CHALLENGES FACED BY ACADEMIC HEADS OF DEPARTMENT IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN NDIA DIVISION, KIRINAGA DISTRICT, CENTRAL PROVINCE.

BY

MAINA JOHN

E55/10611/04

A RESEARCH PROJECT IN PARTIAL FULFILMENT OF MASTER OF EDUCATION AND SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

KENYATTA UNIVERSITY

26TH APRIL, 2011
DECLARATION

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

SIGNATURE_________________________________ DATE 27TH APRIL, 2011.

MAIN JOHN (E55/10611/04)

This research study has been submitted to my university supervisors.

SUPERVISOR_________________ DATE 5/5/2011

DR. SN WAVERU, LECTURER/ASSOCIATE DEAN

School of Education and Human Resources Development

SUPERVISOR_________________ DATE 5/5/2011

MR. MALAU N, LECTURER/ REGISTRAR

Pwani University
DEDICATION

This research study is first dedicated to my children, well-meaning relatives, and interested scholars.

Secondly, it is dedicated to all those scholars who, in the course of pursuing their studies, find themselves in an unenviable position which forces them to interrupt their studies and despite such handicaps, they still find the energy and strength to finish the course they started.

It's also dedicated to those scholars and well wishers who gave me encouragement, hope and support. They were a real source of inspiration in enabling me finish this research study.

Lastly, I dedicated this research to my Maker, for giving me life, the spirit and other good qualities which enabled me to finish this research study.
ACKNOWLEDGEMENTS

Let me take this opportunity to acknowledge my supervisors – Dr. S.N. Waweru and Mr. Nicholas Malau who gave me direction and waited patiently for me to finish this research project.

I am also deeply grateful to those respondents who made it possible for me to get the questionnaires in due time. I cannot also forget the Headteachers who allowed me to use their institutions and their academics HODs.

I cannot also forget all the various government organs which facilitated me in the course of this research project. These include HELB, NCST, DEO (Kirinyaga West) and DC (Kirinyaga West) and AEO Ndia Division.

The task of printing and arranging the research project was made by Catherine Mwangi.

To all of you, thanks a lot and may God bless you.
ABSTRACT

An organization is an integrated system of independent structures and functions. It is constituted of groups and a group consists of persons who must work in harmony. Organizations can only achieve their goals and objectives by coordinated efforts of their members and it is the task of management to get their work done through other people. In the late 1980s, the government of Kenya, through the Ministry of Education, saw the need to introduce the Heads of Department to assist in the management of public secondary schools. Heads of Department are senior teachers who are appointed to carry out specific functions in a certain unit/department within a public secondary school. The unit can be related to a subject or a set of “common” subjects, games and sports, boarding, guidance and counseling. Heads of department can be an important link between the teachers and the top level managers in a school. These middle-level managers are important in areas of curriculum and instruction. In some public secondary schools, their presence can be very fruitful, while in other schools, the head of department can be a challenge rather than a benefit. This project focused on two main objectives; determining roles faced by academic HODs and the challenges that they encounter in discharging the roles. Boge (2008) study on challenges faced by HODs in Shinyalu Division reviewed that the main challenges in managing departmental staffs included; lack of recognition by TSC for those HODs appointed internally by BOGs. (Boge: 54) Labrecque (2007) research shows that assuming the mantle of leadership and challenging department members to move ahead or wrestle with difficult issues does not seem to be a natural step (Labrecque: 43). The research used the path goal theory and it also has a conceptual framework with challenges faced by academic HOD’s forming the core. In relation to research methodology the population of this study consisted of 120 academic HODs in 24 schools. Purposive sampling was used to arrive at the sample size. The sample size was 80 academic HODs from 16 schools. Data were analyzed using descriptive statistics. This involved using the descriptive survey design which meant data were collected from the sample of respondents chosen to represent HODs. A HOD questionnaire was the main instrument of collecting data. The researcher was able to collect data from 71 academic HODs. On research findings, it was established that most academic HODs do not carry out their management roles. Those who were actively carrying out their management roles had a mean score of 24.9 out of 71 academic HODs while those who were not actively carrying out their management roles had a mean score of 46.1 out of 71 academic HODs. The HODs were most active in instructional leadership (16 percent), maintaining records (15 percent) and forecasting (14 percent). They were most inactive in planning (12 percent), supervision (13 percent) and innovations (14 percent). On challenges, Mathematics HODs had the highest scores (51 percent) and they were also having the highest scores (69 percent) on managerial ineffectiveness. Languages HODs had the least challenges (44 percent) and they were also having the lowest scores (64 percent) on managerial ineffectiveness. Challenges like lack of facilities low motivation and role strain were established to have a negative influence on the managerial effectiveness of an academic HOD.

On recommendations, the yearly Heads of Public Secondary Schools Association Magazine (Principal’s 2008) suggests that the education act should be overhauled. I believe that this can go along way in creating a legal framework for HODs. Early and
Fretcher (1989) agree that shortage of time is a major challenge for academic HODs and this can be rectified by reducing some of their responsibilities. The government of Kenya can also make more effort of bringing more funds to public secondary school to cater for facilities. The education magazine *Elimu News* (2009) acknowledges that we need to establish internal quality mechanisms in our education institutions and this can be done by intensifying training. In relation to the path goal theory of leadership by House (1970), supportive leadership styles are the best for academic HODs, future prospects of HODs should be broadened, co-ordinators of HODs should be employed, proper budgeting in relation to departments done and a proper legal framework showing job descriptions of HODs should be laid out. In conclusion it is important for top-level managers to recognize the roles played by the middle-level managers (in this case academic HODs). This is because most organization are today placing greater emphasis on team work and co-ordinated efforts of its workforce. This is the case which is likely to be emphasized more in the future by successful institutions. This is the first research in Kenya that specifically targets academic HODs. A variety of questions for interested scholars abound for further research in this area, such as a comparison between academic HODs in private secondary schools and academic HODs in public secondary schools.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC</td>
<td>District Commissioner</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>HELB</td>
<td>Higher Education Loans Board</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of department</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>CF</td>
<td>Cumulative Frequency,</td>
</tr>
<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening of Mathematics and Sciences in Secondary Schools</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-government Organizations</td>
</tr>
<tr>
<td>SAGAs</td>
<td>Semi Autonomous Government Agencies</td>
</tr>
<tr>
<td>SI</td>
<td>Secondary Teacher One</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 1.1: The Path-goal Leadership Theory........................................................................... 9
Figure 1.2: Challenges Faced By HODs in the Management of Public Secondary Schools...11
Figure 2.1: Adapted and modified from “Head of Department” by Ann Gold.........................20
Figure 2.2: Supervisory skills needed by HODs .................................................................22
Figure 4.1: Management Roles- Active Verses Inactive Academic HODs............................35
Figure 4.2: Pie Chart Illustrating the Active Academic HODs........................................37
Figure 4.3: Comparison Between Challenges Scores and Academic Departments – A
  Graphical Illustration........................................................................................................39
Figure 4.4: Relationship between Managerial Effectiveness and Challenges Faced by
  academic HODs..................................................................................................................48
LIST OF TABLES

Table 1.1: Challenges Experienced in Managing Students Department Affairs ........................................... 2
Table 4.1: Gender of the respondents- Academic HODs responses ................................................................. 32
Table 4.2: Age of the respondents: academic HODs responses ................................................................. 33
Table 4.3: Academic Qualifications: Academic HODs Responses .......................................................... 33
Table 4.4: Managements Roles: academic HODs Responses ................................................................. 34
Table 4.5: Active Verses inactive Academic HODs: The Means, Medians and Standard Deviation (Source of statistics Table 4.4) .................................................................................................... 35
Table 4.6: Management Roles: Active Academic HODs Responses and Their Representation by Angle ........................................................................................................................................... 36
Table 4.7: Specific academic HODs Challenges Score: Academic HODs Responses ........................................ 38
Table 4.8: Relationship between Academic HODs and Challenges: Academic HODs Responses .................... 38
Table 4.9: Lack of Facilities - Academic HODs Responses ........................................................................ 40
Table 4.10: Difficulties in the Attainment of Curriculum Objective - Academic HODs Responses .................. 40
Table 4.11 Lack of Motivation – Academic HODs Responses ................................................................. 41
Table 4.12: Role Strain - Academic HODs Responses .................................................................................. 42
Table 4.13: Negative Teachers attitude - Academic HODs responses ......................................................... 43
Table 4.14: Individual Academic HODs Scores ............................................................................................ 44
Table 4.15: Challenges Scores in Relation to Managerial Effectiveness Scores ............................................. 45
Table 4.16: Overall challenges Scores – Academic HODs Responses ......................................................... 46
Table 4.17: Overall Managerial Effectiveness Scores .................................................................................. 47
Table 4.18: Average Challenges and Managerial Scores ............................................................................. 48
TABLE OF CONTENTS:

Declaration ii
Dedication iii
Acknowledgements iv
Abstract v
Abbreviations vii
List of Figures viii
List of tables ix
Table of Contents: x
# TABLE OF CONTENTS

## CHAPTER ONE

1.1 Background to the Study ................................................................. 1

1.2 Statement of the problems ............................................................ 4

1.3 Purposes of the study ........................................................................ 5

1.4 Rationale of the study ...................................................................... 5

1.5 Objectives of the study ..................................................................... 5

1.7 Research Questions ........................................................................ 6

1.8 Assumptions of the study ............................................................... 6

1.9 Scope and limitations of the study .................................................. 6

1.10 Delimitations of the study .............................................................. 7

1.11 Theoretical framework ................................................................... 8

1.12 The Conceptual Framework ............................................................ 10

1.13 Significance of the study ............................................................... 12

1.14 Definitions of Central Terms .......................................................... 13

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

2.1 Introduction ...................................................................................... 15

2.2 Roles versus Challenges: An Overview ........................................... 15

2.3 Curriculum and Instruction Challenges .......................................... 16

2.4 Teacher Challenges ......................................................................... 17

2.5 Challenges Due to Lack of Facilities .............................................. 20

2.6 Head of department Specific Challenges ....................................... 22

2.7 Head of Department Challenges in Relation to Immediate Superiors . 23

2.8 Summary ......................................................................................... 25
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction ........................................................................................................... 27

3.2 Research Design ...................................................................................................... 27

3.3 Locale ....................................................................................................................... 27

3.4 Target Population .................................................................................................... 28

3.5 Sampling and Sampling Procedure ........................................................................ 28

3.6 Research Instruments ............................................................................................. 29

3.7 Data Collection Procedure ..................................................................................... 29

3.8 Validity and Reliability of the Instruments .............................................................. 29

3.9 Reliability of Instruments ....................................................................................... 30

3.10 Data Analysis Plan ................................................................................................. 31

CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND ISSUES ARISING

4.1 Introduction ............................................................................................................... 32

4.2 Respondents Basic Data ......................................................................................... 32

4.3 The Research Findings ............................................................................................ 33

4.4 Impact of Challenges Faced by Academic HODs on Managerial Effectiveness ...... 43

4.5 Discussion (Interpretation) of the Research Findings ............................................ 49

4.6 Issues Arising From Discussion on Research Findings ........................................ 51

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction ............................................................................................................... 53

5.2 Summary of the research findings ......................................................................... 53

5.3 Conclusion ................................................................................................................. 53

5.5 Suggestions for Further Research ....................................................................... 55
References .................................................................................................................. 56

APPENDICES
APPENDIX I: Letter of introduction from Chairman ..................................................... 59
APPENDIX II: Research Authorisation From NCST ....................................................... 60
APPENDIX III: Research Instrument (Questionnaire) ..................................................... 61
CHAPTER ONE

INTRODUCTION

This chapter deals with the background, statement of the problem, purpose, rationale and objective of the project. Research questions, assumptions, scope, limitations and delimitations are also in this chapter. The theoretical and conceptual framework, together with significance and definition of central terms, form the last sub-titles in this chapter.

1.1 Background to the Project

The role of a Head of department is the most exciting and probably the most influential position in a well-organized secondary school. At the forefront of knowledge about a specific subject, the Head of Department has enormous potential to affect decision-making and to influence the direction of the school.

The Heads of department also have a much wider responsibility than just a body of subject knowledge. In deed, they may not be the most knowledgeable people in their subject, but they may well be the most knowledgeable people about how to teach it and how to ensure that it is well taught.

The department head, for better or for worse, is to be found in many public secondary schools in Kenya where she/he occupies a vaguely defined and constantly changing position. These middle level managers also occupy an influential position which calls for careful systematic and regular reappraisal.

The term “middle management” is unappealing to the same people because it threatens to bring with it ideas about systems, structures and procedures which appear to deny the pain, feelings, discomfort, pleasure and creativity which are intrinsic parts of effective learning and teaching. Boge (2008) in his research on challenges experienced by HODs in managing students departmental affairs, found out that the major challenges included lack of time to adequately attend to student’s need, reluctance by student to seek
assistance and, among other challenges, lack of co-operation by the students. He used the following table to summarize his findings.

**Table 1.1: Challenges Experienced in Managing Students Department Affairs.**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large students population</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Lack of time to attend to all students needs</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Negative attitude by students</td>
<td>9</td>
<td>30.3</td>
</tr>
<tr>
<td>Reluctance by students to consult</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Lack of cooperation among students and between students and staffs</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Irresponsible students</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Rampant theft case among students</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Lack of room for various students e.g. guidance</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Truants students</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of skills in handling students affairs</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Poor performance by students</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Failure to meet students expectations</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Interference from parents</td>
<td>1</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Source: Boge “Challenges Facing HODs of Public Secondary Schools in Management of Department: Med Project, Kenyatta University, Year 2008.

In relation to the table above, it is clear that a large student population and lack of adequate time can be major limitations to a HOD in a public secondary school.

On the other hand, failure to meet students expectations and interference from parents do not seem to be a major problem to HOD in managing his/her department. As can been seen in the table the research is in relation to student departmental affairs. In this research, the researcher is confining himself to academic HODs affairs in relation to their challenges and management effectiveness. This is the difference between the challenges indicated in table 1.0 and the challenges that this researcher is pursuing. Education is a fundamental strategy for human resources development. Significant resources have been
invested over the years by the Government and other stakeholders to expand and improve education at all levels. (National Development Plan, 2002-2008: 54)

The Government places a lot of emphasis on the education of its citizens. It also realizes the difficulties and challenges involved in managing public secondary schools. This is why it appoints heads of departments to assist in attaining its goals of education. In the current setting, heads of department are mostly under the supervisory level of management. This is an area where they require a lot of technical skills, considerable conceptual and human skills.

The government is also reducing and balancing the number of teachers in public secondary schools, raising salaries and emphasizing more on quality and better performance in teaching duties. Besides the skills and training, experiences, or other factors that lead to a teacher being appointed as a head of department, it is also important to realize that the environment, commitment to duty and facilities in the school can enhance or impede good delivery of instructional programmes.

Arikewuyo (2009) findings in Nigeria shows that teachers agreed that it was helpful to be in another position of responsibility, such as HOD, before applying to be a headteacher (Arikewuyo: 82) Beswick (2007) research on mathematics HODs notes that the interpretation made by different teachers is that they imagined they were talking about the same thing. In one school, some teachers talked about open-ended tasks and mathematics whereas the HOD talked about learning mathematics structures, as if there were all aiming at that.

Under effective supervision, a conscientious department head becomes an invaluable resource in the achievement of a schools motto, vision and mission. On the other hand without appropriate direction, a department head may become lazy, indifferent, or tyrannical, thus damaging all of the programs begun by his superiors in the area of
curriculum and personnel. The department head has to provide the virtual communication link between the administration and the area which she/he represents. It is also up to him/her to offer direct, on the spot leadership to the teachers/workers under his direction. The structural position of the 'middle manager', his interaction with other workers/teachers and management of the curriculum are issues to be tackled. The challenges that arise in the course of managing a department will provide the main basis of this research.

In relation to challenges, it is easy to underestimate the power of the constituency of the group of Head of Department. This is where decisions about such issues as equitable distribution of resources, the delivery of cross-curricular strands, and the framing of whole school responses to problems are often negotiated or put into practice. This can be a very uncomfortable and ill-defined position within a school. Sayer (1989) uses the image of a sandglass, which might be opened up, to show the position of the middle manager in many schools:

There is that narrow filter between the teaching-learning life of a school and the running of the organization a frequently blocked channel which many would wish to see freed and broadened. The trutice between the two parts: the team leader responsible for an area of the curricular programme and at the same time expected by their fellow teachers to secure in the organization an adequate frame work and resources for them to do their work. (Sayer: 107)

1.2 Statement of the Problem

As Dunham (1984) puts it— "the H.O.D has become involved in management responsibilities---- and this has led to a great role strain." (Dunham: 46) Pollard (2001) notes that teachers learn the power balance of their own department but encounter problems working with other subject teams as well as the specific academic discipline and how it is taught (Pollard: 92). Ponda (2007) findings in Mbaraki Girls, Mombasa Kenya, show that computer animations in mathematics and sciences and their use in teaching made the department record a better performance in KCSE. This project sought
to find out challenges that are faced by H.O.Ds in the management of public secondary schools in Ndia Division, with a view to suggesting ways/means that can be adopted to make the management of Academic H.O.Ds in such institutions to improve.

1.3 Purpose of the Project

The purpose of the project was to establish the challenges that are faced by Heads of Department in the management of public secondary schools in Ndia Division, Kirinyaga County, Central Province.

1.4 Rationale of the Project

Academic Heads of Department are an important part of the management team in many secondary schools. Their contributions to education, the challenges they encounter and issues relating to them have not been researched in Kenya. Their roles in management have also not yet been closely established. The extent to which challenges they encounter have impacted on their management roles is also not clearly established. Through this project methods which can enhance effective management in the performance of their tasks have been dealt with.

1.5 Objectives of the Project

a) To find out the roles of academic heads of department in the management of public secondary schools in Ndia Division.

b) To identify challenges that academic Heads of Department face in the management of public secondary schools in Ndia Division

c) To examine whether challenges faced by academic heads of department have impacted on their managerial effectiveness in Ndia Division
d) To search for issues arising as a result of the challenges faced by heads of departments in the management of public secondary schools in Ndia Division.

1.7 Research Questions

a. What are the roles of heads of departments in the management of public secondary schools in Ndia Division?

b. What are the challenges faced by the heads of departments in the management of public secondary schools in Ndia Division?

c. Are there any issues that arise as a result of the challenges faced by the heads of departments in the management of public secondary schools in Ndia Division?

d. What suggestions can be made to address the issues relating to the challenges faced by the heads of departments in the management of public secondary schools.

1.8 Assumptions of the Project

In the project, the following assumptions were made:

a. All respondents will be co-operative and provide reliable responses.

b. The researcher does not know the challenges faced by heads of departments in the management of public secondary schools in the project area.

c. All the heads of department selected for the project have been appointed by the Teacher’s Service commission or they have been appointed to the position by the head of the public secondary school.

1.9 Scope and Limitations of the Project

The project looked at the management roles carried out by academic HODs in public secondary schools. It specifically focused on the extent to which academic HODs are active or inactive in carrying out these roles. The project also looked at
challenges faced by H.O.Ds in the management of public secondary schools in Ndia Division. Specifically, it look into lack facilities, low motivation, poor performance in national examinations, role strain and negative attitudes of teachers within the department. It also looked at challenges faced by academic HODs and the extent of managerial effectiveness in a scenario where there are serious challenges and less challenges.

The major limitation was that the project concentrated only on 16 schools due to lack of funds and time span of the project.

1.10 Delimitations of the Project

a) The Project limited itself to only one division. For a more conclusive result, all the public secondary schools with H.O.Ds should be studied. This was not possible due to financial and time challenges. There is scarcity of literature on H.O.Ds by Kenyan authors. Besides, it's not possible to cover the opinions of all stakeholders like other teachers, parents, students and non-teaching staff since involving all of them would have required considerable time, finance and other logistics.

b) This project covered only H.O.Ds in charge of academic affairs. There are also non academic H.O.Ds but due to logistics, they were not covered in this project.

c) The project only recognized H.O.Ds in public secondary schools. There are other H.O.Ds e.g. in colleges who were not covered in this project.

d) The H.O.Ds that the research included in the sample were those in session at the time of project.

e) This project covered that part of middle management carried out by academic H.O.Ds in public secondary schools. There were other middle
managers and first line managers in public secondary schools that were not considered e.g. Dean of studies.

1.11 Theoretical Framework


The theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired rewards. The theory argues that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued. (Hanson: 1997). The theory emphasizes that the managerial behavior should be motivated or satisfying to the extent that it increases goal attainment by subordinate and clarifies the paths to these goals. (Steers: 1991). The modern development of this theory is usually attributed to Evans and Martin (1970) who wrote separate papers on the subject.

According to House (1970), the path goal theory of leadership must recognize at least four distinct types of leader behavior;

**Directive Leadership:** In this type of leadership, the subordinate are not active participants since the leader provides them with specific guidance, standards and work plans including rules and regulations.

**Supportive Leadership:** The leader shows concerns for the well being and personal needs of the subordinates. He/she is approachable and friendly.

**Achievement Oriented Leadership:** The leader sets challenging goals and exhibits the confidence that the subordinates will achieve high standards since they are endowed with requisite potentials.
Participative Leadership: The leader consults with the subordinates and embodies their suggestions in decision making.

The Path-goal Theory stresses that effective leadership is a function of the interaction between leader behaviors and situational or contingency variables of subordinate characteristics and environmental factors. These contingency factors interact with leader behavior to determine employee attitude and behavior. The employee attitudes and behavior may be motivated or constrained.

The Path-goal Leadership Theory can be summarized using the figure below.

Figure 1.1: The Path-goal Leadership Theory (AUTHORITY: R. House – A Path Goal Theory of Leadership: Administrative Science Quarterly, 16, 1970, 312-338)


The Path-goal Theory Rests on two Propositions

a. That the leader behavior will be acceptable and satisfying when subordinates perceive it to be immediate source of satisfaction or as being instrumental in obtaining future satisfaction.
b. That the leader behavior will be motivating to the extent that it makes subordinates satisfaction contingent upon effective performance and to the extent that it complements the subordinates work environment by providing necessary guidance, clarity of direction and regards for effective performance.

The path – goal theory proposes that the leader behavior should complement situational or contingency variables in relating to the personal characteristics of the subordinate. The variables are basis of control, experience and perceived ability.

1.12 Conceptual Frame Work

Whittaker (1995) observes that the external environment, purpose, practice, product and process are ingredients which determine whether a school is run effectively. He goes on to say that, in relation to environment, perceptions can conspire to damage self-esteem of being a victim of the system rather than an active agent. Apart from perceptions, prescriptions and expectations of stakeholders like the community and the parents are also part of the external environment. The internal environment may comprise the students, attitudes and relationships created between departments and with other senior administrators and teachers. Management is defined as forecasting planning, organizing, co-ordinating, commanding and motivating. He notes that, for example, probably motivation- the inner force that stirs people from lethargic attitudes into dynamic actions is the most neglected aspect of management. The challenges dimension comprise the core; challenges include poor or inadequate facilities, low motivation, negative attitude, conflicting needs and goals, heavy workload and a hostile internal and external environment. All these challenges affect the HOD as a person and this was why the dimension of the HOD was added to the diagram. A diagram which explains the
comprehensive nature of HOD’s challenges and how they may affect a public secondary school is shown below.

Figure 1.2: Challenges Faced By HODs in the Management of Public Secondary Schools: A Conceptual Frame Work

<table>
<thead>
<tr>
<th>HEAD OF HEAD OF</th>
<th>CHALLENGES</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Poor and inadequate Facilities</td>
<td>Planning</td>
</tr>
<tr>
<td>Potential</td>
<td>Low motivation</td>
<td>Organizing</td>
</tr>
<tr>
<td>Aspiration</td>
<td>Negative attitude</td>
<td>Coordinating</td>
</tr>
<tr>
<td>Self concept</td>
<td>Conflicting needs and goals</td>
<td>Controlling</td>
</tr>
<tr>
<td></td>
<td>Heavy workload</td>
<td>Motivating</td>
</tr>
<tr>
<td></td>
<td>Hostile internal and external environment</td>
<td>Directing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Planning</td>
</tr>
<tr>
<td>Policies</td>
<td>Organizing</td>
</tr>
<tr>
<td>Plans</td>
<td>Coordinating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Outcome/Output</td>
</tr>
<tr>
<td>Climate</td>
<td>Results</td>
</tr>
<tr>
<td>Relationships</td>
<td>Quality</td>
</tr>
<tr>
<td>Authority</td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Poor and inadequate Facilities</td>
</tr>
<tr>
<td>Structures</td>
<td>Low motivation</td>
</tr>
<tr>
<td>Tasks/Roles</td>
<td>Negative attitude</td>
</tr>
</tbody>
</table>

Key

Rightarrow Internal Environment.

Rightarrow External Environment.

Source: Patrick Whittaker (1995). Managing to Learn: (Modified and Adapted.)
Explanation of the Diagram

If the purpose for which an institution is formed to achieve is not clearly laid out inform of plans and policies as shown in the diagram then that institution will not be able to gear its energies and direct its resources towards attaining the vision that it is envisaging. In such an organization, unit or department the academic HOD as a person may not achieve his aspiration and his potential may not be fully exploited. The Academic HOD may also face challenges which will affect the way in which he will carry out his management roles and the performance of his department in relation to the product/results expected of him. The challenges will affect the HOD as a person directly and also affect the way in which he will carry out his management roles. This is why an arrow directly points to challenges from HOD while the other arrow points to management roles from challenges.

In relation to practice, clear tasks and deliberate structures may be needed for better performance and processes like communication, authority, and leadership clearly spelt out. It should be noted that, although it may only be one or two department facing the challenges and therefore not carrying out its management roles properly, the whole is always greater than the parts- such an institution would lack synergy. A department and institution, for that matter, should try to maintain a favourable balance in all areas indicated on the framework to avoid such a situation.

1.13 Significance of the Project

The findings from this research project have both theoretical and practical implications for the future of heads of department in Kenyan secondary schools. Theoretically, the project is expected to contribute to the advancement of knowledge about the heads of departments in relation to management (especially middle management). This knowledge is currently largely lacking. It also highlights the role that departmental heads play in the management of public secondary schools. The project has also practical significance.
because it may lead to the improvement of strategies of a head of department position (or lack of it) in public secondary schools by identifying challenges that departmental heads face. The ministry of education can benefit in the future if it wants to visit pertinent issues relating to HODs in public secondary schools. Results of this project will enlighten the government on the plight of HODs and issues relating to them. The project will also help in identifying the recommendations that can be adopted to assist HODs in the management of public secondary schools. The project will also form a base on which other scholars interested in studying about HODs can be able to develop their studies.

1.14 Definitions of Central Terms.

**Head of Department**: A teacher legally appointed to be in charge of a specific section related to activities that take place in the school or a specific section related to a number of subjects which are interrelated.

**Management**: The process of getting things done by working with people and resources available in order to accomplish the goals of the school.

**Challenges**: All those things that may impede a HOD from carrying out his work of managing his department. They include the lack of facilities, low motivation, negative attitude by his/her colleagues and others.

**Public secondary schools**: They include the day and boarding secondary schools which receive government assistance in form of teachers and other resources.

**SMASSE**: it is an in-service course for science and mathematics teachers in Kenya.

**Research**: A serious and detailed study of a subject that is aimed at learning new facts and among other matters, testing ideas.

**Data**: Information in a form that can be processed.

**Project**: Piece of work that needs skill, effort and careful planning, especially, over a period of time.
Respondent: Person who says or writes something in reply.

Key: Something that explains or helps one to understand.

Academic: Being or based on subjects that are taught to develop the mind rather than to provide motor skills.

Questionnaire: Written set of questions which a large number of people are asked to answer in order to provide information.

Issues: Arguments about a certain item, feature or topic (In this case challenges faced by academic HODs in management of public secondary schools.

Role: Purpose of a person in a particular activity or area of life.

Conceptual framework: A diagram that relates to a set of ideas or principles that the researcher has used in making decisions and judgments.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

According to the Ministry of education management guidelines, a head of department is responsible to the deputy head teacher for department management and he is also responsible in teaching the subject of his area of specialization.

To carry out these responsibilities, the ministry also recognizes that the head of department will require managerial capacities, competence in managing people, instructional leadership and be able to facilitate learning. (Ministry of Education Science and Technology Handbook: 12.)

2.2 Roles versus Challenges: An Overview

The head of department position in Kenya public Secondary schools is a new phenomenon. It was started in the late 1980s. It is a borrowed concept from British and American Education Systems. Miller (1976) writing about the British education systems, observes that a salient feature of the work organization of the school was the division into subject department under principal teachers. These teachers were below the head master in rank, but their salaries were higher than those of other teachers. They met regularly with the headmaster to discuss the direction of certain of the schools activities, staff employment, special events, examination arrangement, changes in organization, academic standards and methods and current operational decisions. All staff were allocated to one or other department. Teachers specialized in the subject which they taught. They were nominally responsible to the head of their department for their teaching. All this constitutes a departmental principle of organization (Miller: 203).

In light of this background, this review is divided into the following challenges:
2.3 Curriculum and Instruction Challenges

Callahan (1971) observes that, regardless of the degree of assistance which he may receive from his teachers, the department head must recognize that the development of his department’s curriculum remains primarily his own responsibility. He must realize that individual teachers who carry full teaching loads cannot be expected to assume direction of an overall program of which their own classroom programs constitute a part. These instructors may work very hard to improve their individual performance in their classroom, but the leadership which establishes the general departmental curriculum must come from the chairman himself. Callahan goes on to say that the effective school department head must not only recognize this fact, but he should also understand that he must involve his colleagues at every step in the process of curriculum development if he expects them to support and implement the final product. He also feels that a conscientious department head may sometimes feel that he wears too many hats in his domain: his duties are as varied that it becomes difficult for a single individual to cope with them all. (Callahan: 55).

Millikan (1994) observed that instructional leadership should involve two broadly interrelated areas of activity: the fostering of excellence in teaching and the capacity to deal successfully with certain key situations (Millikan: 155)

(Newton and Tarrant: 2000) have observed that in education, there is the possibility of gaining continued and substantial pleasure from work. However this can be exaggerated and reversed into a myth which can negatively affect a stressed teacher-the myth that working with young people is inherently rewarding and enjoyable. They have noted that unhappy, stressed workaholics are not good role models for young people and are unlikely to retain the good humour and positive attitude required (Newton and Tarrant: 195).
Dinham (2007) research with both subject departments and teams responsible for cross-school programmes, writes that leadership was found to be a key factor in the achievement of exceptional educational outcome. Rosenfield (2009) in his research on the changing roles of HODs notes that while the emphasis upon instructional leadership has been reduced, responsibilities for curriculum appear to remain an important part of the role. Yet that responsibility is also characterized by diversity. For some curriculum area the traditional role is not to change. In others, the range of curriculum areas for which a HOD was responsible was to increase.

2.4 Teacher Challenges

Owen (1992) observes that teachers need to be clear about the way in which different issues are decided. They need to know how senior managers set about making decisions. In that process it is not the style as much as the consistency of those managers which is significant ... If schools are to be better managed, the making of decisions in the course of managing has to be understood and shared by as many people as possible (Owen: 71).

Marland (1981) says that every school has some form of “organization” and “structure” however pompous a piece of jargon the terms may seem for the relaxed but efficient approaches of some smaller schools. The question is whether the organization helps the teachers and thus the pupils or not. She goes on to observe that planning to ensure that the group attains the success which its members would not otherwise achieve either as individuals or without the management skills of the department head is therefore, a crucial part of the role of the effective head of department. (Marland: 3).

Gold (2000) has observed that staff discipline is a very unclear area and also a difficult one, but it is made easier with care, clear thinking and clarity of communication. And it is an area where, it is best, if possible, to plan strategies with those who manage you. (Gold: 46).
Okumbe (1998) observes that educational managers should show a noticeable concern about the conditions of the work and learning environment for teachers, students and other workers. In order to enhance motivation of members, educational managers should exhibit a deliberate effort to improve the conditions within the work environment.

(Okumbe: 36)

The Common Wealth Secretariat (2000), writing on self-development for educational managers, notes that any educational manager should be sensitive to the critical role that the staff play in achieving school objectives. (Common wealth secretariat. Module 1:5)

Mulkeen (2007) observes that it is unclear to what extent Principals assists in—as opposed to mere observation of—the teaching and learning. When principals were asked if they are responsible for helping their teaching staff, all of them responded that they were either partly or very much responsible. The responsibility was usually very much manifested in the support they gave to teachers to attend training courses or workshops. In a couple of cases, Principals stated that they facilitated workshops for teachers or provided direct supervision of teaching methods. Teachers usually asked colleagues or their heads of departments, and some times the Principal, if they had questions about their teaching. (Mulkeen: 54).

Wallace (2006) notes that one explanation for the failure to effect collective action in schools may be the faith some teachers place in principals as the major vehicle for implementing reforms. The process by which teachers come to trust the authenticity of power sharing is a slow one (Wallace: 67). (Lunenburg and Ornstein: 2004) assert that a wide range of factors determine whether super-ordinate centered, sub-bodinate-centered leadership, or something in between, is best. One major factor is the forces in the leader. Forces in the leader include his value systems, his confidence in the group members, his own leadership inclinations and his feeling of security in an uncertain situation. (Lunenburg and Ornstein: 164).
Woodcock (1979) wrote that an effective group should have clear objectives and goals, support and trust, sound procedures, sound inter-group relations and among others, appropriate leadership. Robin (1981) defines leadership as the ability to get others to do what the manager intends. Arthur (1980) looks at leadership as the transformations of human resources into willing participants in a co-operative venture.

2.5 Challenges Due to Lack of Facilities

Gold (2000), observed that maintaining the balance between the needs of the individual, the team and the institution is a driving force here. When resources are scarce, this balance of needs may become an important criteria in making decisions about the sharing out of time and money (Gold: 55). She uses the following diagram to explain the concept:

Figure 2.1: Adapted and modified from “Head of Department” by Ann Gold Pg. 54.Title: Balancing needs in relation to HOD, Teacher and the school

Explanation of the diagram

In relation to the figure above, if there is a shortage of facilities, the senior administrator may channel the facilities, for example, funds, to areas that it deems to be of higher priority and neglect a certain department or departments. If that happens, the respective HOD / s may feel that he / she is not being in adequately provided for. The teachers in his / her department may not deliver properly and they are likely to use the lack of the
facilities they wanted as a scapegoat—sometimes they may even use their respective HOD as the reason why they were not able to deliver (perform properly).

Owen (1992), writing about facilities and better pay, observes that there is clearly a good deal of dissatisfaction with the quality of books and equipment, with the conditions of school building and with the size of classes. There is also still a widespread feeling in the profession that their salaries are inadequate. The underlying issue, however, is the matter of how the profession is regarded. Education is a matter of national concern. By moving closure to the aspiration of teachers in the matter of pay and status, the government will underwrite the successes of its reform programme. (Owen: 18).

Shirley (1985) research in relation to organizational structures and personnel found out that despite the general view that departmental heads occupy a "driver's seat" position, the most appropriate characterization is inconsistency in the way the role is operationalised across organizational structures and personnel. Fidelma (2008) research concluded that more time is needed for physical activities per student per week but time constraints on an already over crowded curriculum would not currently facilitate this need. According to him/her more support was needed from the department of education and science to improve roles and facilities within secondary schools. Nabahani (2006) writing about job description of HODs in Sudan observes that one major role of HODs is to raise standards of attainment in the subject and by leading and managing all learning and teaching of the subject. He notes that one way of achieving this is by managing the departmental budget and ensuring value for money, producing accurately costed development bids for any resources outside the annual departmental allocation.

Abdulmaran (2008) research on HODs in Nigeria observes that recurrent expenditure had a high and positive correlation coefficient with the organizational effectiveness. There was a low and positive correlation coefficient between internally generated revenue and
organizational effectiveness. Ikoya (2008) research on centralization and decentralization of school’s physical facilities management in Nigeria found out that decentralization enhances the availability, adequacy and functionality of school’s physical facilities. (Ikoya: 630). In his research on Information Communication Technology systems, Ponda (2007) notes that computer applications have all the contents of the syllabus and use of graphics, as reported by the HOD sciences of Tononoka Secondary school in Mombasa (Kenya). He goes on and observed that this helped students to understand scientific concepts better. (Ponda: 3). Ponda continues to observe that computer animations in sciences and mathematics in Mbaraki Girls in Mombasa, Kenya and their use in teaching made the department record rise from a mean grade of 3.31 (D Plain) in 2005 to 4.07 (D Plus) in 2006.

2.6 Head of department Specific Challenges

Many commentators emphasize the importance of control, supervision and the monitoring of the work of departmental staff as a key, even the key, function of the middle manager (Bailey: 1973, Blackburn: 1983 and Marland: 1981). Cockroft (1982) regards this as an essential part of the work of the heads of departments to be aware of the quality of the teaching that is going on within the department. He regards it as a normal practice for the head of department to visit lessons given by other members of the department. This may well be correct, but it is almost equally widely recognized that this is an aspect of their work which causes many heads of department great role strain. Bailey (1973) comments that head of department have often to be persuaded to take charge of the departments. Siddle (1978) concludes that heads of department in science are generally reluctant to supervise their departmental colleagues by assigning tasks, supervising their performance, correcting mistakes or resolving difficulties in the fashion of a good quality controller. They much preferred to adopt a
laissez faire attitude. (Hall and Thomas 1977) have observed that the evidence available suggests that such attitudes are commonly shared by heads of other subject departments.

In relation to supervision, it should be noted that academic HODs are first-line managers and they require some conceptual skills. They also require some considerable human and technical skills. This can be illustrated by the following figure:-

Figure 2.2: Skills Required by Academic HODs in Supervision.


![Diagram of skills required by academic HODs]

Conceptual skills

Human Skills

Technical Skills

Explanation of the diagram

It should be noted that all the skills are required by any worthy academic HOD for him/her to carry out his/her management roles effectively. However, in most cases, the HODs have the technical skills but may lack the conceptual skills.

Dunham (1984) observes that one major change has resulted in becoming involved in management responsibilities... while still being required to carry a heavy teaching load. He goes on and observes that some of his sample spoke of frustration leading to indifference, to demoralization and to a withdrawal from responsibility, and others expressed real anxiety associated with considerable role confusion. The consequences of these stresses were manifested in tiredness, physical ailments, psychosomatic illness and sickness. (Dunham: 46).
An early yet thorough project of HODs at work was undertaken by Earley and Fletcher – Campbell (1989) in the United Kingdom. They used case studies in Secondary Schools and employed semi - structured interviews with staff in order to gain both understanding of the role and the qualities that characterized effective HODs. A major finding of their research was that there was shortage of time in which HODs were required to fulfill their roles. The South Africa journal of Education (2001) observes that research carried out show a similarity between stressors resulting in the highest stress intensity in heads of department (volume 21: 88). Research concerning school leadership teams confirms the difficulties involved. It has been found that such teams first have to attend to many adult issues (Dibbons, (2000). They begin by developing the skills needed to function as a group, and then to solve the problems with colleagues- or, as Mulford (1994: 32) calls it, “losing time to gain time”. It should be emphasized that such skills, especially conceptual skills, are gained through development. Training to acquire / increase the other skills is also important and as Okumbe (1998) also notes, its important for Educational managers to have a definite programme of training and development. He goes on to observe that if such a programme is not put in place, there will be higher training costs in the institution not only because employees will take too long to learn the required skills, but also because of the likelihood that they will not learn the best methods for their specific assignments. (Okumbe: 253) Research done by World Bank Group in Sub-Saharan Africa (2008) observes that managing teachers is complicated in Sub- Saharan Africa for many reasons including the relative scarcity of teachers in some countries, poor pay, difficult working conditions and a complicated governance structure for managing teachers. (World Bank, Africa: 32). Arthur (1980) observes that all of us are needy and failure to get some very specific needs satisfied, particularly those that contribute to our
pattern and motivation, can result in loss of confidence and enthusiasm, a sense of being unappreciated and undervalued, and reduction of job commitment and energy.

2.7 Head of department Challenges in relation to his immediate superiors.

Marland (1981) notes that a department head is expected to hold meetings with his members. Such meetings should be educational although this should not be over stressed, otherwise attendance will be grudging. However a head of department has no permission to handle cases involving disciplinary action of his members, even if he refuses to attend meetings. Lunenburg and Ornstein (2004) notes that the two most internal pressures for change come from processes and people. Processes that act as pressure for change include: communication, decision making, leadership and motivational strategies. Breakdowns or problems in any of these problems can create pressures for change. Communication may be made inadequate, decisions may be of poor quality, leadership may be inappropriate for the situation and employer motivation may be non-existent. (Lunenburg and Ornstein: 241) Okumbe (1998) notes that if there is lack of employee-organization integration due to inappropriate human resources development strategies, then there will be ineffectiveness and dissatisfaction among workers. (Okumbe: 238).

The London school of Economics and Political Science (2009) notes that in very exceptional circumstances a non professional HOD may be appointed in a department where there is more than one professor but......... Will not be eligible for membership of the promotions committee. Welch (1996) notes that changes in culture will filter down to HODs and alter the role progressively. Changes in the role will affect the size of the work and its complexity, a process which will progressively influence the nature of the skills the role demands. This appears consistent with research on changes in the role in the UK (Earley and Fletcher- Campbell 1998, Glover et al. 1998) and in New South
Wales (Deece, 2003) These researchers have gone on to show that management skills in HODs have become more important. Responsibility for an increased and more diverse staff emphasized the importance of such skills significantly. Principals also identified the growth in importance of management and particularly of interpersonal skills (Cranston et al. 2003; Dimmock and Hattie, 1994) show that change meant that the role demand a range of new skill, particularly management skills. While HODs expressed the need for management skills, the displacement of instructional leadership coupled with systemic leadership also demand the need for more leadership skills. Ellemers (2003) observes that HODs appear to be caught up in change, demonstrating role ambiguity, role conflict and a commitment to the existing culture. Guskey (1986) argues that role conflict was evident in responses given to him in his research of HODs Hannay and Ross (1999), describing the situation in Canada, argued that role conflict among HODs was inherent when educational reform involved the whole school or even across departmental changes (Hannay & Ross: 346). The Journal of Education Administration (2007) notes that whilst innate, personal qualities are important, much of what HODs possess and demonstrate is learnt from others (Volume 45: 72)

2.8 Summary

(Lunenbrug and Ornstein 2004) have noted that the most common grouping in schools is by function. This is where a department is responsible for specific subject’s. Although having several disadvantages which include personnel developing overly narrow and technical view points that lose sight of the total system perspective, communication and co-ordination across departments can be difficult, and conflicts often emerge as each department or unit attempts to protect it as own area of authority and responsibility (Lunenburg and Ornstein:45)
Root (1985) outlined seven managerial functions for the teacher manager as analyzing, planning organizing, directing, controlling, and coordinating. (Root; 3).

According to him, management involves the careful deployment of these functions, with a view to maximizing the educational benefit which can accrue to pupils and students. He further notes that this benefit will not be maximized by use of sheer intuition or guesswork. Systematic analyzing of each problem must be undertaken. A plan must be prepared to meet each problem. Every function must be organized with care. The manager must direct those staff members for whom responsibility is carried. Each activity must be controlled and coordinated.

The researcher has tried to establish the role and what it takes to have an efficient department in a public secondary school. The duties and responsibilities of a HOD have been examined. On review of previous studies on HOD's it should be noted that many of the challenges reviewed are from America and British educational systems. This is because there are scanty records on challenges faced by Kenyan HOD's at present. However, I have tried to relate these challenges to Kenyan educational systems as much as possible. As you will note later in the questionnaire, I have divided these challenges into four main divisions (curriculum and instruction difficulties, teacher difficulties, difficulties related to senior administrators and the specific HOD difficulties). This project has been undertaken to fill the gap that has not been filled in Kenya before-examining challenges faced by academic HOD's at the divisional level.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the research design, locale, target population, sample and sampling procedure, research instruments, data collection and data analysis procedures.

3.2 Research Design

The researcher used the descriptive research method. It was a self report research and specifically the survey design. Gay defines survey research as an attempt to collect data from members of a population in order to determine the current status of the populations with respect to one or more variables (Gay: 124).

A descriptive project determines and reports the way things are and commonly involves assessing attitudes and opinions towards individuals, organizations and procedure. The project is mainly concerned with collecting data in the views of respondents on limitations that are faced by heads of departments in the management of public secondary schools in Ndia Division, Kirinyaga District

3.3 Locale

The researcher is familiar with Ndia Division. The division is chosen for the project due to:

a. Its accessibility
b. The ease in problem of expenditure

The researcher chooses the area due to:

a. He is currently working in the area
b. To get rapport due to familiarity with several teachers
3.4 Target Population

The target population in this project was all the academic heads of department in the 24 public secondary schools in Ndia Division. Each public secondary school had 5 academic HODs which makes the target population to be 120 academic HODs (24 x 5).

3.5 Sampling and Sampling Procedure.

According to Nkpa (1997), a sample is a small proportion of a target population. Sampling means selecting a given number of subjects' from a defined population as a representative of the population.

Any statement made about the sample should be true of the population. According to this scholar, a researcher should select a sample, large enough to improve the likelihood of obtaining results that are similar to what would be obtained using the entire population. Mugenda and Mugenda (1999) recommended the use of 20% -30% sample size of the population.

However due to the small size of the target population, this researcher used 80(65 percent) academic HOD’s as his sample for the project. The researcher adopted purposeful sampling in selecting the sample. This is because there were six boarding schools in the Division and the researcher had to get at least five of them in order for the research findings to be comprehensively meaningful. The researcher also used double sampling especially when he was collecting data. Five HOD’s were used for pilot testing. This made the research findings more meaningful and conclusive.
3.6 Research Instruments

Although there might be different heads of department depending on the number of departments in the respective public secondary schools, there was only one set of questionnaires. HODs questionnaires were preferred because, according to Achola and Bless (1987):

i) Large coverage of the population can be realized with little time, personnel or cost.

ii) Anonymity of the respondent filling the questionnaire may help them in their answers.

iii) They avoid biases that are characteristic of interviews.

iv) Allow respondents time for answering questions to avoid nasty responses.

In some cases especially in management effectiveness e.g. checking of records, the researcher had to use observation as an instrument of data gathering whereas in other instances he had to employ interviews in order to facilitate good responses in filling the questionnaire.

3.7 Data Collection Procedure

The researcher administered the questionnaires personally to the respondents. He identified the school, notified it and made arrangements on the appropriate day when to visit it and have questionnaires answered.

3.8 Validity and Reliability of the Instruments

Borg and Bell (1989) states that validity is the degree by which the sample of test items represents the content the test is designed to measure. This project employed content validity, which is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. According to
Mugenda and Mugenda (1999) the usual procedure in accessing the extent validity of a measure is to use a professional or expert in the particular field.

Validity of the research instrument were established by seeking the opinion of experts in the field of project especially the researcher's supervisors and lectures in the Department of Educational Management, Policy and Curriculum Studies. This facilitated necessary revision and modification of the instrument thereby enhancing the validity.

3.9 Reliability of Instruments

Gay (1976) defines reliability as the degree in which a test consistently measures whatever it measures. The more reliable a test is, the more confidence we can have the scores obtained from the administration of the test are essentially the same scores that would be obtained if the test were re administered. Reliability for this project was used to focus on the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the theoretical concept.

A test- retest or coefficient of stability method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. It was assumed that responses to the two tests would be very similar because the latter reflects the same thing (content) for respondent. Thus one expects that scores obtained by each respondent on the first and second test will be quite close (Orodho 1998). If they are not, then the instruments are of low reliability.

In order to test reliability of the instrument in the project the following test – retest technique was done:-

i. The developed questionnaire was given to a few identical subjects (5 HODs) for the project (not included in the main project)

ii. The answered questionnaire scored manually
The same questionnaire was administered to the same group of subjects after a period of two weeks.

The questionnaire responses were scored manually

A comparison between answers obtained was obtained

A Spearman(r) product moment formula for the test-retest was employed to compute the correlation in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument was administered. This is because the data obtained was discreet. A correlation coefficient of about 0.8 was considered high enough to judge the instrument as reliable for the project.

3.10 Data Analysis Plan

The analysis of data requires a number of closely related operations such as the establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inference. Orodho (1998) Kerlinger (1973) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to research questions. The researcher sorted out the filled questionnaires and classified them according to the five groups of respondents of academic HODs namely, Mathematics HODs, Science HODs, Languages HODs, Technical and Creative HODs and Humanities HODs. The HOD questionnaire had open-ended and closed-ended items (questions). The researcher then tallied and collated the information gathered from the different respondents. The project employed descriptive statistics to analyze the data obtained. According to Gay (1976) descriptive survey is commonly represented by use of frequency polygons, graphs, pie charts, means, calculation of percentages and tabulating them appropriately. Statistical program for social sciences (SPSS) was used to analyze the data. Given its wide spectrum of statistical procedures purposefully designed for social sciences, it develops appropriate coding frame to come up with reliable results according to the responses in the questionnaires.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND ISSUES ARISING

4.1 Introduction
The analysis of data requires a number of closely related operations such as the establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical reference (Orodho, 1998).
The researcher mainly employed descriptive statistics to analyze the data obtained. According to Gay (1973) descriptive survey is commonly represented by use of graphs, pie chart, means, calculation of percentages and tabulating them appropriately. The researcher had a sample size of 80 academic HODs out of this sample size; he was able to collect data from 71 (59 percent) Academic HODs, out of the target population. The purpose of the project was to determine the challenges faced by academic HODs in the management of public secondary schools in Ndia Division. Specifically, the researcher wanted to find out if challenges faced by academic HODs have an impact on the managerial roles they carry in public secondary schools in Ndia Division.

4.2 Respondents Basic Data
a) Gender of Respondents
In carrying out the project, Academic HODs were given a questionnaire in order to obtain important views from them. Respondents were drawn from both sexes and the following representation was obtained.

Table 4.1: Gender of the Respondents- Academic HODs responses.

<table>
<thead>
<tr>
<th>(N=71)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td>58</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>

As can been seen from the above table, 58 percent of the respondents were males while the rest were females. This my be an indication that most academic HODs within public secondary schools are males.
b) **Age of the Respondents.**

The project also sought to find out the ages of the academic HODs and came up with the following findings:

<table>
<thead>
<tr>
<th>AGE</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 – 35 Years</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>36 – 45 Years</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td>46 – 60 Years</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that majority of the academic HODs were between 36 – 45 years (49 percent) while only 24 percent were between 24 – 35 years. Perhaps the youngest category comprises those academic HODs who were appointed internally as compared to those who were appointed by the TSC.

c) **Academic Qualifications:**

An important part of the project concerned the academic qualification of the respondents. The following findings were obtained in regard to this:

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Level</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Degree Level</td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td>Masters Level</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Any Other</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the academic HODs (68 percent), in relation to the questionnaire, indicated that they were university graduates. Only a single responded had a master degree and two respondents had other forms of qualifications (one had SI while the other was an university student.)
4.3 The Research Findings

This sub-topic is divided into the following sections.

(a) Roles of Heads of Departments.

The first objective of the research project was to find out the roles of academic heads of department in the management of public secondary schools in Ndia Division. It was established that some academic HODs are actively involved in managing their departments while others do not play an active role. Management was divided in terms of its functions i.e. planning, organizing, co-ordinating, among others. Each HOD filled a questionnaire to establish whether he was actively involved in a certain role or not e.g. In the questionnaire, on management effectiveness, question 4 ask the respondent whether s/he is involved in distributing lessons for teachers in his or her department. The function here is organising.

The respondent who answered by ticking B or C (Yes or sometimes respectively) was considered active and a respondent who answered by ticking A (No) was considered inactive. The data collected was summarized using the following table:-

<table>
<thead>
<tr>
<th>ROLE</th>
<th>ACTIVE (n)</th>
<th>INACTIVE (n)</th>
<th>TOTAL (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>16</td>
<td>55</td>
<td>71</td>
</tr>
<tr>
<td>Co-ordinating</td>
<td>20</td>
<td>51</td>
<td>71</td>
</tr>
<tr>
<td>Organising</td>
<td>32</td>
<td>39</td>
<td>71</td>
</tr>
<tr>
<td>Supervision</td>
<td>9</td>
<td>62</td>
<td>71</td>
</tr>
<tr>
<td>Controlling</td>
<td>31</td>
<td>40</td>
<td>71</td>
</tr>
<tr>
<td>Budgeting</td>
<td>20</td>
<td>51</td>
<td>71</td>
</tr>
<tr>
<td>Innovations</td>
<td>7</td>
<td>64</td>
<td>71</td>
</tr>
<tr>
<td>Forecasting</td>
<td>37</td>
<td>34</td>
<td>71</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>39</td>
<td>32</td>
<td>71</td>
</tr>
<tr>
<td>Maintaining Exams and other Records</td>
<td>38</td>
<td>33</td>
<td>71</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>249</strong></td>
<td><strong>461</strong></td>
<td><strong>710</strong></td>
</tr>
</tbody>
</table>

As can been seen from the table, most academic HODs were not actively involved in carrying out management roles. The academic HODs were most active in instructional leadership, maintaining records and forecasting. They were most inactive in planning, supervision and innovations.

Using the statistics in Table, 4.4, the Mean, Median, Standard Deviation and the mode for the active and inactive academic HODs were then calculated and the results were as follows.
Table 4.5: Active Verses Inactive Academic HODs: The Means, Medians and Standard Deviation (Source of statistics Table 4.4)

<table>
<thead>
<tr>
<th>MEASURES</th>
<th>ACTIVE</th>
<th>INACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td>24.9</td>
<td>46.1</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>25.5</td>
<td>45.5</td>
</tr>
<tr>
<td>STANDARD DEVIATION</td>
<td>11.3</td>
<td>11.6</td>
</tr>
<tr>
<td>MODE</td>
<td>27</td>
<td>44</td>
</tr>
</tbody>
</table>

As earlier mentioned earlier, the data in table 4.4 was used to derive the above measures of central tendency e.g. to calculate the mean the total roles (10) were divided by the total scores for the active and inactive academic HODs respectively i.e. mean (active)=249/10 which equals to 24.9 and mean (inactive)=461/10 which equals to 46.1. The roles were also tabulated and their graphical illustration made inform of an exclusive bar graph. The frequencies were plotted on the y-axis whereas management roles were represented by the x-axis. The bar graph given below was then derived.

**Figure 4.1: Management Roles- Active Verses Inactive Academic HODs**

As can be seen from the bar graph, most academic HODs are not actively involved in the management of their departments. There are only three management roles (forecasting, instructional leadership and maintaining records)
where the HODs were fairly represented. In the other seven management roles, participation of the academic HODs was largely lacking. The roles of planning, supervision and innovating are outstandingly not carried out. Innovations here refer to bringing and implementing changes in their departments. Most HODs were not ready to bring change, although more than 90% answered that they would want change in their departments so that they can improve performance. The data on academic HODs who were actively involved in carrying out management roles can be represented inform of a pie chart as follows:

Table 4.6: Management Roles: Active Academic HODs Responses and Their Representation by Angle.

<table>
<thead>
<tr>
<th>Management Roles</th>
<th>Number of Active Academic Hods</th>
<th>Angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>16</td>
<td>23°</td>
</tr>
<tr>
<td>Co-ordinating</td>
<td>20</td>
<td>29°</td>
</tr>
<tr>
<td>Organising</td>
<td>32</td>
<td>46°</td>
</tr>
<tr>
<td>Supervision</td>
<td>9</td>
<td>13°</td>
</tr>
<tr>
<td>Controlling</td>
<td>31</td>
<td>44°</td>
</tr>
<tr>
<td>Budgeting</td>
<td>20</td>
<td>29°</td>
</tr>
<tr>
<td>Innovations</td>
<td>7</td>
<td>10°</td>
</tr>
<tr>
<td>Forecasting</td>
<td>37</td>
<td>54°</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>39</td>
<td>57°</td>
</tr>
<tr>
<td>Maintaining records</td>
<td>38</td>
<td>55°</td>
</tr>
<tr>
<td>TOTAL</td>
<td>249</td>
<td>360°</td>
</tr>
</tbody>
</table>
A can been seen from the pi-chart, academic HODs were mostly active in maintaining records (55 degrees), forecasting (54 degrees) and instructional leadership (57 degrees). They were least active in innovations (10 degrees), supervision (13 degrees) and planning (23 degrees).

(b) Challenges Faced by Academic Heads of Department in Management.

1) A General Descriptive Outlook

On challenges, each questionnaire elicited 30 responses from the 30 items/questions it contained. Each item had a maximum score of 5 marks (5 for very serious difficulties, 3 for serious difficulties and 1 mark for minimal or no difficulties). This means the total possible maximum score for each respondent was 150 marks. Specific HODs scores were collated first in relation to the challenges and the results are shown below.
Table 4.7: Specific academic HODs Challenges Score: Academic HODs Responses

<table>
<thead>
<tr>
<th>HODs (Academic)</th>
<th>Number of respondents</th>
<th>Challenges Score $\frac{1}{150}$</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>14</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>Languages</td>
<td>14</td>
<td>66</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>76</td>
<td>22</td>
</tr>
<tr>
<td>Technical</td>
<td>14</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>Humanities</td>
<td>14</td>
<td>72</td>
<td>21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>71</td>
<td>353</td>
<td>100</td>
</tr>
</tbody>
</table>

Where $x = 150$(total possible score)

As written earlier, each questionnaire elicited 30 responses and each response had a total possible score of 5 marks. This makes the total possible score 150 marks. $X$ in this case means the score on number of respondent in the department divided by the total numbers of Academic HODs in that department. Looking at the information on table 4.8 it is clear that the mathematics departments are ranking highest (22 percent) on the challenges score whereas the language departments are ranking lowest (18 percent) on the challenges score. This information can also be illustrated using a Bar Graph as follows:-

Table 4.8: Relationship Between Academic HODs and Challenges: Academic HODs Responses.

<table>
<thead>
<tr>
<th>HODs (Academic)</th>
<th>Challenges Score $\frac{1}{150}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Languages</td>
<td>66</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76</td>
</tr>
<tr>
<td>Technical</td>
<td>70</td>
</tr>
<tr>
<td>Humanities</td>
<td>72</td>
</tr>
</tbody>
</table>

Where $x = 150$(total possible score)

The above information in the table has been used to construct the graph given below.
II) A Specific Outlook on Selected Challenges

Using the questionnaire, interview and observation, data on specific challenges was collected and collated as follows.

1. Lack of facilities

Using the questionnaire respondents were required to give their responses in relation to frequent shortage of teachers, lack of teaching recourses, lack of an office, lack of adequate time and lack of housing in the school. The researcher elicited the responses given in the following table:
Table 4.9: Lack of Facilities - Academic HODs Responses  
(N=71)

<table>
<thead>
<tr>
<th>Lack of facilities</th>
<th>n</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Shortage of Teachers</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>Lack of teaching resources</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>Lack of an office</td>
<td>51</td>
<td>72</td>
</tr>
<tr>
<td>Lack of adequate time</td>
<td>46</td>
<td>65</td>
</tr>
<tr>
<td>Lack of a House in School</td>
<td>63</td>
<td>89</td>
</tr>
</tbody>
</table>

Most schools do not have housing as can been seen from the table above since 89 percent did not have a house at the school. 72 percent of the Academic HODs did not have an office and 62 percent of them had frequent shortage of teachers in their department.

ii. Difficulties in the Attainment of Curriculum Objective

The researcher, in order to obtain information on this challenge asked respondents to give their feedback on teacher in their departments not covering the syllabus, performance in KCSE for 4 years, effectiveness of translating curriculum objectives into learning activities, teachers not preparing necessary records and their familiarity with key sources of information on curriculum. The information that was obtained is illustrated in the following tables:

Table 4.10: Difficulties in Attainment of Curriculum Objective - Academic HODs Responses  
N=71

<table>
<thead>
<tr>
<th>Difficulties in the Attainment of Curriculum Objective</th>
<th>n</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in the department not covering syllabus</td>
<td>41</td>
<td>58</td>
</tr>
<tr>
<td>Dismal performance in KCSE for four years</td>
<td>39</td>
<td>55</td>
</tr>
<tr>
<td>Problem of transacting curriculum objectives into learning activities</td>
<td>28</td>
<td>39.4</td>
</tr>
<tr>
<td>Teachers in the department not preparing records</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>No familiarity with key sources of information on curriculum</td>
<td>31</td>
<td>44</td>
</tr>
</tbody>
</table>

It can be seen that 58 percent of teachers in their departments were not covering the syllabus and dismal performance in KCSE contributed 55 percent. The problem of transacting Curriculum objectives into learning activities contributed only 39.4 percent.
iii. **Lack of Motivation**

To collect data on this challenge, the researcher used the questionnaire to elicit responses in areas such as rewards given to departments, future prospects, training programmes, remunerating feelings, attendance of meetings by senior administrators and making requisitions and nothing is done. The information obtained was summarized in the following table:

<table>
<thead>
<tr>
<th>Lack of Motivation</th>
<th>n</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No rewards to those departments whose performance has improved</td>
<td>56</td>
<td>79</td>
</tr>
<tr>
<td>Had applied for a higher position and did not get it</td>
<td>28</td>
<td>39.4</td>
</tr>
<tr>
<td>No regular training programmes</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Earning a low salary than some teachers I am in charge of</td>
<td>23</td>
<td>32.4</td>
</tr>
<tr>
<td>No attendance of departmental meeting by the deputy or principal</td>
<td>26</td>
<td>36.6</td>
</tr>
<tr>
<td>Making requisition and nothing is done</td>
<td>21</td>
<td>30</td>
</tr>
</tbody>
</table>

From the above table, lack of rewards after improving performance (79 percent) was a greater de-motivator while those academic HODs who made requisition and nothing was done contributed to only 30 percent.

iv. **Role Strain.**

In order to measure this challenge information on lack of a house in school and lack of adequate time had to be used again because the researcher felt they affected the respective academic HOD in playing his roles much as they affected the respective academic HOD in relation to lack of facilities. Other areas used to assess role strain are involvement in co-curricular activities, teaching load work and HODs in charge of 4 teachers and above. The following table gives a summary of this information.
Table 4.12: Role Strain - Academic HODs Responses  
(N=71)

<table>
<thead>
<tr>
<th>Role Strain</th>
<th>n</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No house in the school</td>
<td>63</td>
<td>89</td>
</tr>
<tr>
<td>Involved in many co-curricular activities</td>
<td>57</td>
<td>81</td>
</tr>
<tr>
<td>Teaching 23 lessons and above</td>
<td>53</td>
<td>75</td>
</tr>
<tr>
<td>Lack of adequate time</td>
<td>46</td>
<td>65</td>
</tr>
<tr>
<td>In charge of 4 teachers and above</td>
<td>32</td>
<td>45</td>
</tr>
</tbody>
</table>

As can be seen from the above responses, role strain was highest as a result of lack of housing in the school (89 percent) and lowest in relation to those academic HODs who were in charge of 4 teachers and above (45 percent)

v. Negative Teachers Attitude

Here, the researcher obtained the information in areas like the lack of harmonious working relationship in the department, teachers going to solve departmental issues with higher administration, difficulties in handling older and more experienced teachers who felt they are better than the academic HODs, lack of teachers' participation during meetings and teachers not preparing records. It should be noted that, according to this researcher teachers not preparing records create difficulties in the attainment of curriculum objectives and are also a source of negative attitude. The following table was used to summaries the data obtained.
Table 4.13: Negative Teachers attitude - Academic HODs responses (N=71)

<table>
<thead>
<tr>
<th>Negative Teachers attitude</th>
<th>n</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers not preparing records</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>No teachers participation during meetings</td>
<td>34</td>
<td>48</td>
</tr>
<tr>
<td>Lack of harmonious working relationship in the department</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Teachers going to solve departmental issues with higher administration</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Difficulties in handling older and more experienced teachers who felt they are better than you</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

As can be seen, 54 percent of teachers in their departments are not preparing their necessary records and another 48 percent do not take any active part during departmental meetings. In rare instances, only 20 percent of academic HODs have difficulties handling older and more experienced teachers in their departments.

4.4 Impact of Challenges Faced by Academic HODs on Managerial Effectiveness.

The third objective of the research project was to examine whether challenges faced by academic HODs have impacted (influenced) on their managerial effectiveness in public secondary school in Ndia Division. In order to do this, descriptive statistical methods were employed to describe what was observed. The main instrument was a questionnaire. The main purpose was to describe the behavior (effectiveness) of managerial roles of academic HODs in a situation where there are challenges (or none).

a) Relationship Between Managerial Effectiveness and Challenges

In order to establish for this relationship the raw data for each individual academic HOD was classified based on difference in kind using the questionnaire. In this case, frequencies were setup on the basis of qualitative differences. Whole counts were made because the data was discrete. Data array was used to arrange the data in an ascending order in terms of challenge scores and managerial effectiveness score. An ordinal arrangement was made as shown in the next page.
Table 4.14: Individual Academic HODs Scores.

<table>
<thead>
<tr>
<th>Overall Challenges Score</th>
<th>F</th>
<th>%</th>
<th>C.F.</th>
<th>F</th>
<th>%</th>
<th>C.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
<td>1.41</td>
<td>1</td>
<td>39</td>
<td>1.4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>1.41</td>
<td>2</td>
<td>49</td>
<td>1.4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>1.41</td>
<td>3</td>
<td>60</td>
<td>1.4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>2.82</td>
<td>5</td>
<td>65</td>
<td>1.4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>1.41</td>
<td>6</td>
<td>67</td>
<td>2.8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>5.63</td>
<td>10</td>
<td>69</td>
<td>1.4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>1.41</td>
<td>7</td>
<td>72</td>
<td>4.2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>1.41</td>
<td>12</td>
<td>74</td>
<td>1.4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>5.63</td>
<td>16</td>
<td>76</td>
<td>1.4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>54</td>
<td>7.04</td>
<td>21</td>
<td>81</td>
<td>4.2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>56</td>
<td>2.82</td>
<td>23</td>
<td>83</td>
<td>1.4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>1.41</td>
<td>24</td>
<td>85</td>
<td>8.5</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>1.41</td>
<td>25</td>
<td>90</td>
<td>2.8</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>4.20</td>
<td>28</td>
<td>95</td>
<td>1.4</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>11.30</td>
<td>36</td>
<td>99</td>
<td>2.8</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>1.41</td>
<td>37</td>
<td>104</td>
<td>8.5</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>2.82</td>
<td>39</td>
<td>109</td>
<td>8.5</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>1.41</td>
<td>40</td>
<td>111</td>
<td>2.8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>2.82</td>
<td>42</td>
<td>113</td>
<td>2.8</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>1.41</td>
<td>43</td>
<td>115</td>
<td>5.6</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>1.41</td>
<td>44</td>
<td>119</td>
<td>2.8</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>1.41</td>
<td>45</td>
<td>122</td>
<td>7.0</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>2.82</td>
<td>47</td>
<td>125</td>
<td>1.4</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>1.41</td>
<td>48</td>
<td>127</td>
<td>5.6</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>1.41</td>
<td>49</td>
<td>129</td>
<td>2.8</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>1.41</td>
<td>50</td>
<td>132</td>
<td>1.4</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>2.82</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>82</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84</td>
<td>2.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>86</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>2.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>89</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>2.42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>98</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>102</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>105</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>108</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>117</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>118</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>127</td>
<td>1.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Foot Note

- Type of data is discrete.
- Instrument Used is Questionnaire.
As mentioned earlier each questionnaire, on challenges elicited 30 responses from the 30 items/questions in contains. Each item had a maximum score of 5 marks (5 for very serious difficulties, 3 for serious difficulties and 1 mark for minimal or no difficulties. This means that total possible maximum score for each respondents was 150 marks. On managerial effectiveness, the questionnaire had 13 questions and respondents gave the necessary responses. The overall managerial ineffectiveness score was organized like in the case of Challenges and although the maximum, possible score for each individual was 65(13 x 5), this was then converted to 150 in each case.

The scores were first arranged in order of specific departments and are shown below:

**Table 4.15: Challenges Responses in Relation to Managerial Effectiveness Scores**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Challenge Response (\gamma_{150})</th>
<th>Managerial Ineffectiveness Score (\gamma_{150})</th>
<th>Total (\frac{y}{300})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>69</td>
<td>102</td>
<td>171</td>
</tr>
<tr>
<td>Languages</td>
<td>66</td>
<td>96</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76</td>
<td>104</td>
<td>180</td>
</tr>
<tr>
<td>Technical</td>
<td>70</td>
<td>103</td>
<td>173</td>
</tr>
<tr>
<td>Humanities</td>
<td>72</td>
<td>98</td>
<td>170</td>
</tr>
<tr>
<td>Average Score(All HODs)</td>
<td>71</td>
<td>101</td>
<td>171</td>
</tr>
</tbody>
</table>

Where \(x=150\) (total possible scores) and \(y=300\) (total possible scores)

Looking at the Information in table 4.16 it is clear that Mathematics department are ranking highest both on challenges scores and also on the managerial ineffectiveness scores. Languages departments are both lowest on challenges scores and also managerial ineffectiveness scores. It should be noted that a higher challenge score means there are difficulties to the respective HOD. The difficulties may be in terms of lack of facilities, curriculum and instructions difficulties, difficulties in relation to
his seniors, role strain difficulties, among others. A lower challenge score, on the other hand, would mean fewer difficulties to the respective HOD.

Similarly, a higher managerial ineffectiveness score means that the respective HOD was not effectively carrying out his management roles. This might be due to a challenge he was facing e.g. lack of facilities may make it difficult for him/her to carry out management roles effectively & vice versa.

b) Summary of the Scores Classification

It will be noted from the individual HOD scores that the frequencies under the challenge scores are comparatively widely distributed as opposed to frequencies under individual managerial ineffectiveness scores.

To facilitate easier understanding and calculation the individual scores were then collated.

The individual scores were grouped into five main categories. On challenges scores, this researcher, on the basis of observation and calculation, took an average score of 86 marks as being the score of those HODs who were to be considered as having worse challenges. This score can be converted to 57.3\% (\frac{86}{150} \times 100) and is a fair score for considering the challenges as worse.

Overall challenges score were summarized and classified as follows:

**Table 4.16: Overall challenges Scores – Academic HODs Responses** (N=71)

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>n</th>
<th>(\times/150)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST</td>
<td>5</td>
<td>41</td>
<td>11.5</td>
</tr>
<tr>
<td>BETTER</td>
<td>16</td>
<td>51</td>
<td>14.3</td>
</tr>
<tr>
<td>GOOD</td>
<td>26</td>
<td>65</td>
<td>18.3</td>
</tr>
<tr>
<td>BAD</td>
<td>18</td>
<td>86</td>
<td>24.2</td>
</tr>
<tr>
<td>WORSE</td>
<td>6</td>
<td>113</td>
<td>31.7</td>
</tr>
<tr>
<td>TOTALS</td>
<td>71</td>
<td>356</td>
<td>100</td>
</tr>
</tbody>
</table>

Where \(x=150\) (total possible scores)

In this case the sample will be judged on the basis of classification and it is (Best, Better, Good, Bad and Worse).
Similarly, individual managerial ineffectiveness scores were also summarized and classified. In this case, and again through observation and calculation, 87 marks were taken as the score representing the average score that constitute the IIODs to be considered as worse. This average score can be converted to $58\% \left( \frac{87}{150} \times 100 \right)$ and it is a fair score for considering managerial ineffectiveness as worse. It is also the score nearest to challenge score in relation to comparison (i.e. challenge score is 86 while the managerial ineffectiveness score is 87).

The managerial ineffectiveness average scores were summarized and classified in form of a table as follows:-

Table 4.17: Overall Managerial Effectiveness Percentage Scores (N=71)

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>n</th>
<th>$x/150$</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST</td>
<td>2</td>
<td>44</td>
<td>11.4</td>
</tr>
<tr>
<td>BETTER</td>
<td>4</td>
<td>64</td>
<td>16.6</td>
</tr>
<tr>
<td>GOOD</td>
<td>5</td>
<td>72</td>
<td>18.7</td>
</tr>
<tr>
<td>BAD</td>
<td>25</td>
<td>87</td>
<td>22.5</td>
</tr>
<tr>
<td>WORSE</td>
<td>35</td>
<td>119</td>
<td>30.8</td>
</tr>
<tr>
<td>TOTALS</td>
<td>71</td>
<td>386</td>
<td>100</td>
</tr>
</tbody>
</table>

Where $x=150$ (total possible scores)

In this case, the sample size will be judged on the basis of classification which is 5 (Best, Better, Good, Bad and Worse).

The challenges scores and managerial ineffectiveness score can now be summarized as follows:-
Table 4.18: Average Challenges and Managerial Scores

<table>
<thead>
<tr>
<th>Classification</th>
<th>Average Challenge Scores $^x_{/150}$</th>
<th>Average Managerial Ineffectiveness Score $^y_{/150}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>BETTER</td>
<td>51</td>
<td>64</td>
</tr>
<tr>
<td>GOOD</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>BAD</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>WORSE</td>
<td>113</td>
<td>119</td>
</tr>
</tbody>
</table>

*Where $x =$ total possible score*

It may be noted that the total scores on challenges faced by academic HODs were lower than the scores on managerial effectiveness e.g. those academic HODs who had the least challenges scored 41 out of 150 while they scored 44 out of 150 on managerial effectiveness. Again those academic HODs who had the highest score on challenges attained 113 out of 150 and scored 119 out 150 on managerial effectiveness. The researcher then analyzed the data obtained in relation to the challenges and managerial effectiveness and came up with the bar graph shown below.

*Figure 4.4: Relationship between Managerial Effectiveness and Challenges Faced by Academic HODs. (N=71)*
As can be seen from the figure 4.4 above it consists of both graphic and category scales. The figure shows clearly that more academic HODs are in the bad and worse categories as compared to a slightly less number of academic HODs who are in the better and best categories.

4.5 Discussion (Interpretation) of the Research Findings

The project findings conclusively reveal that most academic HODs are reluctant to perform their management roles. This is consistent with Hall and Thomas (1977) study which observed that most HODs tend to share a laissez faire attitude.

According to the path – Goal Theory (Evan & House 1970) as used in this research project effective leaders (in this case effective academic HODs) clarify the path to help their followers (in this case teachers under them) get from where they are to the achievement of their work goals and make the journey along the path easier (in this case better management) by reducing road block and pitfalls (in this case challenges). It’s clear that most academic HODs have not been able to do this. In most cases, the leader is redundant with environment structures and incongruent with subordinate characteristics.

On innovations, most academic HODs do not want to initiate in their departments. Most of them, though appreciating change, seemed unsure of whether they were the ones to introduce change or it should come from other sources. This appears to be consistent with Hannay and Ross (1999) findings that when HODs are caught up with change, they develop a commitment to the existing culture.

On instructional leadership, most academic HODs performed this role quite actively. This appears to be consistent with Mulkeen (2007) observations that, when teachers have questions about their teaching, they mostly asked their colleagues or their heads of department.

However, in relation to performance on national examinations, the leaders have not facilitated good/desired outcomes from their subordinates. This is consistent with Dinham (2007) research findings with subject departments which found out that leadership was a very important factor in the achievement of exceptional educational outcomes.
The role of planning is also carried by a handful of academic HODs. This might be the reason why management is ineffective in all the departments. This appears to be consistent with Woodcock (1979) who wrote that an effective group should have clear objectives and goals, among other qualities.

Facilities

In this project, it was established that there is a strong relationship between better management by academic HODs and availability of facilities. This is consistent with Ponda (2007) who found out that computer software application with all the contents of the syllabus helped students grasp abstract scientific concepts. It’s also consistent with Ikoya (2008) whose data revealed that decentralization enhances the availability, adequacy and functionality of the school physical facilities.

Roles

It was also established that there is a relationship between management and the other roles that an academic HOD was carrying out. This is consistent with Cockcroft (1982) who, although acknowledging that academic HODs are supposed to be aware of the quality of teaching going on within the department, also observes that this is an aspect of their work which causes many academic HODs great role strain.

Performance in National Examinations

The project revealed that there is a high correlation between good performance in national examinations and better management by academic HODs in public secondary schools. This is consistent with Bottery (1992) who observed that when individuals in an organization tackle any job with the same degree of professional thoroughness because (a) They were selected because they are predisposed that way (b) They have been trained to do it that way and (c) the culture and ethos they work in makes it natural for them to work that way - that attainment of targets are passed as a matter of course, as outcomes of the system. According to this research project, it is clear that this scenario is largely lacking among a prevalently large number of academic HODs.

Teachers Attitudes

Again, there was a high correlation between better management by academic HODs and the respective teachers attitudes in their respective departments. This is consistent with
Wallace (2006) observation that the process by which teachers come to trust the authenticity of power sharing is a slow one.

4.6 Issues Arising From Discussion on the Research Findings.
It is clear from the research findings that better management by academic HODs in our public secondary schools is largely lacking. This means that we need to address ourselves to challenges that impinge upon the academic HODs thereby making it difficult for them to carry out their management roles in a better way. Due to the challenges and management ineffectiveness, there are several issues that come to the fore:

Legal Issues: Although responsibilities may be best owed upon them, HODs are generally not bound by any legal policy in relation to their departments. The annual magazine for the Kenya secondary school Heads Association (The Kenya Secondary School Heads Association (The Principal (2008) has suggested that the Education Act should be overhauled.

Role strain: Most academic HODs have too many roles. Earley and Fletcher (1989) findings clearly shows that most HODs are unable to complete their roles due to shortage of time.

Innovations: If performance has to improve there must be a change. Patrick Nyagosia (2009) acknowledges that, for example, there is need for a way forward in order to improve performance of schools in Central Province. He notes that, among other changes, we need to change our commitment, change our attitudes and change our very core values to best and positive ones.

Training: Talking about departments, Elizabeth Richardom (1973) observed that it may be very difficult for a scientist to demonstrate that he has interest in anything but hard facts and equally difficult for an English specialist to demonstrate that he has any respect for facts at all. However, despite the mathematics HODs attending in service courses (SMASSE) regularly, they have the highest scores on challenges and also on management in effectiveness. Language HODs were best in management. Would it be reasonable to give mathematics teachers some language lessons as a part of the training programme?

Motivation: As Okumbe (1998) notes, motivation is a direct cause of behaviour, but satisfiers (rewards) are not. However rewards motivate people only, if they are made contingent upon the desired behavior. This researcher established that although in some cases the academic HODs were highly motivated, they were largely lacking in their
managerial effectiveness. Motivation does not always lead to better performance and in some cases satisfiers, especially regarding academic HODs should be emphasized more.  

**Facilities:** Most schools did not have the appropriate facilities. This might be because most of them are up-coming schools. There was also a shortage of teachers in several institutions. The KSSHA yearly magazine (Principal, 2009) observes that the government has been slow in releasing funds.  

**Co-ordination and Innovations:** These two roles are mostly left to the deputy principal or the principal, although academic HODs can play a significant role. Managers of schools, especially principals should be inculcated and inducted on how they can benefit from the academic HODs. This will improve the quality of education. Writing about quality education, a magazine, *Elimu News* (2009) notes that, our educational institutions must, out of necessity, establish internal quality assurance mechanisms. If academic HODs skills and knowledge are channeled properly, they can be good internal “quality controller” officers.
5.1 Introduction
This chapter consists of a summary of the research findings, conclusion and recommendations as revealed in the project. It also contains suggestions for further research.

5.2 Summary of the research findings
The research established the following:

Most academic HODs are not actively involved in carrying out their respective management roles.

Academic HODs do not like bringing new changes in their departments.

Most academic HODs do not supervise their teachers to attain the curriculum objectives.

Mathematics departments have serious challenges and are not ineffective in management.

Languages departments have no serious challenges and are the most effective in management.

The researcher found out that most academic HODs have challenges which directly affect their management effectiveness. It was also established that most academic HODs are not involved in budgeting of their department. Planning is also not done by most academic HODs. In relation to lack of facilities 89 percent of academic HODs did not have a house in the school. On lack of motivation 79 percent of academic HODs were not given rewards for improvement of performance in their respective departments.

5.3 Conclusion
A HOD is a chairman/chairperson of a team. He/she has to understand group dynamics, how to counsel, coach and direct work teams and individuals so that they perform their best. All future organizations are placing greater emphasis on teams and co-ordinated efforts. This requires managers to understand more on participative management techniques.
5.4 Recommendations

Leadership: In my view, since most of the tasks they perform are structured, supportive leadership would be the most suitable for academic HODs. The other reason why I would emphasize on this type of leadership is because academic HODs are in formal authority relationships.

Training: This should be carried out at two levels:

- **Principals:** They should be trained on the benefits of acknowledging middle managers (in this case the academic HODs) and recognizing that they are an integral part of the institution and are beneficial if managed properly.
- **Academic HODs:** Although they have considerable technical and conceptual skills, their management skills should be improved through regular workshops.

Communication Skills: Due to the glaring management ineffectiveness in Mathematics departments as compared to the highly management effectiveness in languages department, it is advisable that Mathematics departments (and even science departments) be given additional basic language courses – especially on communications.

Broadening future prospects: Some ambitious HODs usually ask themselves, “After HOD, what next?” The fact is that there are less chances of climbing the ladder. Stakeholders should create a variety of portfolios in the education sector as satisfiers for those HODs who want to further their careers.

Terminologies: Instead of using the term HOD, the employer can also use different terms to describe different teachers who have passed the interview for a HOD and have been upgraded to the same job group. This will erase the ambiguity of the term especially in some smaller schools – where a department is consisted of only one teacher – the HOD or two teachers only.
Co-ordination: There should be at least one co-ordinator HODs in every 100 schools with 350 students and above. He/ she should liaise closely with the Head teacher and ensure that HODs are being facilitated in playing their roles effectively. This practice is carried out by some countries. However, if a policy like this is to be effective academic HODs must first be given their line of responsibility clearly and a legal framework of their roles clearly laid down.

Budgeting: Most non-academic are involved in sharing a part of the “cake” as far as the budgetary allocations are concerned. This is because, in most cases, the Headteachers cannot be able to avoid them (e.g. HOD Boarding, HOD games, HOD Guidance and Counselling, HOD Boarding, HOD Clubs and Societies). This is not the case with academic HODs. Perhaps a legal framework can be laid out such that academic HODs are directly accountable in sourcing learning materials for their departments.

Funding: Due to the dire need for facilities in most of the public secondary schools covered in the project, concerted efforts should be made by all stake holders to find methods of obtaining more funds. This should include improvisation, seeking assistance, from NGOs, old students, SAGAs and requests for more funds from the existing sources.

Adequate time: It has been found out to be the truth through this research and others that most academic HODs do not have adequate time. This can be rectified if their job description is clearly laid out and modalities put in place on how to remunerate or give them an allowance for extra work and over time. Such modalities can also be put in place for other managers in educational institutions.

5.5 Suggestions for Further Research

Further research in this area can be carried out in relation to:-
(a) Subject Heads of Departments. e.g. Language department only.
(b) Non-Academic Departments e.g. The Boarding Department
(c) Heads of Departments in colleges.
(d) Comparison between Academic HODs of private secondary schools and Academic HODs public secondary schools.
REFERENCES


Olabisi


Labreque (2007) *Effective department and team leaders* A practical guide Sharon Cromwell


Ministry of Education (1985) *Responsibilities and duties in schools/educational institutions (management guidelines)*. Republic of Kenya


Mulford (1994) *Organisation learning and educational change*. Faculty of education, University of Tasmania.


Shirley, M (1985). **The high school department head, powerful or powerless in guiding change?** Texas University.

Siddle (1978) **Improving Education for preconditions successful inspection**. Nairobi.


The London School of Economics and Political Science (2009) **HODs Handbook**.

Houghton Street.


Welch (1996): **Traditional, Modernity and Postmodernity in Comparative Education**. Education Reform from tradition to Postmodernity. Taipei, Taiwan Normal University.


World Bank (2008) **Secondary Education in Africa Region Human Development**. The Human development Department World Bank Washington DC.
TO WHOM IT MAY CONCERN

REF: LETTER OF INTRODUCTION – MAINA JOHN

This is to confirm that Maina John REG. NO. E55/10611/04 is an M.Ed student in the Department and has completed his coursework and examination in the area of Educational Administration. He is in the process of writing his research project which will lead to attainment of an M.Ed degree of this University.

Any assistance recorded him will be highly appreciated.

SNW/Lkm

S. N. Waweru
Chairman

DATE: 4th June 2009
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Limitations faced by Heads of Departments in the management of public secondary schools in Ndia Division, Kirinyaga District, Central Province”. I am pleased to inform you that you have been authorized to undertake your research in Nairobi District for a period ending 28th February 2010.

You are advised to report to the District Commissioner and the District Education Officer Kirinyaga District before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

SAID HUSSIEN
FOR SECRETARY

Copy to:

The District Commissioner
Kirinyaga District
Central Province

The District Education Officer
APPENDICES

APPENDIX III

A QUESTIONNAIRE ON THE CHALLENGES FACED BY ACADEMIC HEADS OF DEPARTMENT IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN NdIA DIVISION, KIRINYAGA DISTRICT, CENTRAL PROVINCE.

This questionnaire is divided into three parts:-

1. PART A: PERSONAL DETAILS
2. PART B: SELECTED CHALLENGES
3. PART C: MANAGERIAL EFFECTIVENESS

PART A: PERSONAL DETAILS

Please fill in all the sections of this questionnaire. Do not indicate your name or that of your school in this questionnaire.

1. Please state your gender by ticking in the columns given below:

<table>
<thead>
<tr>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
</tr>
<tr>
<td>FEMALE</td>
</tr>
</tbody>
</table>

2. Please tick below where your age category belongs

<table>
<thead>
<tr>
<th>AGE</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 – 35 YEARS</td>
<td></td>
</tr>
<tr>
<td>36 – 45 YEARS</td>
<td></td>
</tr>
<tr>
<td>46 – 60 YEARS</td>
<td></td>
</tr>
</tbody>
</table>

3. Please write the department you are in charge of in the space given below
DEPARTMENT

4. Please state the length of period you have been in charge of your department

LENGTH OF PERIOD

5. Please tick your academic qualifications in the column given below:

<table>
<thead>
<tr>
<th>ACADEMIC QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma level</td>
</tr>
<tr>
<td>Bachelor/ Degree level</td>
</tr>
<tr>
<td>Master level</td>
</tr>
<tr>
<td>Any other (please specify)</td>
</tr>
</tbody>
</table>

6. Please state the number of teachers you are in charge of in your department.

NUMBER OF TEACHERS

7. Please state the number of lessons you teach in a week.

NUMBER OF LESSONS

8. Apart from teaching and departmental duties, are you involved in any other school activities? Please specify.

---

9. Please state the mean grade of subject performance in national examinations for your department in the following years:-
10. If you are requested to state only one major difficulty you have ever faced in your department as a H.O.D, What would it be?

PART B : CHALLENGES

You will now find a list of some of the areas of that HODs encounter limitations as they carry out their duties and responsibilities. Before you start responding, please note the following:-

PROBLEM RANKING:

Please rank the areas according to the manner in which they present themselves in your respective working stations. The instructions given below will assist you to rank the areas from the most difficult areas of limitations to the least difficult areas of limitations:

i. To indicate area(s) that cause most difficulties in discharging your duties and responsibilities as a H.O.D – Tick column with alphabet A.

ii. To indicate area(s) that cause normal or ordinary difficulties that you can easily handle without much hustle as a H.O.D: Tick column with Alphabet B.
iii. To indicate area(s) that cause either the least difficult and responsibilities as
H.O.D – Tick column with Alphabet C e.g.

iv. If you respond to A(most difficulty) you will tick as shown below:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHALLENGES OUTLINE

1.1 Curriculum and instruction

a. Lack of records preparation and use by teacher

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Difficulties in ensuring that teachers are covering the syllabus

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Lack of familiarity with key sources of information on curriculum.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Problem of translating curriculum objectives into learning activities.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Lack of conductive learning environment

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. Difficult of getting enough time to ensure curriculum objectives are attained

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f. Lack of proper evaluation policy

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Teacher Difficulties

a) Frequent shortage of teachers and other teaching resources.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Lack of harmonious working atmosphere in your department

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c) Difficulties in distributing responsibilities among teachers.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d) Difficulties in handling older and more experienced teacher who feel they are better than you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e) Teachers going to seniors to handle cases which the department could have easily handled.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f) Lack of teacher's participation during meetings in departments and teachers' low motivation.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

g) Teachers not using facilities in the department effectively and efficiently.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2 Difficulties Related to Senior Administrator

a) Lack of enough support from the principal in creating a harmonious relationship.

b) Making requisitions and nothing is done

c) No attendance of your meetings by the deputy or principal

d) Conflicting goals between the department and school goals

e) Being criticized by the principal or his deputy when a teacher under you does something wrong.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f) Reporting to principal about errant teachers in your department and nothing is done

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

g) The principal or his deputy is too instructive about what is happening in your department

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

h) Lack of adequate motivation from the principal

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.3 Specific H.O.D Difficulties

a) Lack of an office and the facilities that go along with it.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Lack of adequate time to attend to your duties and responsibilities

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) No head of department in service course specifically designed and provided.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d) Not in the department for which you were appointed

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e) Earning a low salary than some teachers in my department.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
f) No heads of department association where grievances we face can be handled

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

g) Chances of promotions to higher grades and posts are not easy to come by.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

**PART C: MANAGERIAL EFFECTIVENESS**

Please respond to the following areas by ticking the most appropriate area(s) in relation to your school.

1. Does your department have any deliberate motto, mission or written objective/s

   A. NOT YET
   B. YES, BUT NOT ALL
   C. YES

2. Are you likely to forecast what the results of your department are likely to be with a high degree of certainty?

   A. NO
   B. SOMETIMES
   C. YES
3. Are you given an opportunity to budget on the resources needed in your department?
   A. NO
   B. SOMETIMES
   C. YES

4. Are you involved in distributing lessons for teachers in your department?
   A. NO
   B. SOMETIMES
   C. YES

5. Are there regular training programmes for teachers and you in this department?
   A. NO
   B. SOMETIMES
   C. YES

6. Does your department hold meetings with other departments as the deputy Head teacher as a chairman on a regular basis?
   A. VERY RARE
   B. SOMETIMES
   C. YES

7. Do you check teacher's record and sign them on regular basis?
   A. NO
   B. SOMETIMES
   C. YES

8. Have you ever at any occasion sat / attended a class when a teacher in your department was teaching and vice versa?
   A. NO
   B. YES
   C. NEVER THOUGHT ABOUT IT
9. Have you ever applied for a higher position and did not get it
   A. NO
   B. YES
   C. NOT INTERESTED

10. Do you have a house in the school?
    A. NO
    B. YES
    C. I DON'T MIND LIVING ELSEWHERE

11. Has your department received performance rewards or reinforcement rewards recently?
    A. NO
    B. YES
    C. SOMETIMES

12. Does the school provide any rewards to these departments whose performance has improved?
    A. ALWAYS
    B. SOMETIMES
    C. NEVER

13. Do you feel there should be some changes in your school and department in order to improve performance
    A. NO
    B. YES
    C. NONE

THANKYOU FOR YOUR CO-OPERATION AND THE RESPONSES YOU HAVE GIVEN.