EFFECTIVENESS OF SECONDARY SCHOOL PRINCIPALS IN
MANAGEMENT OF HUMAN RESOURCES: A CASE OF
MATHIOYA DISTRICT, MURANG’A COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been submitted for award of degree or any other award in any other institution or university.

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This research project has been submitted with our approval as university supervisors.

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DEDICATION

This project is dedicated to my husband, Boniface Irungu and to my parents Mr. and Mrs. David Ngaire.
ACKNOWLEDGEMENTS

My acknowledgment and deep appreciation goes to Almighty God. His works are excellent and He has made it possible for me to come this far. I wish also to acknowledge the people who greatly contributed to accomplishment of this research. First, to my supervisors Dr. G. A. Onyango and Dr. Martin Ogola, who are very key to the process of carrying through the project. They have continually corrected me and guided me through the basics and best practices of research.

Secondly, I am grateful to all my lecturers at Kenyatta University, who have built the foundation and substance of my Master’s Degree. My thanks also go to principals of the sampled schools for responding to my questionnaires during this study.

In addition, my thanks go to my family, whose interest in my success has been amazing and encouraging. Without their support, my academic work would be impossible. I especially would like to thank my husband for his special place and support.
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>HODs</td>
<td>Heads of Departments</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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ABSTRACT

The purpose of this study is to investigate the effectiveness of secondary school principals in the management of human resources in Mathioya District, Murang’a County. The objectives of the study were to determine the effectiveness of principals in recruitment, selection, induction, development and motivation of staff in public secondary schools as perceived by teachers and the principals; to determine the challenges faced by principals in their role of managing human resources; to propose some strategies that could be used by Secondary School Principals for them to be effective in their management of staff in schools. A descriptive survey research design was used to carry out the study. The population of the study was 29 principals and 174 heads of departments in public secondary school in Murang’a County, Mathioya Sub County. The respondents were selected through a purposive sampling. 15 schools were selected from which 15 principals and 30 teachers were involved in the research. Data was collected using questionnaires with both closed and open-ended questions. The data collected were coded manually and descriptive statistics used to interpret quantitative information. Data was presented in graphs and tables. From the study findings, principals as the heads of the school are to execute the role of human resource managers, which include human resource planning, recruitment and selection, induction of staff, training and development and motivation of staff. The main challenge facing principals in human resource management was inadequate finances. The researcher proposes that principals should plan holding weekly dialogues; briefs and open forums with staff to encourage interpersonal relationships. In addition, they should establish a PTA kitty for staff motivation, advise on adequate staffing to avoid overload on staff as well as organize motivational trips for teachers every year and avail copies of staff code of ethics and regular consultation between the principals and the staff.
CHAPTER ONE
INTRODUCTION

This chapter introduces the study by presenting background information on human resource management in Kenyan schools. It goes further to state the research problem, the purpose of the study as well as the objectives. Finally, the chapter discusses the conceptual and theoretical frameworks adopted through the study.

1.1 Background of the Study

Human resource management (HRM) is a critical part of an organization that is concerned with people dimension. It is a junction of all staff in the organization. Its role is to provide assistance on matters pertaining the employees who are directly involved in production in the organization (DeCenzo and Robbins, 1996). Organizations are comprised of people and so acquiring their services, developing their skills, motivating them to high levels of performance and ensuring they maintain total commitment to the organization is essential for the achievement of the organization objectives. This is true, regardless of any organization; government, health, education, business, recreation or social.

Human resource management refers to the recruitment, selection, induction, training, development, and motivation of employees. It is concerned with people at work and their relationship within the system. Human resource management is aimed at achieving justice and efficiency in the organization. It enables every employee to offer the best contribution towards the success of the organization. It seeks to ensure there are fair terms and condition of employment so that the employees are satisfied in their jobs. (Mullins, 2006).
In their survey on the relationship between corporate performance and human resource, Michie and Sheehan-Quinn (2001) established a significant correlation between corporate performance and proper management of human resource. They found that human resource practices when applied in a comprehensive package are likely to contribute in the competitive success of an organization.

Kelliher and Riley (2002), provided evidence to support the view that the impact of human resource management is great when coherent policies and practices are introduced. Huang (2000), in a study on the relationship between human resource practices to their performance, showed effectiveness of the human resource functions contributes a lot to performance of an organization. They explored such factors as, recruitment, selection, induction, development and motivation.

HRM is an important factor that is critical in any business success. Without it, vision and opportunities of the business will be squandered. Without it, there can be wastage of business resources and the workforce full potential will not be utilized. Acquiring employees with the right talents is the key to building a company leadership pool. Therefore, good recruitment and selection require clear understanding about the type of talent needed. Selected employees should be inducted in order to familiarize themselves with the organization operations. To enhance employees’ skills, managers should expose them to training and development programs. Motivation is also crucial in maintaining a stable workforce with minimal turn over (Khan, 2011).
Effectiveness in human resource management can only be measured through the manager’s ability to contribute positively to the success of the organization and bring out the best in the employees through recruiting, selection, induction, development and motivation.

Human resource in secondary schools refers to both the teaching and nonteaching staff. The success of any education program largely depends on the availability and the utilization of skilled work force of all types in a school system. This is because human resource in the school is the initiator and the determinant of all activities that are in the school. The students, books, structures, school farm, offices, machines and other material resources are unproductive without the direction of the human effort (Nwafor, 2006; Momoh, 2008; Adeleye, 2008; Olajuwon, 2010). As such, school principals can be said to be effective in their human resource management duties if they carry out the HRM practices in a way that produces the desired results among the teaching and nonteaching staff.

1.1.1 The Role of Secondary School Principals in the Management of Human Resource

In Kenya secondary schools, the principal is in charge of the human resource management. This is demonstrated by his or her role in planning, organizing activities that are related to human rights, obligations and duties of persons in the school Hyde, J. (2004). Human resources planning is a major administrative function in secondary school, and principal as an administrator is entitled to take the role.
The principal identifies the staff needs of the school and reports to the teachers’ service commission. He or she is also the secretary to the board of management, which is an agent of the teachers’ service commission and performs the recruitment and selection of the teaching staff (TSC act, 2012). The principal, in collaboration with the board of management is also involved in the recruitment of the non-teaching staff.

Another responsibility of the secondary school principal is induction of the selected employees even if he is going to delegate it to someone else. The principal is responsible for the initiating and coordinating induction in general orientation where the teacher is familiarized with the school policy, timetable and introduction to new colleagues. He/she should organize for pack of information, textbooks, the school rules and any other requirement for the recruit (Everand and Morris (1998).

The principal is also entitled with the role of the development of staff. He/she is able to fulfill this role by creating conditions which promote growth and development of the professionals within the school Smith & Andrews, 1990). The principal should provide staff development programme such as workshop and in-service training. He/she should model the commitment to professional growth by pursuing training opportunities, participating in study group, forward articles to staff, make presentation at conference and engage in research at school site.

In motivation, secondary school principal is the determining factor in the motivation aspects of staff (Dimmock and Walker, 2005). The principal develops some policy
on when and what will be used for motivation. This may be through giving rewards, trips, trophies and promotion.

The principal, therefore, being the director of the school, needs to invest time in the management of human resource. For effectiveness in the management of human resource, the principal should understand and reaffirm the school vision, mission and motto. It is through this that he will be able to identify the staff need of the school. It is therefore the role of the principal to ensure the organization acquire the best-trained personnel in different areas, provide for their development and motivate them in order to ensure the success of the school institution.

1.1.2 Performance Trend in Mathioya District

While there has been a continued improvement of the school facilities and resources made available for teaching and learning by government and parents, Mathioya District has continued to register 5 points out of the possible 12 points. This then has not reached half of the possible points. The table below shows the performance of the District for the last six years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Score</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>2007</td>
<td>4.6098</td>
<td>C-</td>
</tr>
<tr>
<td>2008</td>
<td>4.829</td>
<td>C-</td>
</tr>
<tr>
<td>2009</td>
<td>5.065</td>
<td>C-</td>
</tr>
<tr>
<td>2010</td>
<td>5.349</td>
<td>C-</td>
</tr>
<tr>
<td>2011</td>
<td>5.3996</td>
<td>C-</td>
</tr>
<tr>
<td>2012</td>
<td>5.2674</td>
<td>C-</td>
</tr>
</tbody>
</table>
From the table above, a slight improvement was registered for the years 2007-2011. Although the mean over the five years has increased the grade has remain the same that is a C-. However, 2012 registered a mean drop from a previous year, which tend to set a threat to coming years. For the six years therefore, the District has not posted a mean grade that is half or higher than half of the possible 12 points.

1.2 Statement of the Problem

Human resource management is vital in any organization such as a school. Some of the prevailing problems of the organizations such as high turnover, poor performance, poor quality of work and even indiscipline can be attributed to poor staff management in many organizations. Secondary school is not an exception as principals are continually faced with human resources management problems.

The role of the principal in the management of human resource is a key component in the performance of staff and their ability to function effectively towards the realization of success in teaching and learning in the school. In Kenya, principals are appointed by the Teacher’s Service Commission to promote the teaching and learning process, which they cannot achieve without the proper management of human resource. Principals should inculcate commitment in their staff through their leadership.

In Murang’a county and specifically Mathioya district, education performance has been low in the past years despite most of these school having adequate physical facilities and human resources. Despite addition of staff in school, performance has
not been increasing proportionately. Since human resource is the major input to the success of any organization, the researcher would like to investigate how the school principals are effective in their role of ensuring human resources is managed effectively for better performance.

Further, this research paper will bridge that gap and provide research data focusing on management of human resource in the district opening up the district to the facet of the effect of staff management practices for better performance of schools in national examinations.

1.3 Purpose of the Study
The purpose of the study was to determine the effectiveness of school principals in their role of managing human resources in schools as perceived by teachers and the principals themselves. The study also was to describe the strategies that principals may use to ensure effectiveness in their role.

1.4 Objectives of the Study
The objectives of the study were to:

1. Determine the effectiveness of principals in human resource management of staff in public secondary schools as perceived by teachers and the principals.
2. Determine the challenges faced by principals in their role of managing human resources.
3. Propose some strategies that could be used by Secondary School Principals for them to be effective in their management of staff in schools.
1.5 Research Questions

1. To what extent are the principals effective in human resource planning?
2. To what extent are the principals effective in recruitment and selection?
3. To what extent are the principals effective in induction?
4. To what extent are the principals effective in training and development?
5. To what extent are the principals effective in motivation of staff in public secondary schools in Mathioya District?
6. What are the challenges faced by the principal in the management of human resource?
7. What strategies could be employed by principals to be effective in the way they manage staff?

1.6 Limitations of the Study

1. One of the limitations of the study was the bias by the respondents. Because some of the respondents were school principals themselves, there was high chance of them being biased and portraying themselves as effective.
2. Another one was unavailability of respondents. The researcher had to constantly try to contact some of the respondents who were very busy and sometimes unavailable. This challenge was overcome by being persistent.
3. Finally, the researcher delay in return of filed in questionnaires. This challenge was overcome by giving the respondents more time as well as visiting some of them personally to collect the questionnaires.
1.6.1 Scope and Delimitation

The study was based on a rural district of Murang’a County. The findings therefore may not fully apply to schools in urban centers or in regions with different economic activities and levels of development.

1.7 Assumptions of the Study

The following were the assumptions of the study

1. The information given by the respondents was true and free from bias
2. The principals had some basic training on human resource management and therefore know their role in human resource management.

1.8 Significance of the Study

The findings of this study were significant in the sense that they provide policy makers with insight on how principals can effectively manage human resource to give quality education. The findings also provide the principals themselves and those aspiring to be heads of institutions with necessary knowledge of challenges that go with human resource management and how they can be dealt with. Finally, the study also provides research data focusing on management of human resource in the district opening up the district to the facet of the effectiveness of staff management practices for better performance of schools in national examinations.
1.9 Theoretical Framework

The study is within the theory of industrial and organizational psychology. According to Campbell (1999), industrial and organization psychology is concerned with the application of psychological theories to understand the behavior of employees. Such a study of people’s behavior in the work place involves scientific observation, evaluation, optimal selection and placement and influencing through motivation.

This is because the roles of human resource managers involve dealing with people related behavior that is essential to the success of the organization. Industrials psychology is concerned with issues such as recruitment, selection, compensation, performance appraisal and training. Organizational psychology involves socialization, motivation, providing leadership, encouraging teamwork and development. When a school principal executes all his functions as a human resource manager effectively, there can be better performance. Therefore, he/she can use psychology to understand staff working in different areas.
1.10 The Conceptual Framework

![Conceptual Framework Diagram]

**Figure 1.1: Conceptual Framework showing the effectiveness of Principals**
The conceptual framework adopted by this research is based on the assumption that principals recruit, select, induct, motivate and develop their staff. While performing these functions, there are various indicators showing whether the principals are effective or not. A competent selection panel, number of employees applying for the job, experienced potential employees and adequate funds to perform the exercise indicates a successful recruitment and selection process.

Job holders who have successfully been selected need to undergo induction. Where effective induction is carried out, there is reduced anxiety, reduced turnover, job satisfaction, reduced cost and minimal time used to perform a duty. Continuous job training and development is required to enhance employee efficiency in service delivery and is part of human resource management. Indicators of efficient training and development are adequate funds to carry the exercise, number of trainees, ability of staff to solve problems and ability to influence. Principals are also entrusted with the function of motivating staff. When the function is carried out effectively, it presents a positive motivation indicator such as improved morale, teamwork, increased productivity, delegation with power and initiative.

When all these functions are carried out effectively, there is effective teaching and learning. When these indicators are not available, the management of human resource becomes difficult for principals, which may lead to poor performance.
1.11 Operational Definition of Terms

**Human resource:** In this study human resource, refer to members of teaching and non-teaching staff in the school. They are taken to be crucial in the success of the education institution.

**Management:** This is the process of the principal getting work done through the coordinated efforts of teaching and nonteaching staff. The effective of the principals management of human resource will be assessed using such factors as quality of recruited personnel; the success of selection, induction, and the development of staff. Other indicators will be good relationship with staff, proper decision making, problem solving and ability to resolve conflict.

**Effectiveness:** This is the output, the capacity to achieve the set objectives in terms of behavior, ability, habits as well as the observed behavior in teachers and subordinates (Nwafor2012).

**Strategies:** These are methods that are chosen to bring about a desired success such as achievement of the desired set goals. Effectiveness of the strategies can are measured by the achievement of the set goals of the organization.

**Teaching staff:** These are employees involved in the direct classroom teaching and learning in a school institution. They include those employed by the government through the Teachers’ Service Commission and those employed by the school Board of management.

**Non-teaching staff:** Employees in the school who are not directly involved in classroom teaching and learning but they facilitate effective teaching and learning.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Education is synonymous to instruction, learning, teaching and acquiring knowledge and guidance. To achieve this education, institutions must be successful in their operations. The success is dependent on the quality and quantity of the human and material resources, in which human resource appears to be more important. This is because human effort is used to control all other factors within an organization (Olajuwon, 2010). It is therefore necessary to ensure there is proper management of staff in any organization for better production.

Management is the process of getting work done through the coordinated efforts of other people. It is likely that school principals will not be judged by their performance but also on the result of the subordinate. Therefore, the effectiveness of the principals in the management of the human resources in a school system may be assessed using such factors as the quality of recruited personnel; the success of induction, training and development of personnel, the strength of motivation and morale of the staff and creation of an environment in which the staff work willingly. Other indicators of school effectiveness are relationship with subordinates, decision-making, institution maintenance, problem solving and strategies for handling conflict in school (Mullins, 2006). Mullins further discusses some other possible indicators of ineffectiveness in the school system such as absenteeism, accident at work, the level of labor turnover, incidence of sickness and poor time keeping.
The capacity to achieve the set objective in terms of behavior, ability, habits, as well as the observed behavior in teachers and subordinates is known as effectiveness (Nwafor, 2012). Human resource plays a significant role in maintaining and promoting quality education in the school. Despite the role of the human resource in ensuring quality education, there are still problems against the provision of human resource, the effective utilization of the available resource, and the active participation of principals in their role of managing human resource to ensure effective teaching and learning.

2.2 Functions of Human Resource

2.2.1 Recruitment and Selection of Staff

These are the fundamental roles of the human resource department. This is because the functions ensures the organization obtain the most skillful and competent person from a pool of applicant. The human resource department evaluates the ability and competency of the potential employee in relation to the needs of the organization. If the human resource manager performs this role well, then the organization will increase value by being in the right path of achieving its objectives (Hyde, 2004).

2.2.2 Induction of Staff

The managers after their selection are not guaranteed that the candidate is the best in performing the organization function. They should therefore perform an orientation to a new employee on the function of the organization (Norbert, 1967). Buchner (1997) defines induction as a formal phase where the staff is introduced into the organization operations. The purpose is to ensure the new staff adapt to the new
environment and move to the more advanced professional activities. Lussier (2000) identified some of the benefits of induction as to perform in standard level, reducing anxiety about the job, getting along with peers and having an accurate perception of what is expected.

The principal’s role in the induction of the new staff in their school as well as into the profession is important. In order to provide support and direction to the new staff the principal need to understand the problems and the significance of the staff role in the institution Brock and Grady (1998). He/she also need to help the new teacher to adapt to the new environment through the sharing of information.

### 2.2.3 Development of Staff

In order to achieve the goals of the education system especially in secondary school, there is need for staff development. Employees may become obsolete if they fail to update themselves with new skills, new work, methods and knowledge about their work, organization and the environment (Peretomode 2001). The organization may also become rustic if it lack systematic mean of reviewing and developing the organization capabilities. Development helps keep staff abreast with the continual technological, scientific, social cultural and economic changes in the environment. Development of employees also increase motivation of employees and boost their energy to get through times in the job (Whawo 2003).

Development in education is important in improving the teaching skills of teachers by enhancing their use of teaching aids, evolving modern methods of evaluating
students and make them understand deeper the knowledge of their teaching subject (Whawo 2003).

2.2.4 Motivation of Staff

Motivation of the employees is another role of the human resource manager. This can be done through rewards especially to those who he done well. The HR department needs to evaluate the performance of employees. Those employees who are found to have exceeded expectation should be compensated for their action. Some of the compensation may be holidays offer, end of year bonuses, awards, salary increments and promotion. If managers maintain such incentives there will be improvement of employees’ satisfaction. This will also contribute to good employees’ retention rates (Handy, 1999).

2.3 Critical Factors for effective Management of Human Resources in Schools

2.3.1 Administrative Leadership

Administrative leadership is crucial in determining a climate of any school institution. There are specific functions of a leader that allow staffs to feel supported in their work. Leaders’ functions and support to staff does not only facilitate the maintenance of professional staff relationship but they also provide the required resources for effective teaching and learning (Dipaola and Walther, 2003).

According to Philadelphia Education Fund Study by Useem (2001), schools found to have low staff turnover had principals who implement a strong recruitment,
induction, development and motivation programme which was a reflection of the principals’ personal involvement in the issues of staff, having his office open for the staff. Such principals also maintain a respective administrative and welcoming approach towards all staff in the school.

Ensuring the school environment is safe and orderly with active support for staff; and provide materials and supplies to all staff in consistent, timely and inclusive manner.

Principals should also involve staff in decision-making. Decisions made by the school leaders have a direct impact on the school working conditions. Staffs in most cases do complain that the decisions affecting them are made without their knowledge. Leaders need to involve the staff in making decisions. Staff when involve in decision-making they feel part and part of the organization and they tend to work toward the success of the organization. (Price, 2003).

Adeyemi and Ayeni (2009), noted that staff will be comfortable in an institution if there is a clear channel of communication, establishment of clear staff policy and principles of justice and fair play. Others encouragement are such as welcoming the staff initiative, provision of opportunities for promotion and in-service training, and assigning reasonable duties and workload to them.
2.3.2 School Climate

Staff will work their best in a healthy and pleasant environment. The school leaders should ensure a positive school climate and make the school a place where most people would want to be (Price, 2003). Teachers and members of not teaching staff will not want to be in a school in which they do not trust the administration. Leaders must be honest and up front in order to develop trust among the staff. Leaders can be present in different staff activities such as teambuilding, lunch, social groups and in extracurricular activities (Hopkins, 2000).

2.3.3 School Infrastructure

Fieldings and Simpson, (2003), noted that if schools are to succeed in management of human resources, proper infrastructure must be in place. This will enable the staff to focus most of their time in their work especially teachers in teaching. Staff should be assigned work in which they are trained in order they can deliver effectively. Teachers as part of the staff should be given workload in which they can manage so that they can concentrate fully delivering the best to the students. Leaders should further ensure that staffs have adequate resources to perform their work effectively (Dipaola and Waither, 2003).

2.3.4 Quality Selection of Staff

It is clear that the students will always learn best from high quality teachers who know and understand the subject matter and how to deliver it. The success of the school on the other hand is supported by competent and skilled members of non-teaching staff in their area of specialization. School leaders need to be also aware of
the skills required in different areas to be able to communicate views on what is considered good, as well as his expectation. A school leader should share model and encourage practice experimentation. Giving immediate feedback and providing counseling session are seen as being supportive (Dipaola and Walther, 2003).

According to Arikewuyo and Adegbesan (2009), quality of human resource depends on the recruitment, retention and the development of dedicated professionals who would promote an optimum level of quality education. This is because the ability of the school to achieve its aim depends on the competence of the staff.

2.4 Challenge Facing Principals in the Management of Human resource

Human Resource Planning

Human resource planning is the process identifying and analyzing the need of the organization for the availability of human resource to enable the organization meet its objective Mathis and Jackson (1997). Human resource planning according to Onah, 2008, is a careful analysis of existing job requirement and workforce and developing individuals who will run the structure of the organization. Human resource planning should not be left to chance if an organization expect to perform efficiently. The process should be continuous to enable the management meet its strategic role.

Staff Discipline and Control

Staff discipline is the level to which the staff are able to conform and submit to the rules and regulations set to govern their conduct in the workplace. To ensure that
staff has complied with the organization goals; there should be a conceptualized control in terms of control and measurement of performance Koontz, et al (1980). A number of factors may facilitate indiscipline. Some of these include the operating environment, individual and organization factors. Operating environment substantially dictates the responses of the employee to the rules and regulations. Effective human resource initiative must rest on the operational climate in which the employees feel a sense of positive identification. In organizations that create a climate of positive identification with the rules and goals of organization, employee discipline becomes a benefit as perceived by the organization climate (Goss 1996).

Human behavior is a function of both the individual who is behaving and the environment. This means that environment is not the sole stimulating factor of employee indiscipline. Some of the factors affecting employees’ degree of indiscipline are, individual indifference, perception of individual towards organization issues, people resourcing style, staff performance appraisal and reward system (Reitz 1977).

2.4.1 Occupation Stress

Stress according to Gibson et al (1988) is an adaptive response to stimulus that places physical and psychological demands on that person. Occupational stress is potentially disruptive in organizations. Managers should therefore be concerned and know how to manage stress effectively. Managers with low sensitivity to the environment factors, which affect his /her workers, are likely to be the source of stress himself (Schuler and Jackson, 1986).
2.4.2 Inadequate Finance for Training and Development

For maximum productivity and efficiency of the organization, the human resource manager has a responsibility to ensure the employees are developed to enhance their knowledge and expertise. Training and development also help the employees contribute their full potential to the welfare and development of the enterprise (Onah, 1993). Untrained employee is a liability to the organization as he not only applies the wrong skills but also impact wrong knowledge to other new employees and those he supervises Akpan (1979).

Many organization regard training and development expensive hence avoiding it or allocating less finance that cannot cater for a complete process of training and developing staff. In some organizations where training need is recognized and time and money committed, the exercise is often not done appropriately (Dugguh, 2007). However, there are competing financial demands in the school.

2.5 Summary

This work emphasizes the effectiveness of secondary school principals in the management of human resource. It is clear that staff poor condition of service, lack of incentives for staff in school, non-involvement of staff in decision making over matters concerning them, lack of infrastructures, principals administrative style, work overload, among others may be the main reasons for poor performance in schools.
Principals will be effective in the management of human resource by involving staff in the decision making (Price, 2003); ensuring enough resources are available to support the needs of students and staff (Feildings et al., 2003), providing incentives to staff; providing a positive working climate and a room for self development (Dipoala and Walther, 2003); ensuring a cordial relationship among staff students and parents, among others.

This research seeks to fill in a gap in the body of knowledge concerning human resource management in schools. It especially discusses how school principals can be effective in their management role. In addition, this research identifies the need to carry out further research on effectiveness of principals using a larger sample of respondents.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter describes the design of the study, the location of the study, target population, sampling, validity and reliability of the instrument used to correct the data as well as ethical issues. The chapter also describes the procedure of data collection, data analysis and ethical issues.

3.2 Design of the Study
The study was exploratory in nature. The researcher started with a desire to explore the challenges faced by school administrators in the management of human resources. The problem was connected to the performance of school principals. Because of this exploratory nature of the study, a descriptive survey was used. According to Kerlinger 1986, a descriptive survey involves a systematic inquiry in cases where the researcher does not have direct control over the dependent variables. This is normally because the variables are beyond his/her control and may change during the time of the research. This method was chosen since it is not possible to manipulate variables such as location of the school, administrative experience, age, sex and academic qualification.

According to Leedy and Ormrod (2010), qualitative researchers seek a better understanding of complex situations. The intent is normally to develop generalizations that contribute to existing theories. Qualitative studies normally follow naturalistic approaches in their context. Patton (2002) says that researchers
using a qualitative approach do not manipulate variables or the phenomena under study.

3.3 Study Locale

The locale of the study was Mathioya District, Murang’a County in Kenya. The locale was chosen because it can give an insight about educational practices in the county, and potentially in the whole country. The researcher also chose the location since she was aware of the poor performance of schools in the district.

Mathioya District is one of the seven districts that form Murang’a County in Central Kenya. It is located in a densely populated part of the country, considering that Murang’a is one of the top ten most densely populated counties. The district has 29 public secondary schools, divided into three zones, which are Kamacharia, Kiru and Gitugi zones. The schools are in the categories of County schools and District Schools. There are single gender and mixed schools as well as boarding and day schools.

3.4 Target Population

The population of the study consisted 29 principals and 174 heads of departments in public secondary school in Murang’a County, Mathioya District. Principals were involved because they are the human resource managers in the schools. The heads of departments were targeted to represent teachers since they are involved in coordinating teaching and learning in their various departments and directly report to the principals on matters pertaining the departments.
### Table 3.1: Target Population

<table>
<thead>
<tr>
<th>School category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Schools</td>
<td>21</td>
<td>72.4%</td>
</tr>
<tr>
<td>County Schools</td>
<td>8</td>
<td>27.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Schools in terms of gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Only</td>
<td>7</td>
<td>24.2%</td>
</tr>
<tr>
<td>Boys only</td>
<td>4</td>
<td>13.8%</td>
</tr>
<tr>
<td>Mixed boys and girls</td>
<td>18</td>
<td>62%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 3.5 Sampling

For the purposes of this research, the sampling method chosen was Purposive Sampling.

#### 3.5.1 Schools

The researcher selected respondents from schools that were representative of the district using the following criteria: Four county schools where two of them were boys only schools and the other two were girls only school. From among the district schools, eleven schools were selected where one was boys only school, one girl only school and nine were mixed schools. Having considered using the above criteria, the researcher settled on a sample of fifteen (15) schools, which was about 52% of all the schools in the district.
3.5.2 Respondents

From the 15 schools, all principals were involved in the study. Two heads of Department from every sample school was also included in the sample. These measures were to ensure that the findings from the respondents are representative of the whole district, and potentially the county and the nation. The qualification considered for a respondent was that they must be a principal in charge of a school. The head of departments must be from the same school in which the principal was a respondent. In total, the study had 45 respondents.

3.6 Study Instruments

The research instruments used in the study were two sets of questionnaires:

1. Questionnaire for principals

   This questionnaire captures information about the principal’s experience in terms length of service as well as their perception of their own effectiveness in managing staff.

2. Questionnaire for Head of Departments

   This questionnaire seeks data about the teachers’ perception of principals’ effectiveness in their roles as managers of schools’ human resources.

The questionnaires were designed to include both open ended and closed questions that elicited responses from the respondents. The instruments were preferred because they are appropriate for collecting data from a large number of individuals.
3.7 Piloting

For the purposes of testing the instruments of this research, the questionnaires were administered in three schools which were randomly selected from the target population. The pilot schools were not included in the sample of the study. Questionnaires were issued to the principals and Head of Departments in the three schools. The principals and Head of departments were from a girls school, a boys school and one from a mixed day secondary school. Through piloting, the researcher was able to identify any ambiguities and problems that could be encountered by the respondents while completing the questionnaires. The questionnaires were found to be reliable after calculating the correlation coefficient.

3.7.1 Validity

To determine whether the research instrument actually measures that which it is intended to measure as discussed by Joppe, 2000, the instrument were pre-tested by piloting in three different schools in the area of the study. Respondents were to comment on the clarity and suitability of the language used and the content of each question in the questionnaire. The researcher also engaged supervisors from the Department of Education, Management, Policy and Curriculum Studies, Kenyatta University to assess the relevance of the content in the questionnaire.

3.7.2 Reliability

To ensure that the results of the questionnaire used are reliable, the researcher used the split halves method as discussed by Joppe (2000). The test was split into two sections then it was administered for piloting in three schools in the area of study.
The total score of each subject was computed and correlated for all subjects. The instrument was reliable since the two halves had a high correlation coefficient of 0.7.

3.8 Data Collection Procedure

At the beginning of the data collection, the researcher applied for and got a research permit from Kenyatta University and NACOSTI. Then the researcher contacted all the target respondents to seek their participation in the research. Once that was done, the researcher prepared a schedule through which she distributed the questionnaires and collected the responses.

3.9 Data Analysis and Presentation

Data analysis was performed in two phases: quantitative and qualitative analysis. The questionnaires were analyzed using descriptive and inferential statistics. They were divided into groups of questions, which focus in the same areas. The information was later interpreted, described and analyzed using description, graphical expression and tabulation.

Analysis of the qualitative data obtained from this study followed the procedure described by Walliman, (2011). Walliman described three sequential actions employed in data analysis of qualitative studies. The first activity is data reduction. The researcher cannot present all the information gathered from the interview, as it would be confusing and overwhelming for the readers. The researcher has to condense the information into less complicated configurations to allow a better
understanding. The method will be through the coding of the information, clustering
and writing a summary of the findings.

The process involved the development of taxonomies/categories of related ideas
from the result of the collected data. This was by grouping the taxonomies into
various categories. The researcher did this by looking for various themes that cut
across in various responses and grouped them together.

The second step was to present the condensed information into a compact form, such
as figures and tables. Then, the researcher analyzed the results obtained. The
researcher did this through writing down the impression created by coding,
categorization drawing of the tables and diagrams. The researcher used
corroboration to ensure the validity of the collected data. The ideas and data by one
interviewee validate the data produced by other respondents.

3.10 Ethical and Logistical Considerations

Ethics deal with the moral issues that surround research, especially how data will be
used, mutual consent, respondents’ rights, confidentiality and respect. The
researcher needs to know what is right and what is wrong when dealing with the
respondents (Hitchcock & Hughes, 1995). As such, the researcher sought necessary
permissions, contacted the respondents and outlined the issues to them before they
responded to the questions. This was to create a conducive environment and mutual
understanding about the research. This enhanced the quality of the responses and
encouraged the respondents to make trustworthy remarks.
As part of the preparations for data collection, a letter was drafted and sent to the Ministry of Education, requesting permission to visit various schools in the district during the period of study. Once the permission is granted, the heads of the selected institutions were contacted with an aim of booking appointments and explaining the nature and purpose of the study.
4.1 Introduction

The focus of this research was to determine the effectiveness of school principals in the management of human resources as perceived by teachers and the principals themselves. This chapter contains two sections. The first section analyzes the demographic information of the respondents while the second one relates to the objectives of the study.

From the target population of 29 principals and 174 heads of department, 15 principals and 30 heads of department were selected to respond. This made 45 respondents. All the questionnaires were returned, presenting a return rate of 100%. The data collected were coded manually and descriptive statistics used to interpret the results. The report presents the findings in tables and bar graphs.

4.2 Demographic Information

4.2.1 The Year Respondents Joined the School

The year the respondents joined the school is an important factor in the study since it shows the extent to which the principal understood the school human resource management. Principals who have stayed in the school for a long time are more familiar with the systems compared to those who have been in the school for a short time.
Table 4.1: Years Respondents Joined the School

<table>
<thead>
<tr>
<th>Year</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>2003 and below</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>2004-2008</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>2009-2013</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 4.1 shows the year respondents joined the school. The findings show that most (53.3%) of the teachers had stayed in the school for at least ten years. Others, (46.7%) had stayed in the school for five years while only (33.3%) had been in the schools for less than years.

This means that most of the respondents, have had enough time to familiarize themselves with the school management. The principal also having stayed in the school for some years enable him/her develops a positive attitude towards human resource managements.

4.2.2 The Years Principals’ Respondents Served as Principals in the Current Schools

Year served as a principal in the school is important to the study since it is attributed to enhanced experienced in serving the human resource in the school. According to the findings majority (46.7%) of the principals had been in the school for 6-10 years. Others (33.3%) had stayed in the school for 11 years and above, meaning they were familiar with the school environment enabling them understand the school administrative issues. Principals who had served 5 years and below (20%) may have
a challenge in managing the staff since they may have not understood the school human resource properly compared to those with many years. Principals with many years of experience in their current station may have better performance as compared to those with less experience.

4.2.3 Categories of Schools from which Respondents came from

Table 4.2: Category of the School

<table>
<thead>
<tr>
<th>School category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Schools</td>
<td>21</td>
<td>72.4%</td>
</tr>
<tr>
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<td>8</td>
<td>27.6%</td>
</tr>
<tr>
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<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Schools in terms of gender

<table>
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<tr>
<th>Gender</th>
<th>Number</th>
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</thead>
<tbody>
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<td>Girls Only</td>
<td>7</td>
<td>24.2%</td>
</tr>
<tr>
<td>Boys only</td>
<td>4</td>
<td>13.8%</td>
</tr>
<tr>
<td>Mixed boys and girls</td>
<td>18</td>
<td>62%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority (72.4%) of the secondary schools in the district were district schools while there were a few county schools from which a sample was chosen. Mixed secondary schools in the district were also many. The findings clearly indicate that many principals managed staffs that are exposed to the challenges of both gender (boys and girl). The findings are also a clear indication that there is competition in the district since mixed schools encourage competition of boys and girls.
4.2.4 Schools Performance Trend

Table 4.3 School Performance Trend (Last 5 years)

<table>
<thead>
<tr>
<th>Rating</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving each year</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Same level</td>
<td>8</td>
<td>54.3</td>
</tr>
<tr>
<td>Declining</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.3, majority (54.3%) of the schools were found to have been performing at the same level through the period while 20% of schools were improving each year. The performance in 26.7% of the schools was declining. The trend in performance shows that though most of the schools were not on a declining performance trend, they were also not improving.

The trend discovered in this item of the questionnaire was, however, not ascertained to be a result of human resource management practices of the principal. There was not enough information to co-relate the information.

4.2.5 Number of Staff in Schools

The number of staff in the schools was considered important in the study since it influences the principal’s effectiveness in management of human resource. Also, the challenges in managing a small number of staff members may be smaller than those encountered in the management of larger number of staff.
Table 4.4: Number of Staff in Schools

<table>
<thead>
<tr>
<th>Number of staff</th>
<th>Teachers</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Below 10</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>11-20</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Above 20</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that a majority (46.7%) of the respondents’ schools had 11-20 teachers and majority (53.3%) had below 10 members of non-teaching staff. A small proportion (20%) of the schools had more than 20 members of teaching and non-teaching staff. From the findings therefore, the principals have relatively small number of staff members to manage.

4.3 The Role Effectiveness of Principals in Human Resource, Recruitment, Selection, Induction, Training and Development and Motivation of Staff

The principals and heads of departments were asked to state their views on the effectiveness of principals’ in human resource planning, recruitment and selection, induction, training and development and motivation of staff. This data has been analyzed by categorizing similar and related responses together as in Table 4.5.
Table 4.5: Role Effectiveness of Principals

<table>
<thead>
<tr>
<th>Roles</th>
<th>Very effective</th>
<th>Effective</th>
<th>Not effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>H.R planning</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Recruitment and selection</td>
<td>6</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>Induction</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Training and development</td>
<td>5</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Motivation</td>
<td>2</td>
<td>4</td>
<td>26</td>
</tr>
</tbody>
</table>

4.3.1 Effectiveness of Principals in Human Resource Planning as Indicated by Principals and Teachers

From the findings in Table 4.5, majority (84%) of respondents indicated that the principals were effective in planning for the school human resource while 26% were ineffective. This was after teachers were asked to state what they perceived as the roles of principals in human resource planning. Majority (80%) principals and teachers (85%) stated carrying out the need analysis, determining the addition human resource requirement and developing the action plan as the major role of principals in human resource planning.

When principals were asked to state whether they had a human resource plan, 97% of principals indicated that they had a human resource plan. In addition, (93.3%) indicated that their schools had not attained the optimum number of staff requirement and that they were understaffed. Another number of the principals (98%), reported that their school human resource needs to the TSC on matters of teaching staff while on matters of non-teaching staff, they reported to the Board of
Management. The findings indicate that the principals could tell on the school staffing position, which could be used to show effective human resource planning. Nevertheless, 3% did not have a human resource plan and this shows poor human resource management in their school.

4.3.2 Effectiveness of Principals in Recruitment and Selection as Indicated by Principals and Teachers

Table 4.5 indicates that majority (74%) of principals and teachers perceived principals to be effective in the role of recruitment and selection of staff, which may be attributed to principals’ better understanding of the recruitment and selection process. According to Hyde (2004), if a principal performs the role of recruitment and selection well then the organization increases its value in performance. Those who indicated the ineffectiveness of principals (13%) may have attributed that to lack of training of the selection committee as indicated earlier.

Majority (97%) of principals indicated that they understood the recruitment and selection process of the Teacher service commission. This is evident since 97% of the principals agreed that they reported the staff requirement to the teacher service commission at the right time. Most (75%), principals advertised the vacant position when it arises on matters pertaining the non-teaching staff while the 25% of principals did not advertise the position rather they attracted applicants from the existing database. Most (95%) principals recruited the employees from the existing database of applicants which was a contradiction from what the majority (75%) had indicated to advertise the vacancies when they arises. Potentially, this could mean that the principals kept a database of job seekers and also advertised the positions.
Principals and teachers were also asked to state whether their schools had selection committee where 55% indicated to have the committee though it did not receive training for the job. This was evident that most of the schools did not have the most qualified and skilled interviewing committees since they lacked training for the job. The respondents also were asked to indicate the parameters used to select candidates for the job and the following were their responses: applicant experience, applicants’ qualifications, communication skills and interviewee confidence. According to the respondents’ cognitive skills was not an important parameter in the selection of staff.

4.3.3 Effectiveness of principals in induction as indicated by principals and teachers

Principals and teachers were asked to state whether their schools had induction programs and how effective it was at the time of the study. Majority (64.3%) of principals and teachers (75%) indicated that their schools did not have the induction program. Among those schools with the induction program, teachers and principal respondents stated that only 20% evaluated the program. However, both parties; those with and without the induction program agreed that the program enables employees understand the school culture, policies, understand their job description and get a good impression of the school as Indicated by Lussier 2000 in the literature review. This was evident that induction is a crucial element in management of human resources and that it should be taken seriously.
From Table 4.5, majority (72%) of the principals and teachers indicated that the principals were not effective in executing the induction role. Ineffectiveness may be attributed to many schools not having the induction program and lack of evaluation of the program in those schools where the program is in place. Conversely, 28% of principals and teachers indicated that principals are effective in the induction of staff. Those who rated that principal to be effective in the induction of staff may have come from those schools where the program is already in place.

4.3.4 Effectiveness of principals in training and development as indicated by principals and teachers.

When principals and teachers were asked to state the roles of principals in training and development, the majority (88%) principals and teachers (90%) stated the following: Conducting the training needs assessment, funding the training program, soliciting for a facilitator, ensuring the implementation of training program and evaluating the training program. In addition, majority (90%) teachers stated that it is the principals role to develop the training objectives differing with 12% of principals who stated it as a principals role.

From the findings, 98% principals and teachers indicated that principals understood the concept of training and development and that they had a budget allocation though only a few principals and teachers (35.2%) further stated that their school offered training to the employees. It was also clear that, schools which did not offer training to the staff as indicated by majority (64.8%), of the respondents had knowledge on training and development of staff as indicated earlier by 98% of principals and teachers respondents. Despite majority (98%) schools having a
training and development budget allocation, the findings show that they did not put much emphasis on training and development of staff since (64.8%) did not offer it. This is contrary to what Hall and Taylor (2005) indicated that an employer should develop the form of training which will develop staff towards new ways of working despite their age and level.

Principals and teachers were asked to state their views on the effectiveness of principals in training and development of staff. As indicated in Table 4.5, a majority (68%) of principals and teachers perceived principals to be effective in the role of training and development, which may be attributed to the availability of funds to carry out the process of training and development. However, this contradicts the earlier findings that majority schools did not offer the training to staff. Few (23%) principals and teachers indicated that the ineffectiveness of principals might be because their principals did not offer the training and development of staff despite having the budget allocation.

4.3.5 Effectiveness of Principals in Motivation of Staff as Indicated by Principals and Teachers

Table 4.5 indicates that most (62%) of the respondents perceived principals as either effective or very effective in staff motivation. The principals’ effectiveness was attributed to better planning and presence of motivation programs such as incentives award, promotion, recognition, trust, appreciation letters, and clear communication among others in the schools. However, 38% indicated the ineffectiveness of principals, which may have been caused by lack of implementation of motivation programs.
From the findings, 65% of respondents stated that their schools had staff motivational programs while 35% stated lack of such a program in their schools. Common methods mentioned for staff motivation were incentives award, promotion, recognition, trust, appreciation letters, clear communication, adequate working resources and respect. Motivated employees, according to principals and teachers portrayed the following characteristics as mentioned by the respondents: determination to succeed, high level of consistently good performance and presence of high cohesive team spirit.

4.4 Challenges Faced by the Principals in the Management of Human Resource

The study sought to find out the challenges faced by principals in human resource planning, recruitment and selection, induction, training and development and motivation as indicated by principals and teachers. The findings were as discussed below.

4.4.1 Challenges Facing Principals in Human Resource Planning

Principals and teachers were asked to state the challenges faced by principals in human resource planning in their schools and the findings are in table 4.6
Table 4.6: Challenges Facing Principals in Human Resource Planning as Stated by Principals and Teachers

<table>
<thead>
<tr>
<th>Challenges</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of HR budget</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Lack Strategy development</td>
<td>33</td>
<td>73.3</td>
</tr>
<tr>
<td>Lack of human resource records</td>
<td>22</td>
<td>48.9</td>
</tr>
<tr>
<td>Interference from community</td>
<td>19</td>
<td>42.2</td>
</tr>
<tr>
<td>Uncertainties</td>
<td>39</td>
<td>86.7</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that the majority (86.7%) of principals and teachers stated lack of HR budget and uncertainties as major challenges facing principals in human resource planning. Lack of strategic development was the second area the respondents stated that affect the effectiveness of principals in human resource planning. Other challenges stated by the respondents were lack of human resource records and interference from the community.

4.4.2 Challenges facing Principals in Recruitment and Selection of Staff

The respondents were asked to state the challenges faced by the principals in recruitment and selection of staff. The responses were summarized in the table 4.7 below.
Table 4.7: Challenges Facing Principals in Recruitment and Selection of Staff as indicated by Principals and Teachers

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Principals (n=15)</th>
<th>Teachers (n=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Inadequate funds</td>
<td>14</td>
<td>93.3</td>
</tr>
<tr>
<td>Incompetent selection panel</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Inadequate training</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Interference from community</td>
<td>13</td>
<td>86.7</td>
</tr>
<tr>
<td>Lack of qualifications</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Interference from sponsors</td>
<td>8</td>
<td>53.3</td>
</tr>
</tbody>
</table>

As table 4.7 indicates, both the principals and teachers concurred that inadequate funds and lack of qualifications were the major challenges facing principals in the recruitment and selection of staff. However, a majority (more than 90%) of teachers stated incompetent selection panel and inadequate training as other major challenges differing with the principals who stated interference from community and sponsors as other major challenges. It is evident that, all the challenges stated by teachers and principals affect principals in human resource management.

### 4.4.3 Challenges Facing Principals in Training and Development of Staff

Principals and teachers were asked to state the challenges facing principals in training and development and the results were as in the table 4.8.
From table 4.8, both principals and teachers selected inadequate finances, lack of time, turnover of trained employees and lack of commitment as the main challenges facing principals in the role of training and development. Lack of trained professionals in training and development was rated lowest since availability of professionals to train the staff is determine by the availability of resources meaning without resources the schools cannot access trained professionals.

### 4.4.4 Challenges Facing Principals in Motivation of Staff

The principals and the HODs were asked to give the challenges facing the principals in motivation of staff. Challenges were sampled as in the table 4.12 and 4.13 below.

![Table 4.8: Challenges facing principals in Training and Development of Staff as indicated by Principals and Teachers](image)
Table 4.9: Principals’ Challenges in Motivation of Teaching Staff as indicated by Principals and HODs

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Inadequate funds</td>
<td>14</td>
<td>93.3</td>
</tr>
<tr>
<td>Lack of mentors</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>Lack of recognition</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Mistrust hindering delegation</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Failure to secure promotion</td>
<td>14</td>
<td>93.3</td>
</tr>
</tbody>
</table>

As indicated in Table 4.9, the majority, (93.3%) of principals and teachers (96.7%) concurred that failure to secure promotion is a major challenge facing principals in motivation of staff, which may be because only the Teachers Service Commission could promote teachers.

The respondents also stated inadequate fund as a challenge facing principals in motivation of teaching staff. Principals and teachers stated other challenges: lack of recognition, mistrust hindering delegation and lack of mentors of which they differed in their effects on principals’ teaching staff motivation process.
Table 4.10: Challenges Facing Principals in Motivation of Support Staff as indicated by Principals and HODs

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Inadequate funds</td>
<td>14</td>
<td>93.3</td>
</tr>
<tr>
<td>Limited training opportunities</td>
<td>13</td>
<td>86.7</td>
</tr>
<tr>
<td>Old age</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Irregular rewards</td>
<td>13</td>
<td>86.7</td>
</tr>
<tr>
<td>Interference from community</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>Inadequate staff</td>
<td>5</td>
<td>33.3</td>
</tr>
</tbody>
</table>

From Table 4.10, majority (86.7 %) of principals and teachers (96.7%) indicated limited training opportunities as a major challenge facing principals in motivation of nonteaching staff. Other challenges stated by both parties were inadequate funds, old age, irregular rewards, inadequate staff and community interference. However, from both tables (tables 4.12 and table 4.13), the findings indicates that most challenges facing principals in motivation of teaching staff differ to those of motivation to non-teaching staff.

4.5 Strategies to be employed by Principals for Effective Human Resource Management

Simatwa (2010) found that, the ministry of education and the teacher service commissions are responsible for comprehensive programs for effective human resource management while sensitizing the principals on their roles in human resource management. Principals and teachers were also asked to state the strategies
employed in their schools for effective staff management. Majority, (86.7%) stated
the following: encouraging teamwork among teachers, establishing PTA kitty for
teacher motivation, introduction of remedial teaching with better pay outside school
hours and holding weekly dialogue, briefs and open forums to encourage
interpersonal relationship. Respondents also proposed employment of more
members of staff to avoid staff overload, organizing motivational trips every year,
regular consultation between principals and teachers and levying fees outside the
approved fee structure for cash gifts or meals to staff.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusion and recommendation of the study in line with the objectives.

5.2 Summary

The research aimed at establishing the effectiveness of secondary schools principals in management of Human Resource management in Mathioya Sub County, Murang’a County-Kenya. The roles of the principal studied include human resource planning, selection and recruitment, induction, motivation as well as training and development.

The target population for the study was twenty-nine principals and 174 heads of department in public secondary school in Mathioya District. Purposive sampling was used to select 15 principals and 30 heads of department participating as respondents.

Questionnaires with both open ended and closed ended questions were used to collect the data. The data was analyzed using descriptive and inferential statistics. Graphs, frequency, percentage tables were used to present the data. The findings were summarized according to research objectives and were presented using tables and graphs.
5.2.1 Summary of the Findings

Role effectiveness of principals in human resource planning, recruitment and selection, induction, training and development and motivation

The study found that principals in Mathioya district Murang’a County are effective in most of their roles as human resource managers. According to the findings, the principals are effective in human resource planning since most of them understood the process of employment in the TSC and that they could tell the human resource needs of their schools. On recruitment and selection most principals were effective in that they were involved in selection of staff and they reported staff requirements to the BOM and the TSC. Principals are also effective in training and development since they were found to understand the concept. On motivation, they were found to be effective which was attributed to adequate planning and implementation of motivation programmes. Nevertheless, principals were ineffective in induction of staff.

Challenges facing principals in management of human resource

The major challenges facing principals in human resource management include lack of budgetary allocation for human resource planning. In addition, because the principal and the board of management select staff to work under the TSC terms and condition, they are limited only to selecting persons who agree to those terms and potential employees with high qualification may disagree with those terms. The main challenges on training and development of staff are finances and time. This is because the school has tight budgets and timetable schedules. Motivation of staff was mainly hindered by the school’s financial power as well as factors beyond the
principal, such as securing promotions. According to the study, individuals’ perceptions on different issues are mixed and complex as highlighted by Bolton and Houlihan (2008). The principals should therefore ensure staff attention is not divided because of unfulfilled needs.

**Ways of improving effectiveness of secondary school principals in management of human resource**

Principals and teachers proposed the following ways to be employed by the principals in order to improve their effectiveness in management of human resource. Encouraging team work for teachers in order to achieve their targets, holding weekly dialogues with staff to encourage interpersonal relationship, introducing remedial teachings outside school hours to enable teachers cover the syllabus, establishment of PTA kitty for staff motivation, employing BOG staff to avoid overload on staff, holding trips for teachers every year, and availing copies of staff code of ethics for them to know what is expected of them.

The results concurred with those identified by Chemisto (2007) such as BOG employing staff on their own term and introducing the remedial teaching outside the school hours. Motivational issue would be catered for by the introduction of PTA kitty. On interpersonal relations, the principals held briefs and dialogue with staff.
5.3 Conclusions

The following conclusions were drawn from the findings of the study.

1. Effectiveness of principals in the role of human resource management

Principals as the heads of the school are to execute the role of human resource managers. From the findings, principals are effective in Human resource planning, recruitment and selection, training and development and motivation. On induction, principals were found to be ineffective.

2. Challenges faced by principals in management of human resource

The challenges facing principals in human resource management are lack of finances, uncertainties, lack of strategic development and human resource programs, interference from the community, high turnover of trained employees, lack of staff commitment and failure to secure promotion.

3. Strategies towards effective management of human resource

The strategies proposed towards effective management of staff were holding weekly dialogue, briefs and open forums with staff to encourage interpersonal relationship; establishment of a PTA kitty for staff motivation, ensuring there are staff to avoid high workload on staff, holding trips for teachers every year, availing copies of staff code of ethics and regular consultation between the principals and the staff.
5.4 Recommendations

The study recommendations are as indicated below

1. Training of Principals on HRM

The researcher recommends regular workshops and short courses to help principals keep abreast with trends in human resource management. Forums such as Kenya Secondary School Heads Association meetings could be very useful.

2. Provision of Funds to Enhance Effectiveness in Recruitment and Selection of Staff

On recruitment and selection, the ministry of education in conjunction with the TSC should avail adequate funds for recruitment and selection of staff. The funds should be used during the selection process to help advertise the job vacancies, hold a workshop for recruiting panel and possibly an induction program. In addition, the principals should use the alternative methods to motivate their staff in cases where the resources are not enough.

3. Roles of Various Stakeholders in HRM

The ministry of education should state clearly the roles of all stakeholders to avoid school stakeholders’ conflicts as well as grey areas, in which some aspects of human resource management are not assigned and therefore not taken care of.
REFERENCES


55


Norbert, E. (1967): Management planning: a systems approach; Melbourne publishers


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRINCIPALS

JANE NGAIRE,
P.O BOX,
KIRIA-INI
JAN 2014

TO THE PRINCIPAL

____________________________________

MATHIOYA DISTRICT

Dear Sir/Madam

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a student at Kenyatta University, studying for a Master’s degree in Education Administration. As part of the course, I am carrying out a research on management of human resources by secondary school principals. The research will focus on schools in Mathioya District.

You have particularly been selected to give an insight into this topic. The data collected will be analyzed in full confidentiality and your name or that of the school will not be quoted unnecessarily. You may request a copy of the final report by indicating it at the end of the questionnaire.

Thank you in advance.

Yours faithfully,

Jane Ngaire
Part 1: Principal and School Details

1. Which year did you join this school? .................................................................

2. For how many years have you been in a managerial position (from the level of a deputy principal) in any school? .................................................................

3. Please tick the category of your school as appropriate
   County [    ] District [    ]
   Boys Only [    ] Girls Only [    ] Mixed gender [    ]

4. Please provide information on the number of members of staff in your school
   Number of Teachers .........................................................................................
   Number of Support Staff members .................................................................

5. Since you became principal, have you taken any academic course specifically on management?
   Yes [    ] No [    ]
   If yes, name of the course .............................................................................
   and institution .................................................................................................

6. What has been the trend in the school performance for the last five years?

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Standard Score (KCSE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment on the trend above ........................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
Part 2: Human Resource Planning

1. Your school has a human resource plan.
   Agree [ ]  Disagree [ ]

2. Your school has attained the optimum number of staff required.
   Agree [ ]  Disagree [ ]

3. Considering the staff requirements in your school, what is the current staff situation?
   Under staffed [ ]
   Well Staffed [ ]
   Over staffed [ ]

4. Do you report the school’s human resource needs to the TSC?
   Yes [ ]  No [ ]

5. Trend analysis of the human resource needs of the school for the last 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What is your action plan for the next five years?
   Recruiting [ ]  Downsizing [ ]

7. Do you think human resource planning is the role of the principal?
   Yes [ ]  No [ ]
If No whose role is it? ........................................................................................................
........................................................................................................................................

Part 3: Recruitment and Selection

1. Do you understand the TSC recruitment and selection process?..............................

2. Does your school advertise vacant positions when they arise in:

   Teaching staff    Yes [  ]    No [  ]
   Non-teaching staff Yes [  ]    No [  ]

   If no, what do you do? ...................................................................................................

3. Which of the following methods do you use in attracting potential employees?
   (tick where appropriate)

   Direct walk ins [  ]
   From existing database of applications [  ]
   Rehiring [  ]
   Internal memo [  ]
   Others [  ]

4. Selection committee

   Is there a selection committee that interviews candidates is your school?
   Yes [  ]    No [  ]

   If yes, are the members given special training for the job? ........................................
   ........................................................................................................................................
5. What is the importance of the parameters below for selecting a candidate according to your present requirements?

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How would you rate your effectiveness in the following activities of recruitment and selection?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying vacancies and evaluating need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing position description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing recruitment plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting search committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and implementing recruitment plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing applicants and developing shortlists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting the interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. How effective is your school in terms of recruitment and selection of staff?

Tick where appropriate

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>

Part 4: Induction

1. Do you have an induction and orientation program in your school?
   Yes [ ] No [ ]

2. For your organization’s induction process, please state whether you agree or disagree with the following
   a. My organization induction provides an understanding of the school, its culture and structure ............................................................
   b. Part of the induction involves imparting information on school policies and procedures .................................................................
   c. It enables newcomers to meet colleagues with whom they will be working.................................................................
   d. Induction enables post holder to understand their job description ............
   e. It provides a good impression of the organization..............................

3. Do you evaluate the induction and orientation process
   Yes [ ] No [ ]

4. Identify any apparent weaknesses in your organization’s induction process......

..........................................................................................................................
Part 5: Training and Development

1. Staff development programs
   Does your school have any staff development programs?
   Yes [ ] No [ ]

2. Your organization considers training as part of your organization strategy.
   Agree [ ] Disagree [ ]

3. Does your school carry out training need analysis before engaging in training?
   .................................................................................................................................

4. Do you carry out the cost-benefit analysis of the training program?
   .................................................................................................................................

5. Is there any budget allocation to cater for training and development of staff?
   Yes [ ] No [ ]

6. Which of these are important barriers to training and development in your school?
   Time [ ] Lack of interest by employees [ ]
   Money [ ] Non-availability of trainers [ ]

7. How effective is your school in terms of training and development? Tick where appropriate

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>

65
8. How effective have past training sessions in your organization been? Tick where appropriate

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>

**Part 6: Motivation**

1. Does your school have a staff motivation program?

Yes [    ]  No [    ]

If yes, what are some of the methods used?

2. Do you measure the effectiveness of the methods used to motivate staff in the school?

Yes [    ]  No [    ]

3. From the statements below, tick three most important measures of an effective motivation program.

[Yes]

Willingness to work hard [    ]

Determination to succeed [    ]

High level of achievement [    ]

Consistently good performance [    ]

Highly cohesive team spirit [    ]

4. How effective is your school in terms of staff motivation? Tick where appropriate

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>

66
Part 7: Challenges

1. What challenges do you face in each of the management of human resource functions listed below?

   a. Human resource planning (tick against the challenge)

<table>
<thead>
<tr>
<th>1. Lack of HR budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Lack Strategy development</td>
</tr>
<tr>
<td>3. Lack of human resource records</td>
</tr>
<tr>
<td>4. Interference from community</td>
</tr>
<tr>
<td>5. uncertainties</td>
</tr>
</tbody>
</table>

   b. Selection and recruitment

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

   c. Induction

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
d. Staff Development

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
</tr>
</tbody>
</table>

e. Motivation

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
</tr>
</tbody>
</table>

2. Please rate your effectiveness in overcoming the challenges mentioned above

<table>
<thead>
<tr>
<th>Very Ineffective</th>
<th>Not Effective</th>
<th>Neutral</th>
<th>Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Are there specific strategies you would recommend for effective management of staff in a school?  
   Yes [    ]  No [    ]
   
   If yes, mention the most important ones here:
   
i) .................................................................
   
   ii) .................................................................
   
   iii) .................................................................

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APPENDIX II: QUESTIONNAIRE FOR TEACHERS

JANE NGAIRE,
P.O BOX,
KIRIA-INI
JAN 2014

TO THE HOD

_________________________
MATHIOYA DISTRICT

Dear Sir/Madam

RE: REQUEST TO PARTICIPATE IN RESEARCH

I am a student at Kenyatta University, studying for a Master’s degree in Education Administration. As part of the course, I am carrying out a research on management of human resources by secondary school principals. The research will focus on schools in Mathioya District.

You have particularly been selected to give an insight into this topic, especially rating the effectiveness of your principal. The data collected will be analyzed in full confidentiality and your name, that of the school or your principal will not be quoted. You are requested to give the most accurate data, free from personal bias or personal differences with the principal.

Thank you in advance.

Yours faithfully,

Jane Ngaire
1. Which year did you join this school?

2. For how many years have you been under your current Principal?

3. Please tick the category of your school as appropriate
   - County [ ]
   - District [ ]
   - Boys Only [ ]
   - Girls Only [ ]
   - Mixed gender [ ]

4. From the following roles of the Human resource Manager, tick Yes or No if you think is the role of your principal. If No state whose Role it is.
   - Human resource planning
   - Recruitment and selection
   - Induction
   - Training and Development
   - Motivation

5. Your school has a human resource plan.
   - Agree [ ]
   - Disagree [ ]

6. Your school has attained the optimum number of staff required.
   - Agree [ ]
   - Disagree [ ]
6. Considering the staff requirements in your school, what is the current staff situation?
   - Under staffed [ ]
   - Well Staffed [ ]
   - Over staffed [ ]

7. Do you report the school’s human resource needs to the TSC?
   - Yes [ ]
   - No [ ]

8. Do you report the support staff need to BOM?
   - Yes [ ]
   - No [ ]

9. Recruitment and selection
   a. What do you think of the recruitment procedures in the school?
      - Satisfactory [ ]
      - Unsatisfactory [ ]
   b. Do the vacant positions get closed at the right time?
   c. Were you provided with realistic job preview during recruitment?
   d. Do you feel that the right job is performed by the person who deserves it?

10. Induction
    a. Does the school have an induction program?
       - Yes [ ]
       - No [ ]
    b. If yes, what is the process? .................................................................
       ..............................................................................................................

71
c. Did the induction process make you aware of the following?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The structure of the organization</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Organization safety</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Vacation leave and sick leave</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

d. What are some of the challenges facing induction in your school?

11. How effective is your school in terms of induction of staff? Tick where appropriate

<table>
<thead>
<tr>
<th></th>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>

12. Staff training and development programs

a. Does your school have any staff training and development programs?

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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</table>

b. How effective are those programs if any?

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<thead>
<tr>
<th></th>
<th>Very effective</th>
<th>Effective</th>
<th>Not effective</th>
</tr>
</thead>
</table>

13. How effective is your school in terms of staff training and development? Tick where appropriate

<table>
<thead>
<tr>
<th></th>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>
14. Motivation

a. Does your school have any motivation programs?
   Yes [ ]    No [ ]

b. Which of the following motivational methods are used mostly in the school?
   Incentive awards [ ]
   Promotion [ ]
   Appreciation letter [ ]
   Others (mention them) .................................................................

c. How effective are those programs if any?
   Very effective [ ]    Effective [ ]    Not effective [ ]

15. How effective is your school in terms of staff motivation? Tick where appropriate

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
</table>

4. What challenges do you think they face the principals in management of human resource functions listed below

a. Human resource planning

| 1. Lack of HR budget |   |
| 2. Lack Strategy development |   |
| 3. Lack of human resource records |   |
| 4. Interference from community |   |
| 5. uncertainties |   |
b. Selection and recruitment

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>Non-teaching staff</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3</td>
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</tbody>
</table>

c. Induction

<table>
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<tr>
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<td>1.</td>
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</table>

d. Staff Development

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<tbody>
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</tbody>
</table>
e. Motivation

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<td>4</td>
</tr>
</tbody>
</table>

5. Are there specific strategies you would recommend for effective management of staff in a school?

Yes [  ]  No [  ]

If yes, Mention the most important ones here .................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
APPENDIX III: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. 9th Floor, Utalii House
         Uhuru Highway
         P.O. Box 30623-00100
         NAIROBI-KENYA

Date: 1st October, 2014

NACOSTI/P/14/4993/3130

Jane Muthoni Ngaire
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
"Effectiveness of secondary school Principals in the management of human
resources: A case of Mathioya District, Murang’a County, Kenya," I am
pleased to inform you that you have been authorized to undertake research in
Murang’a County for a period ending 30th November, 2014.

You are advised to report to the County Commissioner and the County
Director of Education, Murang’a 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.

DR. M. K. RUGUT, PhD, HNC
Ag. SECRETARY/CEO

Copy to:
The County Commissioner
The County Director of Education
Murang’a County.

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Ms. Jane Muthoni Ngaire

of KENYATTA UNIVERSITY, 0-10340

has been permitted to conduct research in Murang'a County, Kenya on the topic: EFFECTIVENESS OF SECONDARY SCHOOL PRINCIPALS IN THE MANAGEMENT OF HUMAN RESOURCES: A CASE OF MATHIOYA DISTRICT, MURANGA COUNTY, KENYA for the period ending: 30th November, 2014

Permit No.: NACOSTI/P/14/4993/3139
Date of Issue: 1st October, 2014
Fee Received: Ksh. 1,000

Applicant's Signature

Secretary
National Commission for Science Technology and Innovation

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions and revoke this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No.: 3427

CONDITIONS: see back page