CHALLENGES FACED BY SECONDARY SCHOOL HEADTEACHERS IN LEADERSHIP AND MANAGEMENT OF HUMAN RESOURCES IN NZAUI DISTRICT-MAKUENI COUNTY, KENYA

MUTUVA SERAPHINE NTHENYA

E55/CE/14584/09

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY.

DECEMBER, 2012
DECLARATION

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

MUTUVA SERAPHINE NTHENYA

E55/CE/14584/2009

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

DR MARTIN OGOLA

Lecturer

Department of Educational Management, Policy and Curriculum Studies
Kenyatta University

DR. JACKLINE K. A. NYERERE

Lecturer

Department of Educational Management, Policy and Curriculum Studies
Kenyatta University
DEDICATION

This project is dedicated to my husband, Jackson Muema Komu and to our sons the delight of my life Fredrick Kyalo and Kelvin Mulwa.
ACKNOWLEDGEMENT

I am sincerely thankful to the Almighty God who has seen me through this major task of writing this project by granting me the much needed energy and good health. I wish to acknowledge the people who greatly contributed to the accomplishment of this research project. First, sincere thanks to my two supervisors Dr. Martin Ogola and Dr. Jackline Nyerere of the Department of Educational Management, Policy and Curriculum Studies for the enabling guidance support, constructive criticism and personal interest in the progress of the study.

I sincerely thank all the headteachers of the sampled schools for responding to my questionaires during this study. Many thanks go to all the Mutuvas for their encouragement during hectic times of doing assignments and writing the project.
TABLE OF CONTENT

Declaration.......................................................................................................................... ii
Dedication.......................................................................................................................... iii
Acknowledgement............................................................................................................ iv
Table of contents............................................................................................................... v
List of tables..................................................................................................................... ix
List of figures................................................................................................................... xi
List of acronyms............................................................................................................... xii
Abstract........................................................................................................................... xiii

CHAPTER ONE: INTRODUCTION

1.1 Introduction ............................................................................................................... 1
1.2 Statement of the problem......................................................................................... 10
1.3 Purpose of the study............................................................................................... 11
1.4 Objectives of the study......................................................................................... 11
1.5 Research questions............................................................................................... 12
1.6 Significance of the study....................................................................................... 12
1.7 Limitations of the study....................................................................................... 13
1.8 Delimitation of the study..................................................................................... 13
1.9 Assumptions of the study..................................................................................... 14
1.10 Theoretical framework....................................................................................... 14
1.11 Conceptual framework....................................................................................... 15
1.12 Operational definition of terms....................................................................... 16
CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION

4.1 Introduction .................................................................................. 37
4.2 Background Information............................................................. 37
4.3 Challenges faced by headteacher in recruitment, induction,
development and motivating teachers in their schools............... 40
4.3.1 Recruitment.............................................................................. 40
4.3.1.1 Duration taken by TSC to advertise jobs for requested position... 41
4.3.1.2 Existence of conflict between the principal and the BOG
during recruitments................................................................. 42
4.3.2 Induction of beginning teachers ................................. 44
4.3.2.1 Challenges faced by principals/mentors in their endeavour to
fulfil induction needs of beginning teachers......................... 45
4.3.3 Challenges faced by headteachers in in-servicing and
developing teachers................................................................. 46
4.3.4 Motivation of human resource in school.............................. 48
4.3. Teachers and support staff rating of motivation ....................... 50
4.4 Challenges associated to support staff in school...................... 50
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ................................................................. 64
5.2 Summary ................................................................. 64
5.3 Conclusions ............................................................... 67
5.4 Recommendation ....................................................... 68
5.5 Suggestions for further research................................. 69

References ............................................................................ 70

Appendices

Appendix I: Letter of Introduction......................................... 75
Appendix II: Questionnaire for the headteachers..................... 76
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.1</td>
<td>Gender of respondents</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Distribution of Respondents by their Age</td>
<td>38</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Highest academic qualification</td>
<td>38</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Number of Years as a headteacher</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Duration served as a headteacher in the current school</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>Recruited TSC teachers through the BOG in school</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Time taken by TSC to allow them to recruit after informing them of the vacancy</td>
<td>41</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Existence of conflict of views between the principal and the BOG during recruitment</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.9</td>
<td>Induction for beginning teachers in school</td>
<td>44</td>
</tr>
<tr>
<td>Table 4.10</td>
<td>Challenges faced by headteachers/ mentors in their endeavour to fulfil induction needs of beginning teachers</td>
<td>45</td>
</tr>
<tr>
<td>Table 4.11</td>
<td>Challenges faced by headteachers in in-servicing and developing teachers in school</td>
<td>47</td>
</tr>
<tr>
<td>Table 4.12</td>
<td>Forms of motivation teachers were given by headteachers</td>
<td>49</td>
</tr>
<tr>
<td>Table 4.13</td>
<td>Rating motivation of teachers as well as workers</td>
<td>50</td>
</tr>
<tr>
<td>Table 4.14</td>
<td>Challenges headteachers face associated with support staff</td>
<td>51</td>
</tr>
<tr>
<td>Table 4.15</td>
<td>Challenges headteacher faced when dealing with human resource</td>
<td>52</td>
</tr>
<tr>
<td>Table 4.16</td>
<td>Some of the effects resulting from the challenges faced by teachers</td>
<td>53</td>
</tr>
</tbody>
</table>
Table 4.17  Challenges headteachers face in their schools when dealing with human resource………………………………………………………… 54

Table 4.18  Some coping strategies employed by headteachers to mitigate the challenges………………………………………………………… 56
<p>| Figure 1: A conceptual framework showing the challenges faced by headteachers in human resource management | 15 |</p>
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aids</td>
<td>Acquired Immune deficiency syndrome</td>
</tr>
<tr>
<td>ARVs</td>
<td>Anti Retro Virals</td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
</tr>
<tr>
<td>HRD</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Manager</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NQTs</td>
<td>Newly Qualified teachers</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teachers Association</td>
</tr>
<tr>
<td>SAPs</td>
<td>Structural Adjustment Programmes.</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study is to investigate the challenges that are faced by headteachers in managing the human resource in their schools and the impact the challenges have on teaching and learning in the schools. The objectives of the study were to find out the issues that face the headteachers in recruitment, induction, development and motivating teachers in their schools, to investigate the challenges headteachers face in managing the support staff in their schools, to examine the how the challenges headteachers face in human resource management affects learning and teaching in their schools, and to determine the coping strategies that headteachers employ in dealing with the challenges they face in managing human resource. The research design for this study was descriptive survey. The target population for the study was all the forty five headteachers in Nzaui District while the sampling design used was purposive and all the headteachers participated in the study. The instrument for collecting data for the study was a questionnaire with both open and closed items. The data collected was analysed by use of descriptive statistics. Frequency, percentage tables and graphs were used to present the data. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) programme. The following were the findings of the study; that 57.8% of the headteachers had recruited TSC teachers through the BOG in school. Headteachers (55.6%) said there was no conflict of views between the principal and the BOG during recruitment. Headteachers (93.3%) said that in their school, induction took place for beginning teachers and the main problem was lack of time due to work overload. The challenge affecting in-servicing and developing teachers, were resistance to change, lacked commitment towards learning and training. Teachers and support staff had similar financial reward that lead to an average level of motivation. The coping strategies employed by headteachers were holding weekly briefs, open forums and dialogue, encouraging team work and self drive for teachers in order to achieve targets, availing copies of the teachers code of regulation to the teachers for discipline purpose and offering remedial teaching outside school hours to cover syllabus and establishing a PTA kitty to motivate the staff. The following are the recommendations of the study. The recruitment of both TSC and BOG teachers was carried out in school through BOG. There is need to educate the BOG on the recruitment policies from TSC. There is need for creation of time by reducing the work load of HOD, deputy principal and the principal for effective induction process for beginning teachers. Teachers should not be resistance to change during the in-service and development of teachers. The headteacher should use alternative methods to motivate their staff when funds are inadequate. Support staff should not discuss teachers with students to avoid jeopardizing the role of teachers in disciplining them. The headteacher should avoid nepotism, employ skilled personnel and discourage sexual relations between students and non teaching staff. The Ministry of Education through TSC should offer teachers better salaries. The coping mechanisms put in place by headteachers are weekly briefs, open forums, dialogue self drive to encourage teachers.
CHAPTER ONE
1.0 INTRODUCTION

This chapter of the study contains the following sub-topics; overview of human resource, definition of human resource, nature of human resource in secondary schools, secondary school level in Kenya, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumptions of the study and operational definition of words.

1.1 Background of the study

Managing people in a working environment has been an issue of critical concern ever since the Hawthorne studies of 1960 of Elton Mayo who evaluated the human resource relation practises that existed in an organization. Since then the issue of managing people in a work environment has always occupied a central role in today’s organization. Byers (1970) as quoted by Chemtai (2010) noted that since people are the greatest potential asset to any organization, the development of people and the creation of organizational conditions for full utilization of their developed talents should be of the highest priority and concern to the governing body and the top management. Therefore, the development of the human resources assumes that the process is continuous and there is always room for improvement. It also assumes that circumstances change and hence the need to cope with the changes. Constant environmental changes mean that human resource managers face constant challenges. They must respond by taking advantage of gradual yet profound changes in the nature of the field, current practices, and overall human resource management policies, mission and vision (Chiavenato, 2001).

Chiavenato (2001) indicates that the change is observed from the Muscular to Mental Work. Repetitive physical labour that does not add value is increasingly being replaced
by mental creativity. Routine and monotony are giving way to innovation and a break with tradition.

In the past, people were considered to be merely workers, an old concept that associated people with things. Now people are considered as purveyors of activities and knowledge whose most important contributions are their intelligence and individual talents. We are used to dealing with physical, repetitive manual labour; we need to become accustomed to dealing with mental, creative, and innovative work. It is a matter of multiplying efforts, rather than simply adding them. We are used to individualized, isolated work; we need to change to high-performance teamwork from followers of orders to entrepreneurs. The old concept that people are hired workers who hold certain positions according to fixed schedules and following internal rules and regulations is being supplanted by a new concept that rewards internal entrepreneurship. In the past, performance evaluation emphasized things like absenteeism, punctuality, and personal discipline. Now, it focuses on vision, goals and results, and especially on personal contributions to organizational objectives (Chiavenato, 2001).

Generally, human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Nakpodia (2010) points out that HRM was born out of failure of personnel management to manage people effectively in the pursuit of the strategic (organization) imperative. Thus, the concept of human resource management is emphasized more than personnel management in improving the productive contribution of people in the organization.

According to Ogunsaju (2006), personnel management is the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organisational set down goals and objectives. It
could also be defined as the effective utilization of human resources in an organization through the management of people and related activities. Stone (2006) argues that the word personnel administrator or personnel management refers to activities or a process of managing people which is related to employees in the organization with little relationship between various activities and organizational activities. Until recently, personnel management was routine and nominal (Ogunsaju, 2006).

The technique viewpoint of Human Resource Management was concerned with the techniques of handling personnel problems and not understanding why the problems exist (Nakpodia, 2010). The analytical viewpoint attempts to examine why some problems exist and how it can be solved in organization. According to these viewpoints, administration should be more concerned with the humanization of work, with the creation of openness and the demise of the bureaucratic structure. The concept of personnel management has changed as Stone (2006) says ‘The process of managing people within the employer-employee relationship specially, involves the productive use of people in achieving the organization’s strategies, business objective and the satisfaction of individual employee needs, which came to be referred to as Human Resources Management (HRM)’. Scope of HRM without a doubt is vast. All the activities of employee, from the time of his entry into an organization until he leaves, come under the horizon of HRM (Training and Development, 2007).

One of the most significant developments in the field of organization in recent times is the increasing importance given to human resources. More and more attention is being paid to motivational aspects of human personality, particularly the need for self-esteem, group belonging, and self-actualization. This new awakening of humanism and humanization all over the world has in fact enlarged the scope of applying principles of
human resource management in organizations. The development of people, their competencies, and the process development of the total organization are the main concerns of human resource management (Chatterjee, Kaushik, Gautam, and Shantanu, 2001). The HR service is designed to provide a flexible and professional service, to assist schools in planning and managing their most important resource—their staff (Cockle, 2011).

Therefore the human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Its operations are not restricted to industry and commerce but to all fields of human endeavours including education. Specifically, the human resource in education is a mixed grid—students and workers whose management seems to be difficult because of the nature of membership (Nakpodia, 2010). For the purpose of this project human resource and personnel management were used interchangeably to mean the same.

In a school organization structure there is the line and the staff. The line of authorities are those personnel directly involved in achieving the main goals of the organization while the staff are support personnel who provide services i.e. technical and advisory to those in line of authority. They are indirectly involved in the achievement of organizational goals, but are very important in the organizational system (Ochenge, 2007). EFA Global Monitoring Report (2005) divides human resource in the secondary school into 3 categories; administrative staff (headteacher, deputy headteacher, HODs and senior teacher), teaching staff (all teachers) and support staff (accountants, bursar, secretary, messengers, drivers, grounds men, cooks and school nurse).

The report (EFA) continues to indicate that Human resource inputs in a school include managers, administrators, other support staff, supervisors, inspectors and, most
importantly, teachers. In a school the teachers are in the line while the non teaching are in the supporting staff. Nakpodia (2010) indicates that the success of every educational system depends on the quality and quantity of its factors of production – human and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and re-train the staff of any organization for better production.

Council for Education Policy, Research and Improvement (2003) indicates that the most important factor affecting the quality of education is the quality of the individual teacher in the classroom. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes (EFA Global Monitoring Report, 2005). There is clear evidence that a teacher’s ability and effectiveness are the most influential determinants of student achievement. Regardless of the resources that are provided, rules that are adopted and curriculum that is revised, the primary source of learning for students remains the classroom teacher. More critically, the importance of good teaching to the academic success of students is intuitively obvious to any parent (Council for Education Policy, Research and Improvement, 2003).

However, it is often easy for those outside education to underestimate the difficulty of dealing with an organization such as a school with a workforce that can be as large as 250 adults, many educated to university level (Berry, 2001). The supervision of teachers is complicated by the difficult conditions under which many teachers have to live and work (Chapman, 2002). Armstrong (2004) argues that the challenges head teachers face exists because of the complexity of educational institutions.

According to Ochenge (2007) non teaching staff in schools include the matron, bursar, clerk, secretary, watchmen, groundsmen, cooks, the nurse, storekeeper (food and
stationery store) typists, messenger, laboratory assistants, librarians and store keeper. They are part and parcel of the school system and therefore their role in the school should not be downplayed.

Mbiti (1977) says that workers should also be given their dues and respect as human beings. Equal justice to everyone among the employee of any organization should be administered. He proposes that workers should be briefed properly on their responsibilities through holding regular staff meeting with the workers as well as consulting each individual section of organization on relevant matters before effecting changes.

Although the role of support staff is technical and advisory, their absence in the school structure would make it difficult for the teachers to achieve the objectives of the curriculum implementation. Inspite of the important role the support staff play in a school, very little researcher has been done on them. Even the ministry has delegated their management to the BOGs without policy guidelines on how they should be management. As a result each school manages its own support staff differently. This study acknowledges that gap for there is very little literature hence the need for this study.

Lingdale (2007) gives four stages of the journey to leadership: developing exceptional practice, learning about exceptional leadership, developing the skills of exceptional leadership and finally, embedded exceptional leadership within institutions and across networks. In Minnesota, USA, Feritzgerald (2007) described the Growing Gap: Minnesota’s Teacher Recruitment and Retention Crises. Minnesotans expect an excellent public education system comprising of top flight teachers, administrators and staff, outstanding curriculum and high graduation rates. It is an expectation as old as
Minnesota; rooted in the immigrant tradition of hard work, sacrifice and the drive to get ahead. Here mentoring in school leadership is highly emphasized.

The Kenya Education Management Capacity Assessment, 2008 reported that the problem of leadership in education in Kenya is that it currently suffers from an extreme lack of commitment. Since mid-level ranks are relatively unable to translate top-level vision into clear plans and strategies, the top level leadership has to over-invest time in re-stating, re-confirming and communicating the vision. Written statements of the vision and mission as well as of the strategy, lack the clarity that is evident in verbal expression of the top leadership. Kenya Education Management Capacity Assessment (Republic of Kenya, 2008) also reported that the functional area of teacher development, or as it used to be called ‘in-service training’ is an example of suboptimal division of labour in the education sector. Four agencies are currently delivering service to teachers in this area: the Ministry of Education, Science and Technology, through its Quality Assurance and Standards Directorate, the Kenya Management Education Institute, the Kenya Institute of Education and the Teachers Service Commission. Although some of the training differs from organization to organization, there are also significant overlaps. The target population is often the same. Each organization is responding to emerging issues with relatively little coordination, simultaneously with these overlaps. While “everybody in the ministry and beyond is training” there is a functional gap: there is no single organizational home for teacher development in the education system and there is no leadership in this area. The students’ academic outcome is greatly influenced by leadership in the schools.

Wichenje, Simatwa, Okuom and Kegode (2012), noted that what is required for headteachers is to set a clear vision for their schools, communicate this vision to students and staff, support it by giving instructional leadership, resources and being visible in
every part of the institution that account for students performance. The formulation and communication of the vision should involve the students, all staff members and stakeholders to avoid conflicts and make them own it. The Teachers Service Commission is mandated to perform teacher management functions, including; registration, recruitment, deployment, remuneration, promotion and discipline of teachers. It is also the duty of the Commission to maintain professionalism, integrity, and quality teaching standards in the teaching service (Teachers Service Commission, 2005).

According to the Teachers Service Commission (2007) policy on human resource management, high quality in the management of educational institutions in the country will be ensured by identifying, selecting and training the right people to head institutions. This is expected to enhance good performance in education institutions and minimize incidents of discontent and unrest. Failure to provide adequate and relevant training for institutional administrators, in the past, has led to under-performance; and this has resulted to declining education standards. The policy aims at providing clear and transparent criteria for identifying, selecting, appointing, deploying and training of heads of post primary institutions; and provide for effective succession management. The criteria include: qualifications for potential heads of institutions; the process for identifying and selecting heads of institutions; procedure for appointment and deployment of heads of institutions; training requirements and career progression for heads of institutions; standards for guiding prospective candidates to prepare and compete for institutional management positions with increased involvement of major stakeholders; and modalities for succession management. When the recommended policy on identification, selection, appointment, deployment and training of heads of institutions is effectively implemented, it is expected that heads of institutions will be more effective in the performance of the following duties; and in particular, the following will be expected:
the organization, management and implementation of the approved institution curriculum, supervising specific teaching and learning activities in the institution as specified in the timetable, the management and control of institution resources, the management and motivation of the human resource in the institution, the management and maintenance of the institution facilities, plant and equipment, materials and textbooks, serving effectively as the secretary to the Institution Board of Governors and the Parents Teachers Association.

According Wichenje, et. al., (2012) the job of head of institution is extremely challenging and there is need for the Ministry of Education and the Teachers Service Commission to develop viable strategies and mechanisms on teacher motivation and morale which would cater for the following: induction of new teachers, continuous in-servicing of teachers to update their competence, commitment and capability, specialized in-service to cope with curriculum changes and reforms, retirement preparation as part of succession management plan, status recognition, personal safety and security in the work environment, protection against losses and risks at the workplace. Institution management system should enhance and support the work of the teacher in the class, the system should have structures and resources which ensures the following dynamic and progressive aspects: bring about humanization of the teachers work and environment, democratize the decision-making process, ensure effective implementation of approved conditions of service and addressing of grievances, provide socioeconomic emancipation of the teaching profession through systematic and continuous teacher education and staff development programmes and empowerment of women teachers.

The situation in Nzaui District is the same as every where else in the country, whereby challenges facing the secondary school headteachers in leadership and management of
human resources starts with issues on recruitment, inductions, development and motivation of teachers in schools, managing support staff, human resource management effect on learning and teaching and the coping mechanisms. This study therefore tries to investigate the challenges that are faced by headteachers in managing the human resources in their schools.

1.2 Statement of the problem.

In Kenya, management challenges for head teachers of secondary schools have been both turbulent and rapid. However, there have been few investigations into the changing nature of the role of head teachers, which focus on the management and leadership of secondary schools. The appointment of head teachers by the Teachers Service Commission (TSC) is done based on experience of the teacher that is the more the number of years one has taught the higher the chance of promotion to head teacher level (Okumbe 1999). However, the newly appointed heads usually assume their roles in the office without having undergone formal training to prepare them for their new roles.

Normally head teachers are expected to oversee the organization of departments and the allocation of resources within the units in the school, facilitate professional development and in-service training of human resource, as well as monitor how teaching and assessment of students is conducted and effectively manage the outcomes. Lack of confidence in their work especially in recruitment, induction, development and motivation of human resource in their schools are some of the common challenges experienced by head teachers. These challenges clearly indicate that on appointment, head teachers need formal training to ensure effective administration and management of human resource of secondary schools in Kenya.
Hammond (2007) suggested that setting vision and mission of the school, recruitment, induction, developing and motivating people; and teaching and learning in the institution are some sets of practices that constitute the basics of successful leadership practices. However, extrinsic financial incentives for achieving school performance targets, under certain conditions, can interfere in the teachers’ commitments to the wellbeing of their students.

It is therefore necessary to look seriously into the challenges faced by secondary school head teachers in leadership and management of human resources. Human resources are the major key players in the achievements of the educational goals in the school. This study tries to establish the challenges head teachers face in recruitment, induction, development, motivating teachers and support staff and also to determine the coping strategies employed in dealing with the challenges the headteachers face in Nzau District, Makueni County.

1.3 Purpose of the study

The purpose of this study was to investigate challenges faced by secondary school headteachers in leadership and management of human resources in Nzau District, Makueni County.

1.4 Objectives of the study

1. To find out the challenges that the headteacher face in recruitment, induction, development and motivating teachers in their schools.

2. To investigate the challenges headteachers face in managing the support staff in their schools.

3. To examine how the challenges headteachers face in human resource management affect learning and teaching in the schools.
4. To determine the coping strategies that headteachers employ in dealing with the challenges they face in managing human resource.

1.5 Research questions

1. What challenges are faced by headteachers in recruiting, inducting, developing and motivating teachers in public secondary schools?

2. What challenges do the headteachers face in management of support staff in their schools?

3. How have the challenges faced by headteachers in human resource management affected learning and teaching in their schools?

4. What strategies do the headteachers employ in dealing with the challenges they face in managing human resource?

1.6 Significance of the study

The study may be of great help to the Kenya Education Management Institute (KEMI) on determining whether the various courses offered are of any benefit to the headteachers to cope with challenges in human resource management. It may also help KEMI to come up with new relevant courses which are more meaningful to the headteachers with the current changes in the society and technology advancement. The study may assist the Ministry of Education to come up with other mechanisms to enhance in-service training for headteachers. It may also help the Ministry of Education to improve on the provision of in-service training programmes in Nzaui District.

It is hoped that the study will form a basis for further research on the contribution of in-service training programmes of head teachers. This could lead to generation of new ideas for the better and more in-service training programmes of secondary school head teachers in Kenya and the rest of the world. Through inservice training of the head teachers on the
management of human resource, the head teachers would gain knowledge and skills on recruitment, induction, development and ways of motivating the human resource, which would enhance the management of human resource in the school. The Ministry of Education (MOE) and Teachers Service Commission (TSC) would also gain from the findings to identify the challenges that are beyond the headteachers and try to address them.

1.7 Limitations of the study
The results may not be generalized since the research was only cover Nzaui District. Similar studies should be carried out in other districts to overcome this problem. The researcher faced other problems that had direct influence on the outcome. Inaccessibility to some selected schools that were far apart causing delays and therefore difficult to reach them. The researcher had to look for a fast means of transport reach them. Some participating respondents delayed in filling the questionnaire hence the researcher had to maintain constant reminders. The respondents might have also given socially unaccepted responses

1.8 Delimitation of the study
This study was restricted to challenges facing the headteachers in human resource leadership and human resource management only, though there are other challenges headteachers faces in school management. The respondents were the headteachers of public secondary schools in Nzaui District who are involved in the management of human resources in their schools. Also it dealt with public secondary schools only. The findings may not therefore be generalized to other districts or Counties.
1.9 Assumptions of the study

The basic assumptions of the study were:

1. All the headteachers are in-serviced by KEMI on educational management course thus understand the basics of human resource in school setting.

2. That all the respondents were frank and honestly responded to the questionnaires.

1.10 Theoretical Framework

The study was guided by Goal Setting Theory by Edwin A. Locke and Gary P. Latham (1968). Goal setting theory shows how the field of organizational behaviour should progress from a sound theoretical foundation to sophisticated research and to actual application of more effective management practice. Goal-Setting theory is widely applied in educational management since education is a highly result-oriented discipline. At the outset, educational managers must set general aims of education of the schools.

Educational managers need to tailor the goals of their institutions to the needs of the students and teachers. The educational managers have to ensure that teachers participate in goal-setting. Educational management should help teachers to achieve their goals through lesson plans, schemes of work, participative decision making, motivation and professional development. The theory is applicable to the study since human resource—both teaching and support staff plays a significant role in schools. The way the headteachers manage the human resource determines the effectiveness of teachers and support staff in performing their duties.
1.11 Conceptual framework

Figure 1.1: A conceptual framework showing the challenges faced by headteachers in human resource management.

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>RESULTS OF THE CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>• Absenteeism of works</td>
</tr>
<tr>
<td></td>
<td>• Poor time keeping</td>
</tr>
<tr>
<td></td>
<td>• Poor performance in schools</td>
</tr>
<tr>
<td></td>
<td>• Lack of popularity of the school</td>
</tr>
<tr>
<td></td>
<td>• Parents fail to pay school fees.</td>
</tr>
<tr>
<td></td>
<td>• Schools are unable to run</td>
</tr>
<tr>
<td></td>
<td>• Parents withdraw their children from school</td>
</tr>
<tr>
<td>Induction</td>
<td>• Haphazard and informal</td>
</tr>
<tr>
<td></td>
<td>• Lack of time (work overload)</td>
</tr>
<tr>
<td></td>
<td>• Financial constraints</td>
</tr>
<tr>
<td></td>
<td>• Inadequate skills</td>
</tr>
<tr>
<td></td>
<td>• Lack of policy guidelines</td>
</tr>
<tr>
<td></td>
<td>• Rigid altitude (Negative)</td>
</tr>
<tr>
<td>Human Resource Development HRD</td>
<td>• Absenteeism of works</td>
</tr>
<tr>
<td></td>
<td>• Poor time keeping</td>
</tr>
<tr>
<td></td>
<td>• Poor performance in schools</td>
</tr>
<tr>
<td></td>
<td>• Lack of popularity of the school</td>
</tr>
<tr>
<td></td>
<td>• Parents fail to pay school fees.</td>
</tr>
<tr>
<td></td>
<td>• Schools are unable to run</td>
</tr>
<tr>
<td></td>
<td>• Parents withdraw their children from school</td>
</tr>
<tr>
<td>Motivation</td>
<td>• Poor work and living conditions</td>
</tr>
<tr>
<td></td>
<td>• Low salaries</td>
</tr>
<tr>
<td></td>
<td>• Poor salary administration</td>
</tr>
<tr>
<td></td>
<td>• High teaching loads</td>
</tr>
<tr>
<td></td>
<td>• Frequent transfers.</td>
</tr>
<tr>
<td></td>
<td>• Poor interpersonal relations.</td>
</tr>
<tr>
<td></td>
<td>• Personal problems</td>
</tr>
<tr>
<td></td>
<td>• HIV/AIDS pandemic</td>
</tr>
</tbody>
</table>

Source: Researcher. 2012
1.12 Operational definition of terms

**Human Resource Management**  The effective utilization of human resources in a school through the management of people and related activities.

**Challenges**  Difficult tasks that tests headteachers ability or something that needs a lot of skill, energy, and determination to deal with or achieve.

**Headteacher**  A term used synonymously with the principal to mean the head of a secondary. He is a professional who has been appointed from the ranks of a teacher to be responsible for all the overall running control and for the maintenance of all standards of the secondary schools.

**Management**  The conducting or supervising of teachers and support staff (As human resource) or the planning, organizing, directing, and controlling of the school’s operation so that objectives can be achieved economically and efficiently through the human resource.
CHAPTER TWO
2.0 LITERATURE REVIEW

2.1 Introduction
This chapter contains literature on the different challenge which the headteachers face at the school level concerning the human resource that works under them. The chapter contains literature on the role of the headteacher in human resource management, recruitment challenges, induction challenges, human resource development challenges, motivational challenges, and HIV/AIDS challenges. Other problems faced by the headteachers have also been discussed as well as the coping strategies employed by the headteacher. Lastly the conceptual framework is provided.

2.2 Role of headteachers in Human Resource Management
As indicated in the introduction chapter of this document people are the most important resource in any organization. They provide the knowledge, skill and the energies which are essential ingredients of organizational success. Even in an era increasingly dominated by technology, what differentiates effective and ineffective organizations are the quality and commitment of the people who work there (Bush and Middlewood, 2004). In Education people are particularly significant because of the demanding and vital role of developing the potential of children and young people. Educational institution are ‘people centred’ because young people are at the heart of their business (Elliot and Hall, 1994).

According to teachers proficiency training manual (2007) the headteacher is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils within the school as well as guiding and counselling teacher trainee during teaching practice. The principal is also supposed to induct and mentor new teachers. Owojori and Asauri (2010) agree that the
function of the school head is also to induct new staff and assign duties to them. However, it should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable. These are just but some of the role the headteacher towards management of the schools human resource. For the purpose of this paper only the challenges that are experienced by the headteachers directly will be discussed.

### 2.3 Recruitment challenges

Teacher recruitment is school-based in some countries (Bennell, 2004). In Kenya the members of BOG are supposed to ensure that the school has adequate teachers throughout and that in case of any shortage; they are supposed to provide solutions that would lead to the employment of new teachers. As such, it is imperative that they perform the roles of ensuring that the schools have adequate teachers and that some of the teachers who are bringing problems to the schools are disciplined. The employment of teachers though done by the TSC is through the recommendation of the heads of schools and this is where the BOG is crucial in recommending the shortages. At present in Kenya, BOG members are also constituted in the interview boards and would always recommend the types of teachers to recruit and using the same token can recommend the kinds of teachers to dismiss from the schools in case of indiscipline and under performance (Kipsoi and Sang, 2008).

Kipsoi and Sang (2008) stated that the recruitment exercise since it started in 2003 has been dogged by complaints of irregularities (Bosire, 2003). School and district boards whose recommendations are required as part of the process, have been accused of nepotism and demanding of bribes. A study conducted by Sang (2005) revealed that there are difficulties faced by head teachers in school management that they attributed to BOG.
Head teachers categorically point out that their relationship with board members is not co-operative during teacher recruitment. This shows the existence of conflict of views between the two parties during teacher selection. School heads accused some board members of over domineering in decision making and management with little recourse to head teachers’ advice. Head teachers also cite difficulties originating from board members’ illiteracy and lack of dedication as sources of problems in school management. However, they point out that BOG’s active participation in school depended on head teachers’ skills in drawing its support and co-operation. Teachers and their heads agree that board members decisions on teacher recruitment are biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. They maintain that political, religious and clan leanings take overtone among BOG and blur their capacity to make honest decisions (Kipsoi and Sang, 2008). They conclude that selection is not fairly and transparently done as priority is given to certain individuals. Gender biases are also evident in certain instances. Teachers selected in such circumstances end up being ineffective in their duties and this has major implications on the quality of education (Kipsoi and Sang, 2008).

2.4 Induction programmes challenges

According to Rebore (1991), induction is the process designed to acquaint newly employed individuals with the community, the school, and the colleagues. Through induction programs, there can be improved employee retention and job performance. An effective induction program must have well-defined objectives that reflect the needs of new employees in specific school systems. The new employees become integrated as soon as possible, functionally and socially into the organization (Okumbe, 1998) Talbert, Camp and Camp (1992) show the process begins when the teacher signs the work
contract and ends sometime in the future when the teacher becomes established in the profession.

The time of induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program. An important factor that influences whether beginning teachers will remain in the profession is the amount of support and guidance they receive from school administrators and colleagues (Council for Education Policy, Research and Improvement, 2003). This should assist the new employees to settle down on the job as smoothly as possible (Talbert et al., 1992). Wanga (1988) commenting on the same says that it minimises the frustration and conflict behaviour for it serves a psychological purpose by providing for a controlled and gradual development of teachers confidence and ability. Many People, teachers inclusive leave organizations shortly after joining them due to the treatment they receive from other employees and employers during the initial phase of employment (Simatwa, 2010).

Simatwa (2010) continues to indicate that, research on induction needs therefore, has shown that the induction process is difficult and lengthy, thus, beginning teachers require assistance for both extra curricula and curriculum activities. A study by Indoshi (2003), shows that induction of newly qualified teachers (NQTs) in Kenya is haphazard and informal. Teachers seldom benefit from it. Induction programs need to be tailored according to beginning teachers’ unique needs. Unique needs arise from the fact that the new schools where they are posted have many challenges. The pupils at this level are in their formative stages. These challenges pertain to the pedagogy and other social and safety needs. For instance methods of students discipline management have not been
clearly stipulated by the Ministry of Education and with the outlawing of corporal punishment which was thought of as the main means of disciplining students (Simatwa, 2010).

Beginning teachers have to be inducted by the mentors on how to maintain discipline, change of attitude and increase in performance without the use of the cane. Council for Education Policy, Research and Improvement (2003) shows that strong, structured mentoring program can create a safety net for the most vulnerable teachers by strengthening their skills and knowledge and pairing them with experienced, successful teachers. Such programs can initiate the processes of socialization to the teaching profession, guide adjustment to the procedures and mores of the school and school system and further develop instructional and classroom management skills. With the new approach to free Secondary Education in 2008 (Republic of Kenya, 2008), the facilities are limited, classes larger than ever and yet the teachers performance is expected to be of high quality. This means that beginning teachers should be properly inducted to facilitate quality education. But research shows that too often, teachers are ‘thrown in at the deep end’ with little or no induction. (Bennell, 2004) Such a program of induction can only be properly formulated and achieved when the induction needs of beginning teachers are identified and met.

Ajowi, Simatwa and Ayodo (2011) found out that Challenges faced by the Induction Process in Secondary Schools as reported by Head Teachers included; financial constraint, work overload for mentors who must continue with other assigned duties, lack of time to offer a comprehensive induction, inadequate skill and knowledge by mentors, lack of documents such policy blue prints and school bronchus to facilitate induction process. Influence of informal induction from veteran teachers who are opposed to school
administration, rigid attitude and refusal to accept new ideas by newly appointed teachers during induction, discontent between what NQTs expect and the reality of facilities in the schools were also among the challenge cited. While Chemisto (2007), also observed that when induction was delegated to senior members of staff, it was not done well due to lack of time to do it well. At the same time the study showed that some members of staff were uncooperative.

2.5 Human Resource Development challenges

The central factor in HRD is the human resources or the human capital in an organisation. They are viewed as the driving force for the success of organisations because of their skills, competencies, knowledge and experience (Becker, 1975; Schmidt and Lines, 2002; Harrison and Kessels, 2004). Moreover, it has been suggested that for organisations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning (Nadler and Wiggs, 1986; Chalofsky and Reinhart, 1988; Nadler and Nadler, 1989; O’Connell, 1999).

Human resource development (HRD) is the process of increasing the knowledge, the skill and the capabilities of all the people in the organization (Myers, 1964). Nedler (1970) refer to HRD as the series of organized activities conducted within a specific time and designed to produce behavioural change. On the other hand Swanson (2009) defined HRD as the process of developing and unleashing expertise for the purpose of improving organizational systems, work process, team and individual performance. The principal objective of training and development division is to make sure there is availability of a skilled and willing workforce to an organization (Training and Development, 2007).
In order to achieve the goals and objectives of educational systems, particularly in post-primary Education Board, there is need for staff professional development. Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities. Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school / organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure and job security.

There have been criticisms that organisations are either not focusing on any of these roles of HRD or are not striking a balance among the roles. For example, a study by Ardichvili and Gasparishvili (2001) indicated that there is evidence of a stronger emphasis on selection and recruitment than on employees’ training and development (T and D). Furthermore, employees are also reported to lack commitment towards learning and training, particularly the commitment to participate in training activities. For example, achieving full attendance for in-house training programmes is almost impossible. The percentage of absenteeism is usually between 15 and 30 percent per session (Abdullah, 2009) Lower level employees lack the commitment to participate in training and development activities.

Attitude is the most challenging aspect of employees’ Training and Development. Skills are easy to enhance, but not attitudes. Service is not their top priority, they work as an employee, their mentality is as an employee, they are not committed to their job, they will
take emergency leave for no reason at all, or they always come to work late. Employees’ pessimistic attitudes and mindset towards their jobs can be detrimental and challenging because behavioural changes, performance improvement and organisational effectiveness may be affected (Marsick and Watkins, 1994; Swanson and Holton III, 2001). Kusi (2008) reinforces the above observation by indicating that, teachers’ lack of commitment and uncooperative attitudes, coupled with lateness and alcoholism which affects the output negatively is a challenge for heads today.

This suggests that employees may have embedded pessimistic attitudes towards training and be fundamentally resistant to change. Of course, the phenomenon of change is often resisted, as it requires individuals to take aboard new learning and adopt new skills and competencies. Indeed, it was revealed that the senior workforce are unable to cope with the increase reliance on computers and rapid technological advancement, and thus developing them to become knowledge workers may pose a challenge or rather a waste of resources (Low, 1998; Chermack, Lynham and Ruona, 2003).

Other studies have shown that employees usually leave their firms after being provided with training. This phenomenon exists because these trained employees or ‘expertise elite’ are highly sought after or ‘poached’ by competitor firms offering higher salaries and benefits (Debrah, 2002; Lloyd, 2002; Kerr and McDougall, 1999). In the Kenyan situation Chemisto (2007) says that individual schools are unable to initiate staff training, instead Secondary School Heads Association usually mounted a one day workshop for the Deputies or Heads of various departments (HODs). The study also established that it was hard for the headteacher to choose among staff members who to attend the training without sounding tribal or biased. Coupled with that was the fact that the seminar were meant to address changes in the curriculum and prepare internally appointed HODs for
new administration roles only but did not address their professional development which was itself a challenge.

2.6 Motivational challenges.

Motivation has been defined as the process that account for an individual’s intensity, direction, and persistence of effort towards attaining a goal (Mitchell, 1997). Bennell (2004) indicates that work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Only when these basic needs have been met is it possible for ‘higher-order’ needs, which are the basis of true job satisfaction, will be realised. Pay on its own does not increase motivation, for instance, In the late 1990s, teachers at 50 rural primary schools in Western Kenya were given sizeable pay bonuses (up to 40 per cent of basic pay) depending on student performance. The assessment of the scheme by Glewwe and Kremer (2003) concluded that ‘drop out did not fall, teacher attendance did not improve, homework assignments did not increase, and pedagogy did not change’. However, pecuniary motives are likely to be dominant among teachers in those countries where pay and other material benefits are too low for individual and household survival needs to be met.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling in many countries (Bennell, 2004). Among the challenges that headteachers face in managing motivation of teachers include:
2.6.1 Work and living environment

Work and living environments for many teachers are poor, and tends to lower self-esteem and is generally de-motivating teachers. Housing is a major issue for nearly all teachers (Bennell, 2004). Chemisto (2007) found out that there are inadequate staff houses to accommodate all the teachers in the compound. Many commuted from far and that affected the preparation for the teachers’ lessons.

2.6.2 Low salaries

Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions (Bennell, 2004). The profession of teaching has traditionally offered little recognition to the experienced and highly skilled teachers in comparison to the novice teacher, other than annual, incremental salary increases given to all teachers equally based on how many years they have taught. Competitive salaries, with opportunities for growth, are key to efforts to recruit and retain the most qualified teachers. Teacher salary schedules, with their annual incremental increases, have traditionally been tied to classroom experience and to coursework and degrees completed. These practices, however, are out-of-touch with compensation practices in the private sector that tie salary to performance and to market demands (Council for Education Policy, Research and Improvement, 2003).

Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Substantial proportions of teachers have second jobs and sometimes third wage-earning jobs. Hansun (1986) found out that having more than one job was encouraged by the low salary scales given to teachers.

In Kenya the implementation of Structural Adjustment Progammes (SAP) policies of early 1990s by the International Monetary Fund and the World Bank forced the
government to cut down expenditure on education and other services (Otunga, Serem and Kindiki, 2008) yet teachers’ salaries were poor and their purchasing power fell dramatically. This made teachers take an extra job or even two in order to survive. This has affected their teaching morale. Consequently the principals’ role as a leading professional in curriculum implementation and HR manager is seriously affected (Colclough and Lewin, 1993; Graham–Brown, 1991). The SAPs led to shortage of teachers to teach the various subjects which has persisted up to date.

2.6.3 Salary administration

Salary administration is also poor in most countries. In particular, late payment of salaries is very common (Bennell, 2004). A recent World Bank (2004) report on education management in Nigeria notes that ‘teachers may have reasonable job security but until they feel confident that they will be paid as and when due their morale will continue to be low and their attendance at school irregular’. Late pay is a burning issue in Sierra Leone, and teachers went on strike in April 2004. In late 2003, the World Bank stepped in to pay nine months of back pay owing to teachers in Guinea Bissau. In Ghana, though, there has been a significant improvement in salary management, only 25 per cent of teachers reported that their salaries were paid on time in 1998 compared to 72 per cent in 2002. Other administrative procedures are also common in developing countries and lead to teachers’ absence. For instance, many teachers must travel considerable distances to be paid others are assigned to schools very far from their homes. Both situations contribute to teacher absence and reduced instructional time (World Bank, 1990).

2.6.4 Absenteeism and lateness

Teacher absenteeism and lateness, as was observed by World Bank (1990) is another challenge. Poor motivation and lack of accountability is widely reported to result in high
levels of teacher absenteeism. The WBNAS report very high levels of teacher absence in two African countries – Kenya 28.4 per cent and Uganda 27.0 per cent (Glewwe and Kremer, 2003). However, it is also difficult to measure teacher absenteeism that can be directly attributed to poor motivation and opportunistic behaviour. One of the most important findings of the World Bank (2004) research is that absenteeism rates among contractual teachers are much higher than for teachers with permanent status. While (Policy on HIV/AIDS, Republic of Kenya, 2004) found out that HIV and AIDS led to high absenteeism on both students and teachers who were affected or infected amounting to instructional time.

2.6.5 Poor time keeping

Poor time keeping among teachers is a major problem in some countries. Teachers arriving late, finishing early, and leaving their classes during the day can seriously reduce total instructional time. In Ghana, this amounted to only 11 hours per week in 1997 (LINS, 1999), and an average of 17 hours per week in secondary schools in Tanzania.

2.6.6 Teaching Loads of teachers

Due to introduction of free secondary education in 2008, class sizes have grown big for instance, in some schools between 60 and 75. The MOE has to find a way of contenting with issues of large classroom against few teachers (Odhiambo, 2003) coupled with high rate of teachers attrition rates (Ingersol, 2001). Otunga et al, (2008) agree that there is indeed lack of enough teachers to handle the various subjects. Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. Chemisto (2007) found out that in Kenya most schools had shortfalls in some subjects especially humanities, Kiswahili and Business studies leading
to poor syllabus coverage. Other teachers were forced to teach subjects they never trained in.

What is expected from teachers (the ‘social contract’) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. In many countries, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counselling, and community development (Bennell, 2004). The ministries guideline on the number of lessons to be taught to be 27 lesson added salt into the injury. An average teacher has 6 lesson out of the 9. This is a problem to especially the languages and mathematics teachers who require to mark students books daily. This affects the learning and teaching process (Chemisto, 2007).

2.7 Other human resource management problems faced by headteachers in Kenya

Frequent and compulsory transfer of teachers including headteachers themselves is also a challenge because the headteacher has no control (Herber, 1989). Timetabling is another barrier to headteachers leadership. Cases of senior members of staff allocating themselves the favourite slots in the timetable are common. Attempts to make timetabling both more equitable and efficient are met with strong resistance. This at times leads to political connections being brought in to put pressure on the principal to maintain the status quo (Otunga et al 2008).

Other problems were personal to teachers and were beyond the headteachers control. For instance, some teachers if given imprest by the school took so long to pay and that interfered with the accounting processes of the school. Others who stayed within the school compound, hardly paid for their rent which brought a constant source of friction between them and the headteacher.
2.8 Challenges associated with the support staff in schools

The support staff seems to be more closer with the students than the teachers (Ochenge, 2007). The relationship is prompted by differences in the educational levels between teachers and non teaching staff. There have been suspicions that some drugs, bhang, cigarettes, and alcohol that infiltrates the school, pass through the hands of the non teaching staff. Ochenge continues to state that some cases of girls sneaking out of school at night have been blamed on watchmen who become permissive and succumb to some bribes or inducement by the girls. There is also some non teaching staff that may choose to discuss teachers with the students thus jeopardising the role of a teacher as a counsellor and as a disciplinarian. All this require tactful intervention of the headteacher with skills and knowledge in HRM.

2.9 Coping strategies employed by headteachers

Coping Strategies of the Induction Needs of Beginning Teachers in Bungoma East and North Districts as reported by Head Teachers, Deputy Head Teachers and Beginning Teachers included; regular consultation between head teachers and mentors and team work which they said should be used to enhance well coordinated activities of the induction program. The Ministry of Education and TSC should come up with comprehensive programs of induction while sensitization of the head teachers regarding their roles in induction processes should also be done. The Ministry of Education was called upon to motivate by giving its own input (Simatwa, 2010).

On the issues of teachers’ workload Board of Governors (BOG) were employee teachers on their own terms while in other schools remedial teaching was introduced outside school hour. In other instances the lessons were shared among the departmental members (Chemisto, 2007). The headteacher also wrote to TSC to inform them of the teachers
required in the school, which took so long, as long as ten years for TSC to act. Motivational issue were sorted by establishing a PTA kit while other schools levied a fee for motivation outside the approved fee structure for cash prizes gifts and or in most circumstances meals (Chemisto, 2007). On interpersonal relations the headteachers held weekly briefing, open forums and dialogues with the teachers. Team work was encouraged as well as self drive for teachers in order to achieve targets. The headteachers also checked on the schemes of work and records of work regularly and an open communication aura created to avoid gossip which killed drive to work commitment. On the discipline of teachers the headteachers availed to the teachers a copy of the TSC code of regulation.

2.11 Summary of literature review

Reviewed literature has shown that human resource is important in school management for they play an important function in providing the knowledge, skill and the energies which are essential ingredients for the success of the school. In schools a number of human resource challenges are faced by headteachers which include among others; recruitment, induction, training and development, motivation, work and living environment, low salaries, absenteeism and lateness and HIV/AIDS. The studies reviewed however tended to investigate the general challenges faced by headteachers in school management. As such human resource management has not been investigated in details. This study then intended to fill this gap by investing the challenges faced by headteachers in human resource management in secondary schools in Nzaui District.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology to be used in the study. The areas under consideration include research design, target population, sample and sampling procedures. The research instrument, its validity, administration, data collection and analysis are also included.

3.2 Research Design

The research design for this study was descriptive survey because it is qualitative in nature. Descriptive research design was chosen for it determines the opinions attitudes, preference and perceptions of group of people of interest to the researcher (Kathuri and Pals, 1993) which is the interest of this study. Gay (1976) adds that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing.

3.3 Study locale.

This study was carried out in Nzaui District (which was curved from the larger Makueni District). The nearest town is Sultan Hamud some 200 Kilometres from Nairobi on the Nairobi-Mombasa Highway. The study was focused on public secondary school headteachers in the District.
3.4 Population

Population is the complete set of individual cases or objects with some common observable characteristics (Mugenda and Mugenda, 1999). Thus in this study the target population consisted of all the forty five (45) headteachers in Nzau District.

3.5 Sample and Sampling procedures

Sampling is a research technique used for selecting a given number of subjects from a target population as a representative of the population (Borg and Gall, 1986). To determine an appropriate sample size an updated list of all schools in Nzau District was obtained from the District Education Office in Nzau. All the 45 headteachers in Nzau District participated in the study due to the small number of schools found in Nzau District.

3.6 Research Instrument

Data for this study was collected using one questionnaire for primary data. The questionnaire was for the headteachers (Appendix B).

3.6.1The headteachers questionnaire

The headteachers questionnaire consisted of two sections. Section A consisted of questions aimed at obtaining general information about the respondents and their schools. Section B had questions aimed at examining the challenges the respondents faced in managing the human resource in their schools as well as the strategies they used to cope with those challenges.
3.6.2 Development of the questionnaires

Two techniques were used: Multiple choice and open-ended techniques. Multiple choice questions/items were developed for they allow easier and accurate analysis of the data, therefore precise interpretation of the responses. They also make numerical comparisons relatively easy and in addition allow high degree of respondents’ objectivity and at the same time reduce the problem of falsification. Open-ended questions was also used for they give the respondents a chance to deliver rich information and not a fixed choice questions. The questionnaire is chosen as a tool for it is cheaper in terms of finance and time as compared to other tools. Moreover, it covers a large percentage of the population.

3.7 Piloting

The questionnaire was piloted to ascertain its validity and reliability. The researcher presented three questionnaires to three principals from Makueni district who were randomly selected. According to Borg and Gall (1989) one can carry pilot study on two or three cases. The purpose of the pre-test was to assist the researcher to identity the items which may be inappropriate so as to make necessary corrections, examine responses to determine the level of ambiguity of the questions and determine the percentage of responses. Ambiguous items were modified to more suitable forms. It helped to determine the length of time required for the administration of the instrument.

3.7.1 Validity

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

### 3.7.2 Reliability

Reliability is a measure of degree to which a research instrument yields consisted results or data after repeated trials. The research instrument was administered to the same group of subjects twice in the pilot study. A two week lapse between the first and the second test was allowed. The scores from both tests were correlated to get the coefficient of reliability using Pearson’s product moment formulae as follows: Pearson’s coefficient of correlation $r$

$$r_{xy} = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where

- $N$ number of respondents
- $X$ scores from the first test
- $Y$ scores from the second test

The value of $r$ lies between $\pm 1$, the closer the value will be to $+1$ the stronger the congruence

### 3.8 Data collection procedures

After approval of the research by the University supervisor, a research permit which authorizes the researcher to carry out the study was obtained from the National Council of Science and Research at Utalii House, Nairobi. The researcher then paid a courtesy call to the District Education Officer (DEO) Nzaui District to inform him of the study. The
questionnaires were administered, after authorization from the management of each school, to the headteachers. The questionnaires were dropped and picked type, so the respondents were given one week to fill. After the week the questionnaires were collected. Due to the vastness of the study area sampled the researcher was assisted by research assistants whose duty was mainly to follow up the questionnaires.

3.9 Data analysis and presentation

The data collected was analyzed by use of simple descriptive statistics such as percentages and means. The data was cleaned with an aim of identifying mistakes and errors which may have been made and blank spaces left unfilled. A codebook for the questionnaire was prepared to record the response. The data was then computed using SPSS software package; frequencies and percentage were used to analyze and answer all research questions. Frequency and percentage tables were used to present the data.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1. Introduction

This chapter presents a descriptive analysis of the data gathered in relation to the challenges faced by secondary school headteachers in leadership and management of human resources in Nzaui District-Makueni County. In this study, a total of 45 headteachers filled in the questionnaires. The data collected was coded manually; descriptive statistics were used to interpret quantitative information. Data was then presented in form of frequency tables where applicable. The research findings are presented here-in below.

4.2. Background Information

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

Table 4.1: Gender of respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>10</td>
<td>22.2</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>77.8</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From Table 4.1 it is clear that there are more male headteachers (77.8%) than their female counterparts. This information shows that there were more male headteachers than their female counterparts at a ratio of 1:3.
Table 4.2: Distribution of Respondents by their Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40 years</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>41-50 years</td>
<td>30</td>
<td>66.7</td>
</tr>
<tr>
<td>51-60 years</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the headteachers (66.7%) were aged between 41-50 years while 26.7% were aged between 31-40 years and 6.7% of them were aged between 51-60 years. The researcher observed that majority of the headteachers 73.4% were aged between 41-60 years. Older workers have more family responsibilities and therefore choose to remain in the place of work they know best. They work hard to achieve their goals. The researcher assumed that the headteachers were married and had children hence would not wish to change their jobs because of family responsibilities. Albanese & Fleet (1983) indicates that older workers have stronger values and more favourable job attitude than their younger counterparts.

Table 4.3: Highest academic qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>42</td>
<td>93.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority (93.3%) of the respondents had attained a Bachelor of Education and only 6.7% had a diploma in Education. Hence, the findings show that the headteachers were
qualified to lead their school to higher performance in KCSE and also skilled to solve challenges encountered in their leadership and management of human resources.

Table 4.4: Number of Years served as a headteacher

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>20</td>
</tr>
<tr>
<td>6-10 years</td>
<td>11</td>
</tr>
<tr>
<td>11-15 years</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Most headteachers (44.4%) indicated that they had less than 5 years experience while 31.1% of them had 11-15 years of experience and 24.4% of them had 6-10 years of experience. Therefore, the findings show that the headteachers had acquired appropriate experience to lead their schools and also to manage the challenges encountered in handling of human resource in their schools. On teachers teaching experience, Sidhu (1982) noted that teaching experience is a valuable asset in a school. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining interest in human resource management. Thus, the headteachers with longer teaching experience may develop positive attitude towards the management of their human resource.

Table 4.5: Duration served as a headteacher in the current school

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>28</td>
</tr>
<tr>
<td>4-6 years</td>
<td>9</td>
</tr>
<tr>
<td>7-9 years</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>
Majority (62.2%) of the respondent indicated that they had less than 3 years of experience in the current school while 20.0% had 4-6 years of experience and 17.8% of them had 7-9 years of experience.

4.3 Challenges faced by headteachers in recruitment, induction, development and motivating teachers in their schools

4.3.1 Recruitment

Recruitment is the process of identifying the prospective employees, stimulating and encouraging them to apply for a particular job or jobs in an organization. The purpose is to have an inventory of eligible persons from amongst whom proper selection of the most suitable person can be made. Teacher recruitment is school-based in some countries (Bennell, 2004). In Kenya, the members of the BOG are supposed to ensure that the school has adequate number of teachers throughout and in case of any shortage, the BOG should provide solutions that would lead to the employment of new teachers. Hence the respondents were asked to indicate whether they had recruited TSC teachers through the BOG in the school. The results are as shown in Table 4.6.

Table 4.6: Recruited TSC teachers through the BOG in school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>57.8</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>42.2</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Slightly above half of the respondents (57.8%) indicated that they had recruited TSC teachers through the BOG in school and 42.2% of them had not recruited. The researcher then asked the headteachers to indicate the type of teachers they recruited when there
were vacancies in their schools. 42.2% of them said they employed BOG teachers, who were recruited by the BOG and a panel of teachers. The process followed was advertisement through posters, daily newspaper publication, and the recruits were requested to come for an interview. According to Armstrong as quoted by Chemutai (2010), before recruiting people, the institutions need to fix job specifications. These are based on job description which is dependent upon the nature and requirement of the job. Hence, by recruiting the right person, who befits the requirements of the job, makes the person enjoy and is satisfied with his/her work. This makes the person interested in what he/she does and raises his/her morale which translates to good performance for the students.

4.3.1.1 Duration taken by TSC to advertise jobs for requested position

The respondents were asked to indicate how long it took for TSC to advertise the jobs for the requested positions. The results are as shown in Table 4.7.

Table 4.7: Time taken by TSC to allow headteachers to recruit after informing them of the vacancy

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>2</td>
</tr>
<tr>
<td>1 year</td>
<td>7</td>
</tr>
<tr>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>3 Years</td>
<td>4</td>
</tr>
<tr>
<td>6 months</td>
<td>5</td>
</tr>
<tr>
<td>No Response</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

About 17.8% of the respondents indicated that they waited for 2 years for TSC to allow them to recruit after informing them of the vacancy in their school while 15.6% said it took them 1 year, 11.1% said it took them 6 months, another 8.9% respondents said it
took them 3 years and 4.4% said it took them 1 month. The longest time taken for TSC to allow the headteachers to recruit a replacement for the vacancy was 3 years and the least was 1 month. The researcher observed that the TSC should have a time limit on how long it can take for a replacement to be posted in school or for them to allow a vacancy to be advertised, applied for and recruitment done.

This prompted the researcher to enquire on the irregularities that follow the recruitment process in their schools. The headteachers listed some of the irregularities witnessed in their schools. The irregularity includes; BOG interest in recruiting their own children, friends, and friends’ children. Other common irregularities cited were favouritism, collusion with members of staff, discrimination on the basis of tribe/locality. There were not many recruits turning up for the advertised posts as expected, hence resulting to recruiting wrong people for the advertised posts. These results agree with those of Nzuvu (2004), in a study carried out in Taita Taveta on effectiveness of BOG in the recruitment of teachers in public secondary schools which revealed that some panel members who participated in teacher recruitment process had vested interest and wanted a candidate either of their choice or community being given undue advantage over others. The study revealed that the BOG posted low academic qualifications not beyond primary level.

4.3.1.2 Existence of conflict between the principal and the BOG during recruitments
The existence of conflict between the principal and the BOG during recruitment was possible since some BOG members may have had vested interest in the advertised positions. A report on causes, effects and remedies of indiscipline in secondary schools (2002) revealed that some members of certain BOGs either covertly or overtly created conflict of interest by supplying goods to the same schools they served which is contrary to the law and others wished to recruit their kin as teachers in the same schools they were
serving. In Nyeri, the committee heard that role conflict emerges when a board chair assumes the position of the executive secretary, a position reserved for the principal. This prompted the researcher to ask the respondents to indicate whether there was conflict of views between the principal and the BOG during recruitment. The results are as shown in Table 4.8.

Table 4.8: Existence of conflict of views between the principal and the BOG during recruitment

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>44.4</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>55.6</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Slightly above half of the respondents (55.6%) indicated that there was no conflict of views between the principal and the BOG during recruitment while 44.4% of them indicated there was conflict of views. Some of the areas of conflict the principal and BOG had included changing of subjects advertised, wanting to employ their own choice, gender issues, locality of the teacher, ethnicity, awarding more marks for the candidates who had a general degree but not for said subject and the fact that some BOG members were not conversant with employment guidelines. These results agree with those of Kipsoi and Sang (2008) in a study conducted in Uasin Gishu on teacher recruitment in Kenya, in urban secondary schools, which found out that the teachers and their headteachers agreed that BOG members decisions on teacher recruitment were biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. They maintained that political, religious and clan leanings blur the BOG and their capacity to
they conclude that selection is not fairly and transparently done as priority is given to certain individuals.

4.3.2 Induction of beginning teachers

Induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program. An important factor that influences whether beginning teachers will remain in the profession or not is the amount of support and guidance they receive from school administrators and colleagues (Council for Education Policy, Research and Improvement, 2003). There are different challenges facing this process. Table 4.9 shows whether the beginning teachers are inducted in their school.

Table 4.9: Headteachers responses on whether or not induction was held for beginning teachers

<table>
<thead>
<tr>
<th>Induction held</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>93.3</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (93.3%) of the headteachers indicated that in their school, induction took place for beginning teachers while 6.7% said that no induction took place. This shows that the teachers are helped to transit well from being the student to a worker. This prompted the researcher to enquire from the respondents the persons given the responsibility of inducting the beginning teacher. Majority of the respondents (80.2%) indicated that the
teachers were inducted by the headteacher, deputy headteacher and the HODs and another 19.8% indicated that induction was carried out by both the senior teacher and HODs in their school.

4.3.2.1 Challenges faced by principals/mentors in their endeavour to fulfil induction needs of beginning teachers

A new employee should be assisted to settle down on the job as smoothly as possible (Talbert et al., 1992). Wanga (1988) commenting on the same says that it minimises the frustration and conflict behaviour for it serves a psychological purpose by providing for a controlled and gradual development of teachers’ confidence and ability. Many people, teachers inclusive leave organizations shortly after joining them due to the treatment they receive from other employees and employers during the initial phase of employment (Simatwa, 2010). The researcher enquired from the headteachers the challenges they encountered in their endeavour to fulfil induction needs of beginning teachers.

Table 4.10: Challenges faced by headteachers/mentors in their endeavour to fulfil induction needs of beginning teachers

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time (work overload)</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Negative attitude of both the beginning as well as regular teachers</td>
<td>16</td>
<td>35.6</td>
</tr>
<tr>
<td>Lack of cooperation among members of staff</td>
<td>11</td>
<td>24.4</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>17</td>
<td>38.0</td>
</tr>
<tr>
<td>Inadequate skill and knowledge on induction</td>
<td>16</td>
<td>35.6</td>
</tr>
<tr>
<td>Lack of induction policy document</td>
<td>14</td>
<td>31.1</td>
</tr>
</tbody>
</table>

N=45
Majority of the respondents (86.7%) indicated that lack of time due to work overload inhibited the senior teacher, HOD, deputy principal and the principal from doing proper induction. Thirty eight percent (38%) of the respondents noted financial constraints as another challenge and 35.6% of them indicated negative attitude of both the beginning as well as regular teacher; inadequate skills and knowledge on induction respectively as factors that inhibited proper induction. Other factors included lack of induction policy document and lack of cooperation among members of staff. The researcher observed that the teachers who are supposed to carry out induction should have low workload so as to create time to carry out induction on the beginning teachers. This will enable the beginning teacher to have a smooth and fruitful transition from being a student to a worker. These findings agree with those of Indoshi (2003) who noted that induction of newly qualified teachers should be tailored according to beginning teachers’ unique needs. Unique needs arise from the fact that the new schools where they are posted have many challenges.

### 4.3.3 Challenges faced by headteachers in in-servicing and developing teachers

In Kenya, Koech (1999) noted that lack of training, adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. Hence the researcher sought to know the challenges faced by headteachers in in-servicing and developing teachers in the school. The results allowed multiple responses and are as shown in Table 4.11.
Table 4.11: Challenges faced by headteachers in in-servicing and developing teachers in school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ resistance to change</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Teachers’ lack of commitment towards learning and training</td>
<td>35</td>
<td>75.6</td>
</tr>
<tr>
<td>Seminars only address changes in curriculum but not professional development</td>
<td>31</td>
<td>68.9</td>
</tr>
<tr>
<td>Unable to mount staff training due to financial constraints</td>
<td>25</td>
<td>55.6</td>
</tr>
<tr>
<td>Teachers’ pessimistic attitude</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>It is hard to choose who to attend the training without sounding biased</td>
<td>10</td>
<td>22.2</td>
</tr>
</tbody>
</table>

N= 45

Majority of the respondents (86.7%) indicated that teachers were resistant to change, while 75.6% of them indicated that teachers lacked commitment towards learning and training. 68.9% of the respondents indicated that seminars only address changes in curriculum but not professional development. Slightly above half of the respondents (55.6%) indicated that they were unable to mount staff training due to financial constraints.

On the other hand factors such as teachers having pessimistic attitude towards in-service training and development was also not highly rated and the least was that it was hard to choose who to take for attend the training without sounding biased. Hence the researcher observed that although in-service courses are offered to teachers, they have resisted change and they also lack commitment towards learning and training. Other challenges include peer influence in the staff room and poor communication on organized in-service
seminars. Therefore these results agree with those of Swanson and Holton (2001) who noted that attitude is the most challenging aspect of employees’ training and development. Chemisto (2007) noted that in Kenya individual schools are unable to initiate staff training, instead Secondary School Heads Association usually mounted a one day workshop for the Deputies or Heads of various departments (HOD).

The study also established that it was hard for the headteacher to choose among staff members who to attend the training without sounding tribal or biased. Coupled with that was the fact that the seminars are meant to address changes in the curriculum and prepare internally appointed HODs for new administration roles only but did not address their professional development which was itself a challenge. Employees’ pessimistic attitudes and mindset towards their jobs, can be detrimental and challenging because behavioural changes, performance improvement and organizational effectiveness may be affected. This hence becomes a challenge to the headteacher in in-servicing and developing teachers.

4.3.4 Motivation of human resource in school
Motivation is essentially about what drives a person to work in a particular way and with a given amount of effort and enthusiasm (Armstrong, 2003). Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Bennell (2004) indicates that work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Hence this research wished to find out the forms of motivation teachers were given by their headteachers. The results had multiple responses as shown in Table 4.12.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial rewards</td>
<td>36</td>
<td>80</td>
</tr>
<tr>
<td>Commendation letters</td>
<td>7</td>
<td>15.6</td>
</tr>
<tr>
<td>Praises</td>
<td>21</td>
<td>46.7</td>
</tr>
<tr>
<td>Lunch and tea</td>
<td>14</td>
<td>31.1</td>
</tr>
<tr>
<td>Staff Development training</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Trips</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Promotions</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>Appraisals</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>Closing parties</td>
<td>3</td>
<td>6.7</td>
</tr>
</tbody>
</table>

Majority of the respondents (80%) indicated that they rewarded the teachers financially while 46.7% of them praised them. 31.1% of them indicated they offered teachers lunch and tea, and 26.7% of them rewarded them by recommending them for promotion to TSC and Appraisals. Likewise, majority of the principals (77.8%) indicated that the support staff were also rewarded by financial rewards, 33.3% of them got a bonus at the end of year, about 26.6% were offered lunch and tea, while 22.2% got praises and 15.6% of them indicated they provided them with uniform, trips and a closing party at the end term.

It is worth noting that both teachers and support staff got similar rewards as indicated by the principals. Another observation is that financial reward is a major form of compensation. These results agree with Council for Education Policy, Research and Improvement (2003), who noted that other than annual, incremental salary increases given to all teachers equally based on how many years they have taught. Competitive salaries, with opportunities for growth, are key to efforts to recruit and retain the most
qualified teachers. Teacher salary schedules, with their annual incremental increases, have traditionally been tied to classroom experience and to coursework and degrees completed but this should not be the case.

4.3.5 Teachers’ and support staff’s rating of motivation

The principals were asked to rate levels of motivation of teachers as well as the support staff. The results are as shown in Table 4.13.

Table 4.13: Rating motivation of teachers as well as workers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly motivated</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>Moderately motivated</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (86.7%) of the respondents indicated that the teachers and the support staff had moderately motivated and 13.3% of them were highly motivated. The reasons for moderate motivation was that there was lack of resources, the teachers and the support staff only wanted financial rewards which sometimes were not forth coming and some staff lacked training hence lack of enough knowledge on the subjects. The higher the level of motivation, according to the headteachers, meant that the teachers and support staff were contented with what they received from the school, whether financial or otherwise.

4.4 Challenges associated with support staff in school

The support staff seems to be closer to the students than the teachers (Ochenge, 2007). The relationship is prompted by differences in the educational levels between teachers and non teaching staff. There have been suspicions that some drugs, bhang, cigarettes,
and alcohol that infiltrate the school, pass through the hands of the non teaching staff. The researcher sought to know the challenges encountered by the headteachers in association with support staff. The results included multiple responses as shown in Table 4.14.

Table 4.14: Challenges headteachers face associated with support staff

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs and substances pass through the hands of the non-teaching staff to the students</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>Some students sneaking out of school at night after giving watchmen bribes</td>
<td>5</td>
<td>11.1</td>
</tr>
<tr>
<td>Some support staff discussing teachers with the students hence jeopardizing the role of the teachers and disciplinarian</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Majority of the principals (86.7%) noted that some support staff discussed teachers with the students and hence jeopardized the role of the teachers as disciplinarian. 37.8% of them indicated that drugs and substance pass through the hands of the non-teaching staff to the students. 11.1% of them noted that some students sneaked out of school at night after giving watchmen bribes. The researcher asked the respondents to indicate the challenges encountered. The challenges included, nepotism during recruitment, local community interest leading to unskilled personnel being employed, some non-teaching staff gave school a bad image because of drug and substance abuse especially those who consume excessive alcohol and cigarettes. Some non-teaching staff had sexual relations with students and others kept mobile phone for students. Some support staff stole school property. Another problem was that some teachers conversed with students in vernacular.
The researcher then observes that the support staff seemed to cause the school administration some problems especially by encouraging themselves to handle illegal mobile phones for students and illegal drugs. The support staff should be encouraged to support discipline in the school. These results concur with Ochenge (2007) who noted that the support staff seems to be closer to the students than the teachers. The relationship was prompted by differences in the educational levels between teachers and non teaching staff. Ochenge noted that there were suspicions that some drugs such as bhang, cigarettes, and alcohol that infiltrates the school, pass through the hands of the non teaching staff.

4.5 How the challenges headteachers face in human resource management affect learning and teaching in school

There are challenges facing the headteachers when dealing with the human resources in their respective schools. Hence the research sought to identify other challenges experienced by the headteachers. Table 4.15 has the results which have multiple responses.

**Table 4.15: Challenges headteacher faced when dealing with human resource**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing for teachers</td>
<td>39</td>
<td>86.8</td>
</tr>
<tr>
<td>Teachers commuting</td>
<td>19</td>
<td>42.2</td>
</tr>
<tr>
<td>Low salaries</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>Late pay</td>
<td>22</td>
<td>48.9</td>
</tr>
<tr>
<td>Travelling long distances to salary pay points</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>High teaching load</td>
<td>25</td>
<td>55.6</td>
</tr>
</tbody>
</table>

N = 45
All the respondents indicated that the highest challenge the headteachers faced was low salaries for their teachers, while 86.8% of them indicated that housing for teachers posed another challenge. About 55.6% of them noted high teacher workload as another challenge, while the other challenges such as late pay (48.9%), teacher commuting (42.2%) and 37.8% of them noted teachers travelling long distances to be paid salaries were rated least with less than 50%. The researcher observed that low salaries have an effect on the morale of teachers. The result agrees with the findings of Otunga, Serem and Kindiki, (2008) who noted that in Kenya, the implementation of Structural Adjustment Programmes (SAP) policies of early 1990s by the International Monetary Fund and the World Bank forced the government to cut down expenditure on education and other services yet teachers’ salaries were poor and their purchasing power fell dramatically. This made teachers take an extra job or even two in order to survive. This has affected their teaching morale.

There are different effects of the challenges experienced by the teachers. This prompted the researcher to ask the teachers to indicate some of the effects resulting from the challenge. The results are as shown in Table 4.16.

**Table 4.16: Some of the effects resulting from the challenges faced by teachers**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers engage in private tuition or establish private business</td>
<td>13</td>
<td>28.8</td>
</tr>
<tr>
<td>Poor syllabus coverage</td>
<td>34</td>
<td>75.6</td>
</tr>
<tr>
<td>Poor exam performance</td>
<td>22</td>
<td>48.9</td>
</tr>
<tr>
<td>Teacher absenteeism</td>
<td>14</td>
<td>31.1</td>
</tr>
<tr>
<td>Poor time keeping</td>
<td>16</td>
<td>35.6</td>
</tr>
</tbody>
</table>

N=45
Majority of the respondents (75.6%) noted that the effect of the challenges were poor syllabus coverage, 48.9% of them indicated poor exam performance, 35.6% indicated poor time keeping, 31.3% of them teacher absenteeism and 28.8% of them indicated that teachers engage in private tuition or established private business. Other effects included constant conflicts with the administration, delays in marking assignment, BOG teachers moving to greener pastures, low morale of staff with no extra effort to achieve a specific goal, negative attitude towards the headteacher, very little in activities after 4.30pm.

Table 4.17: Challenges headteachers face in their schools when dealing with human resource

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent transfer of teachers</td>
<td>22</td>
<td>48.9</td>
</tr>
<tr>
<td>Time tabling allocation problem</td>
<td>29</td>
<td>64.4</td>
</tr>
<tr>
<td>Teachers are not paying imprest advanced to them by the school</td>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>Teachers housed by the school not paying rents</td>
<td>11</td>
<td>24.4</td>
</tr>
</tbody>
</table>

N=45

Majority (64.4%) of the respondents indicated they had a challenge in timetabling allocation and 60% of them indicated that teachers were not paying imprest advanced to them by the school. 48.9% indicated that they had frequent transfer of teachers. These results that timetabling, teachers not paying imprest advanced to them and frequent transfers of teachers as some challenges that may affect the day to day running of the school. Hence the researcher observed that the government should have a way of controlling transfers.
There should be minimal problems when the timetable is being formed; as this will help the teachers appreciate their timing in different classes. These results agree with Herber (1989) who noted that frequent and compulsory transfer of teachers including headteachers themselves is also a challenge because the headteacher has no control over the transfer. Otunga et al (2008) also notes that timetabling is another barrier to headteachers’ leadership. Cases of senior members of staff allocating themselves the favourite slots in the timetable are common. Attempts to make timetabling both more equitable and efficient are met with strong resistance. This at times leads to political connections being brought in to put pressure on the principal to maintain the status quo.

4.6 Coping strategies employed by headteachers on challenges faced

According to Simatwa (2010) the Ministry of Education and TSC should come up with comprehensive programs of induction while sensitization of the headteachers regarding their roles in induction processes should also be done. Hence the researcher wished to determine some of the strategies employed by the headteachers in coping with the challenges that they faced in their schools. The results are in multiple responses as shown in Table 4.18.
Table 4.18: Some coping strategies employed by headteachers to mitigate the challenges

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding weekly briefs, open forums and dialogues with staff to encourage interpersonal relationships</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Encourage teamwork and self drive for teachers in order to achieve targets</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Availing copies of the teachers code of regulation to the teachers for discipline purposes</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Remedial teaching introduced outside school hours to cover syllabus</td>
<td>39</td>
<td>86.7</td>
</tr>
<tr>
<td>Establish of PTA kitty to motivate staff</td>
<td>38</td>
<td>84.0</td>
</tr>
<tr>
<td>BOG employ teachers on their own terms</td>
<td>32</td>
<td>71.1</td>
</tr>
<tr>
<td>Regular consultation between the headteacher and mentors on induction of beginning teachers</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>Levying of a fee, outside the approved fee structure for cash gifts or meals for the staff</td>
<td>8</td>
<td>17.8</td>
</tr>
</tbody>
</table>

Majority of the respondents (86.7%) indicated that they employed such strategies as holding weekly briefs, open forums and dialogue with staff to encourage interpersonal relationships, encouraging teamwork and self drive for teachers in order to achieve targets, availing copies of the teachers code of regulation to the teachers for discipline purpose and offering remedial teaching outside school hours to cover syllabus respectively. Eighty four percent (84.0%) of the headteachers indicated that they established a PTA kitty to motivate the staff and that 71.1% of them agreed with the BOG employing teachers on their own terms. Levying of fees, outside the approved fee structure for cash gifts or meals for the staff were the least strategies employed. The strategies employed were commonly used by the headteachers. This would have helped them to cope with the problems at hand.
These results concur with those of Chemisto (2007) such as on the issues of teachers’ workload Board of Governors (BOG) employed teachers on their own terms while in other schools remedial teaching was introduced outside school hour, while in others instances the lessons were shared among the departmental members. Motivational issues were dealt with by establishing a PTA kitty while other schools levied a fee for motivation outside the approved fee structure for cash prizes, gifts and or in most circumstances meals. On interpersonal relations the headteachers held weekly briefings, open forums and dialogues with the teachers. Team work was encouraged as well as self drive for teachers in order to achieve targets. The headteachers also checked on the schemes of work and records of work regularly and an open communication aura created to avoid gossip which killed the drive to work commitment. On the discipline of teachers the headteachers availed to the teachers a copy of the TSC code of regulation.

4.7 Discussions

4.7.1 Challenges faced by headteachers in recruitment, induction, development and motivating teachers in their schools

Recruitment

On the challenges faced by headteachers during recruitments slightly above half of the respondents (57.8%) indicated that they had recruited TSC teachers through the BOG in their school and 42.2% of them had not recruited. The process followed was advertisement through posters, daily newspaper publication, and the recruits were requested to come for an interview. The study also established that 55.6% of the respondents indicated that there was no conflict of views between the principal and the BOG during recruitment while 44.4% of them indicated there was conflict of views.
Some of the areas of conflict between the principal and BOG had included changing of subjects advertised, wanting to employ their own choice, gender issues, locality of the teacher, ethnicity, awarding more marks for the candidates who had a general degree but not for said subject and the fact that some BOG members were not conversant with employment guidelines. Bennell (2004) noted that teacher recruitment was school-based in some countries. Kipsoi and Sang, (2008) also noted that in Kenya the members of BOG are supposed to ensure that the school has adequate teachers throughout and that in case of any shortage; they are supposed to provide solutions that would lead to the employment of new teachers. As such, it is imperative that they perform the roles of ensuring that the schools have adequate teachers and that some of the teachers who are bringing problems to the schools are disciplined. The employment of teachers though done by the TSC is through the recommendation of the heads of schools and this is where the BOG is crucial in recommending the shortages.

4.7.2 Induction of beginning teachers

Induction is a transitional period when the beginning teacher moves from being a student to a worker or being a teacher. During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program. The study sought to establish if the beginning teachers are inducted in their school. The study established that induction took place for beginning teachers as indicated by 93.3% of the headteachers. This shows that the teachers are helped to transit well from being a student to a worker. The study also sought to establish from the respondents the persons given the responsibility of inducting the beginning teacher. The study revealed that 80.2% of
the headteachers indicated that the teachers were inducted by the headteacher, deputy headteacher and the HODs.

The challenge that affected effective induction as revealed by majority of the headteachers (86.7%) was due to lack of time because of work overload inhibiting the senior teacher, HOD, deputy principal and the principal to do proper induction. Other challenges established included financial constraints, negative attitude of both the beginning as well as regular teacher; inadequate skills and knowledge on induction as factors that inhibited proper induction. These results agreed with Ajowi, Simatwa and Ayodo (2011) who found out that challenges faced by the induction process in secondary schools as reported by head teachers included; financial constraint, work overload for mentors who must continue with other assigned duties, lack of time to offer a comprehensive induction, inadequate skill and knowledge by mentors, lack of documents such policy blue prints and school brochures to facilitate induction process. Influence of informal induction from veteran teachers who were opposed to school administration, had rigid attitude and refusal to accept new ideas by newly appointed teachers during induction, discontent between what NQTs expect and the reality of facilities in the schools were also among the challenge cited.

4.7.3 Challenges faced by headteachers in in-servicing and developing teachers

Lack of training and development, adversely affects effective management of educational institutions and the maintenance of quality and high standards of education. The study revealed that 86.7% of the headteachers indicated that teachers were resistant to change, while 75.6% of them indicated that teachers lacked commitment towards learning and training and 68.9% of them indicated that seminars only address changes in curriculum but not professional development. On the other hand, factors such as teachers having
pessimistic attitude towards in-service training and development was also not highly rated and the least was that it was hard to choose who to attend the training without sounding biased. Hence the researcher observed that although in-service courses are offered to teachers, they have resisted change and they also lack commitment towards learning and training.

Other challenges include peer influence in the staff room and poor communication on organized in-service seminars. These results therefore agree with those of Swanson and Holton, (2001) who noted that attitude is the most challenging aspect of employees’ training and development. Chemisto (2007) also noted that in Kenya individual schools are unable to initiate staff training, instead Secondary School Heads Association usually mounted a one day workshop for the Deputies or Heads of various departments (HOD).

4.7.4 Motivation of human resource in school

Motivation is essentially about what drives a person to work in a particular way and with a given amount of effort and enthusiasm. Majority of the headteachers (80%) indicated that they rewarded the teachers financially while 46.7% of them praised them. 31.1% of them indicated they offered teachers lunch and tea, and 26.7% of them rewarded them by recommending them for promotion to TSC and Appraisals. Likewise, majority of the principals (77.8%) indicated that the support staff were also rewarded by financial rewards, 33.3% of them got a bonus at the end of year, about 26.6% were offered lunch and tea, while 22.2% got praises and 15.6% of them indicated they provided them with uniform, trips and a closing party at the end of term. Pay on its own does not increase motivation, for instance, in the late 1990s; teachers at 50 rural primary schools in Western Kenya were given sizeable pay bonuses (up to 40 per cent of basic pay) depending on student performance. The assessment of the scheme by Glewwe and Kremer (2003)
concluded that ‘drop out did not fall, teacher attendance did not improve, homework assignments did not increase, and pedagogy did not change’. However, pecuniary motives are likely to be dominant among teachers in those countries where pay and other material benefits are too low for individual and household survival needs to be met.

4.7.5 Investigating the challenges associated with support staff in school

The support staff seems to be more closer to the students than the teachers (Ochenge, 2007). The relationship is prompted by differences in the educational levels between teachers and non teaching staff. The study revealed that majority of the principals (86.7%) noted that some support staff discussed teachers with the students and hence jeopardized the role of the teachers as disciplinarians. 37.8% of them indicated that drugs and substance pass through the hands of the non-teaching staff to the students. The challenges included, nepotism during recruitment, local community interest leading to unskilled personnel being employed, some non-teaching staff gave school a bad image because of drug and substance abuse especially those who consume excessive alcohol and cigarettes. Some non-teaching staff had sexual relations with students and others kept mobile phone for students. Some support staff stole school property. Another problem was that some support staff conversed with students in vernacular. The researcher then observed that the support staff seemed to cause some problems to the school administration especially by encouraging themselves to handle illegal mobile phones for students and illegal drugs.

The support staff should be encouraged to support discipline in the school. These results concur with Ochenge (2007) who noted that the support staff seems to be closer to the students than the teachers. The relationship was prompted by differences in the educational levels between teachers and non teaching staff. Ochenge noted that there
were suspicions that some drugs such as bhang, cigarettes, and alcohol that infiltrates the school, pass through the hands of the non teaching staff.

4.7.6 Examining how the challenges headteachers face in human resource management affect learning and teaching in school

There are challenges facing the headteachers when dealing with the human resources in their respective schools. The study revealed that all the respondents indicated that the highest challenge the headteachers faced was low salaries for their teachers, while 86.8% of them indicated that housing for teachers posed another challenge. The result agrees with the findings of Otunga, Serem and Kindiki, (2008) who noted that in Kenya, the implementation of Structural Adjustment Progammes (SAP) policies of early 1990s by the International Monetary Fund and the World Bank forced the government to cut down expenditure on education and other services yet teachers’ salaries were poor and their purchasing power fell dramatically. This made teachers to take an extra job or even two in order to survive and has affected their teaching morale.

4.7.7 Some of the effects resulting from the challenges

Majority of the respondents (75.6%) noted that some of the effects of the challenges were poor syllabus coverage and 48.9% of them indicated poor exam performance. Other challenges headteachers faced in their schools when dealing with human resource, included timetabling allocation (64.4%) and 60% of them indicated that teachers were not paying imprest advanced to them by the school. Hence the researcher observed that the government should have a way of controlling transfers. There should be minimal problems when the timetable is being formed; as this will help the teachers appreciate their timing in different classes.
These results agree with Herber (1989) who noted that frequent and compulsory transfer of teachers including headteachers themselves is also a challenge because the headteacher has no control over the transfer. Otunga et al (2008) also notes that timetabling is another barrier to headteachers’ leadership. Cases of senior members of staff allocating themselves the favourite slots in the timetable are common. Attempts to make timetabling both more equitable and efficient are met with strong resistance. This at times leads to political connections being brought in to put pressure on the principal to maintain the status quo.

4.7.8 Coping strategies employed by headteachers on challenges faced

The study revealed that some of the coping strategies employed by majority of the headteachers (86.7%) were holding weekly briefs, open forums and dialogue with staff to encourage interpersonal relationships, encouraging team work and self drive for teachers in order to achieve targets, availing copies of the teachers code of regulation to the teachers for discipline purpose and offering remedial teaching outside school hours to cover syllabus respectively. These results concur with those of Chemisto (2007) such as on the issues of teachers’ workload Board of Governors (BOG) employed teachers on their own terms while in other schools remedial teaching was introduced outside school hour, while in others instances the lessons were shared among the departmental members. Motivational issues were dealt with by establishing a PTA kitty while other schools levied a fee for motivation outside the approved fee structure for cash prizes, gifts and or in most circumstances meals. On interpersonal relations the headteachers held weekly briefings, open forums and dialogues with the teachers. Team work was encouraged as well as self drive for teachers in order to achieve targets.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter contains the summary, conclusions, recommendations and suggestions for further research.

5.2 Summary
The purpose of this study is to investigate the challenges that are faced by headteachers in managing the human resource in their schools and the impact the challenges have on teaching and learning in the schools. The objectives of the study were to find out the issues that face the headteachers in recruitment, induction, development and motivating teachers in their schools, to investigate the challenges headteachers face in managing the support staff in their schools, to examine the how the challenges headteachers face in human resource management affects learning and teaching in their schools, and to determine the coping strategies that headteachers employ in dealing with the challenges they face in managing human resource.

The research design for this study was descriptive survey. The target population for the study was all the forty five headteachers in Nzaui District while the sampling design used was purposive and all the headteachers participated in the study. The instrument for collecting data for the study was a questionnaire with both open and closed items. The data collected was analysed by use of descriptive statistics. Frequency, percentage tables and graphs were used to present the data. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) programme.
5.2.1 Summary of findings

5.2.1.1 Challenges faced by headteachers in recruitment, induction, development and motivating teachers in their schools

The study revealed that 57.8% of the headteachers had recruited TSC teachers through the BOG in school. It also revealed that the other type of teachers recruited were BOG teachers and the process followed was advertisement through posters, daily newspaper publication, and the recruits were requested to attend an interview. The findings revealed that the shortest time taken by TSC to allow for recruitment of a new teacher was one month and the longest time taken was 3 years. The study also revealed that 55.6% of the headteachers that there was no conflict of views between the principal and the BOG during recruitment.

The study revealed that majority (93.3%) of the headteachers indicated that in their school, induction took place for beginning teachers. The study also revealed that the persons given the responsibility of inducting the beginning teachers were the headteacher, deputy headteacher and the HODs as indicated by (80.2%) of the headteachers.

On the challenges faced by principals/mentors in their endeavour to fulfil induction needs of beginning teachers, the study revealed that 86.7% of the headteachers indicated that lack of time due to work overload inhibited the senior teacher, HOD, deputy principal and the principal to do proper induction. The challenges faced by headteachers in in-servicing and developing teachers, the study revealed that majority of the headteachers (86.7%) felt that teachers were resistance to change and 75.6% felt that teachers lacked commitment towards learning and training.
The study revealed both teachers and the support staff had similar rewards, which are financial rewards. This was because both felt that financial rewards were a form of compensation. The study also revealed that majority (86.7%) of the headteachers felt that the teachers and the support staff had an average level of motivation.

5.2.1.2. Investigating the challenges associated with support staff

The study revealed that majority of the principals (86.7%) noted that some support staff discussed teachers with the students and this jeopardized the role of teachers as disciplinarian. The challenges encountered by headteachers include, nepotism during recruitment, local community interest leading to unskilled personnel being employed, some non-teaching staff gave school a bad image because of drug and substance abuse especially those who consume excessive alcohol and cigarettes. Some non-teaching staff had sexual relations with students and others kept mobile phone for students.

5.2.1.3 How the challenges headteachers face in human resource management affect learning and teaching in school

The study revealed that all the headteachers indicated that the highest challenge they faced was low salaries for their teachers and 86.8% of them indicated that housing for teachers was another challenge. It also revealed that some of the effects resulting from the challenges were poor syllabus coverage. Other challenges faced by the headteachers as revealed were timetabling allocation and teachers’ refusal to pay imprest advanced to them by the school.
5.2.1.4 Coping strategies employed by headteachers on the challenges

The study revealed that majority of the respondents (86.7%) noted that they employed such strategies as holding weekly briefs, open forums and dialogue with staff to encourage interpersonal relationships, encouraging teamwork and self drive for teachers in order to achieve targets, availing copies of the teachers code of regulation to the teachers for discipline purpose and offering remedial teaching outside school hours to cover syllabus respectively and 84.4% of the headteachers indicated that they established a PTA kitty to motivate the staff.

5.3 Conclusions

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

The recruitment of both TSC and BOG teachers was done through BOGs in school. The process followed was through advertisement through posters and daily newspaper publication. There was no conflict of views between the principal and the BOGs during recruitment hence recruitment was fairly carried out. During induction the principals were faced with the challenge of lack of enough time due to work overload. The challenge faced by headteachers during in-servicing and developing teachers was that teachers were resistant to change and lacked commitment towards learning and training. The teachers and support staff wished to have similar rewards that is financial reward as a form of compensation this would lead to high level of satisfaction.

When the headteachers are faced with challenges associated with support staff such as the support staff discussing teachers with students hence jeopardising the role of teachers as disciplinarian. During recruitment of support staff there are challenges of nepotism; local community interest leading to unskilled personnel being employed, some support staff giving the school a bad image because they consume excessive alcohol and cigarettes and
some having sexual relations with students while others kept mobile phones for students. The head teacher also faces a challenge during timetabling allocation since cases of senior members of staff allocating themselves the favourite slots in the time table are common hence there should be consultations. Teachers’ allocated imprest by the school should be encouraged to pay back.

The coping strategies put in place by headteachers were holding weekly briefs, open forums and dialogue with staff to encourage interpersonal relationship, encouraging team work and self drive for teachers to achieve targets and availing copies of the teachers’ code of regulation to teachers for discipline purpose. Other strategies were encouraging teachers to offer remedial teaching outside school hours to cover the syllabus and also establishing PTA Kitty to motivate the staff.

5.4 Recommendations

The following are the recommendations of the study.

The headteachers and the BOGs should follow the recruitment policies given by the Ministry of Education and Teachers Service Commission. Time should be created for induction to help the beginning teachers to settle in school fast. There is need for the headteachers to divide duties among other teachers to assist the beginning teachers during induction. There is need to encourage teachers through recommendation for promotion to train and develop themselves. Rewarding for teachers and support staff should encourage them to work extra hard to achieve goals.

The support staff in a school should follow the code of ethics for the school to avoid association with students both mutually or sexually since this would jeopardize the school discipline. The Ministry of education through TSC should offer teachers better salaries
and housing within the school, this will encourage the teachers to work hard, have a well organized timetable and teachers will be able to pay the imprest advanced to them by the school.

The coping mechanisms put in place by headteachers such as weekly briefs, open forums, dialogue, team work, and self drive for teachers should be encouraged. The headteacher should also avail copies of the teachers’ code of ethics to regulate teachers’ discipline. Motivation for teachers and support staff using PTA kitty and remedial teaching outside school hours to cover the syllabus should be encouraged.

5.4.1 Suggestions for further research

1. A similar research on challenges faced by secondary school headteachers in leadership and management of human resources in another county.
2. The study covered secondary schools in Nzaui district. A study should be conducted in other districts to establish whether similar challenges are faced by headteachers in the management of human resources in their schools.
3. Further study should be done on human resource needs in schools including private schools which were not included in this study.
REFERENCES


LINS. (1999). *Teacher conditions of service in developing countries*. Centre for Literature, 12 (1).


Training Manual.(2007). Teachers proficiency Course(Revised)


APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

I am a graduate student of Kenyatta University. I am conducting a study to investigate the challenges that Headteachers in public secondary schools face in leadership and management of human resource in Nzaui District-Makueni County. This is in fulfilment of the degree in Master of Education Administration.

You have been selected to participate in this study. I would very much appreciate if you would kindly assist me by responding to all the items attached in the questionnaire. Your name and that of your school need not to appear anywhere in the questionnaire unless you wish. The information you provide is anonymous and will be used for academic research purposes only.

Your cooperation will be greatly appreciated.

The completed questionnaire will be picked from your office two weeks after delivery in your office.

Thank you in advance.

Yours faithfully,

Mutuva Seraphine Nthenya

Post graduate student
APPENDIX II: QUESTIONNAIRE FOR THE HEAD TEACHERS

SECTION A: INFORMATION ABOUT THE HEAD TEACHER

1. Indicate your Gender.
   Male ( )   Female ( )

2. Indicate your age in the appropriate box
   (a) Less than 30 years ( ) (b) 31 – 40 ( )
   (c) 41 – 50 ( ) (d) 51 – 60 ( )

3. What is your highest Academic qualification?
   (a) KCSE / KCE ( ) (b) Diploma ( )
   (c) B.Ed ( ) (d) Others (specify) ( )

4. How long have you been a Head teacher?
   (a) Less than 5 yrs ( ) (b) 6 – 10 yrs ( )
   (c) 11- 15 yrs ( ) (d) 16- 20 yrs ( )
   (e) Over 20 yrs ( )

5. How long have you been in this school?
   (a) Less than 3 yrs ( ) (b) 4 - 6 yrs ( )
   (c) 7 – 9 yrs ( ) (d) 10-12 yrs ( )
   (e) Over 12 years ( )

6. Indicate the Number of human resource you have in your school.
   (a) Teachers.................... (b) Support staff....................

SECTION B

7. Have you recruited TSC teachers through the BOG in your school?
   Yes ( )  No ( )
8. If NO to question 7, how do you get teachers to fill the vacancies in your school?
(Please explain)
....................................................................................................................................
....................................................................................................................................
9. If your answer is yes in question 7 how long did it take TSC to allow you to recruit after informing it of the vacancy?
....................................................................................................................................
10. It has been asserted that recruitment exercise is dogged by complains of irregularities. Kindly list;
   a) Some of the irregularities you have witnessed in your school
....................................................................................................................................
....................................................................................................................................
   b) The irregularities your school has been accused of.
....................................................................................................................................
....................................................................................................................................
11. Is there conflict of views between you (principal) and the BOG during recruitment?
Yes ( )                                   No ( )
12. If Yes to Question 11, please list some of the areas you have had conflicts with BOG in your school during recruitment.
....................................................................................................................................
....................................................................................................................................
13. Are beginning teachers inducted in your school?
Yes ( )                                   No ( )
14. If your answer in question 13 is yes, who inducts them in your school?

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

15. Below are some challenges faced by headteachers/ mentors/ HODs in their
endeavour to fulfil induction needs of beginning teachers. Tick the ones that you
face in your school.

a) Lack of time (work overload). ( )
b) Negative attitude of both the beginning as well as regular teachers. ( )
c) Lack of cooperation among members of staff ( )
d) Financial constraints ( )
e) Inadequate skill and knowledge on induction ( )
f) Lack of induction policy document ( )
g) Others (Please specify ...........................................................................................................

16. Below are challenges faced by headteachers in in-servicing and developing
teachers in schools. Tick the ones you have faced.

(a) Teachers lack of commitment towards learning and training ( )
(b) Teachers pessimistic attitudes ( )
(c) Teachers resistance to change ( )
(d) It is hard to choose who to attend the training without sounding biased ( )
(e) Unable to mount staff training due to financial constraints ( )
(f) Seminars only address changes in curriculum but not professional development ( )
(g) Others (please explain)........................................................................................................
17. How do you motivate the following human resource in your school?
   i. Teachers
      ................................................................................................................................................
      ................................................................................................................................................

   ii. Support staff
      ................................................................................................................................................
      ................................................................................................................................................

18. How would you rate your teachers as well as your workers using the following scale?
   (a) Highly motivated ( )
   (b) Averagely motivated ( )
   (c) Lowly motivated ( )
   (d) Not motivated at all ( )

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

20. Listed is other challenges headteachers face when dealing with human resource. Tick the ones you have faced in your school.
   (a) Housing for teachers ( )
   (b) Teachers commuting far from the school ( )
   (c) Low salaries ( )
   (d) Late pay ( )
   (e) Travelling long distances to be paid salaries ( )
   (f) High teaching loads of teachers ( )

21. Tick some of the effects resulting from the challenges you have indicated in number 20.
(a) Teachers engage in private tuition or establish private business  
(b) Teacher absenteeism  
(c) Poor time keeping  
(d) Poor syllabus coverage  
(e) Poor exam performance

Others (please explain)...............................................................................................

22. Listed are challenges headteachers face within the school when dealing with human resource. Tick the ones you have faced.

(a) Frequent transfer of teachers  
(b) Timetabling allocation problem  
(c) Teachers not paying imprest advanced to them by the school.  
(d) Teachers housed by the school not paying rents.  
(e) Others (Please explain)

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

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

(a) Drugs/alcohol/bhang/cigarette pass through the hands of the non teaching staff to the students.  
(b) Some girls/boys sneaking out of school at night after giving watchmen bribes.  
(c) Some support staff discussing teachers with the students hence jeopardizing the role of the teacher and disciplinarian.  
(d) Others (please explain)

.......................................................................................................................................
.....................................................................................................................................
24. Listed are some coping strategies employed by headteachers to cope with the challenges that they face. Kindly tick the ones you have used in your school.

(a) Regular consultation between the headteacher and mentors on induction of beginning teachers ( )

(b) BOG employ teachers on their own terms ( )

(c) Remedial teaching introduced outside school hours to cover syllabus. ( )

(d) Establishment of PTA kit to motivate staff. ( )

(e) Levying of a fee, outside the approved fee structure for cash gifts or meals for the staff. ( )

(f) Holding weekly briefs, open forums and dialogues with staff to encourage interpersonal relationships. ( )

(g) Encourage teamwork and self drive for teachers in order to achieve targets. ( )

(h) Availing copies of the teachers code of regulation to the teachers for discipline purposes. ( )

*Thank you for your cooperation*
APPENDIX III: LETTER OF INTRODUCTION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310591, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

NCST/RCD/14/012/635

Date: 4th June 2012

Our Ref:

Seraphine Nthenya Mutuva
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Challenges faced by secondary school headteachers in leadership and management of human resources in Nzau District, Makuini County,” I am pleased to inform you that you have been authorized to undertake research in Nzau District for a period ending 30th June, 2012.

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

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

DR. M. K. RUGUTT, PhD HSG.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Nzau District.
APPENDIX IV: RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK60553mt10/2011

(CONDITIONS—see back page)

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Seraphine Nthanya Mutuva of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi,
has been permitted to conduct research in

Nzui Location
Province

on the topic: Challenges faced by secondary school headteachers in leadership and management of human resources in Nzui District, Makueni County.

for a period ending: 30th June, 2012.

Applicant’s Signature

Secretary National Council for Science & Technology

PAGE 2

Research Permit No. NCST/RCD/14/012/635
Date of issue: 4th June, 2012
Fee received: KSH. 1,000

PAGE 3