The samples were selected using simple random and purposive sampling procedures, where eleven head teachers, eleven deans of curriculum, and the education officer, Matungulu District, were included in the sample. The research instruments were questionnaires for the head teachers and the deans of curriculum and an interview schedule for district education officer. Quantitative data were analyzed using descriptive statistics while qualitative data were analyzed thematically. This study was guided by social system theory by Getzels and Guba. The following were the findings of the study; That all schools had recruited Board of Management (BoM) teachers. Among the head teachers, 72.73% indicated they had conflict with their BoM on tribe while 64.63% indicated conflict on teacher qualification during teacher recruitment. On induction, only 45.45% of the head teachers indicated that teachers were inducted when joining their schools. The study revealed that there were challenges faced in in-service and development of teachers. The support staff is reported to be discussing teachers’ affairs with students, having low pay, and passing drugs to students as indicated by 72.73%, 54.55%, and 18.18% of the respondents respectively. Moreover, 81.82% of the head teachers cited teachers commuting from far, while 72.73% indicated high teaching workloads among staff as a challenge. The problems encountered by head teachers led to average staff motivation as indicated by 72.73% of the head teachers, poor time keeping, poor syllabus coverage and poor academic performance as cited by 81.83% of head teachers respectively. In their endeavor to cope with the challenges, 81.82% of the head teachers resulted to regular consultation and holding weekly briefs with their teachers. It is evident that there is need for the government through the TSC to adequately staff the schools to ease high teacher workload. Further, the government and other stakeholders should build staff houses to enable teachers reside within the schools and ensure adequate financing of schools from public finances and other sources to enable head teachers sponsor their staff for refresher courses and workshops.
CHAPTER ONE

1.0 Introduction

This chapter deals with background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, theoretical and conceptual framework, and operational definitions of significant terms used in the study.

1.1 Background of the Study

Managing people in a working environment has been an issue of critical concern ever since the Elton Mayo’s studies of 1960, which evaluated Human Resource (HR) in relation to practices that existed in an organization. Since then, the issue of managing people in a work environment has always occupied a central role in today’s organization. Byers (1970), as quoted by Chemutai (2010), noted that, since people are the greatest potential asset to any organization, the development of people and the creation of organizational conditions for full utilization of their developed talents should be of the highest priority and concern to the governing body and the top management. Therefore, the development of the human resources assumes that the process is continuous and that there is always room for improvement. It also assumes that circumstances change and hence, the need to cope with the changes. Constant environmental changes mean that HR managers face constant challenges. They must respond by taking advantage of gradual yet profound changes in the nature of the field, current practices and overall Human Resource Management (HRM) Policies, mission and vision (Chiavenato, 2001).
Chiavenato (2001) indicates that the change is observed from muscular and mental work. Repetitive physical labor that does not add value is increasingly being replaced by mental creativity. Routine and monotony are giving way to innovation and a break with tradition. Encouraging human spirit is what will make the difference (Stephen & Susan, 2004). Focus on what creates successful performance and outcomes will come by the way and make the ends meet (Saleem, 2009). The most important resource of an organization is the HR, the people who supply the organization with their work, talent, creativity and drive. Kondalkar (2009), a well known industrialist, once said “take away our factories, our trade, our avenues of transportation, and our money, but leave me with our organization and in four years, I will have re-established myself.” Thus, an organization is not merely the factories, trade, transport, money, or other physical and financial resources alone; it is made up of people or HR who are linked together in a formal structure, guided by managerial leadership. Saleem (2009) argues that without competent people, at the managerial as well as operational levels, organizations either pursue inappropriate goals or find it extremely difficult to achieve appropriate goals once the goals have been set. For successful and effective functioning of an organization, people are the essential ingredients and the difference between success and failure of an organization is the “human resources.” Moreover, HRM is important as personnel problems are extremely delicate; complicated, and difficult to deal with. Its importance/significance is fast growing in today’s world. This is because HR problems are more vexing and taxing. Moreover, such problems cannot be neglected. In fact, they must be given constant attention and handled in a satisfactory manner for the benefit of employees, and also the organization. Saleem (2009) noted that, even in this age of computer technology and automation, we have not solved the personnel problems effectively. In fact, such problems are increasing
and becoming more and more complicated and challenging as days go by. However, efforts should be made to deal with them effectively.

Generally, HRM is that part of management, which is concerned with people at work and with their relationship with the organization. Nakpodia (2010) points out that HRM was born out of failure of personnel management to manage people effectively in the pursuit of strategic (organization) imperative. Thus, the concept of HRM is emphasized more than personnel management in improving the productive contribution in the organization. According to Ochenge (2007), HRM is the management process of an attractive workforce. It is responsible for the attraction, selection, training, assessment, and rewarding of employees, while observing organizational leadership and culture as well as ensuring compliance with employment and labor laws. Saleem (2010) points out that, the success of a group depends upon mutual co-operation among the members of the group. Management creates teamwork and co-ordination among specialized efforts.

Saleem (2010) continues to note that management is indispensable in all organizations whether a business firm, a government, a hospital, a college, or even a club. Management is a creative force, which helps in the optimum utilization of resources. Competent managerial leadership alone can convert the disorganized resources of men, money, materials, and machinery. Management is the dynamic life-giving element in every organization (Saleem, 2010).

According to Saleem (2010) management is a process, which comprises of several intertwined elements by which managers determine and accomplish definite
objectives. These elements or functions may be classified as planning: (preparing for the future), organizing and staffing: (assembling resources and creating interrelationship among them), directing: (guiding, supervision and inspiring people), and controlling: (keeping activities on the right track).

The job of a school head teacher in his/her capacity as a manager is to integrate the efforts of the school HR (staff and students) so as to produce the best out of them. The school head teacher should follow the correct procedure when recruiting staff, when selecting, as well as in orienting and induction. The head teacher should ensure fairness in training, development, and appraisal of staff. In a school set up, the head teacher has the teaching staff, the support staff, and the students as HR to be managed. The head teacher should help to determine challenges and outline tasks for others to perform. He should also lead by example (Lawler, 1969).

In the East African region, head teachers face similar challenges in managing HR in their schools. In Tanzania for instance, Swai (2004) noted that, the quality of management at all levels (schools, District, region, and ministry headquarters) is critically important. School managers should ensure that teachers are adequately motivated. Mbilinyi (2003) asserts that, management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers, Mbilinyi further states that teachers in most rural schools feel particularly isolated. This increases the importance of good school management. According to Swai (2004), young teachers posted in rural schools have the ’’fear of being forgotten’’. As a result, there is serious overstaffing of urban schools and understaffing of rural schools (Mukyanuzi, 2003). According to a report by the
Tanzanian Ministry of Education, the 1995 education-training policy noted that in Tanzania, teachers have experienced low and irregular salary payments, lack of proper housing, inadequate teaching facilities, low status, and limited opportunities for professional development. Poor incentives also mean that far too few qualified and experienced teachers want to work in schools located in rural areas, where a large majority of the population and the poor live, and where secondary school enrollment and completion rates are relatively low.

In Rwanda, the ministry of education noted that school heads face a big challenge not only to know different tools of secondary school management but also to maintain the required professionalism to efficiently handle the available means. The report further stated that this goes further because some of the head teachers do not yet master the basic principles of general administration of school. Furthermore, the initial training of some head teachers does not allow them to acquire enough knowledge in school administration and management. The necessity of continuous training of Rwanda secondary school managers find its justification. No more explanation is needed to prove that the secondary school remains the cornerstone of the development of the Rwanda education system. It is at this level that the public acquires the requirements to improve intellectual flexibility.

In Uganda, a study by BT Fellows (2013) noted that rural teachers are isolated without any easy access to a network of peers and professional development. The committees are ill equipped to carry out their responsibilities effectively. Local government officers are severely limited in their programmes and resources to monitor progress and perhaps, most importantly, parents see little value in investing in a system that is failing their children. Left unaltered, such schools face uphill battle
(UNESCO, 2005). As BT Fellows (2013) puts it, it goes without saying that in rural public education, both access to and quality of education remains the biggest challenges facing the post 2015 international development agenda. The flow of educational related capital HR training and oversight to rural communities lags far behind the curve and even further behind where it needs to be.

The Kenya Education Management Capacity Assessment, (2008) reported that the problem of leadership in education in Kenya is that it currently suffers from an extreme lack of commitment. Since mid-level ranks are relatively unable to translate top-level vision into clear plans and strategies, top-level leadership has to over-invest time in re-stating, re-confirming and communicating the written statement of the vision and mission as well as of the strategy, and lack the clarity that is evident in verbal expression of the top leadership. Kenya Education Management Capacity Assessment (Republic of Kenya 2008) also reported that the functional area of teacher development or as it used to be called, “in-service training”, is an example of suboptimal division of labor in the education sector. Four agencies are currently delivering service to teachers in this area: the Ministry of Education Science and Technology, through its Quality Assurance and Standards Directorate (QASD), the Kenya Management Education Institute (KEMI) and the Teachers Service Commission (TSC). Although some of the training differs from organization to organization, there are also sufficient overlaps. The target population is often the same. While “everybody in the ministry and beyond is training”, there is a functional gap. There is no single organizational home for teacher development in the education system and there is no leadership in this area: The students’ academic outcome is greatly influenced by leadership in the schools.
According to TSC (2007) policy on HRM, high quality management of educational institutions in the country will be ensured by identifying, selecting and training the right people to head institutions in the country. This is expected to enhance good performance in education institutions and minimize incidents of discontent and unrest. Failure to provide adequate and relevant training for institutional administrators in the past has led to under-performance, and this has resulted to declining education standards in the country. The policy aims at providing clear and transparent criteria for indentifying, selecting, appointing, deploying, and training of heads of post primary institutions and provide for effective succession management. The criteria include; qualifications for potential heads of institutions; the process for identifying and selecting heads of institutions; procedure for appointment and deployment of heads of institutions; training requirements and career progression for heads of institutions; standards for guiding prospective candidates to prepare and compete for institutional management positions with increased involvement of major stakeholders; and modalities for succession management. This policy has taken effect with head teachers being required to undertake managerial courses at Kenya educational management institute (KEMI). Workshops are organized throughout the counties with a view of tailoring the best school administrators. This is expected to enhance good performance in educational institutions and minimize incidents of discontent and unrest. School head teachers should clearly view management as a profession. Saleem (2009) argues that, a profession is a field where training is intellectual in nature, a field that one enters for the sake of others and not in which financial reward is considered as a measure of success.
According to Ochenge (2007), the job of heads of institutions is extremely challenging and there is need for the Ministry of Education, MoE, and the TSC to develop viable strategies and mechanisms on teacher motivation and morale. Stephen & Susan (2004) state that the organization that captures the heart of its employees is the organization that offers the best results. Such organizations will be the ones that win in the 21st century. Thus, the MoE and TSC should develop strategies that will cater for the following: induction of new teachers, continuous in-servicing of teachers to update their competence, commitment and capability, specialized in-service to cope with curriculum changes, reforms in retirement preparation as part of succession management plan, status recognition, personal safety and security in the work environment, and fair compensation of efforts made by individual employees.

1.2 Statement of the Problem

In Kenya, human resource management for head teachers of public day secondary schools have been quite turbulent. However, there have been few investigations into the changing nature of the role of head teachers, which focus on management and leadership of public day secondary schools. The appointment of the head teachers by TSC is done based on the number of years one has taught or the number of “A’s” scored in a teaching subject. The more the years served or the higher the number of A’s scored, the higher the chance of promotion to leadership (Okumbe, 1999). As evident in the background of the study, the newly appointed head teacher usually assumes his or her role in the posted school without any further preparation on the new role.
Normally, head teachers are expected to oversee and facilitate professional development and in-service training of teachers. They are supposed to supervise teaching and learning in their schools. Similarly, working conditions in most schools and teacher workload play a substantial role in turnover and level of motivation of teachers and in the long run their general performance. Teachers’ plan to remain in their teaching career is greatly influenced by their perception of their working conditions. Brewer (1996) as reported by Kamwilu (2004) argued that employees are more likely to quit when their salaries and wages are low relative to alternative wage opportunities. It is therefore necessary to look seriously into the challenges faced by public day secondary school head teachers in human resource management so as to identify remedial measures that can be taken to mitigate them.

1.3 Purpose of the Study

The study seeks to establish the challenges facing public day secondary school head teachers in management of HRM in Matungulu District, Machakos County.

1.4 Objectives of the Study

i. To find out the challenges that head teachers face in recruiting, inducting, training and development of teachers in their schools in liaison with the teachers service commission.

ii. To determine the challenges head teachers face in human resource management.

iii. To examine how the challenges head teachers face in human resource management affect teaching and learning their schools.

iv. To examine the strategies adopted by head teachers to cope with the challenges they face in human resource management.
1.5 Research Questions

i) What are the problems faced by public day secondary school head teachers in recruiting, induction, training and development of teachers?

ii) What are the challenges faced by head teachers in human resource management?

iii) In which ways do the challenges faced by head teachers in human resource management influence teaching and learning in their schools?

iv) What strategies are adopted by head teachers to cope with the challenges they face in human resource management?

1.6 Significance of the Study

The study may be of great significance to policy makers at county level in determining what courses should be offered to education managers. The study findings may be useful to KEMI to tailor specific programmes for public day secondary school head teachers in Arid and Semi Arid Lands. It may also help head teachers, teachers and teaching staff to understand challenges faced in their schools and determine mechanisms to cope with the challenges. The proposed study will form a basis for further research on the better approaches to enhancing school management with relevant coping strategies.

1.7 Assumptions of the Study

The basic assumptions of this study will be

All the respondents are frank and honest in responding to the questionnaires and interview schedules.
1.8 Limitation and Delimitation of the Study

1.8.1 Limitations of the Study

The results of this study may not be generalized since the research only covers Matungulu district. The research was restricted to only eleven head teachers, eleven deans of curriculum and the district education officer Matungulu district. Similar research should be carried out in other districts to overcome this problem. It was not possible to cover a large area due to time and financial constraints.

1.8.2 The scope Delimitation of the Study

The study was restricted to administrative challenges facing public day secondary school head teachers in human resource management in Matungulu district only, though there are other challenges facing head teachers in school management.

1.9 Theoretical Framework

This study was guided by the social systems theory. Getzels and Guba (1977). Conceptual administration is a social process. Getzels (1977) suggested that administration is a hierarchy of subordinate-super ordinate relationships within a social system, that the social system achieved its goals through this hierarchical relationship. This is done through the assigning of positions, provision of facilities, organization of procedures, regulation of activity, and the evaluation of performance. The super ordinate cannot perform their functions fully without reliance on the subordinate members of the organization. The ensuring interaction between the super ordinates and the subordinates leads to an interpersonal or social relationship, which constitutes the social process in management. Getzels and Guba (1977) further saw the system as involving two classes of phenomena, which are independent but also
interactive. The first class consists of the institution, its roles and expectations, which focus on the goals of the system. The second class consists of the individuals inhabiting the system with their personalities and dispositions. The social behavior, which is found in the system, may be understood as a function of two major elements: Institutional role and expectation, which form the normative or nomothetic dimension of activity in a social system and the individual role and expectations which form the (idiographic) personality and dispositions.

1.9.1 The Normative (Nomothetic) Dimension

A school as a social system has its fundamental function of providing individuals with education. According to Okumbe (1999), the most basic part of the school as an institution is the role, which refers to the dynamic aspects of positions, offices and regulations within the school. The role defines the behavior of the role incumbents or actors. The incumbents include the principal or head teachers, teachers, non-teaching staff and students. The roles in schools are defined in terms of role expectations, which are obligations and responsibilities. When these roles and expectations are being met efficiently, the role incumbent is then considered to perform his or her role. The educational managers (head teachers) must ensure that staff and students perform their duties. The way the school head teacher manages the human resource determines the effectiveness of teaching and non-teaching staff.

1.9.2 The Idiographic (Personal) Dimension

Although roles have clear expectations, the individuals occupying the positions have individual differences. It is necessary to know the roles and expectations as well as the nature of the individuals playing the roles. In other words, both the idiographic
and the normative aspects of social behavior must be considered. According to Kondalkar (2009), it is important for managers to understand group member behavior and deal effectively with the group because of the synergy they provide. Therefore, the school head teacher should understand the behavior of all human resource in his/her school and guide them to perform as per the school’s expectations.
1.10 Conceptual framework

![Diagram showing administrative challenges facing Head teachers]

**Independent variables**
- No training on management
- Poor staff remuneration
- Lack of staff training and development
- Overworked staff/shortage
- Poor interpersonal relations
- Poor working conditions
- Frequent transfers
- Poaching by other organizations
- Autocratic leadership
- Biased staff recruitment
- Inadequate facilities
- No induction

**Dependent variables**
- Absenteeism of workers
- Poor time management
- Poor performance in exams
- De-motivated staff
- Undisciplined students

**Independent variables**
- Proper training on management
- Timely induction
- Fair compensation
- Proper staff training and development
- Good interpersonal relations
- Good working conditions
- Good co-operation between head teachers and BoM in staff recruitment.
- Good induction of staff
- Democratic leadership

**Dependent variables**
- Disciplined students
- Success in exams
- Motivated staff
- Good time management

Figure 1.1: A conceptual framework showing the administrative challenges facing public day secondary school head teachers in human resource management

Source: Researcher, 2014
1.11 Operational Definition of Terms

Administration: Process of acquiring and allocating resources for the achievement of predetermined goals.

Challenges: Difficult task that tests head teacher’s ability to manage the school.

Head of department: Refers to a teacher appointed to serve as the leader in an academic department.

Head teacher: Applies to a teacher with overall administrative responsibilities over the school.

Human resource: Teachers, non-teaching staff and students in a school

Human resource management: The effective utilization of human resources in a school through the management of people and related activities

Management: It is a continuous social process involving the co-ordination of human and material resources in order to accomplish desired goals.

Public day secondary school: Will imply to a school that is developed, provided with staff and facilities using public funds and the students are non-residents.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter contains literature review on the different challenges faced by head teachers at the school level in relation to human resource management (HRM), the effects of the challenges on human resource and coping mechanisms adopted by the head teachers to curb the challenges. The chapter contains the concept of HRM, significance of the head teacher, teacher recruitment challenges, staff development & compensation challenges as well as challenges related to HR working conditions. The chapter also covers challenges related to student personnel, poor students/teacher relationships and challenges related to support staff. It also covers impact of training of head teachers on HRM, the copying strategies adopted by the head teachers as well as the summary of literature review.

2.1 Concept of Human Resource Management

Human resource management commonly referred to as personnel management is the most important area of an organization’s management (Saleem, 2009). HRM is important as personnel problems are extremely delicate, complicated and difficult to deal with (Saleem, 2010) describes HRM as a significant case and fast growing in today’s business and educational world. Moreover, such problems cannot be neglected. In fact, they must be given constant attention and handled in a satisfactory manner for benefit of both the employees and the organization. HRM involves the skillful control and guidance of people (in the school context pupils, teaching and non-teaching staff) in order to realize the institution’s desired outcomes. It involves according to D’souza (1994) ensuring an open organization climate, which is
supportive and considerate, provides satisfying and relevant job distribution, provides consultative and co-operative decision-making, and it is open to change. Borg and Gall (1986) describes purposeful leadership as one in which the head teacher is good at sharing power, consulting with teachers and others in decision-making. According to D’souza (1994), highly productive leaders spend more time than others motivating their employees, providing structure, keeping employees informed, getting ideas and suggestions on important matters before going ahead, training employees for more responsibilities, trying out new ideas while showing consideration for other’s needs.

2.2 Significance of the Head teacher

The head teacher is responsible for the overall management, control and maintenance of the school as specified by the education act (2013). She/he is accountable for all that goes on in the school. Students look to him/her for guidance and direction while teaching and non-teaching staff expects him/her to show the way. The head teacher plays a leadership role of steering the school community towards realization of educational goals.

In the same context, Kochlar (1988) emphasizes the importance of the head teacher whom he takes note as the keystone in the arch of the school administration and has the steering wheel in his hands. Kochlar (1988) asserts that, the head teacher should be a group leader who knows how to involve people, arrange conditions and initiate processes that bring out the best of each participant. That is; teachers, non-teaching staff, students and the community. The head teacher stimulates the team he/she works with, co-ordinates their efforts and plans to be done, directs the findings of solutions to common problems of the institution and evaluates performance to get reason for failure or success Kochlar (1988). Like Ozigi (1977) as reported by Chemutai (2010)
espouses the fact that the school reputation largely depends on the head teacher who can make the school. The head teacher occupies a very significant office in any educational institution. For him/her to be effective he/she needs among others, drive, energy, vision, personality and professional competence. The head teacher should have adequate knowledge and understanding in order to manage human resource in his school.

A school, like any other organization, requires an administrator to harmonize human and material resources in order to achieve set goals. According to Caillods (2001), the head teacher should be held responsible for seeing that an appropriate learning environment is established and maintained. The role of the head teacher is therefore crucial in the running of the school. The head teacher in a school is an agent of the TSC, which empowers him or her to act on its behalf in consultation with teachers and students (TSC, 2007). Mbiti (1974) as quoted by Mutuva (2012) holds the view that as a teacher, the head teacher must be exemplary, as an administrator, he must be resourceful. People expect the head teacher to lead the school to high academic performance and shape the future of the youth by getting job done through people (teachers and support staff). For the purpose of this research, only the challenges that are experienced by head teachers directly will be discussed.

2.3 Teacher Recruitment Challenges

Teacher recruitment is school-based in some countries (Bennel, 2004). In Kenya, teacher recruitment is mandated to the TSC and the school Board of Management (BoM) in consultation with the head teacher. In case of shortage, the school head teacher is supposed to consult with the TSC and request for more teachers. At times, the TSC may not post enough teachers to a school and in such a situation, the school
BoM and head teacher should provide solutions that would lead to the employment of new teachers.

Chermack and Ruona (2008) stated that the recruitment exercise since it started in 2003 has been dogged by complaints of irregularities. School and county education boards whose recommendations are required as part of the process, have been accused of nepotism and demanding for bribes. A study conducted by Chermack (2008) revealed that there are difficulties faced by head teachers in school management that they attributed to BoM. Head teachers categorically point out that their relationship with BoM members is not co-operative during teacher recruitment. This aspect points out the existence of conflict of views between the two parties during teacher selection. School heads accuse some BoM members of over domineering in decision-making and management with little recourse to head teacher’s advice. Head teachers also cite difficulties originating from board member’s illiteracy and lack of dedication as sources of problems in school management. However, they point out that BoM’s active participation in school depend on head teacher’s skills in drawing its support and co-operation. Teachers and their heads agree that board-members’ decisions on teacher recruitment are biased and depend on whether the case involves a relative, friend, clansman or political foe. They conclude that selection is not fairly and transparently done as priority is given to certain individuals. Gender bias is also evident in some instances. Teachers selected in such circumstances end up being inefficient in their duties and this has major implications on the quality of education. Most schools especially in the rural areas are under staffed which in turn compromise the delivery of quality education to the learners. On the other hand, school BoM in such schools, may not afford to employ qualified teachers to supplement TSC
teachers due to limited finances. Teacher shortage may also lead to high teaching workload where, in some cases, it is not manageable. This may lead to de motivation and frustration on the side of teachers (Tony & George, 2006).

2.4 Staff Development Challenges

To be effective and efficient, newly and existing teachers need to be continually equipped with practical classroom skills that are so evidently useable that they replace the instinctive replication of the methods experienced at personal level. HRM are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experience (Becker, 1975, Schmidt and Lines, 2002, Harrison and Kessels, 2004). Moreover, it has been suggested that, for organizations to compete successfully in global economy, it is important to hire sufficiently educated and skilled employees and to provide them with lifelong learning.

HRM development is the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in the thinking and behavior of people and to enable them to do their jobs in a more efficient manner (Saleem, 2010). Saleem continues to argue that staff training and development is not a one stop process but it is an on going or continuous process.

In order to achieve the goals and objectives of secondary education, there is need for staff professional development. According to Saleem (2010), staff development helps to improve the quality and quantity of work output. It increases the knowledge and skills of employees in the performance of particular jobs. As a result, the productivity and performance of the organization as a whole increases. There has been criticisms that organizations are either not focusing on training and development. For example, a
study by Chemisto (2007) indicated that there is evidence of a stronger emphasis on selection and recruitment than on employees training and development.

Attitude is the most challenging aspect of employees training and development (Saleem, 2010). Skills are easy to enhance, but not attitudes. Service is not their top priority, they work as an employee but their mentality is that of an employee. They are not committed to their job, they will absent themselves for no good reason at all, and they come to work late (Saleem 2010). Other studies show that employees usually leave their organizations after being provided with training. Some are either “poached” by a competitor or go out looking for “greener pastures”. Chemisto (2007) says that individual schools are unable to initiate staff training due to cost implications and instead organize seminars and workshops for their staff. Other head teachers are unable to organize training for their teachers especially where the teacher student ratio is very high while others think it is wastage of time and money. People are the greatest potential asset to any organization. The development of people should be of highest priority and concern to the top management (Chemutai, 2010).

2.4.1 Staff Compensation Challenges

Understanding teacher compensation is important in developing countries, where teacher’s pay counts for most educational expenditures in the national budgets. It is prudent to consider the fact that in most African countries, teacher’s salaries form an enormous proportion of education spending (UNSECO, 2005). In Kenya, it accounts for the largest part of the public service pay bill. “Despite receiving one of the largest outlays of public resources over the past decade (average of 18% of total government spending), basic education performance in Kenya has remained unsatisfactory (Daily Nation, 2014).
Cailloids (2001) argued that raising salaries for secondary school teachers is an effective way to attract and retain more and better-qualified teachers. Low pay often results in de-motivated teachers who lack commitment and are hard to retain, thus reducing the quality and impact of the education system. Bennell (2004) noted that incentives for schools and teachers in public education system to perform well are frequently weak. It is time to note that competitive salaries, with opportunities for growth, are key to efforts to recruit and retain the most qualified teachers. Teacher salary schedules, with their annual incremental increases, have traditionally been tied to classroom experience and degrees completed. These practices however are out of touch with compensation practices in the private sector that tie salary to performance and to market demand (Council for Education Policy Research and Improvement, 2003).

Very low pay forces many teachers to look for alternative avenues to supplement their income including operating small businesses as well as out of school tutoring.

2.4.2 Staff Working Conditions Challenges

The teaching conditions, as observed by Hammond (1997) plays a substantial role in decisions made by teachers on whether to leave teaching in a particular school or District, and they contribute to decisions on whether to leave the profession altogether. The majority of teachers, who report that they plan to remain in the teaching profession as long as they are able, are strongly linked with how they feel about the working conditions in their schools (Hammond, 1997). Little efforts have been directed towards improving secondary school teachers working conditions. There is need for an elaborate framework and policy that promotes teacher support. Initiatives that connect all aspects of the teacher’s career, in addition to a development
system that is linked to national and local educational goals. Although higher salaries would probably encourage better performance, improvements in conditions of service are also very important in promoting retention and commitment. Improving working conditions for teaching and non-teaching staff is a promising way of increasing staff morale, making the profession more attractive, mitigating high turnover and enhancing increased commitment. This can be achieved through providing teachers with better resources for teaching and giving special assistance to teachers especially in remote rural areas.

2.5 Challenges Related to Student Personnel

Mbiti (1974) notes students personnel include: Student’s inventory where a school keeps the enrollment and attendance date. Student personnel services include; regular class instruction, guidance and counseling discipline of students. Mbiti (1974) asserts that the head teacher must chart his/her course with the pupil. Ozigi (1977) concurs with him when he observes that the student is at the centre of the educational process. What activities take place in the school should therefore have students as the focal point. Both Ozigi (1977) and Mbiti (1974) look at the student personnel task as entailing the following; Ensuring that instructions take place, taking care of students interests and rights, guidance and counseling services, maintaining disciplinary standards as well as giving career guidance and identification of students individual problems and helping to sort them out (Kochar, 1988). Students are the key stakeholders within the school. They are the direct consumers of the programmes in the school and therefore the performance indicators of the school.
2.5.1 Students Indiscipline

It has been noted that outstanding performance in national examinations and by schools depends on discipline of students and teachers. Some schools have built a sound tradition of discipline and hard work and this prepares them to higher levels of achievement. Others (majority) have not and their standards have continued to decline (castle, 1973). Most schools nowadays are experiencing high indiscipline cases as a result of drug and substance abuse, frustrations and poor role models. Student indiscipline contributes greatly to student strikes, burning of schools, destroying school property hence leading to very serious cost implications in rebuilding the schools. According to the Daily Standard, 9th June (2012), in second term alone, one hundred and seven (107) schools in central province alone went on strike.

2.5.2 Poor Student, Teacher Relationship

Majority of the students come from homes where there is no specific interest in intellectual performance (Kenneth, 1957). Far too many high school students do not find a pleasant and rewarding social experience in association with others in their age group. They feel rejected or at best ignored. They just do not belong in terms of social acceptance. Kenneth (1957) asserts that some students are outsiders and they know it. Emotional needs of high school students can no more be compartmentalized than the physical or social. When the needs of the students are not met, they become frustrated. Other students come from very poor backgrounds and cannot afford basic necessities live alone school fees. As cited by a needy student (Wycliffe Onzelle) in daily nation (2013), “poverty is very bad; it can deny you education, ruin your great plans and make you a pauper for the rest of your life.” Head teachers need to
understand their students and provide avenues for the students to be assisted to cope with their frustrations.

2.6 Impact of Training on Head teachers

To provide efficient education and training services, the capacity and skills of staff in various offices and organizations involved should commensurate with the tasks they perform (Sessional Paper No.1, 2005).

Beginning principals in developing countries such as Kenya face problems that differ drastically from problems faced by their counterparts in developed countries such as USA, UK and Australia. Tony and George (2006) noted that there is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership potential. Induction and support are usually limited. School principals play the most crucial role in ensuring schools effectiveness and performance. Without the necessary skills and competencies, many head teachers are overwhelmed by this task. Induction and support are usually limited and head teachers have to adopt a pragmatic approach of leadership.

Report of presidential working party on education and work force training (Kamunge report 1988) emphasizes that, head teachers are central to successful management of educational institutions. The report pointed out that in spite of their performance, head teachers were appointed from among serving teachers, most of whom had no prior training in institutional management.

Lack of proper training adversely affects management of educational institutions. The report made the following recommendations in view of the crucial role of heads of
institutions. "The government will ensure that the appointed as heads of educational institutions have appropriate academic qualifications, experience ability, and competence".

Mhamba (1992) asserts the following regarding training educational administrators in Africa; Viewed as a profession or discipline, educational management is relatively young on the African continent. Professional educators for long time managed their education system. However, they have very much depended mostly on their educational background and on the job expert out of which they are expected to acquire knowledge, skills and attitudes needed to manage educational systems effectively and efficiently. Available evidence shows that, it is lack of formal or other training in managerial skills, which has been largely responsible for the great deal of inefficiency observed in the performance of many educational institutions. Management is indispensable for effective and efficient administration of schools. According to Mhamba (1992), appointing authorities in third world countries need to reconsider the wisdom of appointing school administrators on the basis of their teaching experience and not on administration.

Mhamba (1992) asserts that socio-economic changes and emergent needs within the African continent have, among other things, made education more complex. Consequently, the management of educational institutions demands sophisticated skills that would enable managers to steer their school effectively and efficiently.
2.7 Challenges Associated With the Support Staff

In a modern school, the support staff seems to be closer with the students than the teachers (Ochenge, 2007). The relationship is prompted by the differences in the educational levels between teachers and non-teaching staff. There have been suspicions that some drugs and alcohol that infiltrates the school, pass through the hands of the non-teaching staff. Ochenge continues to state that some cases of girls sneaking out of school have been blamed on security guards, who become permissive and succumb to some bribes or inducement by the girls. There are also some non-teaching staff members who may chose to discuss teachers' affairs with the students thus, jeopardizing the role of the teacher as a counselor and as a disciplinarian. All these require tactful intervention of the head teacher with skills and knowledge in HRM. Another big challenge among the non-teaching staff is low morale, which is mainly due to the low pay they get from schools. Unfortunately, schools cannot pay competitive salaries. The solution lies with the MOE taking over full payment of the support staff.

2.8 Coping Strategies Adopted By Head teachers

Most head teachers in public schools practice open door communication and regular consultation between them, teachers and even students. Principals communicate school goals through faculty meetings and departmental chair meetings. Others communicate their views through individual meetings such as a follow up conferences to observed behavior.

On the issues of staff workload, head teachers in collaboration with their BoM may organize to employ BoM teachers to assist the TSC teachers. This has not been easy especially due to financial constraints. According to Chemisto (2007), head teachers
may also write to the TSC requesting for more teachers in their schools. As concerning teacher's working conditions and student discipline, headteachers consult with their parents teachers association (PTA). According to Chemisto (2007), most schools establish a PTA kit while others levied a fee for student and teacher motivation outside the approved fee structure. Still other head teachers apply the autocratic leadership style to scare their teachers and non-teaching staff from unauthorized absenteeism and laziness. In some schools, the gateman keeps a book where all staff record on reporting and departure time.

2.9 Summary of Literature Review

Reviewed literature has shown that good HRM is a very critical issue in school management. HRM plays a key role of ensuring success of the organization. This is because success of an organization depends largely on the services rendered by satisfied, Loyal and efficient employees, with genuine desire to co-operate with the management. In a school, a number of human resource challenges are faced by head teachers, which include among others; recruitment, development, compensation of employees and poor working conditions of employees as well as student indiscipline, Poor student/teacher relationship and unmotivated support staff among others. The studies reviewed tended to investigate the general challenges faced by head teachers in school management. The researcher noted that much of the research relating to head teachers in the country and beyond has mainly focused on public secondary and primary schools, leaving a relatively sparse literature on public day secondary schools head teachers. This research was intended to fill this gap by investigating the challenges faced by head teachers in HRM, in public day secondary schools in Matungulu District, Machakos County- Kenya.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter outlines the methodology to be used in the study. The areas under considerations are the research design, study locale, target population, sample size and sampling procedure, research instruments, piloting, data collection procedure and data analysis.

3.2 Research Design

The study employed a descriptive survey design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification (Orodho, 2010). Mugenda and Mugenda (2008), on the other hand, gave the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that, descriptive research is intended to produce statistical information about aspects of education that interests policy makers and educators. This study fits within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

3.3 Study Locale

The study was carried out in Matungulu District, Machakos County. This is a newly created District (curved from the larger Kangundo District). Matungulu District boarders Kangundo and Thika East Districts. The locale was chosen because it has a large number of public day secondary schools that comprise twenty two (22) public day secondary schools out of the forty (40) public secondary schools in Matungulu.
District. These public day secondary schools have been posting very low grades in Kenya Certificate of Secondary Education (KCSE) compared to other public day schools in similar semi arid lands such as Makueni County. The District has also a very high teacher turnover rate to this end; the overall problem is that which motivated the researcher to want to investigate the challenges facing head teachers in student and staff management.

3.4 Target Population

The target population of the proposed study was all the twenty-two (22) public day secondary schools within Matungulu District, Machakos County. The population comprised of all the head teachers in the twenty-two (22) schools, the deans of curriculum in the 22 schools and the district education officer, Matungulu District.

3.5 Sample Size and Sampling Procedure

The study used raffle technique of simple random sampling and purposive sampling techniques to select sample school 'head teachers and heads of departments (deans of curriculum) to participate as respondents. Eleven schools were selected to represent the total number of twenty-two public day secondary schools within Matungulu District. All the head teachers and the deans of curriculum from the selected sample schools and the district education officer within the District were included as respondents. To select the sample schools, all the names of the 22 public day secondary schools were written on small pieces of papers and put in a bowl. They were vigorously shaken to ensure proper mix and randomization. There after, the required number of schools i.e. 11 schools, were blindly picked by the research assistant without replacement as advised by Orodho (2010).
Table 3.1: Sampling matrix table

<table>
<thead>
<tr>
<th>Total population</th>
<th>Sample</th>
<th>Percentage</th>
<th>Sampling procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>22</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Simple random</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sampling</td>
</tr>
<tr>
<td>Deans of</td>
<td>22</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>curriculum</td>
<td></td>
<td></td>
<td>Simple random</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sampling</td>
</tr>
<tr>
<td>District education officer</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Orodho (2010) noted that, data collection methods of primary data include; structured and semi-structured questionnaires, mailed questionnaires interview schedules and observation guides. For the purpose of this study, the researcher used questionnaires for head teachers and deans of curriculum and an interview schedule for the district education officer. The questionnaires were delivered and administered personally by the researcher to the respondents.

3.6.1 Questionnaires

A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho, 2010). It is composed of a list of questions that relate to the topic under study. This is given to targeted people in the field who in turn give their responses. The desired information is then extracted from the questionnaires. Questionnaires have a big advantage in that so much information can be gathered and analyzed within a short time. Since they are presented on paper, there is no opportunity for interview bias. Questionnaires are able to gather information from the field in a relatively short period. They also offer a considerable advantage in
administration. The questionnaires were answered by head teachers and deans of curriculum of the sampled schools

3.6.1.1 Head teacher’s Questionnaire

The head teacher’s questionnaires were delivered and administered to the head teachers of sampled schools by the researcher. The researcher chose to use questionnaires because the number of head teachers is relatively large, and it would be time consuming to interview all the 11 head teachers. Two techniques were used; Multiple choice and open –ended techniques. Multiple-choice questions were developed for they allow easier and accurate responses. They also make numerical comparisons relatively easy and allow high degree of respondents’ objectivity. At the same time, they reduce the problem of falsification. Open-ended questions gave the respondents a chance to deliver information and not a fixed choice of questions. Head teachers questionnaires consisted of section A which consisted of questions aimed at obtaining general information about the respondents and their schools. Section B had questions aimed at examining the challenges faced by the respondents in human resource management as well as effects of the challenges and the strategies adopted by head teachers to cope with those challenges

3.6.1.2 Dean of Curriculum Questionnaire

The Dean of Curriculum Questionnaires were delivered and administered to the deans of curriculum of the sampled schools by the researcher. The researcher chose to use questionnaire as a tool because it is cheaper in terms of finance and time as compared to other tools. Moreover, it covers a large percentage of the population.
3.6.2 Interview Schedule for district education officer

This involved the researcher meeting face to face with the district education officer in charge of the District. The researcher and the district education officer had direct discussion. According to Orodho (2010), interview schedules make it possible to obtain the data required to meet the objectives of the study. Interview schedule was aimed at examining challenges faced by head teachers in human resource management and how the challenges have affected teaching and learning.

3.7 Piloting

The research instruments (questionnaires and interview schedule) were piloted in two schools to ascertain their validity and reliability. Orotho (2005) states that once a questionnaire has been constructed, it should be pointed out that the questionnaire should be pretested to a selected sample, which is identical to the actual sample to be used in the study. According to Borg and Gall (1989) the purpose of the pretest is to assist the researcher to identify the items, which may be inappropriate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and the percentage of response. Piloting helped the researcher to modify any noted ambiguous items to more suitable forms. It helped to determine the length of time required for the administration of the instruments.

3.7.1 Validity

Validity is the degree to which a test measures what it purposes to be measuring. The researcher tested both face and content validity of the questionnaires and interview schedule. Face validity refers to the likelihood that a question may be misunderstood or misinterpreted. Content validity refers to whether an instrument provides adequate
coverage of a topic. Opinions, literature searches and pre-testing of the questionnaires and interview schedules helped to establish content validity. Through this, the validity of the instruments was ascertained.

3.7.2 Reliability

Reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials. The research instruments were administered to the same group of subjects twice in the pilot study. A two weeks lapse between the first and the second test was allowed.

Pearson’s coefficient of correlation $r$

$$r \times y = \frac{N \sum \ xy - ( \sum \ x ) ( \sum \ y )}{\sqrt{N \sum \ x^2 - ( \sum \ x^2 ) ( N \sum \ y^2 - ( \sum \ y^2 )}$$

Where;

- $N$ – number of respondents
- $x$ – scores from the first test
- $y$ – scores from the second test

The value of $r$ lies between $+1$, the closer the value will be to $+1$ the stronger the congruence. A correlation coefficient of about $0.75$ was obtained and the instruments were therefore considered to be reliable.

3.8 Data Collection Procedure

The researcher sought permission to conduct research in the District by getting a research permit from the National commission for science, technology and innovation (NACOSTI), after obtaining a letter of endorsement from Kenyatta University. The
researcher further sought permission from the district education officer, Matungulu District. Copies of the research permit and the letter from the sub county education officer were presented to the head teachers of the selected schools to request for data collection within the schools.

3.9 Data Analysis

According to Mugenda and Mugenda (2008), data obtained from the field in raw form is difficult to interpret. Such data should be cleaned, coded and analyzed. All questionnaires and interview schedule were checked and ascertained for completeness before analysis was started. Discrete data from the responses was crucial for answering the research questions that were generated.

Descriptive statistics was used to analyze data and information generated was tabulated by use of frequencies and percentages. Mugenda and Mugenda (2008) asserts that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics.

Once the questionnaires and interview schedule were administered, the mass of raw data collected were systematically organized in a manner that facilitated analysis. To permit quantitative analysis, data were converted into numerical codes representing attributes on measurement of variables: graphical representation of data, which is variable supplement to statistical data, were also used in data analysis. The graph would enable the reader to see the distribution more easily than is possible by simply working with numbers in a frequent distribution (Mugenda & Mugenda, 2008).
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

This chapter presents a descriptive analysis of the data gathered in relation to the challenges faced by public day secondary school head teachers in management of human resources in Matungulu District, Machakos County. In this study, a total of 11 head teachers and 11 deans of curriculum filled in the questionnaires while the district education officer Matungulu District was interviewed. The data collected were coded manually. Descriptive statistics were used to interpret quantitative information while qualitative data was analyzed thematically. The research questions to be addressed were:

i. To find out the challenges that head teachers face in recruiting, inducting, training and development of teachers in their schools in liaison with the teachers service commission.

ii. To determine the challenges head teachers face in human resource management.

iii. To examine how the challenges head teachers face in human resource management affect teaching and learning their schools.

iv. What strategies are adopted by head teachers to cope with the challenges they face in human resource management?

Data was then presented in form of frequency tables.

4.2 Background information

This section presents the characteristics of personal attributes of individual respondents. They include sex, academic, time as a head teacher, time in the particular school, number of teachers and support staff. The rationale behind inclusion of these
attributes in the analysis was to have some introduction on head teachers as they play their managerial roles.

Table 4.1: Sex of respondents

<table>
<thead>
<tr>
<th>sex of head teachers</th>
<th>Frequency</th>
<th>Percent</th>
<th>sex of deans of curriculum</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>45.45%</td>
<td>Male</td>
<td>6</td>
<td>54.55%</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>54.55%</td>
<td>Female</td>
<td>5</td>
<td>45.45%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100%</td>
<td>Total</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data were collected from 11 head teachers and 11 deans of curriculum. Of the head teachers, 5 (45.45%) were male and 6 (55.55%) were female, while 6 (55.55%) and 5 (45.45%) of the deans of curriculum were male and female respectively. This shows there was a good gender balance in administration considering all the schools were mixed schools.

Table 4.2: Highest academic qualification

<table>
<thead>
<tr>
<th>Head teachers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Deans of curriculum</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>18.18%</td>
<td>Diploma</td>
<td>2</td>
<td>18.12%</td>
</tr>
<tr>
<td>B.Ed</td>
<td>7</td>
<td>63.63%</td>
<td>B.Ed</td>
<td>9</td>
<td>81.82%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>18.18%</td>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100%</td>
<td>Total</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>
From table 4.2, it is evident that none of the head teachers and deans of curriculum has below diploma level of qualification of the head teachers, 7 (63.63%) and 2 (18.18%) had acquired B.Ed and Masters in Education respectively. Of the deans of curriculum, 9 (81.82%) had B.Ed while none had a Masters degree. This shows that all the head teachers have the necessary academic qualification to manage secondary schools.

Table 4.3: Number of years served as Head teacher/ Head of department

<table>
<thead>
<tr>
<th>Number of years served as head of Department</th>
<th>Number of years served as head teacher</th>
<th>Frequency</th>
<th>Percent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>less than 3 years</td>
<td>3</td>
<td>27.27</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>2-3 years</td>
<td>4-6 years</td>
<td>6</td>
<td>54.55</td>
<td>5</td>
<td>45.45</td>
</tr>
<tr>
<td>Over 4 years</td>
<td>7-9 years</td>
<td>2</td>
<td>18.18</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>-</td>
<td>over 10 years</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
<td>100</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows that, only 2(18.18%) of the head teachers had served for a period below 3 years. The rest had served as follows: 5 (45.45%) for 5-6 years and 2 (18.18%) for 7-9 years, while 2 (18.18%) had served as head teachers for over 10 years. Of the deans of curriculum, only 3 (27.27%) had served as HoD’s below 3 years, 6 (54.45%) had served for 2-3 years, while 2 (18.18%) had served for a period exceeding 4 years.
Table 4.4: Duration as head of department/head teacher in the current school

<table>
<thead>
<tr>
<th>Duration in years</th>
<th>Duration as head of department in the current school</th>
<th>Duration as head teacher in current school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Less than 2 years</td>
<td>2</td>
<td>118.18</td>
</tr>
<tr>
<td>2-4 years</td>
<td>5</td>
<td>45.45</td>
</tr>
<tr>
<td>Above 5 years</td>
<td>4</td>
<td>36.36</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 shows that, of the respondents, 2 (18.18%) of the head teachers and deans of curriculum had served in their current schools for less than 2 years respectively. It is also evident that 7 (63.63%) of the head teachers and 5 (45.45%) of the DOCs had served in the schools for 2-4 years. The rest 2 (18.18%) of the HTs and 4 (36.36%) of DOCs had served in their current school for over 5 years.

Table 4.5: Number of teachers (TSC and BoM)

<table>
<thead>
<tr>
<th>Number of TSC and BoM teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of teachers</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
From table 4.5, it is evident that in most of the schools, the number of TSC teachers was between 4 and 5, representing 30% and 20% respectively. For the BoM teachers majority of the schools have 3 and 5 teachers representing 20% and 40% respectively. One respondent did not specify number of TSC and BoM teachers.

<table>
<thead>
<tr>
<th>Number of support staff</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>27.27</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>27.27</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>9.09</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As shown by table 4.6, different schools had different number of support staff with 6 schools having 2 and 5 support staff representing 27.27% respectively. Two of the schools had 4 support staff while the rest had varied number of staff ranging from 3, 6 and 7 representing 9.09% per school respectively.
Table 4.7: Number of students

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>1</td>
</tr>
<tr>
<td>135</td>
<td>1</td>
</tr>
<tr>
<td>160</td>
<td>1</td>
</tr>
<tr>
<td>170</td>
<td>1</td>
</tr>
<tr>
<td>175</td>
<td>1</td>
</tr>
<tr>
<td>186</td>
<td>1</td>
</tr>
<tr>
<td>200</td>
<td>1</td>
</tr>
<tr>
<td>250</td>
<td>1</td>
</tr>
<tr>
<td>290</td>
<td>1</td>
</tr>
<tr>
<td>331</td>
<td>1</td>
</tr>
<tr>
<td>363</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

Table 4.8: Number of streams

<table>
<thead>
<tr>
<th>No. of streams</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8</td>
<td>72.73</td>
</tr>
<tr>
<td>Two</td>
<td>3</td>
<td>27.27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.7 and 4.8, it is evident that each of the school had a different number of students, the lowest enrolment being 57 students and the highest 363 students. As per number of streams however, 8 (72.73%) of the schools had single streams while 3 (27.27%) of the schools had two streams.
4.3 Challenges faced by head teachers in recruitment, induction, training and development of teachers

4.3.1 Conflict between HTs and BoM during recruitment

To recruit means to obtain new supplies or to restore or replenish staff. The purpose of recruitment is to have the most suitable and most capable candidates for an organization or institution (Saleen, 2009). In Kenya, members of BoM are supposed to ensure that their schools have adequate numbers of teachers. Consequently, in case of any shortage of teachers, the BoM and the PTA should provide solutions that would lead to the employment of new teachers. On the contrary, some members of the BoM were found to be the causes of conflicts of interests whereby they often prefer recruiting their kin as teachers. A report on causes, effects, and remedies of indiscipline in Kenyan secondary schools by Ramore (2001), as reported by Mutuva (2012), revealed that some BoM members influenced recruitment of their kin in schools they were serving, which is against the law. In this context, the head teachers were asked to indicate whether they had conflicted with their BoM members during the recruitment of teachers in their schools. The results were as shown in table 4.9

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher sex</td>
<td>54.55</td>
<td>45.45</td>
</tr>
<tr>
<td>2. Teacher qualifications</td>
<td>63.64</td>
<td>36.36</td>
</tr>
<tr>
<td>3. Age of the teacher</td>
<td>36.36</td>
<td>63.64</td>
</tr>
<tr>
<td>4. Tribe of the teacher</td>
<td>72.73</td>
<td>27.27</td>
</tr>
</tbody>
</table>
All the head teachers indicated that they had used the BoM to recruit the teachers in their schools. Majority (72.73%) of the head teachers indicated that there was conflict of views with their BoM during recruitment. The study established that 72.73% of the head teachers had conflict regarding ethnic community their teachers came from. Majority of the BoM members were not professionals and still held grudges on ethnic lines. This posed a tremendous challenge to school head teachers when selecting the best teachers for recruitment. The research also indicated that 63.64% of the head teachers had conflict on teacher qualification, whereas 36.36% did not have any conflict on teacher qualification with their BoM. Among the head teachers, 54.55% indicated conflict regarding sex of the teacher. Of the schools in which this study was carried out, majority were mixed secondary schools, whereas majority of the teachers were found to be male. This was an indication that the BoM preferred male to female teachers. As a result, it posed a challenge to the head teachers who are not supposed to show any bias towards a particular gender. Furthermore, less than half (36.36%) of the respondents indicated they had conflict on age of the teacher during recruitment. According to the Guardian (2014), Age discrimination occurs when people are treated differently in a range of defined areas and services simply because of their age. In most cases, the BoM prefer younger and less experienced teachers to old teachers because they are “cheap” in a time where the economic climate pushes school systems to cut expenditures whenever possible. Ryan in her speech on 4\textsuperscript{th} Jan 2014 noted that age discrimination is the result of serious and deeply embedded prejudice in our society and it is as serious and damaging as sexism or disability discrimination and violets the basic human rights of those who are the targets of it. The results agree with those of Chemisto (2007) conducted in Mt Elgon in his study on teacher recruitment in Kenyan urban schools and reported that BoM made biased decisions regarding
teacher recruitment. Chemisto (2007) indicated that the BoM members' decisions depended on whether the case involved a relative, friend, clansman, or a political foe. This study established that teacher recruitment is not fairly and transparently done since priority is given to certain individuals.

4.3.2 Challenges faced in induction

According to Saleem (2009), induction is a technique by which a new employee is introduced to the practices, policies, and purposes of the organization. It is the process of welcoming the new employee, make them to" feel at home", and showing them that their performance in the organization is significant and meaningful for the success of the organization. Both head teachers and classroom teachers need to be inducted once they report to a new station. However, this is mostly ignored by majority of school administrators. It is on this basis that the research sought to investigate the adequacy of induction in schools. The results are as in table 4.10.

Table 4.10: Head teachers' responses on whether head teachers and new teachers were inducted when joining their current schools

<table>
<thead>
<tr>
<th>Induction</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction of head teacher</td>
<td>36.36</td>
<td>63.64</td>
</tr>
<tr>
<td>Induction of new teachers</td>
<td>45.45</td>
<td>54.55</td>
</tr>
</tbody>
</table>

When a new employee reports to work, he or she should be made familiar with the work environment and the fellow employees (Saleem, 2010). Induction is designed to build up the new employees' confidence in the organization as well as within themselves so that they produce quality outcomes. Despite this fact, this research
noted that majority of head teachers and new teachers were not inducted when they joined their new work stations. Of the head teachers questioned, 63.64% indicated that they did not undergo any induction when they joined their current stations while 54.55% indicated that new teachers in their schools were not inducted. Although induction is aimed at giving new comers the necessary information pertaining the job, like the location of classrooms and the library, most scenarios involve the new teacher being left to learn by himself or herself through observation and guesswork. This poses a great challenge to the head teacher since some employees may end up forming false impressions and negative attitudes towards the school. Mukyanuzi (2000) noted that, “the first impression that a new employee sees on the first day of work serves as a significant determinant of whether the new employee will love or hate the job”.

4.3.3 Challenges faced by head teachers in induction of new teachers

All schools share the core values of high academic achievement, excellence in teaching, collaborative relationships, respect for human difference and educational equity. (Tracy, 2004). While principals have focused primarily on the operations and management of aspects of running a school, there has been a recent shift towards the more powerful role of educational leader (Watkins, 2011). The positive impact of a leader who creates a caring learning community, focused on student success is evident to all, including beginning teachers. Research reveals that, inadequate support from school administration is one of the three most often reported causes of new teachers’ decision to leave the profession (Richardson, 2008). Majority of beginning and practicing teachers join the profession due to lack of an alternative job hence they are de-motivated from the start. As Watkins (2011) quoted on his project on the next generation of teachers, “if given the choice between a school where they could earn a
significantly higher salary and one with better working conditions, teachers would choose the school with better working conditions by a margin of 3 to 1”. Principals who are knowledgeable about the issues affecting new teachers are proactive in supporting them, whereas the ones who are committed to professional growth do make a significance difference. This motivated the researcher to investigate the challenges faced by head teachers in their endeavor to fulfill the needs of beginning teachers. The results are as in table 4.11

Table 4.11: Head teachers’ responses on challenges faced in induction of new teachers

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative attitude of both teachers</td>
<td>27.27</td>
<td>72.73</td>
</tr>
<tr>
<td>High teaching workload</td>
<td>63.64</td>
<td>36.36</td>
</tr>
<tr>
<td>Lack of cooperation among members of staff</td>
<td>27.27</td>
<td>72.73</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>63.64</td>
<td>36.36</td>
</tr>
<tr>
<td>Inadequate skills and knowledge on induction</td>
<td>45.45</td>
<td>54.55</td>
</tr>
</tbody>
</table>

Principals who are knowledgeable on issues affecting new teachers are proactive in supporting them (Saleem, 2010). Big schools have their own programme for newly appointed staff intended to create a good image about the school to the new employee. Saleem (2010) indicated that, this raises the employee’s morale as he or she develops the feeling of oneness and loyalty towards the institution. Small schools on the other
hand, may face a big challenge in their endeavors to assist the beginning teacher to feel comfortable since they have limited resources. This study sought to investigate the challenges faced by head teachers in their endeavor to fulfill the needs of new teachers. Among the respondent head teachers, 72.73% of them indicated that both old and new teachers had similar negative attitudes towards their working environment. For instance, one head teacher stated that his teachers bothered less about the daily activities that go on in the school. Among the head teachers 72.73% indicated that there was lack of co-operation among members of staff. This made the old teacher lack the motivation of assisting the new teacher to "feel at home" in their new stations. Further, 45.55% of the head teachers indicated that a good number of teachers did not have adequate knowledge and skills on induction, in addition 63.64% indicated financial constraint as a challenge.

4.3.4 Challenges faced by head teachers in in-service training and development of teachers

As stated earlier, human resource development is the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create change in the thinking and behavior of people to enable them to do their job in a more efficient manner (Saleem, 2010).

Professional training and development in education has gotten a bad reputation, and for good reason, everyone of both sides of the education reform and improvement debate agrees that, what most teachers receive as professional opportunities to learn are thin, sporadic and of little use when it comes to improving teaching (Heather, 2011).
In Kenya, Koech, as quoted by Mutuva (2012), noted that lack of good training adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. In this context, the researcher sought to know the challenges faced by head teachers in in-service training and development of teachers in the school. The results are as shown in table 4.12

Table 4.12: Head teachers’ responses on challenges faced by head teachers in in-service and development of teachers

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ lack of commitment in training and development</td>
<td>36.36</td>
<td>63.64</td>
</tr>
<tr>
<td>Teachers’ resistance to change</td>
<td>45.45</td>
<td>54.55</td>
</tr>
<tr>
<td>Hard to choose who to train</td>
<td>81.82</td>
<td>18.18</td>
</tr>
<tr>
<td>Seminars only addressing changes in curriculum</td>
<td>54.55</td>
<td>36.36</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>63.64</td>
<td>36.36</td>
</tr>
</tbody>
</table>

Several challenges are faced in in-service training and development by head teachers. Majority of the respondents (81.82%) indicated that it was hard for the head teacher to choose who to attend training. Moreover, 54.55% of the respondents indicated that most of the seminars addressed only changes in curriculum instead of how to teach the curriculum content and professional development of teachers. Less than half of the respondents (45.45%) indicated that teachers were resistant to change whereas 36.36% indicated that teachers lacked commitment in training and development. The
researcher observed that despite in-service training and development being offered to teachers, most head teachers had difficulties in making a choice between who among his teachers should attend the training and who to continue running the schools in order to ensure the students were not left unattended to. This challenge was brought about by lack of enough teachers in schools. It was also noted that the education office mostly organized teacher seminars only to address curriculum changes and that little or no concern was made to address professional development of teachers or classroom instruction. In addition, slightly below half (45.45%) of the head teachers indicated that their teachers were resistant to change. The findings agree with those of Chemisto (2007) in a study carried out in Mt Elgon who noted that individual schools are unable to initiate staff training. Instead, secondary school head teachers usually mounted a one day workshop for their deputies and heads of various departments. Her study found out that head teachers are unable to organize training for their teachers due to financial constraints. While others think seminars and workshops are a waste of time.

Employees' pessimistic attitude and mindset towards their job can be detrimental and challenging because behavioral changes, performance improvement, and organizational effectiveness may be affected. This becomes a challenge to the head teacher in in-service and development.
Table 4.13: Frequency with which teachers attend seminars as reported by deans of curriculum

<table>
<thead>
<tr>
<th>Frequency of teachers attending seminars</th>
<th>Valid Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once per term</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Twice per term</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Once in a year</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Once in two years</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

As noted by Saleem (2010), training is the cornerstone of sound management. In the absence of formal training, workers learn by trial and error. Although this process involves a lot of time and money, it is very important for workers to be trained on “new and better ways of doing things” so as to equip them with new skills and aptitudes. Despite this fact, table 4.13 shows that only 12.5% of the respondents reported that teachers attended seminars twice per term. Above half of the respondents (62.5%) reported that teachers attended seminars once per term while 12.5% indicated that teachers attended seminars once a year. This indicates serious challenges to the headteachers on the side of staff development. It should be noted that money spent on training is an investment in human capital and not a waste of time or resources.

4.4 Challenges faced by head teachers in staff management

As defined earlier, staff management is the skillful control and guidance of people (In a school context, students, teachers and support staff), in order to realize the institutions desired outcomes (Saleem, 2010).
The overall quality of the environment in which teachers live and work powerfully influences overall levels of job satisfaction and motivation (Mukyanuzi, 2005). Teachers have little choice about where they live and work. The most important are the size and quality of classrooms, teacher workloads, students' behaviors, teacher management, and staff living conditions. Hence the research sought to know the challenges faced by head teachers in management of human resource in their schools. The findings are as shown in table 4.14.

Table 4.14: Responses on challenges faced when dealing with staff as reported by head teachers and deans of studies

<table>
<thead>
<tr>
<th>No housing for teachers (HTs)</th>
<th>Teachers commuting far from school (HTs)</th>
<th>Low salaries for staff (HTs)</th>
<th>Late pay for teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTs</td>
<td>HoDs</td>
<td>HTs</td>
<td>HoDs</td>
</tr>
<tr>
<td>Yes</td>
<td>81.82</td>
<td>63.64</td>
<td>81.82</td>
</tr>
<tr>
<td>No</td>
<td>18.18</td>
<td>36.36</td>
<td>18.18</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

On challenges faced when dealing with staff, 81.82% of head teachers and 63.64% of deans of curriculum noted that lack of housing for teachers made them commute from far. This was the main challenge facing head teachers on staff management. It should be noted that when there are no houses for teachers, they have to commute long distances, by the time they arrive at their workstations, majority of them are physically and emotionally fatigued. This becomes a big challenge to the head teachers who have to make sure students are taught.
With regard to salaries, 81.82% of the deans of curriculum indicated that teachers were paid low salaries while 27.27% and 9.09% of the deans of curriculum and head teachers respectively indicated that late pay for their teachers was a tremendous challenge. Saleem (2010) noted that workers should be paid enough to live comfortably. Heather (2011) stated that, I love teaching but I do not know if I love it enough to deprive my family of necessities. When teachers are paid poorly and late.” This challenge demoralizes teachers and affects their teaching outcome. As a result, it poses a great challenge to the head teachers. Other challenges cited were inadequate number of teachers, poor working conditions, high teacher turnover, and poor teacher-to-student ratios.

4.4.1 Challenges faced in Staff motivation

Motivation is essentially about what drives a person to work in a particular way and with a given amount of effort and enthusiasm (Armstrong, 2003). Motivating other people is about getting them to move in the direction you want them to go in order to achieve the desired results. Bennel (2004) indicates that work motivation refers to the psychological processes that influence individual behavior with goals and tasks. Hence, this research sought to find out the extent to which the staff is motivated. The results are as shown in table 4.15.
Table 4.15: Responses on challenges faced in Staff on motivation as reported by head teachers

<table>
<thead>
<tr>
<th>Rate on staff motivation</th>
<th>Head teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
<th>Dean of curriculum</th>
<th></th>
<th>Dean of curriculum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly motivated</td>
<td>3</td>
<td>27.27</td>
<td>4</td>
<td>36.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Averagely motivated</td>
<td>8</td>
<td>72.73</td>
<td>7</td>
<td>63.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowly motivated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not motivated at all</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Majority (72.73%) of the head teachers and 63.64% of the deans of curriculum indicated that their staff was averagely motivated while only 27.27% of the head teachers and 36.36% of the deans of curriculum indicated that their staff was highly motivated. This situation was due to poor salaries among staff as well as lack of staff houses. Tremendous workload among the teachers was also a potential factor for average motivation among teachers. Heather (2011) noted that “it is painful to nurture a doctor and earn less than what you molded.” Lack of motivation among teachers was a challenge to head teachers who despite the prevailing circumstances had to assist the teachers to be able to deliver.

4.4.2 Challenges associated with support staff

The support staff seems to be closer to the students than the teachers (Ochenge, 2007). The relationship is prompted by differences in educational levels between teachers and none teaching staff. There have been some suspicions that some drugs, bhang,
cigarettes and alcohol that infiltrate the school, pass through the hands of the support staff. The research carried investigations on challenges faced by head teachers when dealing with support staff and the results were as shown in table 4.16.

Table 4.16: Head teachers' responses on challenges faced when dealing with support staff

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low pay among support staff</td>
<td>72.73</td>
<td>27.27</td>
</tr>
<tr>
<td>Jeopardizing role of the teacher as a disciplinarian</td>
<td>63.64</td>
<td>36.36</td>
</tr>
<tr>
<td>Support staff discussing teachers' issues with students</td>
<td>54.55</td>
<td>45.45</td>
</tr>
<tr>
<td>Support staff getting drugs and alcohol to students</td>
<td>18.18</td>
<td>81.82</td>
</tr>
</tbody>
</table>

Majority of the head teachers (72.73%) indicated that support staff received low pay while 54.55%, noted that support staff discussed teachers' issues with students, hence jeopardizing the role of teachers as disciplinarians. In addition, 18.18% of the head teachers indicated that drugs/alcohol pass through support staff to the students. This makes it difficult for the head teachers to control flow of drugs and alcohol among students, since even after searching the students, these contrabands find their way into the school through the hands of support staff. Another problem cited was that some teachers discussed their fellow colleagues with the support staff. The support staff should be encouraged to support the school administration on maintaining discipline among students. The outcome of the research concurs with the findings of Ochenge.
(2005) in a study carried out in Masaba, Kisii on influence of non teaching staff on indiscipline among students who noted that the support staff seem to be closer to the students than the teachers.

4.5 Effects resulting from the challenges faced by head teachers in HRM

The study sought to establish from the head teachers and deans of curriculum the effects resulting from the challenges faced by head teachers and the results were as in table 4.18 below.

Table 4.17: Head teachers' responses on effects resulting from the challenges faced in staff management

<table>
<thead>
<tr>
<th>Teachers engage in private tuition</th>
<th>Teacher absenteeism</th>
<th>Poor time keeping</th>
<th>Poor syllabus coverage</th>
<th>Poor exam performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTs</td>
<td>HoD's</td>
<td>HTs</td>
<td>HoD's</td>
<td>HTs</td>
</tr>
<tr>
<td>Yes</td>
<td>36.36</td>
<td>36.36</td>
<td>36.36</td>
<td>27.27</td>
</tr>
<tr>
<td>No</td>
<td>63.64</td>
<td>63.64</td>
<td>63.64</td>
<td>72.73</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

As indicated in table 4.17, the cited challenges had mainly resulted to poor syllabus coverage as indicated by 81.82% of the head teachers and 100% of the deans of curriculum. This in turn led to poor academic performance. The researcher asked the respondents to indicate schools' mean grades between 2010 and 2013. Among the schools that had KCSE candidates for that period, only five (5) schools had a mean of above 4.1. Majority of the schools had a mean of 3.1 – 4.0, which is an indication of poor performance. 81.82% of the deans of curriculum and 54.55% of the head
teachers indicated poor time keeping among staff. This was prompted by lack of staff housing in the schools and teachers commuting from very far. On the side of teachers, teacher absenteeism was indicated as a challenge by 36.36% of the head teachers. Majority of the teachers were fatigued physically and emotionally by the time they reach their work stations. This resulted to some of them being absent from duty at times. Another 36.36% of the head teachers and deans of curriculum respectively indicated that some teachers engaged in private tuition and other businesses. Low pay among staff motivated teachers to engage in private, out-of-school tuition or run other businesses to complement their meager salaries (Ochenge, 2007).

The research also indicated that high teacher workload, due to inadequate number of teachers and high teacher turnover, contributed to poor academic performance. According to Saleem (2009), when the workload is too heavy, it could potentially be a factor for a worker to leave his or her job.

<table>
<thead>
<tr>
<th>KCSE Mean score</th>
<th>2 to 3.0</th>
<th>3.1 to 4.0</th>
<th>4.1 to 5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Majority of the schools had a mean grade of between 3.1 and 4.0 with three schools having a score between 2 to 3.0. In 2012 and 2011, the majority of the schools (four) had achieved scores of between 3.1 to 4.0. As seen in the data, it is evident that all the
schools had been performing dismally in KCSE exams. Some schools were beginning and did not present candidates in KCSE exams.

4.6 Strategies employed by head teachers to cope with the challenges they face in human resource management

According to Mutuva (2012), the ministry of education and TSC should come up with comprehensive programs of induction while sensitizing head teachers regarding their roles and how induction should be done. Hence, the researcher sought to determine some of the strategies employed by head teachers to cope with the challenges that they face in dealing with human resource in their schools. The results are shown in table 4.19.

Table 4.19: Head teachers' responses on strategies employed to cope with the challenges faced in human resource management

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular consultation</td>
<td>81.82</td>
<td>18.18</td>
</tr>
<tr>
<td>BoM employ teachers at own terms</td>
<td>72.73</td>
<td>27.27</td>
</tr>
<tr>
<td>Schools establish PTA kits</td>
<td>72.73</td>
<td>27.27</td>
</tr>
<tr>
<td>Holding weekly briefs</td>
<td>81.82</td>
<td>18.18</td>
</tr>
<tr>
<td>Availing copies of ‘Code of Regulation’ for teachers</td>
<td>72.23</td>
<td>27.27</td>
</tr>
<tr>
<td>Encouraging teamwork among staff</td>
<td>81.82</td>
<td>18.18</td>
</tr>
</tbody>
</table>

The study revealed that in order to cope with the challenges faced in human resource management, head teachers resorted to holding regular consultations and weekly
briefs with their staff. Head teachers also encouraged teamwork among staff as reported by 81.82% of the head teachers. The head teacher, as the school manager, cannot just sit and watch the school waste away. As a manager, he or she should be aggressive enough to ensure effectiveness and efficiency of other employees. In addition, 72.73% of the head teachers ensured that the school BoM/PTA employed teachers at school terms to mitigate staff shortage. In order to cater for this, 72.73% of the head teachers established PTA kits in their schools. The same number of head teachers also indicated that they availed copies of "Teachers' Code of Regulations" so that teachers become aware of their duties and responsibilities. In their effort to improve on teacher motivation, 81.82% of the head teachers encouraged teamwork among staff. This study concurs with that of Chemisto (2007) conducted in Mount Elgon, Kenya, on challenges facing head teachers in management of personnel who noted that, most schools establish PTA kits while others levied a fee for student and teacher motivation.

4.7 Discussions

4.7.1 Recruitment Challenges

The purpose of recruitment is to have the most suitable and most capable candidates for the organization out of a pool of available and interested candidates (Saleem, 2009). While this should be the case, a report on causes, effects and remedies of indiscipline in secondary schools (2002) revealed that same members of BOM either covertly or overtly created conflict of interest by intending to recruit their kin as teachers (Mutuva, 2012). On conflict between head teachers and BoM on recruitment, 72.73 % of the respondents indicated there was conflict on tribe while 63.64 % reported there was conflict on teacher qualification. Teacher gender and age of the
teachers raised some level of conflict as cited by 54.55 % and 36.36 % of the respondents respectively. These results agree with that of Kipsoi and Sang as quoted by Mutuva (2012) who reported that, teacher recruitment were biased and dependent on whether the case involved a relative, friend, clansman or a political foe.

4.7.2 Process of Induction on Recruitment

Once recruited, the new teacher should be inducted (introduced to the practices, policies and purposes of the school). The teacher should be welcome to feel “at home” (Saleem, 2009). The research sought to find out whether head teachers were inducted on their posting to their current stations and whether beginning teachers are inducted in their schools. 36.36 % of the respondents reported that head teachers were not inducted while only 45.45% of the respondents indicated that beginning teachers are usually inducted in their schools. This proves that induction process is only carried out in a third of the schools where this research was carried out.

If given a choice between a school where they could earn significantly higher salary and one with better working conditions, teachers would choose the school with better working conditions by a margin of 3 to 1 (Watkins, 2011). Principals who are knowledgeable on issues affecting new teachers are proactive in supporting them.

4.7.3 Challenges in in-service and development of teachers

Professional training and development in education has gotten a bad reputation, and for a good reason, everyone of all sides of the education reform and improvement debate agrees that, what most teachers receive as professional opportunities to learn are thin, sporadic and of little use when it comes to improving teaching (Heather,
2011). This study revealed that there was a problem in choosing whom to attend seminars as cited by 81.82% of the respondents. This could be due to teacher shortage in the schools and the need to ensure that students are not left unattended: Among the respondents 54.55% indicated inadequate seminars to address changes in curriculum. It was also notable that 45.45% and 36.36% highlighted teachers' resistance to change as well as lack of commitment in training on the side of the teacher as a major challenge.

On frequency of teachers attending seminars, only 62.5% respondents cited that teachers attended seminars once per term. The rest 12.5% reported that teachers in their schools attend seminars twice per term, once per year and once in two years respectively. This shows there is a serious need for re-organization of teachers' seminars and workshops if performance is to improve in the schools. The results concur with those of Chemisto (2007) who indicated that there is evidence of a stronger emphasis on employee training and development.

The results also agree with Harrison and Kessels (2004), who noted that for organizations to compete successfully it is important to hire sufficiently educated and skilled employees and to provide them with lifelong learning.

4.7.4 Challenges Faced by head teachers in human resource management

Human Resource Management is the skillful control and guidance of people in order to realize the institutional desired outcomes (Saleem, 2010). The success of a group depends upon mutual co-operation among the members of the group. Good Management creates teamwork and co-operation among specialized efforts. Saleem
(2010) noted that good management is indispensable in all organizations whether business firm, a government, a hospital, a college, or even a club. Competent managerial leadership can convert the disorganized resources of men, money, materials and machinery into a productive enterprise (Saleem, 2010). The same is applicable to a school situation. A competent head teacher can improve the productivity of teachers, support staff and even students. However, in their endeavor to provide good HRM, most head teachers face several challenges. Among the challenges, this research noted that the main challenges included lack of staff houses and staff commuting from far as reported by 81.82% respectively 72.73% cited high teaching workloads among teachers.

4.7.5 Challenges Associated with support staff

The support staff in a school environment is made up of those workers who assist teachers and students to ensure smooth teaching and learning. Low pay among support staff was the main challenge as reported by 72.73% of the respondents. Another challenge as reported by 54.55% was the aspect of support staff discussing teachers with students while 18.18% reported that drugs/alcohol pass through the hands of support staff to the students. This concurs with a research by Ochenge (2007) who reported that the support staff seems to be closer to the students than the teachers.
4.7.6 Staff Motivation

According to Saleem (2009), motivation may be defined as a complex of forces inspiring a person at work to willingly use his capacities for the accomplishment of certain objectives. Saleem (2010) noted that motivation is an inspirational process which impels the members of a team to pull their weight effectively to give their loyalty to the group, to carry out properly the tasks that they have accepted and generally to play an effective part in the job that the group has undertaken. The research sought to investigate the level of staff motivation and 72.73% of head teachers and 63.64% of DOCs revealed that their staff were averagely motivated. Only 27.27% of head teachers and 36.36% of DOCs revealed that their staff was highly motivated. None of the respondents indicated a staff, which is not motivated at all.

4.7.7 Effects Resulting from the Challenges faced by head teachers in HRM

The research revealed that the above challenges resulted mainly to poor syllabus coverage and poor academic performance as cited by 81.83% of the head teachers and 100% of the HODs, and 72.73% of head teachers and 100% of HODs respectively. On the other hand 54.55% head teachers and 81.82% of HOD cited poor time keeping while 36.36% of the head teachers and 63.63% reported that some teachers engage in private tuition. These resulting outcomes agree with those of Chemisto (2007) who cited that very low pay forces many teachers to look for alternative avenues to supplement their income including operating small businesses as well as out of school tutoring. The results also agree with Mutuva (2012) who indicated that poor exam coverage was as a result of poor syllabus coverage.
4.7.8 Strategies/level of preparedness by head teachers to cope with the challenges they face in human resource management

The study revealed that in order to cope with the challenges, 81.82% of the head teachers resulted to regular consultation and holding weekly briefs as well as encouraging teamwork among their staff. Moreover, 72.73% of the HTs indicated that they ensured BoM/PTA teachers are employed at school terms while others establish PTA kit as well as availing copies of code of regulation for teachers. The study agrees with that of Chemisto (2007) conducted in Mount Elgon, Kenya, on challenges facing head teachers in management of personnel, who argued that most schools establish a PTA kit while others levied a fee for student and teacher motivation.
5.1 Introduction

This chapter contains the summary of findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of Findings

5.2.1 Challenges faced by head teachers in recruitment, induction, training and development of teachers

The study revealed that 72.73% of the head teachers had conflict with BOM members on tribe of the teacher during recruitment. It also revealed that 54.55% and 36.36% of head teachers had conflict on gender and age of the teacher respectively with their BoM, while 63.64% indicated that they had conflict on teacher qualification.

The study also revealed that only 36.36% of head teachers and 45.45% of beginning teachers were inducted in their current stations. The rest, higher than half of the population were not inducted. This study further revealed that majority of head teachers were facing challenges in induction of beginning teachers with 63.64% reporting high teaching workload while 45.45% lacked adequate skills and knowledge on induction. The study also revealed that 27.27% of the teachers had negative attitude and lacked good co-operation among staff which made induction difficult.

On in-service and development, the study revealed that headteachers had difficulties in choosing who to attend training due to shortage of teachers resulting to high teacher
workload. The study also revealed that 45.45% and 36.36% of the teachers were resistant to change and lacked commitment in training and development respectively. The study further revealed that 62.5% of the teachers attends seminars once per term while 12.5% attend seminars twice per term. The rest of the teachers attend seminars and workshops once per year or once in two years.

5.2.2 Challenges faced by head teachers in human resource

The study revealed that headteachers were facing various challenges in human resource management with 81.82% citing lack of staff housing and staff commuting from far as their main challenge. This study also revealed that 72.73% of the headteachers were facing challenges on high teacher workload. Most of the teachers were averagely motivated as revealed by 72.73% of the headteachers and 63.64% of the DOCs, while only 27.27% of headteachers and 36.36% of DOCs cited highly motivated staff.

The study also revealed that 27.27% of the schools had four HoDs, while 18.18% of the schools had two and five HoDs respectively. The study noted a school with only one HoD. The study revealed that majority of the HoDs were not appointed by the TSC.

The research further revealed that, 72.73% of the headteachers faced challenges of low pay among support staff, while 54.55% revealed that support staff discussed teachers with students. The study also revealed that 18.18% of the headteachers believed that drug/alcohol pass through the hands of support staff to the students.
5.2.3 Effects resulting from the challenges faced by head teachers in human resource management

This research revealed that as a result of the cited challenges, majority of the schools (81.83%) experienced poor syllabus coverage, 72.73% and above performed poorly with all the schools scoring between 2.0 to 5.0 for the period between 2010 – 2013. The study also revealed that majority of the teachers (54.55% - 81.82%) had incidences of poor time keeping while still (36.36% - 62.63%) of the teachers engaged in private tuition. The study also revealed that slightly below half of the teachers (36.36%) were absenting themselves from school.

5.2.4 Strategies employed by head teachers to cope with the challenges they face in human resource management

In order to cope with the cited challenges, the study revealed that majority of the headteachers (81.82%) held regular consultation with their staff, as well as weekly briefings and also encouraged teamwork among their staff respectively. The study further revealed that 72.73% of the headteachers together with their BOM employed BoM/PTA teachers at school terms whenever there was teacher shortage. Further, (72.73%) of the headteachers together with PTA organized PTA kit for BoM/PTA teacher employment, teacher and student motivation and availed copies of code of regulation for their teachers.

5.3 Conclusions

The following conclusions were drawn from the findings of this study;

All head teachers recruited BoM teachers in their schools. The recruitment is done after it is established that the TSC teachers are inadequate leading to serious teacher
shortage. During recruitment, there are conflicting views between head teachers and BoM regarding teacher ethnicity, sex, age and level of academic qualification. This could have led to employment of poorly qualified teachers hence compromising quality of education.

Induction is not conducted in schools and teachers do not attend in-service training and development courses. This could have been the reason for poor teacher motivation and poor academic performance in schools.

All the schools do not have housing for teachers and both BoM teachers and support staff are poorly paid. This could be the reason behind support staff selling drugs and alcohol to students leading to student indiscipline as well as poor time management and teacher absenteeism hence resorting to poor syllabus coverage and poor academic performance. The coping strategic adopted by head teachers are inadequate for instance, head teachers should also organize income generating activities in their schools to cushion them from financial constrains as well as ensure fairness in staff recruitment and remuneration.

5.4 Recommendations

The following are the recommendations of the study:

i. The head teachers and BoM should follow correct recruitment procedures for teachers and avoid bias.

ii. The coping mechanisms put in place by the head teachers such as weekly briefs, regular consultation with teachers, availing copies of code of conduct for teachers should be encouraged.
iii. Head teachers should ensure good time management and monitor teacher class attendance so as to ensure syllabus coverage on time to foster better performance on the part of students.

iv. The government and other stake holders should ensure adequate financing of schools from public funds and other sources for paying BoM/PTA teachers and support staff.

5.5 Suggestions for Further Research

i) A similar research on challenges facing public day secondary schools head teachers should be carried out in other districts preferably arid and semi arid lands.

ii) Further study should be done on challenges facing head teachers on human resource management in private secondary schools.

iii) Further study should be carried out on other challenges facing secondary school head teachers in general administration of schools.
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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR HEAD TEACHERS

Introduction
The purpose of this study is to investigate the administrative challenges facing public day secondary school head teachers in human resource management. You have been identified as a Respondent. I therefore kindly request you to respond to questionnaire items as honestly as possible and to the best of your knowledge. The questionnaire is designed for the purpose of this research only. Therefore, the respondents shall be absolutely confidential and anonymous. You do not have to write your name anywhere in the questionnaire. Please answer all questions by putting a tick in the brackets and/or giving an explanation where possible.

SECTION (A)

1. Indicate your gender
   Male ( )   Female ( )

2. What is your highest academic qualification?
   KCE/KCSE ( )   Diploma ( )
   B.ED ( )   Others (specify)..............................

3. Please indicate the duration you have served as a head teacher.
   Less than 3 yrs ( )   4-6 yrs ( )
   7-9 yrs ( )   Over 10 yrs ( )

4. For how long have you been in this school as a head teacher?
   Less than 1 yr ( )   2-4 yrs ( )
   Above 5 yrs ( )
5. (a) Have you ever received any in-service training in educational management?
   Yes ( ) No ( )

(b) Indicate the number of human resource you have in your school.
   i. Teachers: TSC ........................................... BoM ...........................................
   ii. Support staff ..............................................
   iii. Students ..............................................

6. How many streams do you have in your school?
   One ( ) Two ( ) Three ( )

SECTION B

CHALLENGES FACED BY HEAD TEACHERS IN RECRUITMENT, INDUCTION, TRAINING AND DEVELOPMENT OF TEACHERS.

7. Have you recruited teachers through the Board of Management (BoM/PTA) in your school?
   Yes ( ) No ( )

8. If No to question 7, how do you get teachers to fill the vacancies in your school?
   (a) Request the TSC to post teachers whenever there is shortage. ( )
   (b) Get voluntary internship ( )
   (c) Others (please specify) ..............................................................

9. If your answer is Yes in question 7, how long did it take the TSC to allow you to recruit after informing it of the vacancy?
   Less than a year ( ) 1 to 2 yrs ( ) Over 3 yrs ( )
10. It has been asserted that recruitment exercise is dogged by complaints of irregularities, kindly list:

Some of the irregularities you have witnessed in your school ........................................

...........................................................

11. Is there conflict of views between you (principal) and the Board of Management during recruitment?

Yes ( ) No ( )

12. If yes to question 11, please tick the areas you have had conflicts with Board of Management in your school during recruitment

Teacher gender ( )

Teacher qualification ( )

Age of the teacher ( )

Tribe of the teacher ( )

13. Were you inducted when you were appointed a head teacher to this school?

Yes ( ) No ( )

14. Are beginning teachers inducted in your school?

Yes ( ) No ( )

15. Below are some challenges faced by head teachers/mentors/HoD’s in their endeavor to fulfill needs of beginning teachers. Tick the ones that faced by your school.

Negative attitude of both the beginning as well as the regular teachers ( )

High teaching workload ( )
Lack of cooperation among members of staff

Financial constraints

Inadequate skill and knowledge on induction

Others (please specify)

16. Below are challenges faced by head teachers in in-servicing and development of teachers in schools. Tick the ones you have faced in your school.

Teachers lack commitment towards training and development

Teachers resistance to change

It is hard to choose who to attend training due to shortage of teachers to man the school

Seminars only address changes in curriculum but not professional development

Others (please specify)

SECTION C

CHALLENGES FACED BY HEAD TEACHERS IN HUMAN RESOURCE /STAFF MANAGEMENT

17. How would you rate your staff on motivation using the following scale?

Highly motivated

Averagely motivated

Lowly motivated

Not motivated at all
18. Listed are other challenges faced when dealing with human resource. Tick the ones you have faced in your school.

No housing for teachers ( )
Teachers commuting far from school ( )
Low salaries for staff ( )
High teaching loads on teachers ( )
Late pay for teachers ( )
High teacher turnover ( )
Others please specify

19. The following are some of the challenges head teachers face associated with support staff. Tick the ones you have experienced in your school.

Drugs/alcohol pass through the hands of support staff.
Some support staff discuss teachers with students.
Low pay among support staff
Others/specify please

20. Tick some of the effects resulting from the challenges you have indicated in number 19.

Teachers engage in private tuition or establish private business ( )
Teacher absenteeism ( )
Poor time keeping ( )
Poor syllabus coverage ( )
Poor exam performance ( )

21. Others (please specify)
22. Listed are some of the strategies employed by head teachers to cope with the challenges they face. Kindly tick the ones you have used in your school.

Regular consultation between head teachers and heads of departments' on induction of teachers ( )
Boards of management employ teachers on their own terms ( )
Schools establish parents teachers association kit for staff motivation ( )
Holding weekly briefs/open forums with teachers to encourage interpersonal relationship ( )
Availing copies of teachers' code of regulation to teachers ( )
Encouraging teamwork and self-drive among staff ( )
Others (please specify) .................................................................

Thank you for your cooperation
APPENDIX II: QUESTIONNAIRE FOR DEANS OF CURRICULUM

Introduction

The purpose of this study is to investigate the administrative challenges facing public day secondary school head teachers in human resource management. You have been identified as a Respondent. I therefore kindly request you to respond to questionnaire items as honestly as possible and to the best of your knowledge. The questionnaire is designed for the purpose of this research only. Therefore, the respondents shall be absolutely confidential and anonymous. You do not have to write your name anywhere in the questionnaire. Please answer all questions by putting a tick in the brackets and/or giving an explanation where possible.

SECTION (A)

1. Indicate your gender
   Male ( ) Female ( )

2. What is your highest academic qualification?
   KCE/KCSE ( ) Diploma ( )
   B.ED ( ) Others (specify) ........................................

3. For how long have you been a head of department?
   Below 1 year ( ) 2-3 years ( ) Over 4 years ( )

4. For how long have you been a head of department in this school?
   Below 1 year ( )
   2-3 years ( )
   2-4 Above 4 years ( )
5. How many heads of departments are there in your school?

6. Are you appointed as head of department by the TSC?
   Yes ( )  No ( )

SECTION B

7. On average how many lessons does a teacher in your school teach per week?
   Below 10 ( )
   15-20 ( )
   20-30 ( )
   30-35 ( )
   Above 35 ( )

8. Are there staff houses in your school?
   Yes ( )  No ( )

9. What was the school KCSE mean score in 2013 2012 2011 2010

10. How often do teachers in your school attend seminars/workshops in their subject areas?
   Once per term  
   Twice per term  
   Once in a year  
   Once in two years  
   Others (specify)
11. To what extent do these challenges affect teachers in your school? Tick the most appropriate.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>High extent</th>
<th>Low extent</th>
<th>Very high extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor working conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High teacher turnover</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor teacher/student relationship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Below are challenges faced by head teachers in in-servicing and development of teachers in schools. Tick the ones you have faced in your school.

- Teachers lack commitment towards training and development ( )
- Teachers resistance to change ( )
- It is hard to choose who to attend training due to shortage of teachers to man the school ( )
- Seminars only address changes in curriculum but not professional development ( )
- Others (please specify) ...........................................................................................................

13. How would you rate your staff on motivation using the following scale?

- Highly motivated ( )
- Averagely motivated ( )
- Lowly motivated ( )
- Not motivated at all ( )
14. Listed are other challenges faced when dealing with human resource. Tick the ones you have faced in your school.

No housing for teachers ( )
Teachers commuting far from school ( )
Low salaries for staff ( )
High teaching loads on teachers ( )
Late pay for teachers ( )

15. Tick some of the effects resulting from the challenges you have indicated in the above question.

Teachers engage in private tuition or establish private business ( )
Teachers absenteeism ( )
Poor time keeping ( )
Poor syllabus coverage ( )
Poor exam performance ( )
Others/please specify .................................................................

Thank you for your cooperation
APPENDIX III: INTERVIEW SCHEDULE FOR DISTRICT EDUCATION OFFICER

1. What are the administrative needs/challenges facing the public day secondary school head teachers in your District?

2. In your opinion, would you say that the head teachers require extra professional training besides what they obtain in colleges in order to make them more effective?

3. (a) Are there in-service, workshops or seminars organized for head teachers in your District?

   (b) Would you give examples and dates of such meetings during the years 2012 & 2013?

   (c) What were the objectives for in-service courses for head teachers in the District?

4. In which areas have most problems been noted? Cite examples

5. How have these problems affected teaching and learning in day secondary schools in your District?

6. Supposing you were writing a report on your District, what comments/suggestions/recommendations would you make in order to improve on Head teachers efficiency and effectiveness?

   Improvement of teaching and learning?
## APPENDIX IV: BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Photocopying, type writing &amp; binding</td>
<td>10,280</td>
<td></td>
</tr>
<tr>
<td>ii. Travelling and communication cost</td>
<td>5400</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> Piloting</td>
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<tr>
<td>i. Photocopying of the research instruments</td>
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<td>ii. Travelling and subsistence</td>
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<td><strong>C</strong> Data Collection</td>
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<td>i. Photocopying of research instruments</td>
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<td>ii. Travelling, subsistence &amp; communication</td>
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<td><strong>D</strong> Data analysis &amp; presentation</td>
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<td>i. Printing &amp; typing</td>
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<td>ii. Photocopying &amp; binding</td>
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### APPENDIX V: TIME FRAME

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<th>May</th>
<th>May-June</th>
<th>July</th>
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<th>September</th>
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<td>Marking of proposal</td>
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APPENDIX VI: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: No.

NACOSTI/P/14/8390/2653

Theresa Manini Isaac
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
"Administrative challenges facing public day secondary school
headteachers in Human Resource Management; Matungulu District,
Machakos County-Kenya," I am pleased to inform you that you have been
authorized to undertake research in Machakos County for a period ending
31st December, 2014.

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

On completion of the research, you are expected to submit two hard copies
and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR: SECRETARY/CEO

Copy to:
The County Commissioner
The County Director of Education
Machakos County.