PREPARATION OF SECONDARY SCHOOL HEADTEACHERS AND IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE: A CASE STUDY OF NAIROBI PROVINCE

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION PLANNING AND CURRICULUM DEVELOPMENT IN THE FACULTY OF EDUCATION KENYATTA UNIVERSITY

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OCTOBER 1996
DECLARATION

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

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This thesis has been submitted with our approval as University Supervisors.

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DEDICATION

This work is dedicated to my best friend, mentor and sponsor of this programme, my beloved husband N.M. Wachira. It is also specially dedicated to our beloved children and friends Wangu (Nguwa), Maina (Naima) and Ndegwa (Bullie) who have been very instrumental in the accomplishment of this feat. You are the greatest pride in my 'wallet of prides'.

It is also dedicated to my dearest mother, Esther Kabia Gachoki whose undying love, patience, encouragement and selfless determination enabled me to attain education.

Lastly, it is dedicated to my late uncle Stanley Kabiti Gateru who was my 'father' and whose love and generosity are stamped in my heart forever.
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Headteachers play a key role in achievement of educational goals and objectives in schools. The quality of schools depends largely on their leadership. It is said, ‘schools are as great as their head-teachers’. In spite of their very fundamental role, literature shows that headteachers are basically trained for classroom management and not school management. Yet the duties and responsibilities of a classroom teacher and a school manager (headteacher) are not synonymous. There was no empirical evidence to show whether headteachers in Kenyan schools faced any problem in performance of school management tasks as a result of inadequate training in school management hence the need for this study.

The purpose of the study was to find out what problems headteachers faced in performing the six main tasks of school management, which were related to inadequate managerial preparation. The study also sought to establish headteachers views on the reasons for the problems, ways which headteachers had used to cope with the problems and their (headteachers) recommendations on how to overcome the identified problems. It was also the intention of this study to find out from headteachers their recommendations on the training of current and future headteachers.

A total sample of 24 headteachers from 45 Public Secondary Schools in Nairobi Province was involved in the study. The sample comprised of headteachers from 8 Mixed Day Schools, 4 Boys Day Schools, 4 Boys Boarding Schools, 1 Boys Day and Boarding School, 3 Girls Day Schools and 4 Girls Boarding Schools.

The sample was selected using a Three-Stage Sampling procedure. At the initial stage, Proportional Stratified Sampling technique was used to ensure equal representation of each of the 8 divisions in Nairobi Province. The second stage was to stratify the cluster of schools in each division into Boys/Mixed/Girls/Day/Boarding Schools and sample them
again to ensure each stratum was represented. Simple random sampling method was used where more than one school met the selection criteria. In a situation where only one school met the selection criteria, Purposive sampling technique was used.

Data was collected using a Questionnaire and an Interview Schedule. The Questionnaire was administered to all the 24 headteachers in the sample schools. The Interview was administered to 8 (4 male and 4 female) out of the 24 headteachers basically to supplement the Questionnaire for in depth information.

The data was analysed using frequencies and percentages, and discussion.

The major findings of the study were:

i) The majority of the headteachers faced problems in performing all the six main tasks of school management.

ii) The problems faced by headteachers cut across all categories of schools.

iii) The most problematic task for headteachers was Finance and Business Management. Most headteachers lacked technical skills in Financial Management.

The major recommendations were:

i) The head-teachers’ preparation process should focus on the three management skills namely technical, human relations and conceptual.

ii) The headteachers should be prepared through Pre-service, In-service and On-the-job, training.
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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Headteachers, be they of Primary or Secondary Schools are charged with the responsibility of managing schools on a day to day basis and ensuring that educational aims are achieved. They therefore occupy a vital position of leadership as they lead their teams of teachers, pupils, non-teaching staff, parents and communities towards the accomplishment of educational goals which to a large extent depends on proper school management under the guidance of the headteachers. It was therefore necessary to look seriously into problems headteachers were facing in the performance of their duties which were related to inadequate managerial training.

Newmann and Warren (1977) and Ganguli (1979) agree that functions of managers are fundamentally the same whether they are front-line managers or top executives of an enterprise. The managers are needed in organizations to convert disorganized resources of people, machines and money into a useful plan leading to accomplishment of organizational goals (objectives). Newmann, Warren and Ganguli specifically observe that managers are activating elements in an organization and they therefore plan, set goals, organize resources, mobilize required means of production, co-ordinate activities both within the enterprise and outside it towards a common objective. Such then are the functions of headteachers who as far as individual schools are concerned are the top executives.

Organizations train their managers in three basic skills which are important at all administrative levels, for effective and efficient performance of management roles. These skills as identified by Katz (1955) are:
a) Technical skills (specialized knowledge and proficiency in a specific activity for example financial management, office management, scheduling, purchasing, construction and maintenance).

b) Human Relation skills (being able to work with people on one to one basis and in group settings to accomplish organizational/school goals).

c) Conceptual skills (being able to relate the organization to the environment. Each organization must be integrated internally among its departments and externally with its environment).

Unlike other organizations, the Teachers Service Commission and the Ministry of Education do not have a policy which requires headteachers to undergo training in management. It was therefore important for this study to investigate problems encountered by headteachers in performing the six main tasks of school management as a result of inadequate preparation.

However, headteachers like other managers require training in:

a) Technical skills in:
   i) Financial Management (budgeting, book-keeping, accounting, auditing)
   ii) Curriculum Implementation (teaching methods, classroom visitation and lesson observation, conducting demonstration classes, evaluation, supervisory techniques etc)
   iii) Physical Facilities Management (maintenance of school plant, acquisition of equipment and its maintenance), and
   iv) General office management for example record keeping, filing, communication skills etc.

b) Human Relation Skills - The headteacher needs skills in Personnel Management in order to manage:
Teaching and non-teaching staff

Pupils (so as to guide them to effective learning)

The headteacher also needs good public relations to enable him to deal with parents and their associations, members of the Board of Governors and any other people concerned with secondary school education.

c) Conceptual skills to enable the headteacher to co-ordinate various departments within the school, between his/her school and other schools, the community, the Ministry of Education and even to the international community.

The headteacher therefore requires managerial training.

The rationale for managerial training according to Wamalwa Report (1978-79) and Mbamba (1992) is that, it helps trainees:

i) understand their roles and responsibilities

ii) enhance their capacity to make better managerial decisions, and

iii) improve job performance and productivity.

Training is therefore crucial for effective and efficient performance of managerial functions by headteachers. However, the researcher was not oblivious of the fact that training is only one of the many factors which could lead to better performance.

The Kenya government seems to have appreciated the importance of training administrators in public service but the training of educational administrators did not seem to be a priority until very recently. The Kenya Institute of Administration (KIA) was established on the threshold of independence (1961) to facilitate transition into statehood by training local people who would become future administrators in independent Kenya. Even after the Africanization process was over, the continued existence of the Kenya Institute of Administration was justified by The Adu Commission (1964) reported in The Wamalwa
In Kenya, however, teachers appointed to become headteachers are not given formal and systematic pre-service training in managerial skills to prepare them for headship. The only course secondary school teachers cover in administration is one unit in undergraduate studies. This course covers knowledge deemed necessary for 'any' secondary school teacher to know and is not, as such, adequate as preparation for headship.

In other countries such as Canada, Britain, the United States of America, Ghana and Nigeria, those who wish to become headteachers must have had managerial training (Ovard, 1966; Mutunga, 1978; Nicholson, 1989).

The Kenya government gave thought to training of educational managers in 1978, when a study committee which wrote the Report of the Committee of Review into Kenya Institute of Administration (the Maina Report, 1978) was established to report on feasibility of establishing Kenya Education Staff Institute (KESI). The Committee noted that educational administrators were originally trained for teaching and not necessarily for administration. The Committee therefore reported a serious deficiency of administrative training among educational administrators and thus the necessity of establishing KESI.

KESI started operating in 1982, although it was legally established in 1988, under Legal Notice No. 565. It was charged with the responsibility of organizing and conducting training for educational administrators and managers of both primary and secondary schools aimed at improving their performance. The chances of these headteachers getting in-service training are rather limited in view of the large numbers that KESI has to handle. In 1992, there were 15,465 Public Primary School heads and 2,632 Public Secondary
School heads (Ministry of Education, 1992). KESI seems to be the only institution meant to give in-service training to headteachers. While KESI has this almost impossible job, it has limitations of staff, funds, facilities and time.

KESI offers in-service training to practising headteachers. The training is generally offered only once to each headteacher, and the duration of the course is about two weeks. There does not seem to be any systematic procedure of selecting those headteachers who should attend the KESI courses. Ideally, all headteachers should have a chance to attend the courses, but this is not so. It thus seems to be for the 'lucky few'. KESI's in-service training would have been effective if it came after pre-service training and was followed by more regular in-service training. One wonders also whether an in-service course lasting less than two weeks can be said to be adequate or can satisfy the requirements for the complex functions of school headship.

It was against this background that the researcher wished to look at the Kenyan case with regard to appointment and training of headteachers. The Teachers Service Commission and the Ministry of Education have no laid down policy regarding the appointment and training of headteachers. Most headteachers are appointed without formal preparation. It is assumed that a headteacher does not require any professional qualification other than those required of teachers (Mbiti, 1974; Olembo, 1977; Mbamba, 1992). Mbiti goes on to point out that responsibilities of a classroom teacher and those of a headteacher are not synonymous. He (Mbiti, 1974:48) observes:

Many teachers have and will be given headmastership without any formal training.... When a teacher is picked out to be a headteacher, he will find himself in a different world altogether, with new responsibilities, commitments, new problems and in most cases less free time.

From the above quotation it is obvious that school leadership poses different challenges from those of a classroom teacher. This calls for adequate systematic professional training in educational administration as a prerequisite for effective leadership in addition to learning on the job.
It seems the current practice by the Teachers Service Commission regarding appointment of headteachers is at variance with Legal Notice No. 565 and Sessional Paper No. 6 which adopted Kamunge Report calling for training of educational managers.

1.2 Statement of the Problem

There are indications that a large number of secondary school headteachers in Kenya experience numerous managerial problems (Aringo, 1988; Standard, May 21st 1991; Mbamba, 1992; Griffins, 1994). These problems seem to relate to the fact that headteachers are appointed from among teachers whose training is mainly focussed on classroom management and not on school management. There is an assumption that good classroom practitioners make good administrators. This assumption nourishes the deception that educational administration be it at school or systems level can be equated with teaching (Newton, 1985). It is apparent from prevalent literature (Mbiti, 1974; Olembo, 1977; Newton, 1985; Mbamba, 1992; Griffins, 1994) that functions, responsibilities and duties of a headteacher go beyond those of a classroom teacher.

Literature shows that the only course prospective teachers were given in local Universities covered one unit in educational administration. This course was basically an introductory course to educational administration and therefore did not adequately equip teachers for performance of administrative tasks.

The current in-service training programme at Kenya Education Staff Institute (KESI) seems to have shortcomings. Some of the shortcomings at KESI include shortage of training staff, lack of funds to organize regular in-service courses, too short in-service training lasting for two weeks and lack of systematic process of selecting those to be trained.
On-the-job-training requires a carefully controlled and supervised apprenticeship with actual responsibilities increasing with time. This may not be the situation in our Kenyan public secondary schools, where ordinary teachers are elevated to the ranks of headteachers basically on account of efficiency and effectiveness in classroom teaching. According to David and Ellison (1992) such headteachers run schools on 'trial and error' basis.

Campbell, Corbally and Ramseyer (1968) identified the headteachers main tasks as:

i) Finance and Business Management;
ii) Curriculum Implementation and Instruction;
iii) Pupil Personnel Management;
iv) Staff Personnel Management;
v) Provision and Maintenance of Physical Facilities; and
vi) School Community Relations.

To perform these tasks effectively and efficiently, the headteacher requires training in technical, human and conceptual skills. The intention of this study was therefore to establish the problems headteachers were facing in performing the above six tasks which were related to inadequate managerial training.

1.3 Purpose of the Study

The main purpose of this study was to find out what problems headteachers were facing in performing the six main tasks of school management, which were related to inadequate managerial preparation. The study also sought headteachers views on the causes of the problems, how the headteachers coped with the problems, and recommendations on how to overcome them. The study invited headteachers to recommend training that was required for the current and future headteachers.
Research Questions

The following research questions guided this study:

1 a) What problems do headteachers face in performing the following six tasks?
   i) Finance and Business Management?
   ii) Curriculum Implementation?
   iii) Pupil Personnel Management?
   iv) Staff Personnel Management?
   v) Provision and Maintenance of Physical Facilities?
   vi) School Community Relations?

b) What are the causes of the identified managerial problems encountered by headteachers in the six main task areas?

c) What ways and means have headteachers used to cope with the identified problems in the six main task areas?

d) What recommendations do headteachers give for overcoming the identified problems in the six main task areas?

2 What recommendations do headteachers give regarding training of both current and future headteachers?

1.4 Theoretical Framework

Efficiency and effectiveness of headteachers like that of any other managers can be enhanced through formal and informal preparation. Formal preparation can be acquired through pre-service and in-service training programmes, whereas the informal one can be acquired through experience and on-the-job-training. Pre-service and in-service training have been the major means of preparing headteachers in the western world while on the job experience has basically been the means used in many of the developing countries.
Training of managers whether in government, business or education equips them with relevant knowledge, skills and techniques necessary for performance of their duties. Wamalwa (1978 - 79) and Mbamba (1992) in support of the necessity of managerial training observe that it helps trainees to:

i) understand their roles and responsibilities
ii) enhance their capacity to make better managerial decisions
iii) improve job performance and productivity.

According to literature, there are three skills a manager requires so as to perform his duties effectively and efficiently (Roe and Drake, 1974; Stoner, 1982; Plunkett and Attner, 1983; Walker, Farquhar and Hughes, 1991). This is in concurrence with what Katz (1955) an educator and business executive identified as the three skills any administrator needs which are:

a) Technical skills (technical-know how) which refers to specialized knowledge and proficiency in a specific activity. Surgeons, engineers and accountants have technical skills in their respective occupations. A headteacher requires such skills in Curriculum Implementation, Financial Management, Provision and Maintenance of Physical Facilities etc.

b) Human Relation skills refer to the managers' ability to work with, understand and motivate other people either as groups or individuals. A headteacher needs these skills as he works with staff, pupils, parents, Board of Governors, Parents Teachers Association, Ministry of Education officials, the Inspectorate, politicians and the community at large.

c) Conceptual skills refer to the managers mental ability to co-ordinate and integrate all the organizations interests and activities. S/he must see the organization as a whole, and understand how its parts depend on each other, and, how a change in any given part can affect the whole organization. S/he must therefore integrate the
organization internally among its departments and externally with the environment. The headteacher must facilitate co-ordination of his/her school with other schools, the community, the Ministry of Education and even to the international community. Organizations give pre-service training to their managers in the above mentioned skills. Pre-service training is seen as ideal in preparation of managers for their new roles and responsibilities. Headteachers responsibilities are different from those of a classroom teacher thus calling for pre-service training. However, pre-service is not the only way headteachers can acquire the three skills as pointed out earlier: in-service and on-the-job-training also help in developing the skills.

The theoretical framework of this study is schematically summarised in Figure 1.4.1 below:
Fig. 1.4.1 Conceptual Structure of Headteachers’ Preparation

**TEACHER TRAINING (PRE-SERVICE)**
- Subject Content
- Teaching Methods
- Introduction to school organization and management

**PRE-SERVICE MANAGERIAL TRAINING**
- Technical skills (Financial Management, Personnel etc.)
- Human relation skills (co-ordination and maintenance of relationship between staff, pupils, parents, community etc.)
- Conceptual skills (making decisions with the whole school in mind)

**ON-THE-JOB MANAGERIAL TRAINING**
- Induction of a new headteacher by the outgoing one within the school.
- Mentoring/Attachment of a new headteacher to an experienced headteacher of another school, so that the new can learn from the experienced.
- Being given various administrative responsibilities hierarchically (rising through the ranks).
- Self development through reading available relevant literature.
- Internal staff development seminars.

**REGULAR IN-SERVICE TRAINING**
- Seminars
- Workshops

**HEADTEACHER AS AN EFFECTIVE AND EFFICIENT SCHOOL MANAGER**

It is contended within this framework that if headteachers go through all the indicated stages of preparation and development the quality of school management is likely to be effective and efficient. However, failure to go through any one of the essential training stages would greatly reduce the efficiency and effectiveness of a school head.
1.5 Significance of the Study

It was hoped that this study, would contribute valuable information that points to the importance of adequate formal preparation of headteachers. This would especially help those charged with head-teachers' preparation, like Kenya Education Staff Institute (KESI) and faculties of education in various universities determine a suitable curriculum.

The study, it was hoped would also provide valuable information to Teachers Service Commission (TSC), Ministry of Education and the Inspectorate which is mainly charged with improvement and maintenance of standards in schools with a view to re-evaluating the policy of appointing headteachers.

The study was significant in the sense that it seemed that despite the fact that a lot of research has already been done in education, relatively few studies had focused on investigation of problems headteachers faced in the performance of their duties, as a result of inadequate managerial training. It would also enhance the process of preparing headteachers to function more effectively, thus improving the management of schools.

1.6 Assumptions of the Study

1) Pre-service and on-the-job training followed by frequent in-service training and regular seminars results in effective and efficient school management.

2) The headteacher who has been trained in school management understands his/her duties and responsibilities better.

3) Training of headteachers contributes significantly to the reduction of administrative malfunctions.

4) Training of headteachers is an investment that pays dividends for any educational system.
1.7 Scope of the Study

The study was conducted in 24 public secondary schools in Nairobi Province. The province had a total population of 45 public secondary schools distributed in 8 divisions as follows: Westlands (8), Makadara (7), Kamukunji (6), Embakasi (2), Mathare (4), Dagoretti (7), Starehe (7), and Langata (4) schools. The schools were further divided into categories as follows: Boys Boarding (5), Boys Day (11), Boys Boarding/Day (1), Girls Boarding (6), Girls Day (6), and Mixed Day (16).

1.8 Limitations of the Study

The study was limited to the sample of 24 headteachers from Public Secondary Schools which were 53.3% of the total population of headteachers in Nairobi Province. The sample represented all the 8 divisions and the types of Public Schools (Girls/Mixed/Boys/Boarding/Day) found in them.

Nairobi Province however provided a rich variety of circumstances and contexts for managerial problems. It had the following characteristics:

i) all types of schools (Girls/Mixed/Boys/Boarding/Day), old and new schools
ii) a fair representation in enrolment (high/medium/low)
iii) a fair balance of headship distribution by gender
iv) headteachers with a wide scope of headship experience and backgrounds
v) accessibility of schools through public transport
vi) being cosmopolitan it offered a wide variety of cultural and experiential backgrounds.

The researcher would ideally have liked to conduct the study in more than one province thus representing both rural and urban areas. However, as a self sponsored student, finance was a major constraint. This constraining factor however did not make this study less valuable. It only implied that any generalization of the findings has to be done
with caution. The other constraining factor was time allowed within which the study was to be completed.

The population of the study comprised of headteachers of Public secondary schools in Nairobi Province only, who were the central focus of the study. The researcher appreciated that there were other sources that could have offered valuable information regarding training of headteachers and on administrative problems they (headteachers) faced due to inadequate managerial preparation. These sources however could be incorporated in further research, as diversification of this study would have made it unmanageable.

1.9 Definition of Terms

Headteacher

Refers to secondary school executive, male or female who is in charge of running the school.

Administration

Refers to the capacity to co-ordinate the activities and efforts of the members of the school towards accomplishment of common goals and objectives.

Training

Refers to instructions in job or skill related areas, given to headteachers before and after the appointment to enable them to manage schools effectively.

Pre-service Training

Training given before one commences the job.

In-service Training

A short training given to those already in a profession with an aim of refreshing or updating participants on a subject or changes in it.

On-the-job-experience

Learning as one performs a particular job, largely by trial and error, experimentation and practice.
On-the-job-training

A training that requires a carefully controlled and supervised apprenticeship with actual responsibilities increasing with time.

Management

Refers to a process of setting and achieving goals through planning, organizing, controlling, staffing, communicating, directing, evaluating, and co-ordinating in an organization or institution. The manager has to work with and through people.

Technical Skills

Refers to understanding and proficiency in the performance of a particular activity in a particular type of occupation. This includes knowledge of finance, office management, scheduling, purchasing, construction, maintenance etc.

Human Relation Skills

Refers to the executives ability to work effectively with people, individually and in group settings.

Conceptual Skills

Refers to the executives ability to relate the organization to the environment. Each organization must be integrated externally with its environment and internally among its departments.

ACRONYMS

B.O.G. Board of Governors
KESI Kenya Education Staff Institute
KIA Kenya Institute of Administration
KIE Kenya Institute of Education
P.T.A. Parents Teachers Association
TSC. Teachers Service Commission
L.E.A. Local Education Authority (UK)
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The primary purpose of this study was to find out what problems headteachers were facing in performance of their duties which were related to inadequate managerial training. The study also sought the headteachers' views on the causes of the problems, how the headteachers had coped with the problems and their recommendations on how to overcome them. The study invited headteachers to recommend training that was required for the current and future headteachers. This chapter was divided into 3 parts as follows:

2.1 Significance of the Headteacher
2.2 Task Expectations of the Headteacher
2.3 Training of Headteachers

2.1 Significance of the Headteacher

The headteacher is responsible for the overall management, control and maintenance of standards in the school as specified in the Education Act (1968). S/he is therefore accountable for all that happens in the school. The head-teachers' significance is also stressed by a former Director of Education, Kanina (1987:iii), who said, "The headteacher has charge over a community of teachers and pupils and it is to him that they look for guidance and direction." Implied in the quotation is that the headteacher plays a leadership role of steering the school community towards realization of educational goals. Kanina goes on to say that the headteacher must ensure smooth running of the school by calling in the advice of others but still retain decision-making, by delegating responsibilities but knowing what is happening in all departments in the school. This study hoped to establish the problems headteachers faced in performance of their duties that were related to lack of adequate managerial training.
In the same context, Kochhar (1988) emphasizes the importance of the headteacher whom he notes is the keystone in the arch of school administration and has the steering wheel in his hands. Kochhar asserts that the headteacher should be a group leader who knows how to involve people, arrange conditions and initiate processes that bring out the best in each participant, that is, teachers, non-teaching staff, pupils and the community. The headteacher stimulates the team s/he works with, co-ordinates their efforts, plans what to be done, directs the finding of solutions to common problems of the institution and evaluates performance to get reason for failure or success. Kochhar (1988) like Ozigi (1977) emphasizes that the school reputation largely depends on the headteacher who can make or mar the school. Kochhar (1988:125) continues to assert:

Schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing as the principal is capable, energetic, of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said: 'The school is as great as the Principal' because everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching..., human relationships, bear the impress of his personality. Schools do not become great because of magnificent buildings but because of magnificent principals.

The headteacher therefore occupies a very significant office in any educational system. For her/him to be effective, s/he needs, among others, drive, energy, vision, personality and professional competence. He further requires a motivated and co-operative staff as well as an enabling relation between the school and community.

2.2 Task Expectations of the Headteacher

A headteacher performs a variety of tasks some explicit and others implicit. According to Mbiti (1974) the headteacher's main task is to make the schools' purpose clear to everyone, to ensure that the necessary equipment and monetary resources are available for school use, to motivate his staff, pupils and parents, to provide a lively spirit as well as excellence in work performance.
Kochhar (1988) observes that the principal duties of the headteacher are:

(i) Supervision of Instruction, Curriculum Development and Improvement, Co-Curricular Programme, Registration Work (ii) First-rate teacher (iii) Manager, of School Plant, Equipment and Supplies, School business and School office. In addition to these duties, the headteacher prepares the school calendar, purchases necessary equipment, books and supplies and distributes teaching work.

Ozigi (1977) more comprehensively defines the headteachers operational areas as:


Since headteachers play supervisory roles, what Ree (1975) in his study, 'Task Expectations for elementary Supervisor role as expressed by elementary Teachers and Supervisors' found out to be the expected tasks for the elementary supervisor apply to headteachers too. These are: i) Curriculum Development ii) Organizing for Instruction iii) Providing Staff iv) Providing facilities v) Providing materials vi) Arranging for in-service education vii) Orienting New Staff ix) Relating Special Pupil Services x) Developing Public Relations xi) Evaluating Instruction.

Lipham and Hoer Jr (1974) identify the following task areas of a headteacher:

i) Instructional Program ii) Staff Personnel iii) Student Personnel iv) Financial and Physical facilities v) School Community relationship.

Campell, Corbally and Ramseyer (op cit.) identify six task areas of a headteacher which are i) Curriculum Implementation ii) Pupil Personnel Management iii) Staff Personnel Management iv) Finance and Business Management v) School Community Relationships vi) Provision and Maintenance of Physical Facilities.
It seems from the above that there is no clear cut definition of headteachers role/tasks as various authorities have identified different tasks. However, there seems to be a consensus among the various writers earlier discussed in this section. This is the taxonomy developed by Campbell, Corbally and Ramseyer (ibid.), as follows: i) Curriculum Implementation ii) Pupil Personnel Management iii) Staff Personnel Management iv) Finance and Business Management v) School Community Relationships vi) Provision and Maintenance of Physical Facilities. This study focussed on these six tasks. The following is an overview of the same.

2.2.1 Curriculum Implementation

According to Campbell, Corbally and Ramseyer (ibid.), this task entails the determining of educational objectives, developing a programme of instruction, selecting and making available instructional materials, and evaluating the instructional programme. The headteacher must ensure that teaching and learning take place.

Headteachers in Kenyan secondary schools have to develop a programme of instruction, assign teaching duties to teachers, avail instructional materials and evaluate, both the teaching programme and teaching effectiveness, and do a follow up. They (headteachers) guide teachers in selecting instructional materials, conduct demonstration lessons and observe lessons taught by teachers.

2.2.2 Pupil Personnel Management

Mbiti, (1974) asserts that the headteacher must chart out his course with the child (pupil) at the centre. Ozigi, (1977) concurs with Mbiti, (1974) when he observes that the pupil is at the centre of the educational process. Whatever activities take place in the school should therefore have the pupil as the focal point.
Campell, Corbally, Ramseyer, (op cit.); Mbiti, (1974) and Ozigi, (1977) look at the Pupil Personnel task as entailing the following duties: i) Making pupil inventory ii) Pupil accounting iii) taking care of pupils interests and rights iv) ensuring that instruction takes place v) giving health, guidance and counselling services vi) maintaining disciplinary standards vii) giving career guidance viii) identification of pupils' individual problems and helping to sort them out. This study focussed on establishing problems faced by headteachers in performing the roles specified above due to lack of adequate managerial training.

2.2.3 Staff Personnel Management

The headteacher must ensure s/he has adequate staff, both teaching and non-teaching to man various school programmes. Teachers are employees of the Teachers Service Commission (TSC) which posts them to schools. The headteacher can influence the Commission (TSC) to give her/him not only the number of teachers s/he requires, but the 'right' (qualified) ones to teach the various subjects in the schools. The headteacher is expected to assign duties to the staff, orient new ones, motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development.

The role of the teaching staff is emphasized by Karugu (1986:7) who notes:

Reformers may build schools, make changes in the structure and the curricula, recommend or prescribe methods or aids but in the end, everything will depend on teachers who will be responsible for applying them.

The headteacher must therefore ensure that s/he has a motivated and devoted teaching team. S/he must work very closely with the staff, both teaching and non-teaching to achieve instructional objectives.

Campell, Corbally and Ramseyer (op cit.) emphasize that the headteacher must make clear, the channels of communication and the basis for promotion. The headteacher should encourage her/his staff members to develop themselves through studies, in-service training.
and writing. S/he should also recommend 'deserving' ones for promotion. The headteacher must provide for staff participation in formulation and operation of school policies. The headteacher should look at teachers as partners, allies and colleagues and must therefore consult with them often.

This study established problems headteachers were facing in performing the Staff Personnel tasks due to lack of adequate training in human relations skills, required to enable them to perform this task effectively.

2.2.4 Finance and Business Management

Reeder (1946), Osview, Casteller and Koenig in Gauerke and Childress (1967), Heald, James and Moore II (1968) Campell, Corbally and Ramseyer (op cit.) all agree that this task entails drawing out a budget showing three basic plans:

i) Educational Plan - which shows the purposes, aims and objectives of the school, identifies and costs the necessary programmes, activities, services, personnel and facilities needed for the realization of educational goals.

ii) Expenditure Plan-translating educational programmes into costs under various voteheads for example salaries, tuition and boarding, school equipment and stores to mention a few.

iii) Income Plan-which identifies sources of income for example, grants, fees, harambee, donations etc.

The headteacher must control expenditure through proper maintenance of accounts books and auditing. The study identified the problems faced by headteachers in performing the Finance and Business Management task due to lack of adequate training in technical skills needed to enable them to perform this task effectively.
2.2.5 Provision and Maintenance of Physical Facilities

According to Campell, Corbally and Ramseyer (ibid), the headteacher should ensure buildings, grounds, equipment needed and incidental to instruction are provided. The plant exists to facilitate instructional programme and the headteacher must ensure it is kept safe, sanitary, attractive and in readiness for teaching and learning.

The headteacher should have a maintenance programme so that when the equipment wears off, roofs leak, desks are broken etc, the necessary repairs can be done.

This study incorporated this aspect in order to shed some light on the problems headteachers faced in performing this task due to lack of adequate training in technical skills needed for its performance.

2.2.6 School Community Relationships

Campell, Corbally and Ramseyer (ibid.) emphasize that education is a public venture and it will be no better than the community want to have it. Mbiti (1974) stresses that the school is not an island but part of the community where it is located and pupils are part of that community. The school, according to Mbiti, should reflect as far as possible the nature and aspirations of the community.

The headteacher should involve, the community in school activities (drama, games, speech day etc), and the school, in community activities (Walk for Hunger, Environmental Day, World Day of Prayer, Tree Planting etc). S/he should also develop and maintain channels of information between the school, its personnel and the community (e.g. community leaders), and help students develop values and attitudes necessary for improvement of society.
The headteacher has a duty to disseminate information about the school to the community, which includes, surrounding community, parents, other schools, politicians, Ministry of Education, the Inspectorate and curriculum developers.

This study set out to establish the problems faced by headteachers in performing the above mentioned tasks. The problems were related to lack of adequate training in human relations skills.

2.3 Training of Secondary School Headteachers

It seems that although a lot of research has been done in education, with quite a number of studies focusing on the role and administrative problems facing headteachers, the area of preparation or training of headteachers is rather an impoverished one. However, the importance of training administrators cannot be over emphasized be it in industry, public service or in educational institutions, as their (administrators) quality to a large extent determines an organization's failure or success.

The Report of the Commission of Inquiry: Public Service Structure and Remuneration Commission (The Ndegwa Commission, 1970) concluded that training was a necessary component of any effort aimed at raising the efficiency and productivity of public service. The same can be said of secondary school administration.

The Report of Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (The Kamunge Report, 1988) also emphasized that headteachers were central to successful management of educational institutions and implementation of the total curriculum. The report pointed out that in spite of their importance, headteachers were appointed from among serving teachers most of whom had no prior training in institutional management. The lack of training adversely affected management of educational institutions and maintenance of quality and high standards of
education. The report made the following recommendation which was adopted in Sessional Paper No. 6 (1988:46):

In view of the crucial role of heads of institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence, integrity and initiative.

The Kamunge Report recommended that Kenya Educational Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions so that they can gain necessary competencies. This study made an effort to identify those who had benefited from the KESI course and also sought to establish whether they faced problems in performing their duties with regard to the six tasks.

David and Ellison (1992:14) in the Journal of Commonwealth Council of Educational Administration (CCEA) noted the following: "In industry, staff at all levels would undertake training on how to deal with clients on face to face basis and on telephone but in education, the staff are usually left to learn by trial and error."

The implication from the above quotation is that there is need for training educational administrators. It seems at the moment, they are running educational institutions on 'trial and error' basis.

Mbamba (1992:2) asserted the following regarding the need for training educational administrators in Africa:

Viewed as a profession or discipline, educational management is relatively young on the African continent. Professional educators have for long time managed their educational systems... But they have very much depended by and large on their educational background and on-the-job-experience out of which they were expected to acquire knowledge, skills and attitude needed to manage the educational systems effectively and efficiently. Available evidence shows that it is lack of formal or other training in managerial skills which has been largely responsible for the great deal of inefficiency and ineffectiveness observed in performance of many educational systems in Africa.

The above quotation underscores the need for managerial training for headteachers.
Mutunga (1978) in his study, which focused on 'Current Practices in Recruitment, Selection, Training and Retainment of Kenyan Headteachers' asserted that unlike other countries like Britain, Canada, Australia, Ghana and Nigeria, as far as Kenya is concerned, the training of school heads and potential school heads had so far been neglected in spite of the fact that functions of headteachers whether in Kenya or elsewhere were basically the same. Mutunga concluded from his research that:

i) There was no particular degree requirements for headship, some headteachers had Education degrees, others, Art degrees while others had none.

ii) There was no particular administration certificates or credentials required for headship.

iii) There was no administrative training before one could be appointed to headship.

iv) The length of prior administrative experience had no bearing on who became a school head.

Mutunga further noted that emphasis had been placed on the view that secondary school administration questions or problems could be dealt with by the head-teachers' "growing-up" in the system and learning how things were done. He concluded by advocating systematic formal training for secondary heads in addition to on-the-job-experience ("growing-up").

Mutunga's view was supported by Lovett (1993:7) who referred to Schainker and Roberts (1987) who were working in California and were concerned about helping principals overcome on-the-job obstacles to learning. They observed that:

What emerges from practice and research is paradoxical: principals most valuable source of learning is on-the-job experience, yet reality of that experience is seriously limited as a vehicle of learning. Clearly principals need systematic strategies for learning from their on-the-job reality by recognizing and overcoming its constraints.
Thus on-the-job experience on its own was not adequate as a mode of training for headteachers. There was need for systematic formal training.

Obonyo (1984) conducted a study, 'A survey on administrative problems encountered by Secondary School Heads in Bondo, Siaya District, Nyanza'. She noted that educational leaders were appointed without formal training, with an underlying assumption that school leadership is a matter of 'common sense and experience'. She came to a conclusion that though headteachers performed their tasks and spent time on them:

i) they were not equipped with the right approach. She cited an example of a headteacher who reported disciplinary problems to the police.

ii) they were not in a position to offer advice to their staff. In instructional supervision it seemed like headteachers were not very conversant with effective modes of instruction. They therefore could not give guidance to their staff and supervision seemed like a matter of routine.

Obonyo also observed that headteachers needed guidance on establishing some rapport with the community. Obonyo also advocated training of headteachers in financial management as when auditors came for annual checking of schools, they gave no concession to the fact that school heads were trained as teachers and not as administrators.

Ochoro (1987) in his study on administrative problems facing headteachers of secondary schools in Nairobi pointed out that in Kenya, the headteacher was removed from the role of an ordinary teacher, to that of a school manager, without being given managerial training. This study identified the problems associated with this mode of appointment.

Mbti (1974), stressed that poor educational administration could wreck the most ambitious and progressive curriculum design. There was therefore need for headteachers preparation in administration and implementation of curriculum. Newton (1985) concurred with Mbti when he asserted that Third world countries needed to consider the wisdom of
continuing to appoint administrators on the basis of their expertise in teaching and not in administration. He further noted that if excellence was an overriding aim in education, then educational managers should be trained. He (1985:97) asserted:

The assumption that good classroom practitioners make good administrators may not always hold. It may nourish deception that educational administration, be it at school or the systems level is to be equated with teaching.

Newton looked at training of educational managers as indispensable to effective and efficient running of schools.

Karagu (1982) in his study on, ‘Headteachers and Teachers perceptions of the role of a secondary school Headteacher’ made the following recommendation:

All secondary school headmasters need proper training in educational administration. Headteachers of secondary schools should as far as possible receive pre-service training in educational administration before being appointed to head secondary schools.

Karagu suggested that in the absence of resources, in-service programmes be drawn up, adopted and intensified.

According to a former Director of Education, Ministry of Education, Kenya, Kanina (1987:iii), when a teacher is appointed a headteacher, it is assumed that he knows what he is expected to do as implied in the following quotation:

An assumption is made that he has or possesses the knowledge required to help with the many and varied educational and personal problems with which he will be confronted.

This study set to find out if indeed headteachers in Kenyan secondary schools, possessed the knowledge required at the time of their appointment.

Olooo Aringo the then Minister for Education, in the Daily Nation of 3rd December, 1988, emphasized the need to train school heads. He made the following suggestions:

i) Teachers will have to pass accounts and management courses before they are promoted to school heads.
Serving heads should sit the exam (accounts and management) if they want to retain their jobs.

It was not clear to what extent the former minister's suggestions had been met. Hence the need for this study.

The Minister also noted that the head-teachers' lack of technical skills in financial management left bursars running school money. This landed some headteachers into problems when the bursars fiddled with school accounts. The Minister's suggestions pointed to the importance of training headteachers to become effective financial managers.

A seminar held in Harare by educational specialists, to discuss the plight of management of African schools pointed out the following:

i) School administrators needed skills in resource allocation, forward budgeting and planning, and staff appraisal.

ii) Lack of analytical concepts among headteachers was a factor leading to declining standards of education.

iii) Though in African countries, schools had become complex organizations, mainly because of diversified curricula reforms, such changes had not met with training strategies for headteachers who were in the frontline of implementing the expected changes.

iv) The Teachers Service Commission (TSC) appointed headteachers without making any effort to provide them with management skills to enable them to run schools effectively.

v) Management of schools was not an issue of devotion to duty but whether headteachers had 'adequate skills' that would enable them to run schools effectively.

vi) Headteachers were recognized opinion leaders in their communities and they therefore require skills to effect good community relations.
The conclusion reached at the seminar was, "Unless the Ministry of Education gives relevant training to headteachers such institutions will continue facing problems of one kind or other". (The Standard, 21st May 1991 Page 8 Column 1); There was therefore need to provide pre-service training, in-service training and seminars/workshops to headteachers to add to experience. Hence the need for a study such as this one, established problems headteachers faced in performing their managerial tasks which were related to their training background.

Olembo and Maneno (1991) asserted that the assumption in the past that a teacher with academic qualifications and right personality could become a head and pick up the administrative side of his work as he went along was reasonably correct. This was so because the management function of the headteacher was relatively straightforward and could be undertaken by a well educated man without special training for his role as a manager. However this assumption was no longer valid for the following reasons such as:

i) increasing size of schools and their complexity of organization;

ii) the increased expectations parents, pupils, Ministry of Education and the community had for big schools;

iii) the realization that a newly appointed head was moving from one kind of job to a different one.

Olembo and Maneno further noted that while, there had been very successful headteachers without systematic training in educational management, the rate at which teachers were being recruited into administration called for some basic training in management. They noted that there had been incidents of financial mismanagement and indiscipline which could have been avoided had headteachers been properly trained.

Mbamba (1992) noted that socio-economic changes and emergent needs within the African continent had among other things made education more complex. Consequently, the management of the educational institutions demanded sophisticated skills that would
enable managers, to steer systems effectively. Mbamba further noted that there was need for each African country to establish, institutionalize and reinforce training of educational managers. He (1992:2) observed:

Lamentably over the last first few decades in the African situation, experience without relevant training and qualifications has been venerated as being equal if not superior to formal training in the management of these institutions.

Mbamba therefore advocated formal managerial training which could be beefed up with experience in the service.

In countries such as Nigeria, Belgium, France, Britain and United States of America, the situation regarding training of educational managers is different.

In Nigeria the preparation of managers has three patterns with the first two having strong elements of courses in educational planning, administration and curriculum supervision (Nwagwu 1991) as follows:

i) One year professional training given to holders of first degree in different subject disciplines leading to a Diploma in Education.

ii) A composite first degree course which concurrently incorporates education courses and subject discipline courses.

iii) Masters degree in Educational Planning and Administration.

There are also 'sandwich programmes' for serving principals offered by all the Universities in Nigeria which enable them to upgrade their professional qualifications. These programmes are offered through in-service training and it is possible to attain a Masters Degree in Educational Administration or a Postgraduate Diploma in Education.

In the Belgian School system, in-service training has been the formal mode mostly used for training headteachers of both state and private schools. Headteachers have therefore been appointed without pre-service training. However, in 1974, authorities of private schools (attended by 50% of secondary pupils) started a "start-service" or pre-service programme for a two year period in addition to the in-service programme. The first
year concentrates on administrative and financial topics whereas the second concentrates on pedagogy and didactics.

In France, those who become head teachers are trained for the appointment. This pre-service training started as a two day seminar in 1971, then was expended to three months in 1974. This training is aimed at developing, technical, human and conceptual skills in management. There is emphasis on, on-the-job training, as those appointed to headship must have been teachers for at least five years and be over thirty years old. In-service training has been in existence longer than pre-service.

In Britain, there is emphasis on, on-the-job training as the most formative learning experience for headship. Those appointed to headship must have acquired skills as heads of departments, House Masters/Mistresses etc. but deputy headship is the most crucial. Majority of those appointed to headship must have been Deputy Heads for five years and the average age is 40-45 years. In addition to having degrees (first, second and some with doctorates) they should have managerial training leading to the following competencies: i) Knowledge of educational policy. (ii) Management knowledge. (iii) Problem analysis. (iv) Judgement (v) Organizational ability (vi) Decisiveness (vii) Leadership (ix) Oral and written communication (Nicholson 1989).

Raistrick (1987) in, 'A study of 42 Headteachers: How they perceive their needs after being in Headship for more than 3 years' observed that the chief needs expressed by headteachers were those of support and training. The following are some of the recommendations to the Local Education Authorities (LEA) in the United Kingdom:

i) that the Local Education Authorities (LEA) establish a development programme for all secondary school headteachers.

ii) a training programme for headteachers prior to their commencing their appointment.
iii) a headteacher induction programme which meets the specific needs of individuals.

iv) a review by the LEA of the needs of headteachers after 5 to 7 years of headship.

There is no evidence from literature that the above approaches to training of headteachers are being addressed in Kenya, thus underscoring the need for this study.

In the United States of America (U.S.A.) each state has requirements for secondary school administration over and above those of a classroom teacher and each state retains its own standards. Majority require a Master's Degree in Education (Ovard, 1966; Mutunga, 1978). The American Association of Administrators has made 2 years of Post-Graduate administrative study as a prerequisite for full membership of their association.

Farrand (1987) conducted a study, 'An Analysis of the Tasks of Headteachers and their Deputies in 12 Mexican Secondary Schools and the Implications for Training.' Farrand noted that a recognition of the importance of the work of headteachers in the developed countries had been followed by provision of training to meet the needs that had been identified. It was important to find out whether this was true in Kenya.

Newell (1987) in her study, 'Professional Development and In-service needs of Principals in the Management of Inadequate Teacher Performance', stated that evaluating teacher performance was one of the most important supervisory tasks of the principal. This major responsibility required that principals make judgement regarding the quality of instruction and effectiveness of instructional personnel. Principals therefore need to know how to assist inadequate teachers. This is particularly crucial in Kenya where some teachers are not trained. Newell noted that this concern motivated state legislative in the United States of America to start training programmes that would assist administrative personnel in improving their knowledge and skills in teacher evaluation. In-service training is offered in Kenya by Kenya Education Staff Institute (KESI) though not all headteachers have
benefited from it. This study sought to establish whether headteachers faced problems in evaluating teachers which were related to their training background.

2.4 Summary of Literature Review

The foregoing sections of this chapter have underscored the role of the headteachers as managers of schools and also outlined various approaches and theories associated with their preparation. It came out clearly that for effectiveness and efficiency, the headteachers require systematic formal training in technical, human and conceptual skills in addition to on-the-job training. The need therefore for pre-service, on-the-job and regular in-service training, frequent seminars/workshops cannot be overemphasized.

Despite the plethora of taxonomies, emphasis on this study was placed on the following six tasks of a headteacher: i) Finance and Business Management (ii) Curriculum Implementation (iii) Pupil Personnel Management (iv) Staff Personnel Management (v) Provision and Maintenance of physical facilities and (vi) School Community Relations. Emphasis was therefore placed on these six tasks in the construction of the research instruments outlined in paragraph 3:3 of the next chapter.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology used to conduct this study. The study fits in descriptive research and it entailed field survey seeking to establish problems headteachers were facing in performance of their duties due to lack of adequate managerial preparation. The study also sought headteachers' views on the causes of the problems, how headteachers coped with the problems and their recommendations on how to overcome them. The study invited headteachers to recommend training that was required for current and future headteachers.

3.1 The Study Area

The study was conducted in Nairobi Province which is also the capital city of Kenya. Its size is 639 square kilometres with a population density of 1911 people per square kilometre and a total population of 1,324,570 (Republic of Kenya 1989).

The province borders Central Province to the north and north-east, Rift Valley Province to the west and Eastern Province to the east.

The province is divided into 8 political constituencies namely, Westlands, Mathare, Makadara, Starehe, Dagoretti, Langata, Embakasi and Kamukunji.

3.2 The Study Population

The target population was 45 headteachers from the public secondary schools in Nairobi Province.
3.3 The Study Sample

A sample of 24 headteachers was drawn from the target population of 45 headteachers in the public secondary schools in Nairobi Province. The researcher therefore worked with a sample size of slightly above 50%. According to Ary, Jacobs and Razarian (1972), in descriptive research, a sample size of between 10% and 20% is acceptable.

The sample covered the 8 divisions of Nairobi Province and comprised of the following schools: 8 Mixed Day; 4 Boys Day; 4 Boys Boarding; 1 Boys Boarding/Day; 3 Girls Day; and 4 Girls Boarding schools. The divisions were represented as follows: Westlands (4); Dagoretti (4); Makadara (4); Kamukunji (3); Starehe (4); Mathare (2); Langata (2); and Embakasi (1). There were 11 male and 13 female headteachers in the sample, aged between 30 years and over 60 years with headship experience ranging from 3 years to 35 years.

The 24 headteachers were given the questionnaire which was intended to give a general picture of the problems the headteachers were facing in the process of performing the six managerial tasks, which were related to inadequate managerial preparation.

The interview was given to 8 out of the 24 headteachers. The 8 headteachers represented all the 8 divisions in Nairobi Province and all the categories of schools. They comprised of 4 male and 4 female headteachers. Out of the 24 questionnaires given, 21 completed ones were received representing a return rate of 88%. According to Treece and Treece (1977), a questionnaire that produces 75% to 85% response rate has done extremely well.

3.4 Sampling Procedure

Using clusters of schools in each of the divisions in Nairobi Province, a Three-Stage Sampling procedure was employed to sample the 24 headteachers.
In the first stage, a proportionate sample of 50% of the schools in each division was obtained using Proportional Stratified sampling technique. The second stage was to stratify the cluster of schools in each division into Boys/Mixed/Girls/Day/Boarding schools and sample them again to ensure that each stratum was represented. Simple Random sampling was used where more than one school met the selection criteria. In a situation where only one school met the selection criteria, Purposive sampling technique was used. Purposive sampling is advocated by Delbert (1976:56) who says:

> When practical considerations prelude the use of probability sampling, the researcher may seek a representative sample by other means. He looks for a sub-group that is typical of the population as a whole. Observations are then restricted to this sub-group and conclusions from the data obtained are generalized to the total population.

For the purposes of the interview, 8 out of the 24 headteachers in the sample were again purposively sampled. They represented the 8 divisions and all the categories of schools (Boys/Mixed/Girls/Day/Boarding schools).

### 3.5 Research Instruments

Data was collected using a Questionnaire and an Interview schedule. Borg and Gall (1971) say that the questionnaire and individual interview are the most common instruments for data collection in survey research.

The questionnaire was appropriate for gathering information on the headteacher and the school. The information related to the headteacher's age, sex, qualification, teaching and administrative experience, training (pre-service, in-service and on-the-job) etc. It was also appropriate for gathering information on problems headteachers faced in performance of the six main administrative tasks as a result of inadequate managerial preparation.

One advantage of using a questionnaire in research is that questions for each respondent are framed the same way (uniformity) and therefore they give information that is...
more comparable than from an interview which is more flexible (Sax 1968). The questionnaire for this study was in two sections, A and B. (see Appendix A.)

An interview schedule was also used to supplement the questionnaire where in depth information was not provided for by the responses from the questionnaire. An interview allows free expression of opinion by the interviewee and also allows the interviewer to clarify questions and probe further where necessary. (Borg and Gall, 1971; Kerlinger, 1964). See Appendix B.

3.6 Data Collection Procedure

3.6.1 Piloting the Instruments

After obtaining the research permit from the Office of the President, the researcher piloted the research instruments in three schools which were not included in the final sample. The purpose of piloting the instruments was for the researcher to find out whether the respondents found them clear, precise and comprehensive enough from the research point of view and whether the responses given fulfilled the research objectives, thus enhancing content validity. The piloting also enhanced the reliability (dependability, accuracy) of the instruments, since the responses from the respondents indicated whether the instruments 'measured what they purported to measure' (Kerlinger 1964). From the analysis of pilot study responses, the instruments were revised accordingly, in readiness for utilization in collection of data.

The Question 'Do you encounter problems in performing the following six tasks: i) ... vi)... was changed to, Are you aware of problems headteachers face arising from lack of adequate training in managerial skills in the following task areas: i) Finance and Business Management? ii) Curriculum Implementation? iii) Pupil Personnel Management? iv) Staff Personnel Management? v) Provision and Maintenance of Physical Facilities? and vi)
School Community Relations? The reason was because headteachers found the first version of the question incriminating.

3.6.2 Administration of the Instruments

The researcher personally visited the sampled secondary schools having made prior arrangement with the headteachers on the most appropriate date and time for the visit. During this visit, the researcher created rapport with the respondents (headteachers) and the purpose of the research was explained. The respondents were then requested to fill in the questionnaire for the researcher to collect at a later date. An interview was conducted as a follow up on the questionnaire to provide deeper insight into the findings.

The Questionnaire and Interview Schedule are provided in Appendices A and B respectively.

3.7 Data Analysis

The data was initially analysed to determine the problems headteachers faced due to inadequate managerial training. The data was then quantified and summarised using frequencies and percentages. With regard to the questionnaire, the following information was obtained:

a) Problems encountered by the headteachers in performance of each of the six tasks of school management.

b) The causes for the identified managerial problems in each task area.

c) The strategies headteachers used to cope with the identified managerial problems in each task area.

d) Headteachers' recommendations on how to overcome the identified managerial problems in each task area.

e) Headteachers' recommendations regarding training of current and future headteachers.
The data on the problems encountered by headteachers in performing the six main tasks of school management was analysed through frequencies and percentages which were tabulated.

The data on the causes of the identified managerial problems, strategies used by headteachers to cope with the identified problems, recommendations for overcoming them and for training current and future headteachers was discussed.

The interview data was used to supplement and clarify information which was obtained through the questionnaire. This data was analysed through the same procedure as that of the questionnaire.

The results of the analysis of the questionnaire and the interview were used to make recommendations on the nature and the appropriate training for the current and future headteachers.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The purpose of the study was to find out what problems headteachers faced in performing their duties as a result of inadequate managerial preparation. The study also sought to establish headteachers' opinions on the causes of the identified problems, the ways and means headteachers used to cope with the problems, and their recommendations for overcoming them. It was also the intention of the study to solicit from headteachers recommendations for current and future headship preparation programmes.

The research questions that guided the study were:

1. a) What problems do headteachers face in performing the following tasks?
   i) Finance and Business Management;
   ii) Curriculum Implementation;
   iii) Pupil Personnel Management;
   iv) Staff Personnel Management;
   v) Provision and Maintenance of Physical Facilities;
   vi) School Community Relations?

   b) What are the reasons for the identified managerial problems encountered by headteachers in the six main task areas?

   c) What ways and means have headteachers used to cope with the identified problems in the six main task areas?

   d) What recommendations do headteachers give for overcoming the identified problems in the six main task areas?

2. What recommendations do headteachers give regarding training of both current and future headteachers?
To fulfil these objectives, data was collected using a Questionnaire and an Interview Schedule (see Appendices A and B).

Chapter Four therefore presents and analyses the data collected in the following order:

4.1 Characteristics of Schools in the Study
4.2 Head-teachers' Personal Data
4.3 Data on preparation for Headship
4.4 Problems faced by headteachers in performance of the six main task areas of School Management
4.5 Headteachers views on School Management and Headship Preparation.

4.1 Characteristics of Schools used in the Study

Included in the school characteristics were, type of school, pupil enrolment and staff distribution by gender. The data on type of school, pupil enrolment and staff distribution by sex were solicited to enable the researcher to get the background information on the schools in the study sample.

The background information was to assist the researcher in generalising the study findings to the sample population. Relevant data is presented in Table 1.
The data in Table 1 indicated that the sample was composed of 38.0% Mixed Day Schools, 43% Boys Schools and 19% Girls Schools. There was more enrolment of Boys 73.3% than Girls 26.7% while there were more female teachers 67.5% than male teachers 32.5%.

The high representation of boys in the study was a result of high enrolment in boys-only schools which ranged from 275 to 1100 boys while that of girls-only schools ranged from 320 to 620 girls. There were also more boys in all the Mixed day schools, with their enrolment ranging from 96 to 218 boys while that of girls ranged from 82 to 142 girls.

4.2 Headteachers’ Personal Data

Included in the headteachers personal data were age, sex, academic qualifications, teaching experience and the criteria used for their appointment to headship. This data was sought to provide background information on the headteachers.
The information also enabled the researcher to establish the calibre of headteachers in the study sample. Related data is presented in Table 2.

**Table 2: Headteachers Personal Data**

<table>
<thead>
<tr>
<th>i) Age of Headteachers - Years</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 - 39</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>40 - 49</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>50 - 59</td>
<td>4</td>
<td>19.1</td>
</tr>
<tr>
<td>60 and above</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ii) Gender of the Headteachers</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iii) Academic Qualification of the Headteachers</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed/B.A., B.Sc. with Education</td>
<td>18</td>
<td>85.6</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>M.A</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iv) Teaching Experience - Years</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>No experience</em></td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Below 3 years</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>3 - 6 years</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>7 - 10 years</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>11 - 14 years</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>15 - 18 years</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>19 - 22 years</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>v) T.S.C. Appointment criteria</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Headship</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>11</td>
<td>52.3</td>
</tr>
<tr>
<td>Any Other</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*No experience* One of the headteachers had no teaching experience but had founded and directed a secondary school for 35 years.
Table 2 shows that majority (90.5%) of the headteachers in the study sample were 40 years and above. An equal percentage (90.5%) had studied education up to University level. The teaching experience of the majority (66.7%) of the headteachers ranged from 3 to 18 years. An equal percentage (66.7%) of the respondents had been appointed to headship after serving as Deputy Heads while 52.4% had served as teachers (teaching experience).

4.3 Data on Preparation for Headship

Preparation for headship was in the form of Pre-service, In-service and On-the-Job training. It was necessary in this study to establish empirically whether headteachers had been prepared for their job as school managers. Literature showed that preparation for classroom teaching had been assumed to be synonymous with preparation for school management. Data related to preparation of headteachers is presented in Table 3.
Table 3: Modalities of Headship Preparation

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Pre-service Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Trained in educational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>management skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
<tr>
<td>b) Trained in educational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>administration during</td>
<td></td>
<td></td>
</tr>
<tr>
<td>undergraduate (one unit course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>II. In-service Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Total</td>
<td>N=21</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>III. On-the-Job-Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Trained through other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>administrative experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Head</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Head of Subject</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>House Master</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Games Master</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Head of Department</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Career Master</td>
<td>5</td>
<td>23.8</td>
</tr>
</tbody>
</table>
b) Years of experience as a Headteacher

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 years</td>
<td>4</td>
<td>19.1</td>
</tr>
<tr>
<td>3 - 6</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>7 - 10</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>11 - 14</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>15 - 18</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>19 - 22</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>23 - 26</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>32 - 36</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3 above indicates that majority (95.2%) of the headteachers in the study sample had no training in educational management. Data showed that 61.9% had training in educational administration during their undergraduate courses. During undergraduate courses, prospective teachers are exposed to a one-unit course which is basically an introduction to educational administration. A notable feature is that although all prospective teachers are exposed to the one-unit course in educational administration during their undergraduate course, not all of them acknowledge it as a preparation for headship. It was acknowledged by 61.9% of the study sample.

Most (81%) of the respondents had On-the-job training gained through experience which ranged from 3 - 35 years. The respondents who had trained on the job through serving as Deputy Heads and as Heads of Department were 66.7%.

4.3.1 Head-teachers’ views on their Preparation Process

This information was sought to help the researcher establish the head-teachers’ views on their preparation process. This was in order to find out whether or not headteachers felt adequately prepared for performance of school management tasks.
a) Pre-service Training

Majority (95.2%) of the headteachers indicated they had not received Pre-service training in educational management. Despite all headteachers having been exposed to the one unit course in educational administration during their undergraduate programme, 61.9% of the headteachers in the study acknowledged it as Pre-service preparation for educational administration career while 33.3% did not.

The 61.9% who acknowledged the one unit course offered during the Bachelor of Education or Bachelor of Science/Bachelor of Arts with education option indicated that it was inadequate as:

- It was too sketchy and elementary,
- It lacked adequate content on management skills.

b) In-service Training

The 16 (76.2%) headteachers who had trained through In-service indicated that its content was relevant to headteachers responsibilities in the following ways:

- It gave them basic information in general school administration.
- It helped headteachers gain knowledge in task areas.
- Headteachers shared experiences which enhanced their confidence.
- Headteachers got a chance to learn from carefully selected case studies.

Out of those 16 (76.2%) headteachers who had had In-service training, 9 (56.2%) indicated that the In-service programme was inadequate in the following ways:

- The duration was too short leading to a crash programme. This led to superficial coverage of the otherwise comprehensive content.
- It was not timely as it came after most headteachers had made numerous mistakes over years.
- It was not given on a regular basis.
- Due to its irregularity, it failed to keep up to date with emerging problems in school management.
c) On-the-Job Training

All the respondents indicated that they had learnt how to manage schools through their experience on-the-job. The respondents also indicated that on-the-job training was the most effective mode of preparation as it exposed them to practical school management issues. The headteachers however expressed the following views concerning their training on the job:

- It was a 'trial and error' [sink or swim] deep-end learning/shocking experience.
- The headship ladder through other administrative experiences such as Class Teacher, Head of Subject, Deputy Head etc. was useful in preparation for headship.

4.3.2 Headteachers' views on Pre-requisites for Efficient Headship

This study intended to establish whether age, teaching and Deputy headship experiences, Induction process and Training in management were regarded by headteachers as helpful in preparing them for headship.

All the respondents interviewed indicated that the above mentioned variables were necessary considerations for efficient headship. Head of Department experience was viewed as necessary by 87.5% of the respondents. The main reasons given by the headteachers for consideration of the above as pre-requisites for efficient headship were as follows:

a) Age

All the respondents viewed age as a pre-requisite for efficient headship. The main reasons headteachers gave in support were:

- Age is generally associated with maturity which is regarded as crucial in responsibility.
Age is generally associated with experience which helps one build himself/herself and thus avoid 'trial and error' approach on human beings.

Age generally gives confidence to Pupil and Staff Personnel as well as the School Community.

b) Teaching Experience

All the respondents were of the opinion that teaching experience was a pre-requisite for efficient school headship. The main reasons they gave in support of teaching experience were that it exposed teachers to:

- Pupil management while, in class, handling disciplinary matters, dealing with counselling and guidance issues and other school activities.
- Staff temperaments, weaknesses and strengths, workloads, aspirations etc.
- Curriculum Implementation and what it entails.
- The School Community and their aspirations.
- The problems of lack of funds.
- The adequacy/inadequacy of school facilities and resources.
- The 'feel' of running the school while s/he is on duty.

The headteachers who recommended a minimum of 3 years teaching experience before a teacher was appointed to headship were 62.5%.

c) Deputy Headship Experience

All the respondents interviewed indicated that Deputy headship experience was a pre-requisite for efficient headship. The main reasons given in support were that it exposed the incumbent to:

- The Management and Decision-Making Process in the school in the absence of the headteacher. S/he thus picked the a,b,c's of school management.
- Headship tasks such as Pupil and Staff Personnel Management, Curriculum Implementation, School Community issues etc.
- Resource capacity of the school.
It was pointed by 62.5% of the headteachers interviewed that Deputy Headship experience was especially useful where one:

- Served under a headteacher who gave the Deputy Head a chance to have a ‘feel’ of running the school thus providing managerial growth.
- Served for a reasonable period of not less than 3 years.

d) Induction Process

All the respondents interviewed indicated that Induction Process was necessary for headship preparation. Amongst the reasons given in support of induction were:

Through induction the newly appointed headteacher:

- was introduced to the new duties and responsibilities.
- was introduced to the new station’s culture and history which were important in avoiding conflict and introducing changes.
- was given guidance on changing systems like 8-4-4.
- got a chance to exchange views and experiences with the outgoing headteacher on how to handle problems such as drug abuse, pupil and staff stress etc.
- gained confidence to take up new challenges of headship.

e) Training in Management Skills

All the respondents interviewed indicated that training in management skills was necessary for efficient headship. The main reasons given were:

- It informed headteachers on their tasks (roles) and role expectations.
- It guided headteachers on how to perform the specific roles.
- It gave headteachers confidence in performing their duties.

When should the training be given?

This question intended to establish headteachers views on the appropriate time for training headteachers. This would give insight into future and current headship preparation programmes. The headteachers indicated that training should be given as follows:
Before appointment.  
Through regular In-service programmes after appointment.  
While on-the-job.  

**f) Head of Department Experience**

A majority (87.5%) of the respondents interviewed indicated that the experience as a Head of Department was a pre-requisite for efficient headship. The main reasons given were as follows:

It exposed the incumbent to:

- Management of staff in his/her department.
- Supervision of Curriculum Implementation in the department.
- Running a ‘small school’ within a big school thus complementing and supplementing the duties of a headteacher in such ways as:
  - delegation of duties to departmental staff.
  - recommending purchases in the department.
  - orienting new teachers.
  - designing the kind of teaching which is appropriate in his/her department.
  - vetting examinations in the department.

**Rank order of 3 administrative responsibilities that headteachers consider significant in headship preparation.**

This question was intended to establish from the headteachers the 3 administrative responsibilities they found most useful in headship preparation. These 3 administrative responsibilities were ranked as follows:

- Deputy Headship by 52.4% respondents.
- Class Teacher by 48.9% respondents.
- Head of Department by 19.1% respondents.
### 4.4 Problems faced by Headteachers in the performance of the Six Main Tasks of School Management.

There are six main tasks that headteachers perform in school management according to literature. It was the intention of this study to find out whether headteachers faced any problems in performing the tasks, which were related to inadequate managerial preparation. Data collected on problems headteachers faced in performing the six Main Tasks is presented in Table 4.

<table>
<thead>
<tr>
<th>Task Areas</th>
<th>Problems faced</th>
<th>No. of Headteachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial and Business Management</td>
<td>YES</td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Curriculum Implementation</td>
<td>YES</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Pupil Personnel Management</td>
<td>YES</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Staff Personnel Management</td>
<td>YES</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Provision and Maintenance of Physical</td>
<td>YES</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Facilities</td>
<td>NO</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>School Community Relations</td>
<td>YES</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>7</td>
<td>33.3</td>
</tr>
</tbody>
</table>

The general picture drawn from the Questionnaire data in Table 4 is that headteachers faced problems in all the six main tasks. The interview data gave the same picture with all the respondents citing problems in all the six tasks.
4.4.1 Problems faced by Headteachers in Financial and Business Management

The problems cited by the respondents are presented in Table 5.

Table 5: Problems faced by Headteachers in Financial and Business Management.

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Financial Management Skills</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Lack of Funds</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Dishonesty of Bursars</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>23.8</td>
</tr>
</tbody>
</table>

The most dominant problem cited by the majority (90.5%) of the respondents to the questionnaire was lack of Financial management skills. All the respondents to the interview also cited the problem of lack of Financial management skills.

b) A Summary of the reasons headteachers listed for the problems encountered.

- Inadequate training in Financial Management during Pre-service training.
- Inadequate In-service training.
- Lack of induction for newly appointed headteachers.
- Poor attitude by auditors towards headteachers.
- Inadequate funding.
- Poor community support.
- Interference in school finances/fees structure by political leaders.
- Inadequate knowledge to monitor the activities of the bursar.

c) Strategies used by headteachers to cope with problems in Financial Management Tasks.

Some of the strategies used by headteachers to cope with Financial Management problems were:
0 Hard work and close follow-up of all Financial transactions.
0 Frequent consultations with relevant Government sections.
0 Enlisting community support in funding.
0 Applying knowledge gained from experience as a headteacher.

d) Recommendations given by the headteachers on how to overcome problems cited in Table 5.
0 Pre-service training in Financial Management skills.
0 Regular In-service Training.
0 Proper Induction of newly appointed headteachers.
0 Frequent consultations with relevant Government sections.
0 Enlisting community support in funding.

4.4.2 Problems faced by Headteachers in Curriculum Implementation.

The data regarding problems faced by headteachers in Curriculum Implementation are presented in Table 6.

Table 6: Problems faced by Headteachers in performing the Curriculum Implementation Task

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overloaded Curriculum and sudden frequent changes</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Inadequate Human and Physical Resources</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>Lack of commitment on the part of Teachers and Pupils</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Ineffective curriculum supervision by Teachers and the Inspectorate</td>
<td>6</td>
<td>28.6</td>
</tr>
</tbody>
</table>

The two major problems faced by headteachers in Curriculum Implementation were overloaded curriculum and sudden frequent changes, and, Inadequate Human and Physical
Resources cited by 76.2% and 61.9% of the respondents to the questionnaire respectively. The interview data reaffirmed the two as the major problems.

b) A summary of reasons Headteachers listed for the problems encountered.

- The educational policy on the 8-4-4 curriculum is not clearly defined
- Little or no consultation at all by policy makers with specialists in the field.
- Curriculum changes ignore both Human and Physical resources.
- Inadequate funding sources.
- Imbalance in training subject specialists leading to shortage of science, language teachers etc.
- Frequent teacher turnover.
- Lack of incentives for teachers.
- Lack of motivation in pupils.

c) Strategies used by Headteachers to cope with the problems in Curriculum Implementation.

- Openness to consult with successful Headteachers. Specialist teachers, Curriculum Developers and the Inspectorate.
- Enlisting the support of competent time-tabling staff who gave attention to all curriculum areas.
- Enlisting staff dedication in Curriculum Implementation.
- Proper delegation of responsibilities and follow up of all curriculum related areas.
- Applying knowledge gained through experience as a headteacher.

d) Recommendations given by Headteachers on how to overcome problems cited in Table 6.

- Proper co-ordination and networking between the headteachers and other relevant bodies such as Ministry of Education, Curriculum Developers and the Inspectorate.
- Regular In-service training programmes.
Enlisting staff support in Curriculum Implementation.

Proper planning in training teachers.

Proper delegation of responsibilities and follow up of all curriculum related matters.

Generating funding sources.

4.4.3 Problems faced by Headteachers in Pupil Personnel Management

The problems cited by the respondents are presented in Table 7.

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deviant Behaviour manifesting itself in general indiscipline (mob action, truancy, drug abuse)</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Family related problems affecting pupils such as single parenthood, divorce, separation, lack of parental concern, poverty of parents etc.</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Poor rapport between Headteacher-Pupils, Staff-Pupils.</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Over-enrolment</td>
<td>3</td>
<td>14.3</td>
</tr>
</tbody>
</table>

The leading problems as shown in the questionnaire data in Table 7 were Deviant Behaviour cited by 76.2% of the respondents and Family Related Problems cited by 52.4% of the respondents.

All the respondents to the interview cited Deviant Behaviour as the main problem with Family Related problems coming second.
b) A summary of reasons headteachers listed for the problems encountered

- Changing life values demanding new approaches.
- Pupils demanding recognition of their rights.
- Peer pressure.
- Pupils growing in homes without discipline.
- Pupil stress emanating from home life and societal problems.
- Lack of adequately qualified guidance and counselling personnel in schools.

c) Strategies used by headteachers to cope with the main problems in Curriculum Implementation

Task

- Headteachers making an effort to know the Pupil Personnel in their institutions, their strengths, weaknesses and problems.
- Sympathy, empathy and sensitivity in handling pupil problems.
- Proper delegation of duties to staff and pupils.
- Enlisting both staff and pupil support in discipline.

d) Recommendations by Headteachers on how to overcome problems cited in Table 7.

- Training headteachers in Counselling and Guidance, Human relations, and Communication Skills.
- Regular In-service courses.
- Recognition of pupils rights.
- Sensitivity to changing life values, empathy, sympathy and trust in handling pupils problems.
- Headteacher collaborating with parents, teachers and relevant authorities in instilling discipline.
4.4.4 Problems faced by Headteachers in Staff Personnel Management

The problems related to Staff Personnel Management are shown in Table 8.

Table 8: Problems faced by Headteachers in performing the Staff Personnel Management Task

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low morale</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Inter-personal conflict</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Staff shortage and turnover</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Staff indiscipline</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Staff Personnel Problems</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>(home, medical, financial)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 above shows the most dominant problems as Low morale and Inter-Personal conflict cited by 76.2% and 57.1% of the respondents to the questionnaire respectively.

The Interview data affirmed the Questionnaire data with the main problems being Lack of Commitment and Inter-Personal conflict.

b) A summary of the reasons headteachers listed for the problems encountered.

- Poor remuneration and incentives for teaching staff.
- Head-teachers’ lack of means of motivating teachers.
- Staff stress and difference in personalities.
- Teachers feeling that the headteacher shows favouritism to some teachers.
- Inadequate headteacher-staff contact due to lack of time.
- Poor manpower planning while training teachers.

c) Strategies used by headteachers to cope with the problems cited in Staff Personnel Management Task.

- Good management of human resources through enlisting strategies such as:
  i) enlisting good back-up from the Board of Governors (B.O.G.) and the Parents Teachers Association (P.T.A.) in handling staff welfare matters.
ii) Having dialogue with the staff and being accessible to them at all times.

iii) Empathy and sympathy in dealing with staff problems.

iv) Making an effort to manage staff stress.

d) **Recommendations by headteachers on how to overcome problems cited in Table 8.**

   ◊ Management with a human face.
   ◊ Training headteachers in Personnel management.
   ◊ Creating participatory opportunities where headteachers share experiences on handling staff personnel matters.
   ◊ Creating opportunities for advice by experts to headteachers on stress management (pupils, staff, headteachers).
   ◊ Boosting staff morale through welfare strategies.
   ◊ Teachers Service Commission should recognize and reward teachers talents so as to boost their morale.

4.4.5 **Problems faced by Headteachers in Provision and Management of Physical Facilities.**

Data related to problems headteachers faced in Provision and Maintenance of Physical Facilities are presented in Table 9.

**Table 9: Problems faced by Headteachers in the Provision and Maintenance of Physical Facilities.**

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of adequate facilities (classrooms, laboratories, dormitories, libraries, workshops, etc.)</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Lack of Funds</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Poor maintenance of Facilities</td>
<td>12</td>
<td>57.1</td>
</tr>
</tbody>
</table>
As shown in Table 9, majority (95.2%) of the respondents faced the problem of lack of adequate facilities while 66.7% and 57.1% had problems of lack of funds and poor maintenance of facilities respectively.

b) A summary of the reasons headteachers listed for the problems encountered.

◊ Lack of government grants and parents being overburdened.
◊ Change, of curriculum, of school status from day to boarding, in enrolment from single to double stream etc.
◊ Prohibitive cost of maintenance.
◊ Carelessness in the maintenance and use of available resources.

c) Strategies used by headteachers to cope with the problems cited in Table 9.

◊ Enlisting the support of the Board of Governors and Parents Teachers Association in acquisition of facilities and raising funds.
◊ Ensuring that there is honesty and commitment in the use of funds through close follow-up.
◊ School employing competent artisans for maintenance.

d) Recommendations by headteachers on how to overcome problems cited in Table 9.

◊ Good public relations with the staff, pupils, Board of Governors, Parents Teachers Association, and the community to create an enabling environment to attract funding.
◊ Identification of funding sources.
◊ Adequate follow-up on the use of funds.
4.4.6 Problems faced by Headteachers in School Community Relations.

The table below presents data on problems faced by headteachers in performing the School Community Relations Task.

Table 10: Problems faced by headteachers in performing the School Community Relations Task.

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor relations between the school and the community</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>Failure of the school to involve itself in community affairs and community in the school affairs</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Role conflict between the Board of Governors and Parents Teachers Association</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>

The table above shows the main problem as poor relations between the school and the community cited by 61.9% of the respondents to the questionnaire.

The interview data gave the same picture as the one given in the Questionnaire data with poor relations being the main problem cited by 62.5% of the respondents.

b) A summary of the reasons Headteachers listed for the problems encountered.

- Undue interference by the community in the decision-making process in the school.
- Schools not serving the local community e.g. National, Provincial schools situated in slum areas or low cost schools in an affluent locality.
- Community stealing, selling drugs or harassing pupils etc.
- Lack of dialogue between the school and the community.
- School isolating itself from community affairs and vise versa.
- Determining how to use funds raised by P.T.A. and managed by the B.O.G.
c) Strategies used by headteachers to cope with problems cited in Table 10.

- School creating an air of openness, dialogue, and consultation with the community.
- Establishing working committees which include community members.
- Applying knowledge gained through experience as a headteacher.
- Support from both Board of Governors and Parents Teachers Association.

d) Recommendations by headteachers on how to overcome problems cited in Table 10.

- Training headteachers in Public Relations.
- Involving community members and local administration in planning school projects.
- The school should be involved in school community affairs such as helping the poor, sick, aged etc.
- Forums should be created enabling headteachers to meet, share views and experiences on handling school community related problems.

4.5 Headteachers’ views on School Management and Headship Preparation.

Literature showed that headteachers were appointed from teachers whose training was basically focussed on classroom teaching and management. The underlying assumption in this practice is that classroom management and school management demands are synonymous. The study therefore intended to find out the respondents’ views on whether headship placed any special demands on a teacher appointed to head a school.

The study also sought to establish whether there was need for headteachers to be prepared for school management.
4.5.1 Special demands headship places on a teacher appointed to head a school.

All the respondents interviewed indicated that headship places special demands on a teacher appointed to head a school. Some of the demands were:

- Demand on time by teachers, pupils, parents, Teachers Service Commission, etc., cited by 87.5% of the respondents.
- Supervision and Co-ordination of all tasks in the school cited by 87.5% of the respondents.
- Decision-making in the running of the school and involving others in the same cited by 75% of the respondents.
- Need for orientation in management skills such as Office Management, Public Relations, Handling legal matters in education and performing all the six main tasks cited by 75% of the respondents.

4.5.2 Rank Order in which the Six Main Tasks should be emphasized in a Head-teachers’ training programme.

Headteachers have come to grips with actual problems in the field of school management while performing the six main tasks. The researcher therefore assumed that they were well placed to give invaluable guide-lines on what should be emphasized in a head-teachers’ training programme. Related data is presented in Table 11.
Table 11: Tasks Rank Order in which emphasis should be placed in Headteachers' training

<table>
<thead>
<tr>
<th>TASK AREAS</th>
<th>RANK ORDERING BY RESPONDENTS</th>
<th>TOTAL</th>
<th>MEAN</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Business Management</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Implementation</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Personnel Management</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Personnel Management</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision and Maintenance of</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Facilities</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Community Relations</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: 1 for greatest emphasis and 6 for least emphasis.

The table above shows that the respondents indicated that the greatest emphasis in headteachers training should be placed on Financial Management Task followed by Curriculum Implementation. Staff and Pupil Personnel Management were ranked 3rd and 4th respectively. Provision and Maintenance of Physical Facilities was ranked 5th while School Community Relations was ranked 6th.

The interview data reaffirmed the Questionnaire data rank order with Finance and Business Management Task being ranked 1st and School Community Relations 6th.

b) Elaboration of the Rank Order by Headteachers.

The respondents gave the following explanation for the rank order:

- **Finance and Business Management**
  
  i) It is the basis of school management. It is difficult to handle other tasks without finances.
  
  ii) It is a technical area in which headteachers had no training.
iii) It is a tricky area where mismanagement landed headteachers in jail.

iv) Teachers on appointment to headship handle huge amounts of money which they have not handled before in their career.

◊ Curriculum Implementation is the school business. It leads to the realization of educational objectives.

◊ Pupils are the centre of school business.

◊ Staff Personnel implement the curriculum.

◊ Provision of Physical Facilities and their maintenance is needed for school operation.

◊ School community co-operation is required for funding and provision of facilities.

Fifty per cent of the respondents interviewed pointed out that no task should be viewed as greatest or least. They indicated that all the six tasks were interconnected/interlocked/complementary and should be seen as a package in a headteachers' training programme. Accordingly, the ranking should be seen as superficial since lack of efficient and effective management of the six tasks may lead to failure on the headteachers part.

4.6 Recommendations by the Headteachers for training of Current and Future Headteachers.

All the respondents to the Questionnaire and the Interview indicated that headteachers needed to be trained for performance of the Six Main Tasks of school management. The researcher sought recommendations for training current and future headteachers from the headteachers basically because they had practical experience of problems in the field of school management. The headteachers were also well placed to give recommendations as they knew the shortcomings of their own preparation process for headship.
Their recommendations were as follows:

- Future headteachers should be given pre-service training in school management.
- In-service training should be the main form of training current headteachers.
- On-the-job training should be emphasised as it is the most effective way of learning school management.

The specific details on the recommendations are as follows:

a) **Recommendations for training of Current Headteachers.**

i) In-service courses/seminars/workshops.

ii) **Duration**

- Two weeks for each task area.

iii) **Content**

- To remain the same content offered by KESI as it is comprehensive enough but:
  - To incorporate comments from participants.
  - Headteachers to be given opportunity to suggest need areas in which they require In-service.
  - More emphasis to be put on Financial Management Task and the latest education policies.

iv) **Organization**

- To be made mandatory.
- The courses to be divided into manageable units and to be sequenced.
- More room to be created for discussions.
- Participants should be examined on areas covered.
- In-service to be more timely. Sometimes it comes too late after headteachers have made numerous mistakes.
v) Trainers

◊ Current trainers
◊ Experienced successful headteachers.
◊ Experts in different fields such as Accountants, Doctors, Public Relations Officers, Personnel Managers, Lawyers etc.

vi) Frequency

◊ To be made more regular with annual follow-up.

vii) Timing

◊ During the holidays (April, August) as is currently happening.
◊ During the term to avail Deputy Heads room for managerial growth.

b) Recommendations for training of Future Headteachers.

i) Formal Pre-service training in school management.

ii) Duration of training

◊ To range between 2 semesters to 1 year.

iii) Content

Established Curriculum covering areas such as:

◊ Management of the Six Main Task areas (Finance and Business Management, Curriculum Implementation, Pupil Personnel Management, Staff Personnel Management, Provision and Maintenance of Physical Facilities, and School Community Relations).

◊ General office administration.

◊ Communication skills.

◊ Public Relations.

◊ Teachers code of Regulations and Education Act.

◊ Legal matters in education.
iv) **Organization**

- Restructuring Bachelor of Education programme to incorporate all aspects of school management.

v) **Trainers of the headteachers**

- University lecturers to lecture on relevant education courses.
- Experienced successful headteachers who have insight into what actually happens in schools.
- Experts in different fields such as Accountants, Doctors, Psychiatrists, Counsellors, Personnel Managers, Public Relations Officers, Curriculum Developers, Ministry of Education officials to guide future head teachers on relevant areas.

c) **Recommendations for On-the-job training**

All the respondents indicated that experience as a headteacher provided the most effective way of learning school management. They recommended:

- Proper induction of newly appointed headteachers.
- Headteachers having forums where they can exchange views on school management.
5.0 Introduction

This chapter provides a summary and discussion of the key findings of the study. The summary and discussion follow the research questions which guided the investigations of the study. It also provides conclusions and recommendations drawn from the analysis of data in Chapter 4.

The study had set out to establish what problems headteachers faced in performing the six main tasks of school management, which were related to inadequate managerial preparation. The study also sought to establish headteachers views on the reasons for the problems, ways which headteachers had used to cope with the problems and their (headteachers) recommendations on how to overcome the identified problems. It was also the intention of this study to find out from headteachers, their recommendations on the training of current and future headteachers.

The study was guided by the following research questions.

1) What problems do headteachers face in performing the following tasks:
   i) Finance and Business Management;
   ii) Curriculum Implementation;
   iii) Pupil Personnel Management;
   iv) Staff Personnel Management;
   v) Provision and Maintenance of Physical Facilities; and
   vi) School Community Relations?

b) What are the reasons for the identified managerial problems encountered by headteachers in the six main task areas?
c) What ways and means have headteachers used to cope with the identified problems in the six main task areas?

d) What recommendations do headteachers give for overcoming the identified problems in the six main task areas?

2) What recommendations do headteachers give regarding training of both current and future headteachers?

Data was collected using a questionnaire and an interview schedule (see Appendices A and B).

The discussion in this chapter highlights the following aspects:

◊ Problems faced by headteachers in performance of the six main tasks, their causes, strategies used by headteachers to cope with the problems, and the headteachers recommendations for overcoming the problems.

◊ Headteachers recommendations for training current and future headteachers.

5.1 Personal Data on Headteachers in the Study Sample.

The majority of the headteachers:

i) were mature, aged 40 years and above.

ii) were professional teachers having studied education up to University level.

iii) had reasonable teaching experience ranging from 3 to 22 years.

iv) had reasonable headship experience ranging from 3 to 35 years.

v) had exposure as deputy heads ranging from 2 to 15 years.

The picture that emerged from the personal data of headteachers was that the headteachers not only had a wide range of teaching and deputy headship experience but they also were seasoned headteachers with experience ranging from 3 to 35 years. This experience was wide enough to provide deep insights into managerial problems and measures for dealing with them.
5.1.1 Head-teachers' views on their preparation process.

The preparation of headteachers was in form of pre-service, in-service and on-the-job training. On-the-job training in this study included experience in other administrative responsibilities such as Class-teacher, Head of department, Deputy head etc.

a) Pre-service training

The majority of the headteachers:

i) had been exposed to the one unit course in education administration which they expressed was elementary, sketchy and lacking in managerial skills content.

ii) had no pre-service training in educational management skills.

Since the B.Ed. programme is basically designed to produce classroom teachers, it was therefore not a wonder that headteachers viewed it as lacking in management skills content necessary for preparation of headteachers.

b) In-service training

The majority of the headteachers had had in-service training. An interesting observation though was that, out of the 16 headteachers who had received in-service training, only 8 had received it twice. These 8 headteachers had an average headship service of 14 years which was long enough to warrant several in-service courses. The other 8 had received in-service training only once. Ideally, in-service courses should be frequent with a view to refreshing and/or updating the participants on the subject or changes in it.

Other shortcomings of the in-service course as expressed by the headteachers were:

i) too short a duration leading to a crash programme
ii) not timely sometimes coming after headteachers had made numerous mistakes over the years
iii) lacking an evaluation system to assess whether headteachers had grasped the content
iv) failing to address emerging problems in school management as it was not frequent enough.
c) **On-the-job training**

All the headteachers interviewed indicated that they learnt how to manage schools through practical experience as headteachers. They expressed the view that on-the-job training was the most effective mode of headship preparation as it moved from theoretical to practical school management issues.

The main finding was that on-the-job learning experience involved ‘trial and error’ ‘sink or swim’ experience. The connotation was that the headteachers had little or no guidance on how to manage schools and they had to struggle to keep ‘afloat’ as it were.

d) **Summary on head-teachers’ preparation process**

In summary all the three modes of headship preparation had some shortcomings hence the inadequacy in preparation of headteachers in the necessary management skills.

However it emerged that good outcomes would be guaranteed if the three modes of headship preparation were improved. Pre-service training would be more effective if it would provide adequate content on management skills.

In-service training on the other hand needed to be made mandatory to ensure uniform exposure of all headteachers, have a balance between duration and content to be covered, have an evaluation system to enable facilitators to know whether or not they were achieving their objectives, and to be frequent enough so that it could address emerging issues on school management.

On-the-job training called for proper induction of newly appointed headteachers and enough forums where successful experienced headteachers shared experiences and views with other headteachers.

For those rising-through-the-ranks, delegation of both responsibility and authority would be very helpful. While delegation of responsibility was in itself a useful step towards
gaining managerial skills, delegation of authority gave the incumbent a chance to practice decision-making which is crucial in management.

5.2 Problems faced by headteachers in performing the six main tasks.

The main findings were that:

i) Majority of the headteachers faced problems in all the six main task areas.

ii) The problems faced by headteachers cut across all categories of secondary schools (Boys/Mixed/Girls/Boarding/Day). They also cut across age and experience range of the headteachers.

iii) The most problematic task area was Finance and Business Management. Curriculum Implementation, Pupil Personnel Management, Staff Personnel Management and Provision and Maintenance of Physical Facilities were all rated second (equally difficult).

The following are the summaries and discussions of the problems; causes of the problems; strategies used by headteachers to cope with the problems and headteachers recommendations for overcoming the problems related to each of the task areas.

5.2.1 Finance and Business Management

The major problems faced by headteachers in this area were lack of financial management skills and insufficient funds respectively. Lack of financial management skills was as a result of inadequate training during pre-service, in-service and on-the-job.

The strategy used by the headteachers to cope with the problem of lack of financial management skills was mainly hard-work and close follow-up of all financial transactions in the school. The headteachers recommended training through pre-service, in-service and on-the-job so as to overcome the problem of lack of financial management skills.
Inadequate funding was mainly caused by insufficient government grants, inability of parents to pay and poor community support. The headteachers coped with the problem of lack of funds through enlisting community support.

It is the duty of the headteacher to make the community appreciate and support the school and vice versa. The headteachers recommended enlisting community support as the main way of coping with the problem of lack of funds.

Data showed that majority of the headteachers were inadequately trained in management skills as their basic training was geared towards classroom management. Literature (Mbiti, 1974; Olembo, 1977; Mutunga, 1978; Newton, 1985; and Griffins, 1994) supports the data by pointing out that appointment of teachers to headship is based on expertise in teaching and not in management skills. Yet in spite of the fact that the headteacher is basically trained to teach, the Education Act (1968) states categorically that the headteacher is accountable for all that happens in the school.

With regard to financial management in the school, the headteacher is required to collect funds, bank the money, purchase the necessary items, pay non-teaching staff, account, audit, do book-keeping, monitor activities of the bursar to mention a few. Yet headteachers were not adequately trained for the above responsibilities. Ironically in many situations in the schools, the bursars are more qualified in financial management than the headteachers making the headteachers supervisory role more complicated.

The task of financial management is very sensitive. Parents, pupils, the community, the Ministry of Education all want to know how their funds are spent. Auditors want an explanation from the headteachers who are the managers of school finances.

Efficiency in financial management demands that the headteacher must be competent in technical skills such as budgeting, accounting, book-keeping, auditing, expenditure control etc. It is therefore not a wonder that majority of the headteachers have faced
problems in this area which calls for training. Lack of technical skills was problematic enough for headteachers without having the additional problem of lack of funds to compound it. However, it emerged clearly that headteachers needed training in technical skills and Public relations necessary for efficient financial management and enlisting community support for funding respectively.

5.2.2 Curriculum Implementation

Headteachers faced the problem of overloaded curriculum and frequent changes as well as inadequate human and physical resources.

The reasons given for an overloaded curriculum and frequent changes was unstable government policy on the 8-4-4 curriculum. The problem of an overloaded curriculum was viewed in two ways. First, the number of subjects to be taught to all pupils were too many to allow adequate time for coverage and mastery. There was the constraint of how to fit all the subjects on the time-table. Secondly, the scope of the curriculum had been widened due to shifting of some topics previously taught at Advanced Level, General Certificate of Education (A-Level), to the Ordinary Level, General Certificate of Education (O-Level), which was renamed Kenya Certificate of Secondary Education (K.C.S.E.).

This meant that the depth within each subject in the curriculum was increased, yet crowded into the 4 years of secondary education. The implication of an overloaded curriculum on the headteachers was that s/he had to go an extra mile to motivate pupils and teachers to play their parts well so as to achieve the educational goals. This called for human relation skills. The headteacher also required the same skills to enable him to work well with the curriculum developers and the Ministry of Education.

Regarding curriculum changes, it is true that it is good to have desirable changes in the curriculum in response to felt and observed needs of both the learners and the society. The problem with curriculum changes in the 8-4-4 system is that they have been too
frequent e.g. Introduction of Integrated English, Pure and Biological Sciences, Social Ethics and then the options between Humanities (Geography, History, Christian Religious Education and Social Ethics) etc. The spacing between one change and the other has not allowed adequate assimilation and accommodation. Curriculum change is expensive on facilities and resources both human and physical. While it renders some useless, it demands new ones on the other hand. Introduction of a new subject makes demands on time for both teachers and headteachers. An overloaded curriculum compounded by frequent changes strains both physical and human resources.

Headteachers coped with the problem of an overloaded and frequently changing curriculum through openness to consult with successful headteachers, specialist teachers, Curriculum developers and the Inspectorate. This demanded human relation skills. It is crucial for a headteacher to work closely with her/his colleagues and other relevant bodies so as to share ideas and be updated on curriculum issues respectively. This has a bearing on conceptual skills. The headteachers also ensured that the time-table gave enough weight to all curriculum areas although this translated into a very tight school programme. Needless to say, failure to have a proper balance of school subjects on the time-table can ruin a school.

The main recommendations given by headteachers for overcoming the problem of an overloaded curriculum and frequent changes were:

i) Proper co-ordination and networking between the headteacher and other relevant bodies such as the Ministry of Education, Curriculum developers and the Inspectorate.

ii) Regular in-service training programme to update headteachers on curriculum content and changes.
The recommendations seemed quite practical in view of the fact that headteachers were left mainly on their own to either 'sink or swim' when solving matters related to curriculum implementation. The in-service programmes were quite rare.

The other main problem faced by the headteachers was of inadequate human and physical resources. Both human and physical resources were strained by the overloaded curriculum and frequent changes rendering them inadequate as discussed earlier.

The problem of inadequate human resources was also caused by poor manpower planning and frequent staff turnover rates. The training of teachers in some cases does not synchronise with the specific subject needs to the extent that there is over-production of Arts teachers and under-production of Science and Special subjects teachers. While the headteacher is helpless with regard to teacher training, the onus of ensuring pupils are taught rests on him.

The strategy the headteachers used to cope with the problem of inadequate human resources was to enlist staff dedication in curriculum implementation. Having found the strategy successful, they recommended it for overcoming the problem of inadequate human resources.

The problem of inadequate physical resources was mainly caused by lack of funds, which afflicts most of the public schools today resulting from lack of government grants. The main strategy used by the headteachers to cope with the problem was enlisting community support through good public relations effort. For provision of facilities the headteachers recommended generating of funding sources.

Whatever else a school might do, its business is curriculum implementation. It is also true to an extent that headteachers are helpless when it comes to policy matters like curriculum content and change. However, the burden of curriculum implementation lies
squarely on their shoulders. The headteachers were faced with the task of mobilising ‘limited human resources’ to work within ‘limited physical resources’ so as to achieve instructional goals. The implication of this to the head-teachers’ preparation process was that headteachers required training in human relation skills and public relations to enable them to enlist community support in provision of physical facilities.

5.2.3 Pupil Personnel Management

The two main problems faced by headteachers while performing the Pupil personnel management task were Deviant Behaviour and Family related problems respectively. Deviant behaviour manifested itself in general indiscipline such as mob action, rebellion to authority, truancy, drug abuse etc. Media (Television, Radio, Newspapers, Magazines) today is replete with warnings to the youth on drug abuse. Unrest in schools manifesting itself in mob action and rebellion to authority is a common phenomenon today.

The main causes of deviant behaviour were:

i) Changing life values demanding new approaches.
ii) Pupils demanding recognition of their rights.
iii) Peer pressure.

The strategies used by headteachers to cope with the problem of deviant behaviour were: i) the headteacher making an effort to know all the pupils in her/his institution, their weaknesses, strengths and problems ii) proper delegation of duties to staff and pupils.

The main recommendations given by headteachers for overcoming the problem of deviant behaviour were: i) recognition of pupils rights ii) training headteachers in Counselling and Guidance, Human relations and Communication skills.

Family related problems were associated with such factors as single parenthood, separation, divorce, and lack of parental concern which caused stress to pupils. What might
be interpreted by a teacher/headteacher as rudeness by a pupil could be simply a manifestation of a home related problem causing stress to a pupil. As the saying goes, 'when two elephants fight it is the grass that suffers'. When parents fight, separate or divorce, the trauma to the children is great and usually affects their concentration at school. Single parenthood, usually caused by such factors as death of a spouse, divorce, separation or just choosing to be single, may sometimes cause stress to a pupil who may feel that s/he wants to be identified with a mother/father figure.

These problems demand that the headteacher not only be a father or mother to the pupil but also be a professional counsellor. The strategies used by headteachers to cope with these family related problems were sympathy, empathy and sensitivity in handling pupil problems through guidance and counselling. The headteachers therefore recommended training in Counselling and Guidance, Human relations and Communication skills to help overcome the problems.

Mbiti (1974) says and rightly so that the pupil is at the centre of the educational process. Without the pupil, there would be no need for a school. Whatever tasks are undertaken by the headteacher in a school, the goal is to ensure pupils are taught and they learn. It is therefore of paramount importance to ensure that the pupil is appreciated, understood and made to 'feel at home' in school.

Mob action, rebellion to authority, truancy etc. could be a silent fight against 'sheep syndrome' where pupils feel they are treated like sheep who have no intelligence, rights, feelings etc. and are therefore to be dictated upon and led to where the headteacher and teachers want. The researcher agrees with Griffins (1994) who says that pupils although young deserve to be informed, even consulted, on matters which affect their lives. The school belongs to them after all. The headteacher requires skills in communication, human relations counselling and guidance. S/he must look for ways of involving pupils in all matters relating to them.
The study findings showed that changing life values sometimes put pupils in very difficult situations. Pupils wanted recognition and there was also pressure to conform to group norms. Sometimes what the peers want may not always be right. Some students were involved in drug abuse. Others failed to go to school having become disillusioned by seeing educated but unemployed people. The headteacher had also to handle pupils with stress arising from family related problems.

In handling issues such as the above, the headteacher needs to empathise, sympathise and be sensitive when dealing with pupils. After identifying the pupils’ problems, the headteacher will need to counsel them and help them manage stress. It is also important that the headteachers work in collaboration with teachers, parents and other relevant bodies to help pupils.

The above mentioned challenges point to the need for headteachers training in the skills of counselling and guidance, human relations, communication and stress management.

5.2.4 Staff Personnel Management

The two main problems faced by headteachers in performing the staff personnel management task were low morale and inter-personal conflict respectively.

The major causes of low morale were:

i) poor remuneration and incentives for teachers.

ii) headteachers lack of means of motivating teachers.

The strategy used by the headteachers to cope with the problem of low morale was to enlist support from the Board of Governors and Parents Teachers Association in staff welfare matters.

The recommendations given by headteachers on how to overcome the problem of low morale were: i) management with a human face ii) training headteachers in personnel
management iii) boosting staff morale through welfare strategies iv) Teachers Service Commission to recognize and reward teachers’ talents so as to boost their morale.

The problem of Inter-personal conflict was caused by staff stress and difference in personalities. The headteachers coped with this problem through dialogue, accessibility to teachers, empathy and sympathy in handling problems. The recommendations given by headteachers for overcoming the problem were: i) management with a human face ii) training in personnel management iii) opportunities where headteachers met and shared ideas and experiences on handling staff personnel matters.

Curriculum which is the essence of a school, cannot be implemented without teachers. The teachers therefore play a very key role in schools. They need to be understood, appreciated, recognized, motivated and well remunerated. Data showed that one of the factors contributing to low morale in teachers was poor remuneration which consequently led to a situation where teachers found it difficult to make ends meet. This issue has been revisited many times by Kenya National Union of Teachers issuing threats about strike by teachers because of poor pay. This definitely is a situation that causes stress to teachers. While the headteacher might not help in matters regarding remuneration, s/he could have a ‘human face’ in management and understand the predicaments of a teacher. Management with a human face implies empathy, sympathy, sensitivity in handling staff personnel matters etc. A headteacher can motivate the staff through welfare strategies and by just verbally letting teachers know s/he appreciates, understands and needs them.

Appreciating that each teacher is both an individual and therefore unique and, a group member goes a long way in boosting staff morale and solving inter-personal conflicts. The above discussion points to the need of training headteachers in personnel management, counselling and guidance and communication skills.
5.2.5 Provision and Maintenance of Physical Facilities

The three major problems faced by headteachers were inadequate facilities, lack of funds and poor maintenance of facilities. The problems were interwoven as lack of funds led to inadequate physical facilities and poor maintenance of the same. Physical facilities were also rendered inadequate by change in curriculum as was the case in the 8-4-4 system, school status from Day to Boarding, in enrolment from single stream to double stream etc. Lack of government grants in schools left the burden to the already 'overburdened' parents.

A headteacher with little or no government grants relies greatly on the support of the Board of Governors and Parents Teachers Association. The strategy used by headteachers to enable them to raise funds for acquisition and maintenance of facilities was enlisting the support of both the B.O.G. and P.T.A.

The main recommendations given by the headteachers for overcoming the problems were: i) good public relations with staff, pupils, Board of Governors, Parents Teachers Association and the community in creating an atmosphere to attract funding ii) identification of funding sources.

Physical facilities are indispensable to efficient school operation. In this era of cost-sharing more than ever before, the headteacher needs to be a good public relations officer to help the school acquire and maintain physical facilities. S/he needs to get support from the staff, pupils, the B.O.G., the P.T.A. and the community at large. The headteachers therefore need to be trained in public relation skills during pre-service, in-service and on-the-job.

5.2.6 School Community Relations

The major problem faced by the headteachers in performing the schools community relations task was poor relations between the school and the community.
The causes of the problem were: i) undue interference by the community and politicians in the decision making process in the school. When the community supports the school, it feels it should be allowed to make decisions ii) school not serving the local community iii) the community stealing from the school, harassing or selling drugs to pupils.

The headteachers recommended the following as ways of overcoming the problem i) training headteachers in public relations ii) involving the community members and local administration in planning school projects.

It is practically impossible for a public school to survive without support from the community as the government no longer gives grants. The headteacher must therefore enlist community support through dialogue with the community. Once the community knows it is appreciated, more often than not, it would support the school projects. While in a training programme a headteacher could be taught about the essence of public relations, the main learning would be through practical experience while on-the-job.

Summary of Implications of training Headteachers based on the problems they face in performing the six main tasks of school management.

Headteachers require training in:

1) Technical skills such as budgeting, accounting, book-keeping, auditing, expenditure control etc. so as to become competent financial managers of schools.

2) Public relations so as to efficiently handle parents, school community at large, relevant authorities such as the Ministry of Education, the Inspectorate, Board of Governors and Parents Teachers Association.

3) Human relation skills to enable them to manage pupil and staff personnel matters.

4) Counselling and guidance skills so as to manage pupil/staff stress and disciplinary issues.
5) Conceptual skills to enable them to co-ordinate the school with other schools, the community and the Ministry of Education.

5.3 The headteachers’ recommendations for the training of Current and Future headteachers

The main recommendation was that headteachers should be trained using all the three modes of training, pre-service, in-service, and on-the-job. While it is possible to train future headteachers through pre-service before appointment and in-service and on-the-job after appointment, current headteachers can be trained basically through in-service and on-the-job training. The following are the training recommendations:

5.3.1 Recommendations for training Current headteachers

The headteachers recommended training through in-service and on-the-job.

a) In-service Training

The main recommendations about in-service were:

- the duration should be adequate for coverage of all task areas e.g. two weeks for each task area.
- The content should cover all the task areas and incorporate comments from participants.
- the programme should be made mandatory.
- In-service programme should put more emphasis on financial management task.
- participants should be examined on areas covered during the course.
- In-service should be made more timely as it sometimes comes after headteachers have made mistakes over the years.
- it should be made more regular.
trainers should include the current KESI trainers, successful headteachers and experts in different but relevant fields such as accountants to teach financial management, medical doctors/psychologists to guide headteachers on Guidance and Counselling, Personnel Managers to teach Personnel Management, and Public Relation Officers to teach Public Relations.

b) On-the Job Training

The recommendations regarding on-the-job training were that it should be made more systematic with:

- Proper induction as per the needs of the individuals.
- Headteachers networking with other headteachers to exchange views on school management.

5.3.2 Recommendations regarding Pre-service training for Future headteachers

The main recommendations were:

- an established curriculum covering management skills, the six task areas and other relevant information.
- adequate time ranging from 2 semesters to 1 year to cover the curriculum in training institutions.
- a variety of trainers to handle the various relevant need areas. These trainers should be such as successful experienced headteachers, medical doctors/psychologists, accountants, personnel managers etc.

In order for the recommendations to be effective there is need for Universities' faculties of Education and other institutions involved in preparation of headteachers to take them into consideration.
5.4 CONCLUSIONS

The main purpose of the study was to establish what problems headteachers faced in performing the six main tasks of school management, which were related to inadequate managerial preparation. Based on the findings, the following were the conclusions of the study.

1) Most headteachers faced problems in performing all the six main tasks of school management. The problems were related to inadequate managerial preparation.

2) There is need to recognize the fact that there is a clear difference between the preparation process of a school teacher and one of a school manager (headteacher). Their roles are not synonymous.

3) The continuing practice of managing schools through experimental method (trial and error/ 'sink or swim' deep-end-learning) is an expensive one and it calls for attention.

5.5 RECOMMENDATIONS OF THE STUDY

The following recommendations include some that were made by the headteachers in the study sample. The headteachers gave very practical recommendations based on their experience as school managers.

1) Training of headteachers should be done at three levels namely Pre-service, In-service and On-the-job in such a way that the three modes complement each other.

2) The various Universities in Kenya should consider introducing a one-year Post-graduate course in school management.

3) In-service training should be made mandatory, regular, longer in duration, organized in manageable units and involve facilitators from various fields (Accountants, Personnel Managers, Public Relation Officers, and Psychologist). The courses undertaken should be examinable.
4) On-the-job training should include internship or practicum as practised in other professions such as Medicine, Law and Teaching. It should be made more effective through strategies such as:

- Mandatory induction of newly appointed headteachers by field education officers and inspectors.
- Attachment of newly appointed headteachers (mentoring process) to an experienced successful headteacher of another school to facilitate induction process.
- Ensuring that teachers before appointment to school headship have had a chance to rise-through-the-ranks such as Career Masters/Mistresses, Heads of Departments, Deputy Heads, so as to facilitate managerial growth.
- In-house Staff Development Seminars.
- Forums for headteachers to meet and exchange views.

5) Headteachers should be trained in technical skills such as budgeting, accounting, book-keeping, auditing, and expenditure control during pre-service and on-the-job training programmes.

6) Frequent curriculum changes and content overloading should be minimized. In the event of change, it must be followed promptly by an in-service course for headteachers who will then organize in-house in-service for their teachers.

7) The training of headteachers should emphasize Human relation skills to help them cope with personnel problems. Counselling and guidance skills should also be emphasized as they are crucial in handling personnel problems.

8) Headteachers should be encouraged through incentives to take courses in areas such as accounting, personnel management, counselling and guidance, public relations etc. to assist them in performing school management tasks efficiently and effectively.
9) There should be sandwich courses for headteachers leading to a Masters Degree or Diploma in school management.

10) User friendly literature on all school management tasks should be availed to teachers to assist them in learning school management.

11) Age, teaching, administrative experience and training in management should be considered before a teacher is appointed a headteacher.

5.5.1 Recommendations For Further Research

1) This study should be replicated with a wider population of public schools in both rural and urban settings so as to establish how widespread school management problems are.

2) This study should be replicated using private secondary schools in Kenya in order to establish how their headteachers are prepared and the problems they face in school management. The public schools could possibly borrow a leaf from the private schools on their preparation process for headteachers.
BIBLIOGRAPHY


The researcher would like to assure you that the information gathered will not only be kept confidential but will be used for research purposes only. There is therefore no need to worry about this and that of your school.

Please tick ( ) where appropriate or fill in information as necessary.

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APPENDIX A: QUESTIONNAIRE FOR HEADTEACHERS

PREPARATION OF SECONDARY SCHOOL HEADTEACHERS AND IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE: A CASE STUDY OF NAIROBI PROVINCE

This questionnaire is divided into two sections, A and B. Please answer all the questions as honestly, frankly and precisely as possible.

The researcher would like to assure you that the information gathered will not only be kept confidential but will be used for research purposes only. There is therefore no need to indicate your name and that of your school.

BACKGROUND INFORMATION

Please tick ( ) where appropriate or fill in information as necessary.

1. Type of School
   - Girls Day ( )
   - Mixed Day ( )
   - Boys Day ( )
   - Girls Boarding ( )
   - Boys Boarding ( )

2. Enrolment in the school by sex
   - Boys ( )
   - Girls ( )

3. Number of teaching staff
   - Male ( )
   - Female ( )
   - Total ( )
SECTION A

Kindly put a tick ( ) in the appropriate bracket or fill in information as may be necessary.

1. Your age 20 - 29 ( )
   30 - 39 ( )
   40 - 49 ( )
   50 - 59 ( )
   60 and above ( )

2. Your sex Male ( )
   Female ( )

3. Your academic qualifications M. Ed. ( )
   B. Ed. ( )
   Msc/M.A. ( )
   Bsc/B.A. ( )
   Diploma in Ed. ( )
   S1 ( )
   Any other ( )
   Please specify ---------------------------

4. a). Have you had professional training in educational administration?
   Yes ( ) No ( )
   If yes, indicate the level of training M. Ed. ( )
   B. Ed. ( )
   Diploma ( )
   Certificate ( )

   b) Did you take courses in Educational administration? Yes ( ) No ( )
   List the courses taken during each course:
   Course Duration
   i) ___________________________ ___________________________
   ii) ___________________________ ___________________________
   iii) ___________________________ ___________________________
   iv) ___________________________ ___________________________

   c) Do you think the courses prepared you adequately for headteacher’s administrative tasks? Yes ( ) No ( )
   Please explain -----------------------------------------------
5. a) How many years have you served as:

- Class-teacher: ------- years
- Head of Subject: ------- years
- Head of Department: ------- years
- Senior Teacher: ------- years
- Deputy Head: ------- years
- Headteacher: ------- years
- House Master: ------- years
- Games Master: ------- years

b) What other responsibilities have you held before your appointment as a headteacher?

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c) Of the responsibilities you have held, which 3 in their order of significance have helped you most in your headship responsibilities? Please explain.

i) -----------------------------------------------
ii) -----------------------------------------------
iii) -----------------------------------------------

6. Prior to your appointment as a headteacher, had you received any pre-service training in educational management skills? Yes ( ) No ( )

If yes, complete the following:

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b) Explain whether the pre-service training prepared you adequately/inadequately for your current responsibilities as a headteacher.

7. Have you attended any in-service course on educational administration while practicing as a headteacher?
   Yes ( ) No ( )
   If yes, complete the following:

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b) Explain whether the in-service training prepared you adequately for your current responsibilities as a headteacher.

c) In what ways has the in-service training been relevant to your responsibilities as a headteacher?
   i) ................................................................................................................
   ii) ..............................................................................................................
   iii) ..............................................................................................................
   iv) ..............................................................................................................

8. You were appointed to headship because:
   a) You applied for the position ( )
   b) You had teaching experience ( )
   c) You had experience as a Deputy Head ( )
   d) Any other  .................................................................................................
b) Kindly give details as to how you rose to the level of headteacher.

SECTION B

This section is designed to gather information on problems you may be facing as a headteacher which are related to your training background and what you would suggest as possible solutions.

For convenience, the questions are arranged according to six task areas: i) Finance and Business Management ii) Curriculum Implementation iii) Pupil Personnel Management iv) Staff Personnel Management v) Provision and Maintenance of Physical Facilities vi) School Community Relations.

Kindly put a tick (✓) in the appropriate bracket or fill in information as may be necessary.

1. Are you aware of the problems headteachers face arising from lack of adequate training in managerial skills in the following areas?

Task 1. FINANCE AND BUSINESS MANAGEMENT?

Yes ( ) No ( ) If the answer is yes

a) List the common problems

i) 

ii) 

iii) 

iv) 

v) 

vi) 

vii) 

viii)
b) What are the probable reasons for these problems?
   i) 
   ii) 
   iii) 
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   vi) 
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   ix) 
   x) 

   The answer No means headteachers in general do not face problems related to Finance and Business Management. Please list ways and means that may have enabled them to acquire competence in this task.
   i) 
   ii) 
   iii) 
   iv) 
   v) 

Task 2. CURRICULUM IMPLEMENTATION?

   Yes ( )  No ( ) If the answer is yes
   a) List the common problems
   i) 
   ii) 
   iii) 
   iv) 
   v)
b) What are the probable reasons for these problems?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

c) The answer No means headteachers in general do not face problems related to Curriculum Implementation. Please list ways and means that may have enabled them to acquire competence in this task.
   i) 
   ii) 
   iii) 
   iv) 
   v) 

Task 3. PUPIL PERSONNELMANAGEMENT?

Yes ( )  No ( )  If the answer is yes

a) List the common problems
   i) 
   ii) 
   iii) 
   iv) 
   v) 

b) What are the probable reasons for these problems?
   i) 
   ii) 
   iii) 
   iv) 
   v)
c) The answer No means headteachers in general do not face problems related to Pupil Personnel Management. Please list ways and means that may have enabled them to acquire competence in this task.

i) 

ii) 

iii) 

iv) 

v) 

Task 4. STAFF PERSONNEL MANAGEMENT?

Yes ( ) No ( ) If the answer is yes

a) List the common problems

i) 

ii) 

iii) 

iv) 

v) 

b) What are the probable reasons for these problems?

i) 

ii) 

iii) 

iv) 

v) 

c) The answer No means headteachers in general do not face problems related to Staff Personnel Management. Please list ways and means that may have enabled them to acquire competence in this task.

i) 

ii) 

iii) 

iv) 

v)
Task 5. PHYSICAL FACILITIES?

Yes ( ) No ( ) If the answer is yes

a) List the common problems
   i) 
   ii) 
   iii) 
   iv) 
   v) 

b) What are the probable reasons for these problems?
   i) 
   ii) 
   iii) 
   iv) 
   v) 

c) The answer No means headteachers in general do not face problems related to Provision and maintenance of Physical Facilities. Please list ways and means that may have enabled them to acquire competence in this task.
   i) 
   ii) 
   iii) 
   iv) 
   v) 

Task 6. SCHOOL COMMUNITY RELATIONS?

Yes ( ) No ( ) If the answer is yes

a) List the common problems
   i) 
   ii) 
   iii) 
   iv) 
   v)
b) What are the probable reasons for these problems?

i)  

ii)  

iii)  

iv)  

v)  

c) The answer No means headteachers in general do not face problems related to School Community Relations. Please list ways and means that may have enabled them to acquire competence in this area.

i)  

ii)  

iii)  

iv)  

v)  

2. In your view, is training of headteachers in performance of these six tasks necessary?  

Yes ( )  No ( )  

If the answer is Yes, in which rank order should emphasis be placed during headteachers training on these six task areas?

a) School Community Relations  

b) Provision and Maintenance of Physical Facilities  

c) Finance and Business Management  

d) Staff Personnel Management  

e) Pupil Personnel Management  

f) Curriculum Implementation  

Please use (1) for greatest emphasis and (6) for least emphasis.

Kindly elaborate on your rank order  

If your answer is No, kindly explain.
In view of your experience as a headteacher, what would you recommend as the best ways of training current and prospective headteachers?

a) Current headteachers
i)
ii)
iii)
iv)
v)

b) Future headteachers
i)
ii)
iii)
iv)
v)
APPENDIX B: HEADTEACHERS INTERVIEW SCHEDULE

PREPARATION OF SECONDARY SCHOOL HEADTEACHERS AND IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE:
A CASE STUDY OF NAIROBI PROVINCE

The interview is designed to solicit headteachers suggestions on areas where they require training, the nature of training recommended (pre-service, in-service, or on-the-job-training), duration of training, practical experience required before appointment to headship etc.

1. How long have you been a headteacher? -------------- years.

2. Have you served this period at this same school? Yes ( ) No ( )

3. Did you apply for headship? Yes ( ) No ( )

4. What teaching experience did you have before the appointment? ----------- years.

5. (a) Were you a Deputy Head before your appointment to headship?
Yes ( ) No ( ) If yes, for how long? ----------- years.

(b) How would you rate the experience of being a Deputy Headteacher before appointment to headship? a. Very useful ( ) b. Useful ( ) c. Not useful ( )

Kindly give a reason for your answer.---------------------------------------------------------------

6. Should a headteacher be trained in educational administration? Yes ( ) No ( )

7. Should the certificates, diplomas, degrees earned with specialization in educational administration during pre-service training be taken into account when headteachers are being appointed? Yes ( ) No ( )

Please explain -----------------------------------------------------------------------------------------------
8. Should a headteacher's age be taken into account during the appointment? Yes ( ) No ( )
   Kindly give reasons for your answer
   ---------------------------------------------------------------
   ---------------------------------------------------------------

9. Should teaching experience be considered before one's appointment to headship? Yes ( ) No ( )
   If yes,
   a) Kindly specify the length of experience --------- years.
   b) Give reasons why teaching experience is important.
   i) ---------------------------------------------------------------------------------------------
   ii) ---------------------------------------------------------------------------------------------
   iii) ---------------------------------------------------------------------------------------------
   iv) ---------------------------------------------------------------------------------------------
   If No, kindly explain
   ---------------------------------------------------------------
   ---------------------------------------------------------------

10. Should a headteacher have been a Head of Department before his appointment to headship? Yes ( ) No ( )
    If your answer is yes, kindly specify,
    a) Length of experience --------- years.
    b) Why is experience as a Head of Department important?
    ---------------------------------------------------------------
    If your answer is No, please give reasons
    ---------------------------------------------------------------

11. Should a headteacher have had training in supervisory techniques before appointment? Yes ( ) No ( )
    Please give reasons for your answer
    ---------------------------------------------------------------

12. Should an experienced class teacher be trained in management skills before his appointment to headship? Yes ( ) No ( )
Kindly give reasons for your answer

13. Are there special demands headship places on an ordinary teacher who is appointed to head a school? Yes ( ) No ( )
If yes, kindly name them
a) 

b) 

c) 

d) 

e) 

14. Should there be a headteachers' induction programme soon after appointment? Yes ( ) No ( )
If yes, kindly:
a) Give reasons why

b) Indicate areas that need induction

If No, please explain

15. Are you aware of problems headteachers face on appointment arising from lack of training in managerial skills in the following task areas?

Task 1: Finance and Business Management? Yes ( ) No ( )
If the answer is Yes
a) Kindly specify the problems
i) 

ii) 

iii) 

iv) 

v) 

b) What are the probable reasons for these problems?
i) 

ii) 

iii) 

iv) 

v) 

c) In your view, how can these problems be overcome?
i) 

ii) 

iii) 

d) The answer No means headteachers in general do not face problems related to Finance and Business Management. In your view, which are the ways and means that may have enabled them to acquire competence in this task?
i) 

ii) 

iii)
Task 2: CURRICULUM IMPLEMENTATION?  Yes ( ) No ( )

If the answer is Yes
a) Kindly specify the problems
i)  
ii)  
iii)  
iv)  
v)  

b) What are the probable reasons for these problems?

i)  
ii)  
iii)  
iv)  
v)  

c) In your view, how can these problems be overcome?

i)  
ii)  
iii)  
iv)  
v)  
d) The answer No means headteachers in general do not face problems related to Curriculum Implementation. In your view, which are the ways and means that may have enabled them to acquire competence in this task?

i) 

ii) 

iii) 

Task 3: STAFF PERSONNEL MANAGEMENT? Yes ( ) No ( )

If the answer is Yes

a) Kindly specify the problems

i) 

ii) 

iii) 

iv) 

v) 

b) What are the probable reasons for these problems?

i) 

ii) 

iii) 

iv) 

v) 

c) In your view, how can these problems be overcome?

i) 

------------------
ii) iii) d) The answer No means headteachers in general do not face problems related to Staff Personnel Management. In your view, which are the ways and means that may have enabled them to acquire competence in this task?
i) ii) iii) 

Task 4: PUPIL PERSONNEL MANAGEMENT? Yes ( ) No ( )
If the answer is Yes
a) Kindly specify the problems
i) ii) iii) 
v) 
b) What are the probable reasons for these problems?
i) ii) iii) iv)
v) In your view, how can these problems be overcome?

i) 

ii) 

iii) 

d) The answer No means headteachers in general do not face problems related to Pupil Personnel Management. In your view, which are the ways and means that may have enabled them to acquire competence in this task?

i) 

ii) 

iii) 

Task 5: PROVISION AND MAINTENANCE OF PHYSICAL FACILITIES?

Yes ( ) No ( )

If the answer is Yes

a) Kindly specify the problems

i) 

ii) 

iii) 

iv) 

v) 

b) What are the probable reasons for these problems?

i) 

ii) 

c) In your view, how can these problems be overcome?
i) 

ii) 

iii) 

d) The answer No means headteachers in general do not face problems related to Provision and Maintenance of Physical Facilities. In your view, which are the ways and means that may have enabled them to acquire competence in this task?
i) 

ii) 

iii) 

Task 6: SCHOOL COMMUNITY RELATIONS? Yes ( ) No ( )

If the answer is Yes
a) Kindly specify the problems
i) 

ii) 

iii) 

iv) 

v) 

b) What are the probable reasons for these problems?
 i) ____________________________________________________________
 ii) ____________________________________________________________
 iii) ____________________________________________________________
 iv) ____________________________________________________________
 v) ____________________________________________________________

c) In your view, how can these problems be overcome?
 i) ____________________________________________________________
 ii) ____________________________________________________________
 iii) ____________________________________________________________

---

d) The answer No means headteachers in general do not face problems related to School Community Relations. In your view, which are the ways and means that may have enabled them to acquire competence in this task?
 i) ____________________________________________________________
 ii) ____________________________________________________________
 iii) ____________________________________________________________

---

16. In which rank order should emphasis be placed in headteachers training programme on the following task areas?
 a) School Community relations ( )
 b) Provision and Maintenance of Physical Facilities ( )
 c) Finance and Business Management ( )
 d) Staff Personnel Management ( )
 e) Pupil Personnel Management ( )
 f) Curriculum Implementation ( )

Please use (1) for greatest emphasis and (6) for least emphasis.
17. Suggest some effective methods of preparing headteachers other than pre-service training.
   a) 
   b) 
   c) 

18. a) Why is it necessary to train headteachers?

   

   b) When should this training be given and why?

   

19. a) What is your opinion on the existing in-service training given to headteachers in terms of:
   i) Duration?
   
   ii) Content?
   
   iii) How it is organized?
   
   iv) Trainers?
   
   v) Frequency?
   
   vi) When it takes place?
   Give reasons for your answer.

20. a) What is your opinion on the existing pre-service training in terms of:
   i) Duration?
   
   ii) Content?
   
   iii) How it is organized?

   b) What recommendations would you give in regard to pre-service training in terms of:
   i) Duration?
21. In your opinion what form of training would you recommend for current and prospective headteachers?

a) Current

b) Prospective?
APPENDIX C - RESEARCH PERMIT

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

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When inquiring of the office, please quote:

Ref. No. OP/13/001/24C 117/2 and date

---

Provincial Commissioner
Nairobi Area

RE: JEAN NJERI WACHIRA

The above named has been authorised by the office to conduct research on "Preparation of secondary school Headteachers and implications on their Administrative Performance: A case study of Nairobi Province:

This application has been authorised under the standing clearance to Kenyan universities.

for: PERMANENT SECRETARY/ADMINISTRATION

S K. TIRA

for: PERMANENT SECRETARY/ADMINISTRATION

cc

The Secretary
NCST
P O Box 30623
NAIROBI

Please give Jean Wachira
the necessary assistance.

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PROVINCIAL ADMINISTRATION
NAIROBI
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APPENDIX D - LETTER TO THE HEADTEACHERS

Kenyatta University,
and Curr. Development,
P. O. Box 43844,
NAIROBI.

Dear Headteacher,

I am a student at Kenyatta University pursuing a Masters Degree in Educational Administration. I am conducting a research on a topic entitled: Preparation of Secondary School Headteachers and Implications on their Administrative Performance: A case Study of Nairobi Province. I would be grateful if you would take some time off your busy schedule to respond to the attached questionnaire the soonest possible. I would also like to interview you on the same.

I am particularly desirous of obtaining your responses as you are best placed to give information regarding your own preparation for headship. Kindly note that other phases of this research cannot be carried out until the researcher has completed analysis of the questionnaire and interview data, thus the urgency in getting your responses.

I would like to assure you that the information gathered will be used for research purposes only and will be treated with strict confidence. The respondents will not be identified in any manner and there is therefore no need to fill in your name or that of your school.

Thank you in advance for your co-operation.

Yours faithfully,

JEAN NJERI WACHIRA

Enc.

KENYATTA UNIVERSITY LIBRARY