STRATEGIES EMPLOYED BY SCHOOL MANAGERS
IN IMPLEMENTATION OF SUBSIDIZED SECONDARY EDUCATION IN
MERU SOUTH SUBCOUNTY, THARAKA NITHI COUNTY

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E55/CE/25940/2011

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EDUCATION IN PARTIAL FULFILLMENT FOR THE AWARD OF A
MASTER OF EDUCATION (ADMINISTRATION) DEGREE OF
KENYATTA UNIVERSITY

MAY 2016
DECLARATION

STUDENTS DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Mugo Severino Gitari

SUPERVISORS’ DECLARATION:

We confirm that the work reported in this research project was carried out by the candidate under our supervision as University supervisors

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DEDICATION

This study is dedicated to my loving wife Mary Wanjiku, and my children Munene, Murugi and Kinyua
ACKNOWLEDGEMENT

I sincerely thank God the almighty who has given me good mental health to undertake and accomplish this task.

My gratitude goes to my supervisors Dr. Joseph Mungai and Dr. Martin Ogola for their encouragement, guidance and inspiration at all levels in the preparation of this project. Their professional suggestions and comments assisted me to complete this work. I must extend special thanks to all the Kenyatta University lecturers for their immense support during the course of this study. Collectively, their efforts and expertise have given me a rudimentary look into your world.

I sincerely thank and appreciate my respondents for providing me with the required information without which this work would not have been completed. These included the secondary school head teachers, teachers, members of board of Management in secondary schools in Tharaka Nithi County.
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<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FCUBE</td>
<td>Free Compulsory Universal Basic Education</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NCSTI</td>
<td>National Council for Science, Technology and Innovations</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>SDE</td>
<td>Subsidized Secondary Education</td>
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<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
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<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>USE</td>
<td>Universal Secondary Education</td>
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ABSTRACT

The purpose of this study was to establish the strategies employed by school managers to address the challenges faced in implementation of subsidized secondary education in Tharaka Nithi County, Kenya. The objectives of the study were: to establish the strategies employed in the management of Physical resources, Material resources and Financial resources, to establish the strategies employed by the school management, in the management of student and staff, to find out the challenges faced in the management of subsidized day secondary schools in Tharaka Nithi county and to establish effective strategies to address the challenges faced in management of Subsidized secondary education, in Meru south subcounty, Tharaka Nithi county. The study utilized descriptive survey research design. The target population was the 34 head teachers, 280 teachers, and 306 Board of Management members. A sample of 10 headteachers, 28 teachers and 34 members of Board of Managers was sampled. The study utilized questionnaires for teachers and headteachers, and interview for the members of the Board of Management. Piloting of the instruments was done on 2 head teachers, 4 teachers and 2 BOM chairpersons who were not included in the final study in the same County. Validity was ascertained with the help of the supervisors from Kenyatta University. Before the actual data collection the researcher tested the reliability of the instrument using split half technique and Spearman Brown prophesy formula and a correlation coefficient of 0.78 was obtained and deemed reliable. Data was cleaned, coded and analyzed by use of descriptive statistics facilitated by statistical package for social sciences (SPSS) version 21 Tables, percentages and frequencies were used for data presentation. The study established that headteachers were effective in financial management involving preparing and approving budgets, setting financial priorities and authorizing expenditure. Challenges faced in implementation of SDSE included: management skills, discipline, financial management skills, impact of HIV/AIDS, political interference, frequent transfers of teachers, workload, government funding, teacher turnover, understaffing, teacher-pupil ratio, teacher attrition, class size, school infrastructure and social instability. Among the strategies that can effectively be used include: increasing the share of government infrastructure funds to enable schools to put up adequate physical facilities to cater for the rising enrolment, minimum transfer of teachers, training headteachers to acquire financial and management skills, employment of more teachers by the teachers service commission and increasing the involvement of BOM in school management. The study recommends training of headteachers and BOM Members on management, mandatory training course of headteachers and BOM after inauguration, increased budgetary allocation for SDSE by the government and increased involvement of BOM in management.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School management is the practice of working with and through others to achieve organizational objectives in a changing environment. Franklin (2002) defines management as a distinctive procedure consisting of actions of preparation, systematizing, actuating and scheming performing to determine and accomplish affirmed objectives with the use of people and other resources.

By the end of the year 2015, which is the year in which the International Society pledged to meet Education for All (EFA) targets and the Millennium Development Goals (MDGs), several governments, mostly in Sub-Saharan Africa, are abolishing school fees for high school education (UNESCO, 2010). This is partially owed to the local and global requirement to accomplish EFA and the MDGs. Cost levied at high schools are without a doubt some of the main obstacles for some children to acquire high school education, leading to low transition rates from primary school to high school education and thus, many governments in Sub-Saharan Africa have planned to eliminate high school education fees.

Ghana is one of the nations that have provided free basic education to their citizens since 1996 (Akyeampong, 2009). This has been done under the Free Compulsory Universal Basic Education (FCUBE), and not only to primary but also in secondary schools education became free of charge. As a result of the elimination of fees, some institutions of learning established indirect school fees to provide for the lost income which was in
most cases a responsibility of district authorities (Akyeampong, 2009). Parents in primary
and lower secondary school were still required to cater for operational expenses, Parent
Teacher Association (PTA), school uniforms, textbooks and other costs. It was not until
2006 that all these costs were eliminated through the government’s capitation grant
scheme. Although Uganda also introduced universal secondary education (USE), parents
were still required to give medication and boarding money. Similarly, in Nigeria, the
government provided teaching free high school learning, yet diverse forms of levies are
obligatory on parents to cater for the administration fees of the scheme (UNESCO, 2007).
This implies that despite the several governments’ efforts to abolish the school fees and
cater for the expenses, it was impossible to completely eliminate the levies levied to the
parents. Although the Nigerian educational context is similar to Kenya’s system, the
information from Nigerian system does not adequately cover the situation in Kenyan
system due to the varied economical positions. It is therefore necessary to carry out this
study to address the Kenyan context.

In Rwanda, the government paid fees for Basic primary Education and extended free
education from primary to secondary education. One of the main reasons for this was
because of high fees charged at secondary education. The Government of Rwanda was
concerned that high fees and fewer places in secondary education locked out those who
completed primary education and qualified for secondary education (Ministry of
Education, 2008). In Uganda, similar concerns were raised in that barely 1 out of 5
children who completed primary school had access to secondary education, and the most
of those were from wealthy households (UNESCO, 2007). Museveni, (2008) argued that
the introduction of Universal Secondary Education (USE) in Uganda aims to shift
admission models from restricted privileged, to the most of learners in the country. In Kenyan school however, the programme seems to be working, but faced with numerous challenges. Handling these challenges is determined by the strategies that the headteachers will apply, and this study targets to assess and analyze these strategies, and their effectiveness.

The government of Uganda initiated Universal Free Secondary School Education policies in 2007. Ugandan Government was the earliest country in sub Saharan Africa to implement such a plan (Museveni, 2008). The government started to provide free secondary education to all learners who excelled in the primary leaving exams. Although majority of the chosen institutions are excellent schools, there are some private secondary schools also enlisted to this plan. According to the Ugandan Ministry of education, the parents of the students were free to enroll their children to other secondary schools that were not included in USE plan if they could manage to pay for to pay the fees. The Kenyan situation is different since the admissions to secondary schools are made by the secondary schools headteachers, and in accordance with the pupil’s performance and classification of schools.

With the immense raise in enrolment following the free primary education introduction, the government of Kenya was alarmed that if the high schools carry on to charging school fees, the majority of the learners who entered and completed FPE would not be able to proceed to secondary school (Otieno, 2007). In most scenarios, these children come from humble families whose parents may not be able to manage to pay for the expenses of high school education. Denying secondary school education to students from
humble family backgrounds is possibly expected to hinder their probability of evading poverty. This is because the political, social and economic gains are connected with secondary school education (World Bank, 2005). The government of Kenya is exploring ways that make possible the children from poor families to gain admission to secondary school education. The free secondary education is therefore viewed as a possible plan to increasing access to education by the majority of the population.

Policy makers in Kenya revealed a rising attention in growing and intensification the secondary school education system, but numerous drawbacks persist. As the country successfully increased primary school learner attendance rate to almost complete coverage, the learners seeking secondary school education are many. In an attempt to enhance access, programmes such as Free Subsidized Day Secondary Education (SDSE) have been launched by the government (Muhindi, 2013). However six years after the launching of SDSE, the evaluation reviews are revealing varied responses. The school management has been complaining of delayed disbursement of funds and inadequacy of the amounts allocated per school. It's only a few studies that focus on the implementation of the SDSE and the challenges faced.

In January 2008, the Kenyan government declared Subsidized Day Secondary Education (SDSE) in all public schools in the country as an accomplishment of the Education for All (EFA) worldwide obligation and policy to provide children universal primary education. This important programme was adopted following campaign pledge without prior research findings (Khakasa 2008). As a result, there are numerous challenges facing its implementation. The way in which the programme was carried out after electoral
campaign pledges of 2007 and lack of strategy paper in the implementation of the SDSE programme undoubtedly suggest that there was a slight research carried out prior to the introduction of the policy. The SDSE policy has faced numerous challenges to the parents, teachers and the government at large. The strategies in which these stakeholders apply to mitigate these challenges are varied, in accordance to the degree of the challenges faced. This study aims to assess these strategies, and establish their effectiveness.

Despite the political environment under which the SDSE policy seemed to have been concerned with, the policy was welcomed with varied thoughts and reactions. Some saw the policy as a populist step that will in actual terms be a load to parents. Arguments have been raised on the issue, such as: SDSE will instance an incursion that will surely hurt the school amenities and workers; triggering schools to levy construction and development fees on parents, as the government taxes citizens higher to obtain tuition fees for the numerous numbers of learners and to hire and pay teachers (Otieno, 2007). The school management was affected by this abrupt expansion. The resultant increase in the number of students in day secondary schools brought about numerous challenges to the management. This study will establish the effectiveness of the strategies which these headteachers apply in order to manage the increased students.

During the launch of Subsidized Day Secondary School Education, the Kenya’s president outlined the motive for the implementation of Subsidized Day Secondary School Education as follows: primary school leavers completed 8 years of education when they are too youthful to take on in fruitful economic activities and significantly contribute to
country building. Additionally, students from underprivileged families who fail to enroll secondary schools since lack of school fees frequently relapse back to illiteracy, thus reversing 8 years of investment in their primary education. Moreover, Primary education alone is not adequate to give the quality proficient human resource necessary for our country's sustainable growth. It is for these reasons that the Kenyan Government decided to put into practice the subsidized day Secondary Education Programme (Kibaki, 2008).

The implementation of the SDSE has raised varied concerns, with the increased transition from the primary schools, due to the subsidized secondary education; the school administrators suffer a strain in management of the rising number of students. This study aims at establishing the effectiveness of the school management in implementation of SDSE.

1.2 Statement of the Problem

The management of a school is a major factor that determines if the institution will attain its vision and mission thereby obtaining its learning objectives and goals. The Government and other development partners have endeavored to provide facilities for the realization of free secondary education. In Tharaka Nithi County for instance, concerns have been raised about the strategies that the headteachers have been applying in management of secondary schools. Some have been accused of misusing the funds; others have been blamed for delaying the payments to the suppliers. The parents are on the other hand complaining because of the funds they are being levied by the schools, despite the announced subsidized secondary education. Public Day secondary schools in Tharaka Nithi County are facing administrative challenges as shown by low internal efficiency and complain by stakeholders about the way the learning institutions are being
managed. With the increased enrollment, these effects are adverse to the learners, the
school and the education system, at large.

1.3 Purpose of the Study

The purpose of this study was to establish the strategies employed by school managers to
address the challenges faced in implementation of subsidized secondary education in
Tharaka Nithi County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives

i. To analyze the physical resources, material resources and financial resources
strategies employed by the school management.

ii. To find out the school management strategies employed by the headteachers, to
ensure effective management of student and personnel.

iii. To find out the management challenges faced in the management of subsidized
day secondary schools in Tharaka Nithi county

iv. To find out the effective strategies to address the challenges faced in management
of subsidized secondary education, in Tharaka Nithi County.

1.5 Research Questions

The study was based on the following research questions

i. What are the physical resources, material resources and financial resources
strategies employed by the school management?
ii. What are the school management strategies employed by the headteachers, to ensure effective management of student and personnel?

iii. What challenges do schools experience in the management of subsidized day secondary schools in Tharaka Nithi County?

iv. What strategies should be put in place to address the challenges faced in management of subsidized secondary education, in Tharaka Nithi County?

1.6 Assumptions of the Study

The assumptions upon which this study is founded are:

i. The respondents gave accurate and honest information.

ii. The school managers are inducted on their roles upon appointment and they therefore understood their role expectation clearly.

1.7 Scope/Delimitation of the Study

This study was conducted in Tharaka Nithi County. Head teachers, teachers and Board of Managers were targeted for the study. The study specifically sought information on the challenges facing school managers in the school management in the areas of physical, material, financial, students and staff. The study also sought information on challenges faced and strategies to address the challenges to effective management of public day secondary schools.
1.8 Limitations of the Study

The following were the limitations of the study:

One of the limitations is the use of self reporting to measure variables. This can generate self generated and thus inflate causal linkages. This limitation was overcome by the researcher being as objective as possible. The questionnaires used were as valid as possible in terms of content face and construct. The researcher also avoided leading questions to mitigate this limitation.

Suspicion by respondents especially those holding extreme views regarding work-life balance may have led them to give views that agree with their sentiments even when knowledge in their domain suggest otherwise. The researcher attempted to overcome this by building rapport with the respondents and explaining the usefulness of accuracy of information given as education is a crucial service to society.

1.9 Significance of the Study

It is hoped that the findings and recommendations of this study would provide valuable reference for policy makers to review the head teacher’s appointment criteria and for the improvement of policies. Head teachers and teachers may gain from the research in that they are likely to obtain information that may guide them on the need to improve their knowledge in handling the challenges of Subsidized secondary education for example through further training.

The findings from this study may provide valuable data that can be used by the DEOs who orient the head teachers to highlight on the challenges facing school management
during their many capacity building meetings. It is also hoped that the head teachers will use the findings of this study to improve on their management by using the identified strategies.

The government, through the Ministry of education, could use the study in evaluating and strengthening access to education. The information is useful to parents in determining the necessary contributions they ought to make towards free secondary education; the parents will also be aware of the extent of government support towards free day secondary education and thus make them adequately prepared to meet their responsibilities towards education of their children.

1.10 Theoretical Framework

This research was based on the Educational Leadership Theory formulated by Pushpanadham (2006) which stipulates that instruction of managers of schools should give emphasis to school-wide individual resource development programs to improve the capacity of the whole school. Pushpanadham (2006) suggested that if the expenditure of training all personnel is too expensive, then a little group can be trained with the anticipation that those in management positions would contribute to their new awareness and skills as trainers with all the other staff. Pushpanadham also stressed the significance of incessant staff expansion through the providing regular in-service training with the aims of increasing their proficient capability. A continuous and complete organization of specialized progress through preparation can be created to teach the school headteachers in instructive as well as administrative scope of the school management. In the situation of this theoretical mold, management of the school is the influential feature for
achievement in the school situation. The headteachers have to deem a selection of factors to make positive that he or she becomes triumphant. This required higher decision-making skills that can only be obtained through teaching. This created an administrative gap in public schools because with no fundamental executive preparation, the school managers are less likely to be familiar in basic administration practice and are likely to face many challenges particularly economic. The Education Act (1968) defines an administrator as any individual or body of personnel accountable for the administration of a school. Although the Act confers widespread power on the Minister of Education over the organization and instruction of education in Kenya, the day to day operation of affairs in the school falls exactly on the shoulder of head teachers. Indeed, this model postulates that effective school management entails organizing resources that include human and facilities, management of learning, and relations. This theory finds its usefulness in this study as it is conceptualized that the challenges that the school managers’ face significantly reduces the school output thereby compromising the support given to learners.
1.11 Conceptual Framework of the study

A conceptual framework showing the relationship of the variables is shown below.

![Conceptual Framework Diagram]

**School Management**
- Management of Physical resources
- Management of staff
- Management of students

**Independent variables**

**Implementation of SDSE**
- Good learning conditions
- Better academic performance

**Dependent variables**

**Intervening variables**
- Community
- Challenges
- Government policy
- School size

Figure 2.1: Conceptual Framework

A conceptual framework showing the relationship of the variables is shown above. In the framework, the independent variables are the headteachers management of the school resources which include the physical resources, the material resources and the financial resources. Management of student and staff also lies under the independent variables. The intervening variables are the school size and government policies, while the dependent variables are the implementation of SDSE, which include good learning conditions, adequate school facilities and better academic performance.
1.12 Operational Definitions of Terms

Challenges: Difficulties that impede a smooth running of a subsidized day secondary education but bear within themselves an opportunity for development.

Effectiveness: This refers to the extent or degree to which BOM and Headteachers are able to achieve their objectives in the management of schools.

Financial Resource: The money available to schools for spending in the form of cash, liquid securities and credit lines. These resources are used for day to day operations.

Head teacher: A persons appointed by teachers service commission to manage the affairs of public day secondary school on behalf of the ministry of education

Implementation: is the realization of an application, or execution of a plan, or policy and in this case, execution of SDSE in schools.

Material resources: These include the materials used in teaching and learning in Secondary Schools. They include books, chalks, and laboratory chemicals and equipment

Physical Resources: These are the physical structures and buildings that are used in education setup. These include buildings, classrooms, toilets, laboratories, and furniture.

Resource management: is the efficient and effective development of secondary schools resources when they are needed.

School Administration: School administration officers oversee the daily operations of schools, colleges, universities, day care centers and preschools. A school
administrator's specific responsibilities differ between organizations, but often these administrators are an important link between students and local communities.

School Management: Refers to the process of directing the school through planning, organizing, coordination and controlling of its material and human resources towards the achievement of predetermined goals.

Strategies: is a high level plan to achieve the goals of implementation of SDSE, under conditions of uncertainty.

Subsidized: is the financial support extended to Secondary Schools in Kenya generally with the aim of promoting Education access and retention of students.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter covers a review of the related literature, under the following sub-headings; subsidized secondary education in Kenya, management of school resources, management of students and staff, challenges encountered in management of free secondary education, and the research gaps.

2.2 Subsidized Secondary Education in Kenya
The Kenyan governments laid out efforts aimed at achieving the Millennium Development Goals, there was need to empower more people in education and hence the introduction of the Subsidized day Secondary Education (SDSE) in 2008, as a reaction to increase of learners from primary schools as a result of the introduction of Free Primary Education (FPE) in January 2003 (Malenya, 2008). The Kenyan government abolished tuition levies as it formed a significant amount of the funds necessary in making the fee of secondary school education which was official pardon to parents, sponsors and guardians (Malenya, 2008). Every student in the secondary schools was allocated Kshs. 10,265/= per annum to cater for tuition, managerial costs, maintenance, repairs, local travel and transport, improvement, water and electricity, conservancy, personal emolument, activity and medical fees. The parents were only required to cater for boarding fees to a highest of Kshs. 18,265/= per. According to the SDSE New Policy; the Kenyan Government should pay Ksh. 10, 265 per student yearly as money for tuition (MOE, 2009). This means that the day-scholars will only pay for uniforms, building and
activity fees. The boarding secondary school students, however, have to pay a maximum of shs.18, 265/= to cater for the extra school requirements (Kimani, 2008). The parents still raise their complaints on the amount of the money they are supposed to pay for the secondary education. Others delay to pay their funds, while others fail to pay completely. In such events, the head teacher is still supposed to ensure that the school runs effectively, despite the parent’s delays in paying fees. This study wishes to establish the strategies the principals apply in these cases.

2.3 Management of School Resources

Educational administration in Kenya includes all those people involved in directing, management and controlling of the learning endeavor. They vary from the principal secretary his/her team of staff at the ministry of education headquarters, the director of education, the County director of education, to the district education officers, Quality Assurance and Standards Officers, and the school principals. The School administrators ought to be prepared with the administration skills and methods such as management-by-objectives. This is because school management is apprehensive with the translation of various resources amongst them people, machines, materials, funds and time into a functional venture. The victory in the accomplishment of goal depends on how effectual and efficient the resources are utilized. The strategies that the head teachers use in management of the SDSE are an essential component and determinant of the success of the entire plan, and therefore this necessitates this study.

The school head teacher plays a main task in efficient execution since he is the most likely person to shape the school setting required for the achievement, such as growth of
shared goals, job composition, school climate and actions for monitoring of the results. He is a manager, a facilitator of change and a problem solver. He has to lead any adjustment in the organization by giving course, motivation and most of all, design plan and supervise that transform is implemented efficiently.

2.3.1 Management of Physical/Material Resources

Most of the East African governments in the region are under severe budgetary restrictions, particularly after the international recession has taken hold. While the governments are intending to extending free education, they often allow public schools to charge fees for some of the items such as buildings in the school and for extracurricular costs, school meals, sports fees, textbooks, uniforms etc. Although formally most levies are not authorized by the government, the levies are often used to cater for missing funds due to delayed governmental subsidies.

Khakasa (2011) investigated challenges in implementation of Free Secondary Education (FSE) policy in secondary schools of Bungoma County, Kenya. He established that the headteachers were least prepared for the implementation of the FSE since many were hardly trained. Implementation of FSE in schools increased the volume of textbooks in schools as well as increasing the frequency of other teaching and learning resources such as newspaper, magazine, resource persons and maps. The management towards implementation of FSE was ranked poorly due to low consultations and meetings. The school management used facilitation, instruction, enforcements and persuasion to enhance proper implementation of FSE. The government enhanced learning in the secondary schools through provision of the funds per the student and guidelines for the
implementation of the FSE. However, with the delayed disbursement of these funds, the headteachers are also required to ensure the smooth running of the school. The strategies they apply to ensure that this happens, is a focus of this study.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Secondary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained. The headteacher is also responsible for the school facilities.

In relation to the structure of physical facilities, Osei (2006) indicate that the development efforts of school head teachers have sometimes been frustrated because of lack of space for extension of the school, lack of housing for teachers and worse still lack of essential facilities like desks, chalk, books and so on. Some schools do not have adequate classrooms and where they exist they are sometimes in very poor condition, which are hazardous to students and staff. Such a situation is likely to be observed in public secondary schools at present.

Muchiri (2012) carried out a study on Challenges influencing the implementation of free secondary education in Kangema District, Murang'a County. He established that the physical facilities that were inadequate were classrooms and desks, which impacted
negatively on the implementation of FSE. It however emerged that latrines were adequate. The study also established that the community supported the schools to a small extent by disciplining the students, contributing financially and sometimes donating physical resources. The study further established that the funds allocated to schools were inadequate, hence did not meet the needs of the school as required, in addition the funds were not released on time to enable the schools to meet their financial obligations.

In South Africa, user fees are identified as a barrier to education (Veriava, 2002). While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. The South Africa School Act (SASA) provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There was however exemptions from paying school fees for parents who could afford to meet the cost. Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees (Veriava, 2002). In Kenya the government has a uniform allocation criterion for secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school. The study sought to find out how FDSE affect demand for physical facilities.

School facilities are an important component of the hospitality in the schools. The availability and adequacy of these facilities is a key factor in the living and learning condition of the school. However, very few researches in Kenya focus on the way the school managers manage the schools physical facilities. This study aims to fill the gap with the findings from secondary schools in Tharaka Nithi County.
2.3.2 Management of School Finances

Karoki (2010) carried out a study on Factors influencing implementation of free secondary education: a case of Mathioya District and established that that there was an increase in enrolment since the inception of FSE funding was not adequate and that it was also irregular. From the findings some of the infrastructure was inadequate to cater for the implementation of FSE. The findings also revealed that only a few schools had income generating projects. These projects were not able to cater for the deficit not catered for by the government funding for FSE. More importantly was the fact that the income generating projects only targeted the internal market. The study recommended an increase in the government funding as well as its release in good time. Also recommended was the employment of adequate teaching staff so as to cater for the increased number of students.

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; untrained and half trained teachers who seldom stay long; overcrowded classrooms; poor communications and few supporting services especially health services. As a result the administration of schools has become one of the most taxing jobs in the whole education system.

Khamati (2010) carried out a study on Factors influencing the implementation of free secondary education in Mumias District, Kenya, and established that among the factors affecting implementation of FSE were management capacity of the principals, time of
funds disbursement to schools and parental support have a negative influence on the implementation of FSE. The B.O.Ms had a positive influence while socio-economic factors have both negative and positive influence. He recommended that the government needs to speed up sending of money to the schools and probably increase the funding. He further recommended that the principals be subjected to compulsory training in management and that the ministry should increase the frequency of school inspection.

Monetary support of the high school by the management does not mean that schools will be without problem. There are unrestrained and unanticipated conditions that make it hard for services to be provided efficiently. The managers of the schools should be well acquainted with procurement procedures and financial supervision so as to ensure that the funds given to them are correctly accounted for (Macharia 2011). This is essential since a venture can stay efficient only when there is suitable track and be in command of its day-to-day activities. The school administrator is tasked with the determining of the behavior, attitudes and imparting skills to the learners hence shaping the destiny of the country.

Muhindi (2013) conducted a study on Challenges Facing the Implementation of Free Day Secondary Education: A Case Study of Nyeri South District, Nyeri County in Kenya. He established that delayed disbursement and inadequate government subsidies, a shortage of physical facilities, teaching learning resources, teachers, the inability to pay for compulsory items are collectively threatening to compromise the quality and even derail the free day secondary education. He further established that the government’s FDSE subsidies are inadequate and are not disbursed in time cost of compulsory items and other direct payments by parents are prohibitive. These studies indicate that the school managers do face challenges in management of the school financial resources. The school
financial resources are an important factor in the implementation of subsidized day Secondary education in Kenya. Therefore, carrying out this study will help in understanding the challenges the school manager’s face and the ways to alleviate them.

2.4 Management of Students and Staff

An efficient and competent administrator must have the practical, individual and theoretical skills so as to be a good (Franklin, 2002). Franklin argued further that the practical understanding and skill include the understanding and expertise in using specific action such as a procedure, process or technique. The managers of the schools should be ready with the awareness and ability to do managerial duties in the school.

Several studies have investigated student motivation specifically among African American students. Tucker, Zayco and Herman (2002) studied the motivation of 117 African American students mostly from low-income families in first through twelfth grade. They found that teacher involvement was the strongest predictor of student motivation. However, other studies have shown that African American students, as well as other ethnically diverse and low-income students, feel that they receive significantly less support from their teachers than European Americans students (Tucker et al., 2002). Students’ perceived relatedness and perceived autonomy also directly influenced academic engagement, while perceived competence and teacher structure affected perceived relatedness and teacher autonomy support affected perceived autonomy.

In an institution of learning; a head teacher is supposed to develop a superior affiliation with the instructors, committee, and support staff and with the society in order to keep
away from confrontation to any amendments that he brings about and to make sure accomplishment in gathering their objectives (Kreither 2000). Kreither argues that a managers experience a number of interpersonal problems; among other things they were professed as controlling, untrustworthy, abusive, demeaning, excessively serious not poor communication, and team players.

Research on teachers' job satisfaction suggests that educators are most satisfied with teaching itself and their supervision and dissatisfied with their salary and promotional opportunities (Dinham & Scott, 2000). These findings seem to be robust across several different countries and cultural contexts (Koustelios, 2001). As far as early educators are concerned, Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy as important factors that contribute to teacher dissatisfaction. For teachers, satisfaction with their career may have strong implications for student learning. The hypothesized outcomes of job satisfaction include the use of new techniques in class for better performance which, in turn, may be conducive to students' better achievement.

Leadership of the schools is viewed as full contribution by teachers and management in development of a communal vision, development and implementing teaching and learning conditions improvements, functioning with the society, and taking part in specialized improvement in work embedded, mutually respectful ways, in addition to contribution in administration (Crowther 2002). Shared authority refers to head teachers allocating their governing tasks to the teachers. It is similar to participative administration, in which teachers contribute, in a variety of ways and to varying extents, in decision making in schools that were conventionally made by the managers. However,
shared school administration encompasses other leadership or governance roles that are distinct from management, including peer supervision or evaluation, action research and school data analysis, and leadership in such areas as employee’s development and staff hiring (Blase and Blase, 2000).

While there are a number of factors that affect performance in school, one of the most influential is motivation. Motivation, also referred to as academic engagement, refers to cognitive, emotional, and behavioral indicators of student investment in and attachment to education (Tucker, Zayco, & Herman, 2002). Students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly effects academic achievement; all other factors affect achievement only through their effect on motivation (Tucker, 2002). However, it is not as easy to understand what motivates students. Numerous studies have been conducted on this topic, which has led to the development of several theories of motivation.

With the introduction of Free Primary Education in Kenya in 2003, there was massive increase in enrollment of pupils in primary schools. 8 years later, the lot moved on to the secondary school level. The enrollment in the secondary schools further increased after the introduction of subsidized day secondary education. With this increase, there was a significant need for more teachers and other relevant staff in the schools. This study aims to investigate these challenges faced by the principals in management of student and staff in secondary schools.
2.5 Challenges Encountered in Management of Free Secondary Education

According to Ugandan ministry of education, there were more than 500,000 secondary school students who are learning under the Universal Secondary Education policy in some 1476 schools (Museveni, 2008). This is a huge development in provisions of admission to secondary school education. However, the quality of learning provided to Uganda students is still a doubtful even as administration tries to present new subsidies to cater for the education associated costs. Even School managers who are one of the most significant factors to the success of this policy are still in confusion as a result of their capacity and understanding to put into practice their role (Chapman, Burton and Werner, 2009).

Researches on retention and access in primary schools and secondary schools in Ghana show that though the Free Secondary school Education resulted to generally enrolments raise, students from poor backgrounds continued to be underrepresented (Akyeampong, 2009). Akyeampong (2009) made it clear that not only indirect costs hold back access of the poor students, but also opportunity costs considerably affect the likelihood of disadvantaged students to join in and complete secondary education. A research of admission patterns in Malawi also concluded that education access in the country continue to reveal wealth (Chimombo, 2009). Thus, despite direct fees being eliminated, these studies clarify that the obliteration of school fees has not been enough effort to enhance access to education for the poor students.

According to Bisschoff (1997), a budget is the mission statement of the school expressed in monetary terms. McKinney (1995) argues that budgeting is an ongoing and dynamic
process that is typically marked by regular phases, such as, planning, needs assessment and priority setting. Budgeting is a forward-looking process which should be guided by the school’s vision for the future and a realistic assessment of the risks (Clarke 2007). Bisschoff (1997), summarizes the purpose of a budget as assisting systematic planning; quantifying objectives and identifying priorities; coordinating activities and communicating plans within the organization; motivating and increasing the accountability of middle management; authorizing expenditure and activities; controlling, monitoring and analyzing expenditure; and evaluating performance.

The major challenge of accessing secondary education in Africa is affordability. This is so since secondary school education in the most of the countries is part of a fee paying sector. This means that the parents are obligatory to meet some of the operational costs such as maintenance and tuition fees and may be essential to pay for many other things including uniforms, food, special equipment, and learning materials. Consequently, children from poor homesteads whose parents cannot acquire the funds are less likely to take part in secondary school education. Some estimates suggested that few outside the top two quintiles of household expenses could have enough money unsubsidized secondary schooling in SSA at current rates for teacher salaries and other costs (Lewin, 2008).

A school is a social institution responsible for promoting social interests and it is the responsibility of communities to look after the school in terms of buildings, human resources and finances. The head teacher acts as the mediator and coordinator of school community relationships. Head teachers play a major role in the management of all
school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The head teacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005).

The distance to school also often holds back some children from gaining accessing secondary school education. This is particularly so in rural areas where population density is comparatively low and homesteads are scattered. In such a context, accessing secondary education may mostly rest on accessibility of schools. For other children, lack of schools they wish to go to and the poor quality of education become the reason for non-attendance to secondary education. For instance, a child may have an easy to get to school near his or her home; however, the excellence of education might not be favorable to his or her learning ability. As a result, the child may decide not to go to the school due to lower proceeds from the education. On the other hand, some church schools sometimes exclude non believers. Migrants may be disenfranchised and those without the right papers may be penalized and excluded (Hunt, 2008).
2.6 Research Gaps

The above reviewed literature shows different studies carried out in different parts of the world, on the issues of subsidized secondary education. Some of the studies have been carried out in Kenya, on the same issue. These studies mainly focus only on the challenges faced in the implementation of the subsidized secondary education. Missing is the data on the strategies the school managers employ, to address the challenges faced in the management of Subsidized secondary education. This study aimed at filling the knowledge gap, with current findings, from public day secondary schools in Tharaka Nithi County.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter outlines the methodology that was used in the study. The chapter covers the research design, the target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, pilot study, data collection procedures, data analysis, and ethical considerations.

3.2 Research Design
The study employed a descriptive survey research design. The descriptive survey is chosen for the study because it allows the researchers to study phenomena that do not allow for manipulation of variables (Kombo & Tromp, 2006). Since the study involved human subjects, and the information needed cannot be manipulated, the researcher just collected information on the state of affairs in the schools, without manipulating any variables making the design appropriate for the study. According to Lockesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. Since the researcher collected the data for this study with the situations and conditions as they were and without manipulation of the variables and hence this design was appropriate.

3.3 Study Location
Singleton (1993) notes that an ideal reason for the setting for any study should be the existence of a problem that the study hopes to generate solutions for. The study was
carried out in Tharaka Nithi County, Kenya. The study specifically was carried out in Chuka Sub County, of Tharaka Nithi County. The Chuka sub county is a highly populated and agriculturally rich region of Tharaka Nithi County, those boarders Embu County. The study location was chosen because it was established that head teachers in public day secondary schools in the county were facing management challenges as evidenced by protests by stakeholders about the way the schools are being managed (County Education office, 2014: Tharaka Nithi County). Also, no similar research to the best knowledge of the researcher has been carried out in the county.

3.4 Target Population

The target population for this study comprised of all the 34 head teachers, 280 teachers, 306 Board of Management members and the DQASO in Meru south District, Tharaka Nithi County bringing the total to 621.

3.5 Sampling Procedures and Sample Size

Orodho (2001) defines a sample as a part of large population, which is thought to be representative of the larger population. Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of characteristics found in the entire group (Orodho, 2001). Kombo and Tromp (2006) assert that with relatively small, clearly defined population, a sample size of at least 10% of the target population would be representative. A sample size of 10 day secondary schools in the district was randomly selected. From the sampled schools, the Headteacher, the Chairman of Board of Managers (BOM), and the chairperson of Parents Teachers Association (PTA) were purposively sampled from the sampled schools. The
chairpersons of the Board of management (BOM) were sampled for the study because they are deemed to be most appropriate to provide the information that the study sought. Teachers were obtained through randomly sampling from a sampling frame that was a list obtained from the head teachers in the sampled schools. The researcher assigned an identifying number to each teacher and separately wrote the same numbers on separate small pieces of paper. They were folded and put into a small container. The researcher randomly picked 3 pieces of paper. The teachers whose names corresponded to the numbers picked were selected to participate in the study. Kerlinger (1973) explains that simple random sampling is characterized by obtaining representative samples including presumably typical areas in the sample from all eligible ones. Table 1 gives a summary of the sample size.

Table 3.1: Sample Matrix

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Population</th>
<th>Sampling procedure</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>34</td>
<td>Simple random</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>280</td>
<td>Simple random</td>
<td>30</td>
</tr>
<tr>
<td>BOM and PTA</td>
<td>306</td>
<td>Purposive</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>620</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The study utilized two sets of data collection instruments which are questionnaires and interview schedule. The questionnaires was used for data collection because as Kiess and Bloomquist (1985) observe that questionnaires offer considerable advantage in administration; presents an even stimulus potentiality to large numbers of people.
simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The interview schedule created a context where the participants will speak freely and openly by utilizing communication techniques such as clarification, paraphrasing, and summarizing, probing and minimal verbal as well as non-verbal responses. During the interview, the researcher used bracketing (putting preconceived ideas aside) and intuiting. The interview was conducted until data is saturated as determined by the interview guide. It's on the basis of these strengths that the instruments are chosen.

3.6.1 Questionnaires

To obtain the necessary information, the researcher developed two questionnaires namely head teacher’s questionnaire (HTQ), and the teacher’s questionnaire (TQ). Borg and Gall (1983) emphasize that whereas the open ended type of questions give informants freedom of response, the closed ended types facilitate consistency of certain data across informants. Section A of the questionnaires contained personal details, Section B sought to establish the strategies employed in financial management, under the management of physical and material resources. Section C sought information on management challenges facing headteachers; Section D sought information on strategies employed in management of staff and students, while Section E sought to establish the strategies to address the challenges facing head teachers in school management. The head teachers’ and teachers’ questionnaires contained both open and closed ended items. These questionnaires collected the quantitative and qualitative data for the study.
3.6.2 Interview Schedule

Data from the BOM and PTA was collected using phenomenological face to face interview. The interview created a context where the participant will speak freely and openly by utilizing communication techniques such as clarification, paraphrasing, and summarizing, probing and minimal verbal as well as non-verbal responses. During the interview the researcher used bracketing (putting preconceived ideas aside) and intuiting. The interview was conducted until data is saturated as determined by the interview guide. The interviews obtained the qualitative data from the BOM and PTA pertaining the management of the schools. This acted as a comparison tool, to verify the data obtained from the questionnaires since it acts as similar data from a different instrument, and from different respondents.

3.7 Piloting of the Instruments

According to Galloway (1997), it is recommended that researchers pilot 5-10% of the final sample. From a sample of 10 headteachers, 30 teachers and 20 BOM members, piloting of questionnaires was done on 2 head teachers, 4 teachers and 2 BOM chairpersons who were to be included in the final study in the same County. A pilot study is important as it enables the researcher to gather information that aids in improving reliability and validity of a research instrument. Pilot study also allows researchers to familiarize themselves with data collection procedures. Piloting also enables the researcher to test the reliability of the instrument and to identify any items in the questionnaire that are ambiguous or unclear to the respondents and change them effectively. The pilot study also enables the researcher to familiarize with administration of the instrument.
3.7.1 Validity of the Instruments

According to Borg and Gall, (1983) validity is the degree to which a test measures what it purport to measure. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. According to Gay (1981), validity of an instrument is improved through expert judgment. As such, the content validity was ascertained by my supervisors and other experts in the faculty of education of Kenyatta University.

3.7.2 Reliability of the Instruments

Grinnell (1993) observes that reliability measures the degree of accuracy in measurements an instrument provides. It ensures that the instrument generates similar data when used by an independent researcher. He further observes that to remove possible errors every instrument should be tested before it is formally administered to ensure its reliability. During piloting a test-retest technique using Pearson product moment formula was employed to estimate the degree to which the same results could be obtained with a repeated measure of accuracy. A correlation coefficient of 0.78 and above was obtained and deemed sufficient for the study.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from Kenyatta University and a research permit from the National Council for Science, Technology and Innovations (NCOSTI). The permit was presented to the County Education Officer (Tharaka Nithi County) seeking to be allowed to conduct the study. After this, the researcher booked appointments with the respondents to visit and administer the questionnaires. The
researcher personally administered instruments to all the respondents who were given 3 days to complete all the items adequately, after which the researcher collected the filled-in questionnaires. The researcher personally administered the interview to the chairpersons of the Board of Management. The whole data collection exercise was carried out over a period of two weeks, while schools are in session.

3.9 Data Analysis

Data from the field was cleaned, coded and recorded. Data collected by use of the questionnaire, was coded, and analyzed, using Statistical Package for Social Scientists (SPSS) version 21 for windows. The researcher read the transcribed data thoroughly to segment it into coherent themes. This enabled the researcher to identify data segments that are critical in addressing the research questions. Analysis procedures employed involved both quantitative and qualitative techniques. Qualitative data was analyzed thematically, whereby similar responses were tallied to come up with frequency counts and then percentages calculated based on the total number of responses. Quantitative data was analyzed using descriptive statistics including frequency counts, percentages, modes and means. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics. Data was presented in summary form using the frequency distribution tables, bar charts and pie charts.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers the analysis of data and presentation of results for the study. The chapter presents the results and discussion of the study objectives.

The study was to answer the following research questions:

i. What strategies are employed by the school management to ensure effective management of physical, material and financial resources in secondary schools?

ii. What strategies do the school managers employ to ensure effective management of student and personnel?

iii. What challenges do schools experience in the management of subsidized day secondary schools in Tharaka Nithi County?

iv. What strategies should be put in place to address the challenges faced in management of subsidized secondary education, in Tharaka Nithi County?

The quantitative findings have been presented in form of charts and tables, while qualitative findings have been presented thematically with the themes developed from the research questions.
4.1.1 Demographic Data of Respondents

The demographic profile provides information about the population structure, and helps create a mental picture of the subgroups that exist in the overall population. Although demographic variables cannot be manipulated, researchers can explain relationships between them and dependent variables. In this study, the researcher investigated the respondent's characteristics by establishing their academic qualification and experience (length of service).

4.2 Demographic Data

4.2.1 Response Rate

The researcher administered the research instruments to the subjects and the response rate is shown by the data on Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Response</th>
<th>Non Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Teachers</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>Headteachers</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

Data on Table 4.1 indicates that 27(90%) of the teachers answered the questionnaires. The study further established that all 10(100%) of the headteachers returned their questionnaires. The data further reveals that 95% of the targeted respondents participated as compared to only 5% that did not participate.
4.2.2 Academic Qualification

The study sought to establish the academic qualification of teachers and the data on figure 4.1 reveals the findings.

![Graph showing academic qualifications](image)

**Figure 4.1: Academic Qualification**

The study findings in figure 3 established that 56% had bachelor's degree qualification. 28% of the respondents had a diploma qualification while teachers holding master's degree qualification accounted for 16% of the respondents.

4.2.3 Teachers Years of Service

The study sought to establish the length of service of the respondents and the results are shown on Table 4.2.
Table 4.2: Teachers Years of Service

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Head Teacher</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>1-3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4-6</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>7-9</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>10-12</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Over 12 years</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the findings shown on Table 4.2, 4(40%) of headteachers had been in service for over 12 years, 3(30%) had served for between 7-9 and 10-12 years respectively while 2(20%) had served for between 4-6 years. This implies that most head teachers may be said to have adequate experience in school management.

The findings further show that 10(36%) of teachers had been in the teaching service for between 10-12 years, 7(25%) between 1-3 years and 5(18%) between 4-6 years and 3(11%) between 7-9 years. The findings therefore reveal varied years of experience for head teachers and teacher in the teaching service as Smoley, (1999) argues that the length of time spent in an organization leads to the development of shared understandings and experiences.
4.3 Strategies Employed by Headteachers in SDSE Management

The study sought to establish the strategies employed by the school management to ensure effective management of Physical, Material and Financial resources in secondary schools. The data was collected from the teachers and the headteachers of the secondary schools. The results obtained are presented in the table. 4.3.

Table 4.3: Strategies Applied in Management of SDSE Finances

<table>
<thead>
<tr>
<th>Variables of Financial Management</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Headteachers effectively prepares and approves school budgets</td>
<td>25</td>
<td>62.5</td>
<td>3.13</td>
<td>9.4</td>
<td>0</td>
</tr>
<tr>
<td>The Headteachers sets financial priorities of the school</td>
<td>28</td>
<td>53</td>
<td>3.13</td>
<td>15.6</td>
<td>0</td>
</tr>
<tr>
<td>The Headteachers keenly authorizes expenditure</td>
<td>40.6</td>
<td>53</td>
<td>3.13</td>
<td>3.13</td>
<td>0</td>
</tr>
<tr>
<td>The Headteachers ensures timely auditing of school books of accounts</td>
<td>9.4</td>
<td>65.6</td>
<td>12.5</td>
<td>12.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Legend: S A (Strongly agree-scored 5), A (Agree-scored 4), UN (Undecided-scored 3), DA (Disagree-scored 2), and SDA (Strongly Disagree-scored 1).

The results indicate definite trends regarding the respondent’s impression of effectiveness of financial management. The overall impression from the responses can be summarized as follows: With regard to preparation and approving of school budgets, 7(25%) teachers strongly agree to the statement that headteachers effectively prepared and approved school budgets.
Similarly, 19 (62.5%) teachers agreed, 1 (3.13%) were undecided while another 1 (3.13%) indicated that they disagreed. No respondents indicated strong disagreement with this aspect of management. Most of the teachers felt that the head teachers effectively prepares and approves school budgets. Khamati (2010) carried out a study on Factors influencing the implementation of free secondary education in Mumias District, Kenya, and established that among the factors affecting implementation of FSE were management capacity of the principals, time of funds disbursement to schools and parental support have a negative influence on the implementation of FSE.

With regard to whether headteachers sets financial priorities of the school, 15 (53%) said they agreed, 8 (28%) teachers strongly agreed, 4 (15.6%) indicated they disagreed, while 1 (3.13%) were undecided. None of the respondents indicated that they strongly disagreed with the statement. From these findings, it is shown that most of the teachers that agreed that head teachers set financial priorities of the school formed the majority. It can therefore be deduced that the head teachers did what was expected on this aspect of management. Khakasa (2011) investigated challenges in implementation of Free Secondary Education (FSE) policy in secondary schools of Bungoma County, Kenya. He established that the headteachers were least prepared for the implementation of the FSE since many were hardly trained.

Regarding whether headteachers keenly authorize expenditures, the following responses were given: 15 (53%) agreed, 11 (40.6%) strongly disagreed, 1 (3.13%) were undecided and another 1 (3.13%) disagreed. None strongly disagreed. The results show that most
teachers feel that their headteacher did well with regard to authorizing expenditure as reflected by 15(53%) of respondents that agreed.

Regarding whether headteachers ensuring timely auditing of school books of accounts the following responses were elicited: 18(65.6%) agreed, 4(12.5%) undecided and another 4(12.5%) disagreed while 3(9.4%) strongly agreed. No respondents indicated a strong disagreement with this aspect of management. The result clearly reflects that head teachers effectively ensured books of accounts were audited. The managers of the schools should be well acquainted with procurement procedures and financial supervision so as to ensure that the funds given to them are correctly accounted for (Macharia 2011).

All the PTA and BOM members indicated that government subsidies were inadequate. These results may be attributed to fact that the Ksh. 10,265/= per student capitation had not been reviewed since FDSE was established in 2008 despite inflation, sky rocketing market prices and high cost of teaching-learning materials. This therefore necessitates for additional charges to the parents, to cater for the gap created by the inadequacy of the funds allocated by the government. Despite the subsidization of school fees, parents and guardians were responsible for providing other mandatory costs. Unlike school fees where contributions were reduced after the free secondary education policy, there was no change in the cost of items that parents were required to provide.

The PTA and BOM members further indicated that the schools had some income generating projects, which generated extra funds and ease the burden on the parents. Most of the schools had a school farm where they grew foodstuff for the school, and the
proceeds obtained were subtracted from the total fees the students were required to pay, to ease the fees burden to the parents. Other schools had farm animal’s projects such as pigs, cows and chicken.

4.3.1 Headteachers Management of Physical and Material Resource

The study sought to establish the effectiveness of headteachers towards management of physical and material resources. Respondents were asked to indicate their opinion on issues related to physical facilities management that included inspection of school facilities, conducting routine facility maintenance and upgrading and ensuring adequacy of classrooms and furniture. The findings are revealed on Table 4.4.

Table 4.4: Effectiveness of Physical and Material Resource Management

<table>
<thead>
<tr>
<th>Variables of Physical and material Management</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher constantly inspects school</td>
<td>9.4</td>
<td>15.6</td>
<td>15.6</td>
<td>56.3</td>
<td>3.13</td>
</tr>
<tr>
<td>Head teachers conducts routine maintenance and upgrading of school facilities</td>
<td>12.5</td>
<td>52.0</td>
<td>18.8</td>
<td>18.8</td>
<td>3.13</td>
</tr>
<tr>
<td>Head teacher ensures adequacy of classrooms and furniture</td>
<td>12.5</td>
<td>40.6</td>
<td>12.5</td>
<td>28.0</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Legend: $S$ A (Strongly agree-scored 5), A (Agree-scored 4), UN (Undecided-scored 3), DA (Disagree-scored 2), and SDA (Strongly Disagree-scored 1)
Table 4.4 presents results of the respondents’ rating on effectiveness of management of school physical and material resource management. Regarding the aspect of headteachers regular inspection of the school facilities; 16(56.3%) disagreed, 5(15.6%) agreed, another 5(15.6%) were undecided, 3(9.4%) teachers strongly agreed, and while 1(3.13%) strongly disagreed. This clearly reflects that school facility inspection by head teachers was not regularly done as most of the respondents indicating disagreement with this aspect.

Muchiri (2012) carried out a study on Challenges influencing the implementation of free secondary education in Kangema District, Murang'a County. He established that the physical facilities that were inadequate were classrooms and desks, which impacted negatively on the implementation of FSE.

Another aspect of physical and material resource management that the study investigated was whether headteachers conducted routine maintenance and upgrading of school facilities. The findings that were generated from responses to this aspect were: 15(52%) agreed, 6(18.8%) were undecided, 6(18.8%) disagreed, 4(12.5%) teachers strongly agreed, and only 1(3.13%) strongly disagreeing. From the findings, 15(52%) of the teachers agreed that head teachers did ensure that school facilities were repaired and maintained.

Regarding the issue on whether headteachers ensures there were adequate classrooms and furniture, following responses were elicited: 11(40.6%) agreed, 8(25%) disagreed, 8(25%) strongly disagreed, 4(12.5%) of the respondents strongly agreed, while 4(12.5%) were undecided. It can be said from these findings that most of the teachers said that headteachers have provided adequate classrooms and furniture as shown by 11(40.6%)
participants who agreed with the issue. Karoki (2010) carried out a study on Factors influencing implementation of free secondary education: a case of Mathioya District and established that that there was an increase in enrolment since the inception of FSE funding was not adequate and that it was also irregular. From the findings some of the infrastructure was inadequate to cater for the implementation of FSE.

4.4 Strategies Employed in Management of Staff and Students

The study further sought to establish the strategies employed in management of staff and students. The findings obtained are revealed on the table 4.5.

Table 4.5: Teachers Responses on Strategies employed in Management of Staff and Students

<table>
<thead>
<tr>
<th>Strategies employed in Management of Staff and Students</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher is involved in recruitment of non-teaching staff</td>
<td>25.0</td>
<td>62.5</td>
<td>3.13</td>
<td>9.4</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher decide on promotion of teachers</td>
<td>28.0</td>
<td>53.0</td>
<td>3.13</td>
<td>15.6</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher highly motivate teachers and other staff</td>
<td>40.6</td>
<td>53.0</td>
<td>3.13</td>
<td>3.13</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher supervises time management in the school</td>
<td>9.4</td>
<td>65.6</td>
<td>12.5</td>
<td>12.5</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher is involved in disciplining of teachers</td>
<td>31.6</td>
<td>59.0</td>
<td>6.3</td>
<td>3.1</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher is involved in disciplining support staff</td>
<td>38.0</td>
<td>59.0</td>
<td>3.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher is involved in disciplining of students</td>
<td>62.5</td>
<td>25.0</td>
<td>3.13</td>
<td>9.4</td>
<td>0</td>
</tr>
</tbody>
</table>
Regarding headteachers involvement in recruitment of non academic staff, 18(62.5%) of the teachers agreed while 3(9.4%) disagreed. The result therefore indicates that headteachers were effective in recruitment of support staff. Another variable that the study explored was whether headteachers were effective in recommending promotion of teachers. Regarding this aspect; 15(53.0%) agreed, 8(28.0%) teachers strongly agreed, while 1(3.1%) remained neutral. On this aspect of management, the teachers revealed that headteachers were effective in recommending teacher promotions.

Regarding the effectiveness of headteachers in motivating staff; 15(53.0%) agreed, 11(40.6%) of the teachers strongly agreed, 1(3.1%) undecided, 1(3.1%) disagreed. It can be shown from this data that most of the teachers agreed that headteachers were not effective in motivating staff.

Regarding the effectiveness of headteachers in supervising time management in schools, the following responses were generated: The study established that; 17(65.6%) agreed, 4(12.5%) were neutral, 4(12.5%) disagreed, while 3(9.4%) of the respondents strongly agreed. It is therefore clear from these findings that headteachers were effective in supervising time management in schools as shown by most of the respondents who indicated disagreement. However, shared school administration encompasses other leadership or governance roles that are distinct from management, including peer supervision or evaluation, action research and school data analysis, and leadership in such areas as employee’s development and staff hiring (Blase and Blase, 2000).
The findings reveal that 16(59%) respondents agreed, while 9(31.6%) of the teachers strongly agreed. Only 2(6.3%) respondents were undecided. Therefore one can conclude that the headteachers were effective in disciplining teachers. Leadership of the schools is viewed as full contribution by teachers and management in development of a communal vision, development and implementing teaching and learning conditions improvements, functioning with the society, and taking part in specialized improvement in work embedded, mutually respectful ways, in addition to contribution in administration (Crowther 2002).

Regarding the effectiveness of headteachers in disciplining support staff; 16(59%) agreed, 10(38.0%) of the respondents strongly agreed, while 1(3.1%) were undecided. The conclusion that can be drawn from this data is that 16(59%) of the teachers agreed that the headteachers were effective in disciplining support staff. Regarding the effectiveness of headteachers in disciplining students, 17(62.5%) of the teachers strongly agreed, 7(25%) agreed, while 1(3.1%) were neutral. This information indicates that most of the teachers strongly agreed that headteachers were effective in disciplining students.

4.5 Management Challenges Facing Head Teachers in Management of SDSE

The study sought to find out from the management challenges facing the headteachers in management of SDSE. The results obtained are presented on the table 4.6.
Table 4.6: Challenges Faced in Management of SDSE

<table>
<thead>
<tr>
<th>Challenges Faced</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate management skills of the headteachers</td>
<td>47</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indiscipline among staff members</td>
<td>43.8</td>
<td>53</td>
<td>3.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Inadequate financial management skills</td>
<td>9.4</td>
<td>31</td>
<td>9.4</td>
<td>44</td>
<td>6.3</td>
</tr>
<tr>
<td>Impact of HIV/AIDS</td>
<td>3.1</td>
<td>16</td>
<td>9.4</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>External and political interference</td>
<td>19</td>
<td>31</td>
<td>9.4</td>
<td>38</td>
<td>3.1</td>
</tr>
<tr>
<td>Frequent transfers of teachers</td>
<td>6.3</td>
<td>25</td>
<td>28</td>
<td>34</td>
<td>6.3</td>
</tr>
<tr>
<td>Too much workload</td>
<td>9.4</td>
<td>88</td>
<td>3.1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of school strategic plans</td>
<td>44</td>
<td>50</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Inadequate government funding and delay in disbursement of funds for SDSE and grants</td>
<td>31</td>
<td>56</td>
<td>9.4</td>
<td>3.1</td>
<td>0</td>
</tr>
<tr>
<td>High teacher turnover coupled with understaffing</td>
<td>31</td>
<td>59</td>
<td>6.3</td>
<td>3.1</td>
<td>0</td>
</tr>
<tr>
<td>Inadequate teaching-learning facilities such as desks, and chairs for pupils</td>
<td>38</td>
<td>59</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High teacher-pupil ratio compromising IEP</td>
<td>47</td>
<td>50</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High rate of teacher attrition</td>
<td>9.4</td>
<td>47</td>
<td>22</td>
<td>16</td>
<td>6.3</td>
</tr>
<tr>
<td>Large class size</td>
<td>12.5</td>
<td>56</td>
<td>3.1</td>
<td>22</td>
<td>6.3</td>
</tr>
<tr>
<td>Inadequate school infrastructure</td>
<td>41</td>
<td>47</td>
<td>3.1</td>
<td>9.4</td>
<td>0</td>
</tr>
<tr>
<td>Social instability</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>57</td>
<td>43</td>
</tr>
</tbody>
</table>
The study established that 15(53%) of the teachers said that headteachers were not trained and therefore have inadequate skills on management. Thus the ineptness in managerial skills due to lack of training compromised their effectiveness as managers. Management requires technical skills that can only be acquired through training. These findings agree with the findings of Khakasa (2011) who investigated challenges in implementation of Free Secondary Education (FSE) policy in secondary schools of Bungoma County, Kenya. He established that the headteachers were least prepared for the implementation of the FSE since many were hardly trained.

The study established that 15(53%) indicated that indiscipline among members of staff affected their management effectiveness. Staff indiscipline compromises stability in a school setting and has implications for performance. The findings further reveal that inadequate financial management skills affected headteachers management effectiveness. Further, the study established that among the factors that influence their performance in school management is the impact of HIV/AIDS as it affected students performance when their significant others are either affected or infected.

The study results also show that 9(28%) of the teachers indicated that external influence was a major challenge to headteachers management. The external influences reported were from politicians and community interests with the most rampant being the sponsor influence on top management arising from religious affiliations. Also, frequent transfers were found to influence performance of headteachers in management of public primary schools. The study further established that headteachers had too much workload that left them with little time to supervise other programmes.
Most of the BOG and PTA members indicated that lack of strategic plans by the schools is one of the management challenges that headteachers face. As a consequence, they find challenges in the implementation of school policies and plans. It is conceptualized that availability of strategic plans would form a base indicator for quality and standards and improved performance in the aspects of school management.

The findings show that one of factors influencing headteachers management performance is inadequate government funding and delay in disbursement of funds for SDSE and grants. A research of admission patterns in Malawi also concluded that education access in the country continue to reveal wealth (Chimombo, 2009). Thus, despite direct fees being eliminated, these studies clarify that the obliteration of school fees has not been enough effort to enhance access to education for the poor students. Inadequate funding brings about constraints to the management in terms of provision of necessary resources to run the schools.

Most 17(59%) of the teachers agreed that among the management challenges faced by headteachers is the delay in the disbursement to schools funds for SDSE. These findings agree with the findings of Muhindi (2013) who conducted a study on Challenges Facing the Implementation of Free Day Secondary Education in Nyeri South District in Kenya. He established that delayed disbursement and inadequate government subsidies, a shortage of physical facilities, teaching learning resources, teachers, the inability to pay for compulsory items are collectively threatening to compromise the quality and even derail the free day secondary education.
The study further revealed that headteachers were faced by problems of staff turnover occasioned by transfer of teachers and teacher shortage. The headteachers resulted to employing untrained teachers thereby imparting on quality of education given to learners. With the financial constraints mentioned earlier, teacher employment became another challenge as many schools did not have the parents and therefore were unable to pay these teachers. Consequently parents were requested to cost share the burden more often than not; some parents were unable to pay due to poverty. The greatest challenge arising from teacher transfers was in maintaining internal efficiency. The study also found that respondents cited inadequate school infrastructure as being among the factors that influenced the management performance of headteachers in public primary schools.

4.6 Strategies to address the Challenges facing Head teachers in school Management

The fourth objective was to identify the strategies to address challenges to effective management of public day secondary schools by headteachers. The Board of management suggested that the schools should be involved in income generation projects such as farming, since most of the schools have a school farm. This was to substitute and reduce the money spent on buying food.

The parent’s teachers association also suggested that the teachers should be taken for extra training on management of schools, on a regular basis, to equip them with solutions to the emerging issues in the field of school management. The BOG and PTA members suggested that the government should employ more teachers to cater for the large class size, as a result of introduction of SDSE. This would reduce the teacher/student ratio, and
classroom management problem that is currently challenging the implementation of SDSE.

Financial constraint was identified as one of the factors influencing headteachers management performance. This they said would be mitigated by increased government funding and provision of grants. Currently funds for SDSE are low and the school management has to cope with the challenges of meeting the financial demands in running these institutions. The study further established that increased share of government infrastructure funds to secondary school would enable schools to put up adequate physical facilities and material resources to cater for the rising enrolment as result of SDSE.

Another strategy to remedy the lack of managerial, financial and management skills by headteachers is to ensure that in order to qualify to be chosen as a headteachers one must have some minimum professional training on management as reflected or be given an in-service training on financial and management skills.

The findings from the BOG and PTA members further reveal that most respondent’s belief that employing more teachers by the teachers service commission would alleviate the problem facing headteacher who have resulted in employed unqualified teachers to meet the current shortfall. The study further established that most of the respondents have the opinion that increased involvement of Board of Management in school management would alleviate the headteachers burden as they have enormous workloads.
It is clear from the above that participants in this study are aware of the solutions to the negative factors influencing headteachers performance in school management. Being the chief executive of the school, the headteacher is the key to effective management of the school. A prime task of school head teacher is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. According to Sullivan and Glanz (2000) the head teacher should adopt school improvement as the centre of gravity, whereby the head teacher, in making school-related decisions, always has school improvement in mind.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the main study findings is presented, together with a conclusion of the study. The chapter further covers recommendations of the study as well as suggestions for further studies.

5.2 Summary of the Main Findings

This study sought to establish the strategies employed by school managers to address the challenges faced in implementation of subsidized secondary education in Tharaka Nithi County, Kenya. The first study objective sought to establish the effectiveness of head teachers in management of public Secondary schools. The study established that 8(80%) of the headteachers indicated that they did prepare the school budgets. The study further established that 6 (60%) of the headteachers agreed that they did set financial priorities for the school. Most 8(80%) of the principals strongly agreed that they authorized the financial expenditures of the schools. The study established that 9(90%) of the headteachers agreed that they ensured timely auditing of the books of accounts for the schools. The headteachers agreed that they involve PTA and BOM in the budgeting process, as was revealed by 8(80%) of the respondents. The study further established that they involve their teachers in budgeting process, as was revealed by 6(60%) of the headteachers. On the issue of material and facilities management, the study established that the books were well maintained, as was revealed by 6(60%) of the headteachers who agreed, while 2(20%) strongly agreed. Eight (80%) of the respondents indicated that the
head-teachers did provide for extra revision materials. The study further established that the headteachers ensured that the pupils writing books are availed on time, as was revealed by the majority 9(90%) of respondents.

Regarding headteachers involvement in recruitment of non academic staff, 18(62.5%) agreed while 3(9.4%) disagreed. The result therefore indicates that headteachers were effective in recruitment of support staff. Regarding the effectiveness of headteachers in disciplining teachers revealed that 9(31.6%) respondents strongly agreed, with the most of the respondents agreeing. Regarding the effectiveness of headteachers in disciplining support staff the study revealed that 10(38.0%) respondents strongly agreed, 16(59%) agreed. The conclusion that can be drawn from this data is that most of the respondents agreed that headteachers were effective in disciplining support staff. Regarding the effectiveness of headteachers in disciplining students the study revealed that 17(62.5%) respondents strongly agreed, 7(25%) agreed, while 1(3.1%) were neutral. The conclusion that can be drawn from this data is that most of the headteachers strongly agreed that headteachers were effective in disciplining students.

The second objective sought to establish the challenges faced in the management of subsidized day secondary schools in Tharaka Nithi county. The study established that the six (60%) of the headteachers complained of too much workload as the headteachers are involved in management and teaching duties. 7(70%) of the teachers also indicated that high teacher attrition was a challenge that faced the headteachers as 3(30%) strongly agreed. The implementation of SDSE brought in an increase in school enrolment. This has led to large class sizes as was revealed by 9(90%) of the headteachers who agreed.
The majority 8(80%) of the headteachers also indicated that indiscipline among the students was another challenge they faced, especially with the day-schooling students. Inadequate teaching-learning facilities such as desks, and chairs for pupils was another challenge that the six (60%) of the headteachers faced. This as well was as a result of increase in enrollment.

The third objective sought to establish strategies employed by the school management, to ensure effective management of student and personnel. The study established that headteachers were not effective in recruitment of support staff, effective in motivating staff highly and supervising time management in schools. However, the headteachers were effective in recommending teacher promotions, disciplining support staff and students.

The fourth objective sought to find out strategies to address the challenges faced in management of subsidized secondary education. Among the strategies that can effectively be used include: increasing government funding and grants to schools, increasing the share of government infrastructure funds to enable schools to put up adequate physical facilities to cater for the rising enrolment, minimum transfer of teachers, training headteachers to acquire financial and management skills, employment of more teachers by the teachers service commission and increasing the involvement of Board of management.
5.3 Conclusion

Based on the findings of this study, the researcher concludes that;

i. The headteachers were effective in management of the financial resources of the school. However, the funds for the SDSE were not adequate enough for the successful implementation, but on the funds they received, they were effective in managing them. On the issue of management of physical and material resources the headteachers were effective in ensuring the teaching and learning materials were available and adequate, and that the school buildings and facilities were maintained.

ii. The study concludes that the headteachers did manage the students and staff effectively, in the areas of hiring, discipline, time management and living and working conditions in the school.

iii. The study concludes that the implementation of SDSE was marred by many challenges including inadequacy of the resources, staff and student discipline issues, high enrollment and high teacher/pupil ratio.

5.4 Recommendations

Based on the study findings, the researcher recommends that:

School heads teachers should undergo training on school management. In Kenya, there is no clear government policy on training of school managers despite the fact that Kenya Education Management Institute (KEMI) has programmes and offers training in management courses. Headteacher, BOM members should be trained to enable them be more knowledgeable, confident and effective in their roles.
Another recommendation that may help improve management practices of school management is to ensure that members of BOM are professionals with a bias in management. Studies show that members of the BOM who are trained on general management of schools had higher skills than those with financial and performance training.

The researcher also recommends that the ministry of education should establish a mandatory training course for all school managers after inauguration to familiarize them on their managerial roles. Also there is need for school administration to organize workshops and in-service courses for their BOM and teachers to enlighten them on changing trends and approaches in curriculum implementation. A comprehensive plan of service for BOM members should be enacted in order to reduce the unique proportions of stress, which make them vulnerable to difficulties with social and or emotional adjustment and thus lower their overall managerial effectiveness.

The researcher recommends that the government should increase its budgetary allocation to SDSE to ensure adequate resources for learning are provided for effective implementation of the curriculum and school management. Board of Management should initiate income generating projects to address shortage of funds to run the schools. The study findings revealed that lack of adequate funds was a major challenge to the effectiveness of headteachers school management.

The researcher recommends that there should be increased involvement of the head teachers and school managers with other stakeholders in decision making. With increased
participation of other stakeholders in school governance, planning and management, it is envisaged that the political, religious and other indifferences that pose management challenge to many school boards are likely to be minimized thereby enhancing effectiveness.

5.5 Suggestions for Further Research

Further research is suggested in the areas of:

i. Leadership in promotion of school governance and performance. There is need to conduct more research on the relationship between school governance and performance. This will provide more insights on how school leadership relates to the performance.

ii. Impacts of strategic school management approaches on education outcomes. An in-depth study of the impacts of school management approaches is critical to understating how they affect education outcomes. This type of study would further provide a broader view of management variables and establish how they influence education outcomes.

iii. Effects of emergent policies on quality of school management. A number of policies keep on emerging that guide management of schools. It is important to look into how these policies affect the overall school management.
REFERENCES


APPENDICE

APPENDIX A

LETTER OF INTRODUCTION

KENYATTA UNIVERSITY
SCHOOL OF EDUCATION

Dear Sir/ Madam,

RE: STRATEGIES EMPLOYED BY SCHOOL MANAGERS TO ADDRESS THE CHALLENGES FACED IN IMPLEMENTATION OF SUBSIDIZED SECONDARY EDUCATION IN MERU SOUTH DISTRICT, THARAKA NITHI COUNTY.

I am a post graduate student wishing to carry out a research on the above mentioned topic. The questionnaire attached is meant to gather information for this study. All information given will be treated with utmost confidentiality and privacy. Name or any other form of identity shall not be required by any individual when filling out questionnaire. You are kindly requested to respond to all items in the questionnaire in open honesty. Your positive response will be highly appreciated.

Thank you in advance for your cooperation.

Yours sincerely,

Mugo Severino Gitaari
APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

The aim of this research study is to investigate the strategies employed by school managers to address the challenges faced in implementation of subsidized secondary education in Meru South district, Tharaka Nithi County. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: Please do NOT indicate your name.

Section A: Personal Details

Please tick (✓) the appropriate answers.

1. Gender: Male ( ) Female ( )

2. Academic Qualifications
   - Dip Educ. ( )
   - B.SC/BA with PGDE ( )
   - PhD ( )
   - BED, Arts/Science ( )
   - Master Degree ( )

3. For how long have you been a head teacher?
   - 1 – 3 years ( )
   - 4 – 6 years ( )
   - 7 – 9 years ( )
   - 10-12 years ( )
   - Over 12 years ( )
Section B: Strategies Employed in Financial management

Please react to the statements about the various aspects of school management indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion.

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<th>A</th>
<th>UN</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 You prepare and approve school budgets</td>
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<tr>
<td>2 You set financial priorities of the school</td>
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<tr>
<td>3 You authorize financial expenditures</td>
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<td>4 You ensure auditing of school books of accounts</td>
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</table>

4. When do you receive the money for SDSE?
   A week after opening  ( )
   1 month after opening ( )
   Two weeks after opening ( )
   Unspecified time      ( )

5. How much money do you receive per student? ......................................

6. What are the government’s recommendations on the usage of SDSE funds? ..........................................................

7. Is the money adequate for the purpose it is intended for?
   Yes  ( )
   No   ( )
   If not, where does the additional funding come from? ..........................
8. Does the school have any income generating projects?
   Yes ( )  No ( )
   If yes, which ones? .................................................................

Management of Physical and Material Resources
Please react to the statements about the various aspects of school management indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion.

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<th>U (3)</th>
<th>A (4)</th>
<th>SA (5)</th>
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</thead>
<tbody>
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<td>2. You order for the routine maintenance of the school facilities</td>
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<td>4. The desks, lockers and chairs are often repaired</td>
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</tbody>
</table>

9. Does the school receive any funds for maintenance of the school structures from the government?
   Yes ( )  No ( )

10. Is the money adequate for the maintenance of the facilities?
    Yes ( )  No ( )
    If No, where does the extra maintenance fund come from? ........................................
11. Do you allocate any funds from SDSE funds to maintenance of school facilities?
   Yes ( ) No ( )

12. Is the allocation adequate for the maintenance of facilities?
   Yes ( ) No ( )

13. How often do you inspect the school structures?

14. Does the school have a permanent maintenance person?
   Yes ( ) No ( )

15. How often are there repairs in the school?

16. What measures have you taken to minimize the repairs in the school?

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</table>

17. Is the money allocated for the implementation of SDSE enough to acquire the exercise books?
   Yes ( ) No ( )
If No, where does the extra funds come from?

18. Has your school ever received any book donations?
   Yes ( )   No ( )

   If yes, from Where?

19. Do you receive textbooks from the government?
   Yes ( )   No ( )

20. Are the textbooks adequate?
   Yes ( )   No ( )

21. Does the government provide funds for teaching aids and extra revision materials?
   Yes ( )   No ( )

22. How often do you replace the torn and worn out books?
### Section C: Management Challenges Facing Head Teachers

Please react to the statements about the probable challenges facing head teachers in the management of public day secondary schools by indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (√) against each statement your best opinion.

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State any other challenge not in the table that may be affecting head teachers in the management of public day secondary schools.

Section D. Strategies employed in Management of Staff and Students

Please react to the statements about the various aspects of school management indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion.

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</tbody>
</table>
State other strategies that are not on the table that the head teachers use in management of students and staff.

Section E: Strategies to address the Challenges facing Head teachers in school Management

State the strategies to mitigate the challenges facing head teachers in the management of public day secondary schools.
APPENDIX C

QUESTIONNAIRE FOR TEACHERS

The aim of this research study is to investigate the strategies employed by school managers to address the challenges faced in implementation of subsidized secondary education in Meru South district, Tharaka Nithi County. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: Please do NOT indicate your name.

Section A: Personal Details

Please tick (✓) the appropriate answers.

1. Gender: Male ( ) Female ( )

2. Academic Qualifications
   Dip Educ. ( ) BED, Arts/Science ( )
   B.SC/BA with PGDE ( ) Master Degree ( )
   PhD ( )

3. For how long have you been a teacher?
   1 – 3 years ( ) 4 – 6 years ( )
   7 – 9 years ( ) 10-12 years ( )
   Over 12 years ( )
Section B: Strategies Employed in Financial management

Please react to the statements about the various aspects of school management indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (√) against each statement your best opinion.

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<tbody>
<tr>
<td>1. The headteacher prepares and approves school budgets</td>
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<tr>
<td>2. The headteacher sets financial priorities of the school</td>
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</table>

8. Does the government do the audit on the SDSE funds?
   Yes ( )   No ( )

9. What are the government’s recommendations on the usage of SDSE funds?  
   ...........................................................................
   ...........................................................................

74
10. Does the school have any income generating projects?
Yes ( ) No ( )
If yes, Which ones?

Management of Physical and Material Resources

Please react to the statements about the various aspects of school management indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion.

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8. Does the school have a permanent maintenance person?
   Yes ( )    No ( )

9. How often are there repairs in the school?


10. What measures have you taken to minimize the repairs in the school?

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Yes ( )  No ( )

If yes, from Where?


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Yes ( )  No ( )

13. Are the textbooks adequate?

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15. How often does the school replace the torn and worn out books?
Section C: Management Challenges Facing Head Teachers

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State any other challenge not in the table that may be affecting head teachers in the management of public day secondary schools.

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**Section D. Strategies employed in Management of Staff and Students**

Please react to the statements about the various aspects of school management indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion.

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</tbody>
</table>
State other strategies that are not on the table that the head teachers use in management of students and staff.

Section E: Strategies to address the Challenges facing Head teachers in school Management

State the strategies to mitigate the challenges facing head teachers in the management of public day secondary schools.
APPENDIX D

INTERVIEW QUESTIONNAIRE FOR BOM

Gender ..................................................
Age ..................................................

1. What are the strategies employed by the school management to ensure effective management of
   a) Schools Physical resources
   b) Schools Material resources
   c) Schools Financial resources

2. What strategies do the school managers employ to ensure effective management of student and personnel?

3. What challenges do schools experience in the management of subsidized day secondary schools in Tharaka Nithi County?

4. What strategies should be put in place to address the challenges faced in management of subsidized secondary education, in Tharaka Nithi County?
INTERNAL MEMO

FROM: Dean, Graduate School

DATE: 20th September, 2014

TO: Mr. Mugo Severino Gitari

Kenyatta University

REF: E55/CE/25940/11

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 17th September, 2014 approved your Research Proposal for the M.Ed. Degree, entitled “Strategies Employed by School Managers to Address the Challenges Faced in Implementation of Subsidized Secondary Education in Meru South District, Tharaka Nithi County, Kenya”.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

DAVID N. NJOROGE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Management, Policy & Curriculum Studies Dept.

Supervisors:

1. Dr. Martin Ogola
   KENYATTA UNIVERSITY

2. Dr. Joseph Mungai
   KENYATTA UNIVERSITY

DNN/cao

Committed to Creativity, Excellence & Self-Reliance
Following your application for authority to carry out research on "Strategies employed by school managers to address the challenges faced in implementation of subsidized secondary education in Meru South District, Tharaka Nithi County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Tharaka Nithi County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Tharaka Nithi 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. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Tharaka Nithi County.

The County Director of Education
Tharaka Nithi County.
APPENDIX G

RESEARCH CLEARANCE

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 of this permit including its cancellation without notice.

THIS IS TO CERTIFY THAT:

MR. MUGO SEVERINO GITARI
of KENYATTA UNIVERSITY, 0-60400 CHUKA, has been permitted to conduct research in Tharaka-Nithi County on the topic: STRATEGIES EMPLOYED BY SCHOOL MANAGERS TO ADDRESS THE CHALLENGES FACED IN IMPLEMENTATION OF SUBSIDIZED SECONDARY EDUCATION IN MERU SOUTH DISTRICT, THARAKA NITHI COUNTY, KEIYTA.

for the period ending:
31st December, 2014

Applicant's Signature

permit No: NACOSTI/P/14/7984/3982
Date Of Issue: 18th November, 2014
 Fee Recieved: Ksh 1,000

Secretary
National Commission for Science, Technology & Innovation