

**ISSUES AND CHALLENGES EXPERIENCED BY NEWLY
APPOINTED SECONDARY SCHOOL PRINCIPALS AND THE
STRATEGIES USED TO COPE IN MOMBASA COUNTY,
KENYA**

MUNIRA MBARAK ABEID

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DECLARATION

This dissertation is my original work and has not been presented for a degree or award in any other university.

Munira Mbarak Abeid

Date

E55/MSA/CE/22376/2011

This dissertation has been submitted with our approval as University supervisors.

Dr. George A. Onyango

Date

Lecturer

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

Dr. Daniel M. Mange

Date

Lecturer

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

DEDICATION

This research project is dedicated to my Almighty God and family who gave me strength and encouragement all through my writing of this dissertation and without whose dedicated support, the completion of this project would not have been realized.

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ABSTRACT

The study explored issues and challenges facing newly appointed principals in public secondary schools in Mombasa County as they discharge their administrative responsibilities. The main focus was to identify and describe the challenges faced and strategies used by the principals to address challenges. This was done by involving ten respondents (principals) who were sampled using stratified sampling technique. The study was guided by the following research objectives: to establish issues and challenges faced by newly appointed principals in the operational management task areas and to determine strategies which the newly appointed principals adopt to address identified challenges. Descriptive research design was adopted hence guided data collection and analysis. Concerning theoretical framework, the study adopted management theory developed by Katz (1974) in an attempt to account for the issues and challenges experienced by newly appointed principals in Mombasa County. Questionnaire was used as the main instrument to collect data which (data) was analysed using descriptive statistics through the aid of Statistical Program for Social Sciences (SPSS) computer program. The results were presented in tables, graphs and pie – charts. The chi-square test was performed to determine whether challenges newly appointed principals faced in the three types of schools were different. The chi-square showed that the challenges were equally distributed among the three types of public secondary schools in Mombasa County ($p>0.05$). That is, analysis showed that the newly appointed principals faced common challenges and adopted strategies to address the challenges regardless of the type of secondary schools they headed. The challenges that the study established revolve around operational management task areas such as: selection, recruitment and management of teachers and support staff, student discipline management, procurement of instructional materials, financial management, school surrounding community/school relations and management of school physical facilities/resources. Finally, based on the results of the study, the researcher recommended that education policy makers such as Teachers Service Commission (TSC) should enhance capacity building opportunities tailored at equipping newly appointed principals with skills to address the most faced challenges. These challenges include: attitude towards work, student poor performance, truancy among students, and staff dispute resolution among others which were established in the study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Principals have a special responsibility to focus on what it takes to improve student achievements, and increase public confidence in publicly funded education. Principals have a primary role in setting the vision and working in partnership with staff, students, parents, and the community to focus on student achievement and well-being. They lead the staff towards excellence through continuous professional growth and they partner with parents to help students achieve their best. To succeed in this important and complex role, principals require a network of support ranging from peer support to professional advancement opportunities offered through the ministry, boards and principal associations.

The Ministry of Education, being the custodian of the education sector, taps and uses the skills of school principals as key implementers of the curriculum and supervisors of the whole school program (Ministry of Education, 1994). Some of the functions of a school principal are; instructional leadership; shaping an organization that demands and supports excellent instruction and dedicated learning by students and staff and to connect the outside world and its resources to the school and its work (Hale and Hunter, 2003; Wango, 2009). Despite the enormous roles and functions of a school principal, research studies done in some developed countries like USA, UK and Australia unravels various challenges faced by beginning principals in management (Kitavi and Westhuizen, 1997). For instance, they experience job specific problems related to instructional programs, students, personnel, financial resources, community relations and transportation (Hale and Hunter, 2003).

The administrative duties of the principals have increased in terms of leadership, planning and being school/community relations officers on behalf of their schools (Goodwin, 2002; SAELP, 2003). It is further observed that the demands placed on school principals are dynamic and expanding to an extent of creating diverse challenges for the lead educators and administrators in school (Mc Peake, 2007). On the other hand school principals are immensingly faced with a lot of political, social and economic pressure which are characteristic features of public education. They constitute real challenges that principals face in line of their duties. These challenges include inadequate funds, accountability of the same, testing requirements, dilapidated physical facilities, administration, and school community relations among others.

In this connection, (Quick and Normore, 2004) postulate that the 21st century principals also face challenges typically of social nature. These include dealing with uncooperative parents, drug abuse among students, violent bullying and sexual molestation among others. Consequently as (Norton, 2005) notes that the issues and challenges facing principals as they discharge their responsibilities are always surrounded by controversy hence leading to personal, group and organizational/school conflicts.

Singling out the challenge of inadequate financing of education for instance in America, Glass, Bjork, and Brunner, (2000) report that this challenge is as a result of diverse views of priorities regarding the allocation of resources. This problem also includes insufficient salaries for tutors despite America being one of the richest countries globally. The challenge was founded by the American Associations of School Administrators (AASA). Other challenges that the association discovered

were inability of principals to maintain existing school structures, provision of new facilities as student population increases.

Atieno and Simatura (2012) observed that most of principals in Africa work in poorly equipped buildings with inadequately trained staff. In addition there is scarcely any leadership training of the principals hence they are appointed based on their teaching experience rather than leadership experience. According to Mestry and Singh, (2007) school principals start as active teachers with a teaching experience which is required as qualification for school headship. This is also the practice in most of African countries since school head teachers begin as professional teachers and eventually, through a range of management roles, get appointed as head teachers. Similarly Bush and Oduro (2006) note that in Africa, there is no formal requirement for school heads to be trained as school managers. Thus, their subsequent appointment as head teachers is based on successful record as teachers in classroom.

However, as Kitavi and Van der Westhuizen (1997) note in respect of Kenya, good teaching abilities are not necessarily an indication that the person appointed will be a capable educational manager while Atieno and Simatura (2012) in Van der Westhuizen (2004) note that many of these serving principals lack basic management training prior to and after their entry into headship.

In reference to Kenyan context aspiring principals are usually prepared through in-service induction training conducted by Kenya Education Management Institute formally known as Kenya Education Staff Institute to offer in-service training for the heads of educational institutions including school principals (Republic of Kenya,

1988). Although the institute has been in existence for more than two decades the focus has been mainly on already serving head teachers and principals, these short in-service trainings cannot adequately equip principals for their enormous administrative roles. In this case, principals in secondary schools should be adequately prepared since secondary school education is expected to produce students who will pursue higher education that is vital in producing qualified professionals in different fields. Therefore the school principals should be prepared to manage large student population in order to respond to the challenge of “increasing access to” and also improve quality secondary education. It should be noted that these are key issues affecting secondary education.

This heightened demand for secondary education is accompanied by the need to respond to the twin challenges of “increasing access to” and, at the same time, “improving quality and relevance of” secondary education. It is also observed that the headmaster occupies a unique position in the school system and it has been established that the quality of headteachers is the chief factor in school performance. The ability of the headteacher to improve quality of education requires him/her to prioritize relations with people, to work consultatively and seek everyone’s participation and subscribe to a common plan (UNESCO 2009).

Therefore, it is the duty of the head teachers of secondary schools to cooperate with the public and community in order to improve the development and growth of the secondary school activities. Further research carried out by Earley P. et al (2011) on experiences of new head teachers in cities and on issues for early headship-problems and early support strategies (National College for Schools- 2003) has shown that new head teachers tend to experience similar kinds of problems, it is

important to recognise that individual head teachers will also have varying needs and be at different stages of development. Thus, recommended support strategies are not necessarily equally applicable or effective for all new heads. It would seem to be important to ensure that support provision is flexible, individualised and negotiable.

1.2 Statement of the Problem

With increase in demand for education, there has been a rapid expansion of secondary schools in the County. With the growth in the number of secondary schools there has been a demand for qualified and competent school administrators. The Teachers Service Commission has the sole responsibility of deploying deputy principals and principals in public secondary schools provided they meet the required qualifications TSC Act, (2012). This is contrary to the previous practice whereby according to the national Policy on appointment, deployment and training of school administrators and managers (1997), TSC appointed principals who were, first of all recommended by the head teachers, local politicians, school sponsors or TSC field agents. The candidates were to have served for a minimum of three years teaching experience and of good integrity. However, this was tantamount to abuse whereby unqualified head teachers were recommended for appointment.

The current TSC policy on deployment of teachers in administrative positions, that is, principals and deputy principals is that one has to be in job group M and above and have experience in terms of the number of years one has taught. In addition one should have successfully undergone a promotional interview (TSC Act, 2012 and Okumbe, 1999). However, the newly appointed principals do assume their administrative roles in schools they are deployed to before undergoing a formal training to prepare them for their new responsibilities. Thus, this could contribute to

ineptness and incompetence in handling challenges that face them as they discharge their duties. Most Deputy Principals promoted to headship positions have had no exposure in other managerial aspects of a school except being in charge of discipline and being chairmen of school tender committees. With regard to this, the present study will endeavour to explore the challenges facing newly appointed principals in public secondary schools in Mombasa County.

1.3 Purpose of the Study

The main objective of the study was to establish challenges faced by newly appointed principals in public day secondary schools in Mombasa County. This is to enable the researcher provide the aspiring principals with information on how to cope with challenges they are likely to face once in such position.

Also, the findings would be useful for the appointing authority and education managers especially in their management endeavours.

1.4 Objectives of the Study

The study was guided by the following research objectives:

- i. To establish issues and challenges faced by newly appointed principals in the operational management task areas.
- ii. To determine strategies which the newly appointed principals use to address the challenges.

1.5 Research Questions

The study endeavoured to answer the following research questions:

- i. What challenges do newly appointed principals face in curriculum implementation, financial management, management of personnel & students, management of school - surrounding community relations and management of physical facilities in the schools?
- ii. What strategies do the newly appointed principals use in coping with the challenges?

1.6 Significance of the Study

Several studies carried out in various parts of the country on management of public secondary schools have shown that the newly appointed principals face difficulties in the various managerial tasks. Also some studies have shown that preparation of principals before appointment improves their effectiveness in their performance of these administrative task areas which include personnel management, financial management, curriculum implementation, community relations and instructional supervision.

This study focused on the challenges faced by newly appointed principals in public day secondary schools in Mombasa County. The findings of this study could be useful in providing baseline information to the interested education policy makers such as Ministry of Education and Teachers' Service Commission. For instance in shedding light on policies concerning appointment of secondary school Principals. This is because the information in the study's findings can enhance understanding of the challenges that would face newly appointed principals especially of day

secondary schools. Secondly other education stakeholders such as newly appointed day secondary schools and secondary schools heads association may find the study's findings useful in enlightening them on challenges/issues and strategies used to address these challenges that may face the newly appointed principals in the management task areas (management of personnel, students, curriculum implementation, finance physical facilities and school-surrounding community's relations).

1.7 Assumptions

The present study was based on the following assumptions:

- (i) That the principals are prepared prior to appointment to administrative positions in order to ensure effectiveness and efficiency in taking up their new role.
- (ii) The respondents (principals) would volunteer to give true and correct information that will assist in generating data and recommendation for the study.
- (iii) The newly appointed principals in Mombasa County face various managerial challenges when discharging their duties.

1.8 Limitations

The present study envisaged the following limitations:

- i) Unwillingness by some respondents in providing information by adequately filling the questionnaires as required.
- ii) Few respondents failed to respond to some questionnaire items and
- iii) Failure of some respondents to fill the questionnaire.

However, the researcher addressed these limitations by urging the respondents to fill the questionnaire as a way of participating in the research and give true information to each item of the questionnaire. This appeal was included in the introduction part of the questionnaire.

1.9 Delimitation

As observed in many studies, there are many challenges that secondary school principals face (chapter two). However, due to the constraints of time and resources, the current study only focused on the issues and challenges faced by the newly appointed principals of public day secondary schools in management task areas such as curriculum implementation, financial management, management of personnel & students, management of school - surrounding community relations and management of physical facilities. In addition the study explored strategies that the principals use to address challenges captured in the research data. Thus, the scope was to identify the challenges facing the newly appointed principals and strategies they adopt to address the challenges.

The study area was Mombasa County and it involved twenty respondents of whom ten were principals and ten deputy principals. Note that the latter's data was used to supplement the principals' data where necessary, especially provided data on the preparation of principals before their appointment to headship positions.

1.10 Theoretical Framework

The current study adopted management theory developed by Katz (1974) in an attempt to account for the issues and challenges experienced by newly appointed principals in public secondary schools in Mombasa County.

First and foremost, the theory states that a successful manager has triplet managerial skill (conceptual, human and technical) developed separately. The degree of development a manager has in each of these three skills will have a strong impact not only upon the success of the organization but also upon the career success of the manager (Katz, 1974). The theory explores these skills as discussed in the subsequent paragraphs.

On technical skills of managers, Katz (1955) defines a technical skill as knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques'. Technical skills play an essential role in producing the actual products a company is designed to produce. Having appropriate technical skills signify that the person is competent and knowledgeable with respect to the activities specific to an organization, the organization's rules and standard operating procedures, and the organization's products and services. Technical skills are usually obtained through training programs that an organization may offer its managers or employees or may be obtained by way of a college degree.

In addition, the Katz's theory of management postulates that Human skills of a manager relate to the ability to work with people. They enable the leader to work effectively with subordinates, peers, and superiors. It is the leader's expertise in interacting with others in a way that will enhance the successful completion of the task at hand. Consequently, leaders with higher levels of interpersonal skills are better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving organizational goals more quickly and efficiently. These leaders are more sensitive and empathetic to what motivates others, create an atmosphere of

trust for their followers, and take others' needs and motivations into account when deciding what to do to achieve organizational goals.

Last but not least, conceptual skills are crucial in management as they are used in planning and dealing with ideas and abstractions. Moreover they allow a leader to think through and work with ideas, guide a manager to provide strategic direction, create the vision and motivate workers to dedicatedly pursue the organizational goals. Thus, managers of all levels of management need human skills so that the latter can interact and communicate with other people (workers and stakeholders) successfully. According to Katz (1974), leaders with higher levels of conceptual skills are good at thinking through the ideas that form an organization and its vision for the future. Thus, top level managers need conceptual skills that let them view the organization as a whole.

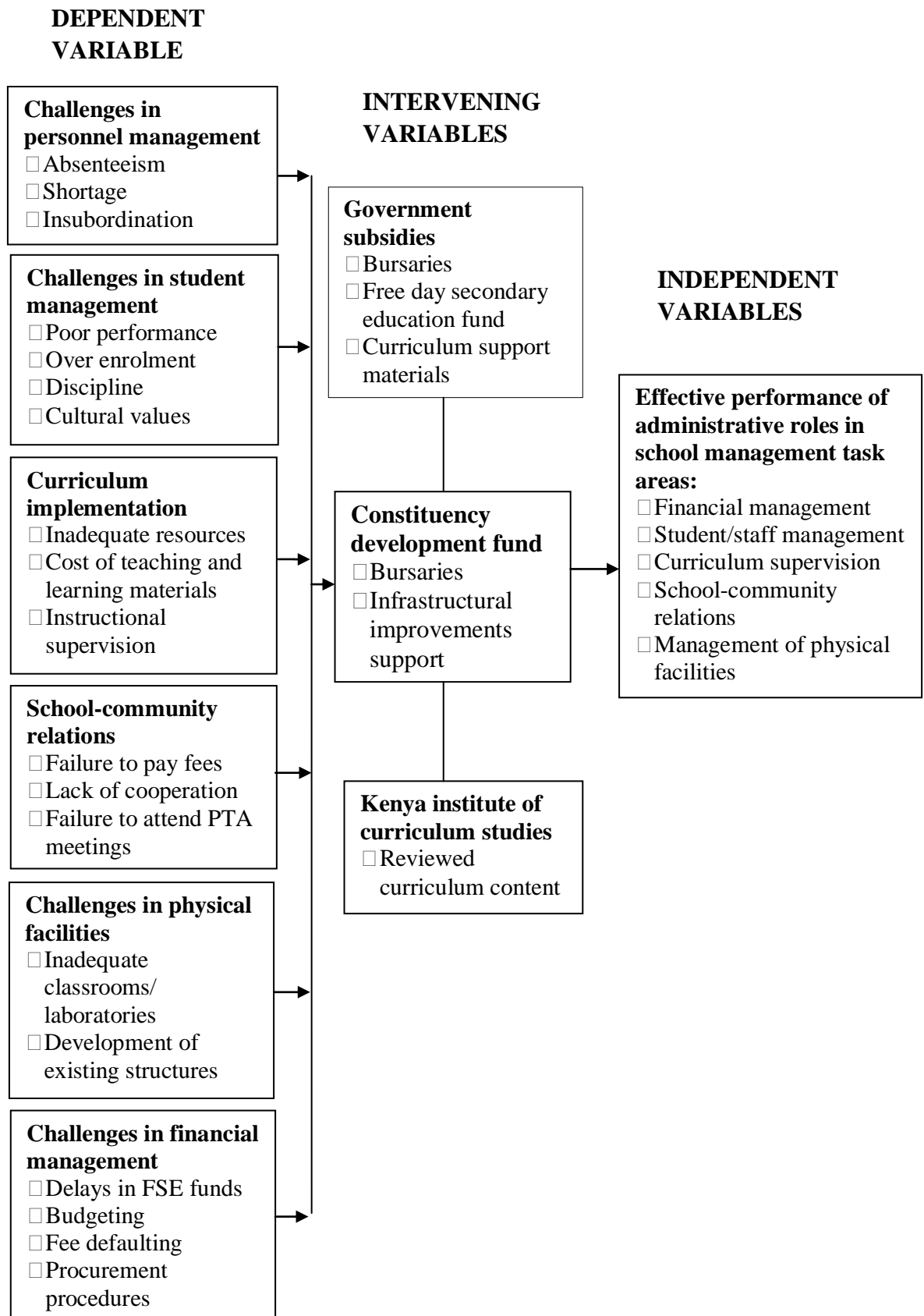
Therefore, the theory asserts that as one moves to more administrative duties, they need less technical and more human and conceptual skills. And that it is true that each skill will vary in importance according to the level at which the manager is located in the organization.

In conclusion, the above discussed tenets of Katz (1974) theory of management guided the current study in exploring managerial challenges facing the newly appointed secondary school principals in day secondary schools. This is because the current study observed that these challenges are reflected in Katz's triplet managerial skills relating to the principals' skills in management of school resources, financial management, principal/school community relations, management of students and curriculum implementation.

1.11 The Conceptual Framework

This sub-section aims at situating the study topic within its relevant managerial perspective, that is, personnel and student management, curriculum implementation, financial management among others. This is based on the assumption that newly appointed principals are bound to face challenges in their new stations as they take up their managerial responsibilities in various task areas they undertake. The figure on the next page illustrates the conceptual framework within which the study is situated.

Figure 3.1: Conceptual Framework



(Source – researcher 2015)

The above conceptual framework illustrates the notion that when managerial tasks such as personnel & student management, curriculum implementation, parents/school surrounding community – school relations, financial & physical facilities management interact effectively, will lead to effective performance of administrative roles in the above mentioned managerial task areas . However, each of these management tasks has specific challenges that pose a threat to the realization of effective school management by the principals. This realization also depends on the intervening variables such as government subsidies in form of student bursaries, free day secondary education (FDSE) fund and provision of curriculum support materials e.g. laboratory equipment. Support from Constituency development fund (CDF) inform of bursaries and improvement of school physical facilities and reviewed curriculum content from Kenya institute of curriculum development. Therefore when independent variables such as challenges in personnel and student management among others (cf 3.1) interact with the intervening variables will lead to the effective performance of administrative roles such as financial management, management of physical facilities among others. The in-depth explanation of the concepts in the conceptual framework is provided in the subsequent sub-sections.

1.11.1 Phenomenon of Managerial Skills

Sound managerial skills are very crucial for the managers of an organization-schools included. A manager coordinates and oversees the work of other workers under him/her so as to ensure the attainment of set goals. Managers should, therefore, endeavour to acquire managerial skills for successful performance of their roles. In regard to this, the skills that a manager possesses are valued resources to the

organization. On the other hand, poor managerial skills can frustrate the success of the organization.

Therefore, principals of secondary schools as administrators/ managers, require these skills if they have to be successful in managing the schools and ensure good performance. Proper management of the personnel and resources in the school will enable principals realize their goals. Management development programs may be the major mechanism for developing these skills among the principals.

1.11.2 Management of Resources/ Physical Facilities

Basically management of material resources involves planning aspect which entails identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. The principals, therefore, plan for the resources needed by the school. In this regard he/she Speer heads acquisition, allocation, distribution and controlling the use and maintenance of the materials. Thus, the principal initiates the process of identifying school resource requirements, assessing quality, establishing criteria for standards and determining the cost per unit and the use of the materials whether by individuals or groups.

Consequently effective use of these resources will ensure the achievement of the school goals. Thus, it is the responsibility of every principal to ensure that they are adequately provided and are used effectively and efficiently. They are also required to be maintained and improved where necessary.

1.11.3 Personnel Management

The school needs both the teachers and the support staff. Teachers are the most important human resource required by the school and have to be well managed however the contribution made by other staff is also important. The key to performance of the staff is motivation and commitment. The Principal's responsibility in the management of human resource includes leading, motivating, delegating responsibility effectively and managing conflicts among the staff. The introduction of free secondary has led to over enrolment in most secondary school which has led to high teaching workloads for teachers and hence, a challenge to principals who are expected to ensure quality of education is not compromised.

1.11.4 Financial Management

Principals play a major role in the management of school funds. They are responsible for budgeting, accounting, procurement of goods and services and the day to day needs of the school. The study will seek to investigate challenges faced by principals in Mombasa County in financial management.

Baraka (2012) in his study on challenges facing principals in financial management in Kitui district used cluster and simple random sampling method to collect data from 57 respondents comprising of principals, BOG, and bursars/ school accountants. Data were analysed using qualitative and quantitative method. Descriptive statistics was used to describe the findings that indicated newly appointed principals faced challenges in financial management.

1.11.5 Community/ Parents Relations

Parent involvement is accepted throughout the world as having many benefits particularly those benefits pertaining to improved learner achievement can be linked to effective schools or quality schools (swap 1993).It is the responsibility of principals to promote good school community relations. Principals need to foster good working relation with BOG, PTA, who are members of the community. The PTA is important in a school in that it assists in informing and educating parents of the school activities.

Chrispeels (1992) goes on to say that “the school has good parental involvement if there is a ready pool of volunteers who help to raise funds, provide other resources and attend all meetings regularly called by the school.

The principals need to promote good relationship with other stakeholders such as, suppliers, religious leaders and other organizations working with the education sector that render important services to the school. It is the role of principals to build and foster sound school/community relations, that is, with members of the community outside school community. This will enhance the community’s support for the school for instance in form of donations and overall moral support for the school.

1.11.6 Management of Students

The management of students in a school entails managing student discipline. It is therefore the role of the principals to enhance good student discipline is realized. The teachers cooperate with the principal by making student discipline referrals. The Principals’ role in this case is to lead other teachers in handling discipline cases objectively.

Atieno and Simatura (2012) conducted a study on newly appointed principals in public secondary schools in Bondo district. The study employed descriptive survey method and the data was collected using questionnaires and in-depth interviews with the Principals, Deputy Principals, Chairmen of BOG and PTA. The findings revealed that newly appointed principals face challenges in the management of students, teachers, finance, support staff and parental involvement in school activities.

Another research was conducted by Onderi and Makori (2013) on issues and challenges facing the Principals in Nyamira district. The research adopted a descriptive survey method and a sample of 87 principals from the county. Their findings established that principals faced serious challenges which include interference from sponsors, inadequate funds, inadequate resources and lack of qualified teachers among others. The study also identified the following as serious issues: teenage pregnancy, bullying, alcohol and drugs abuse, violence and truancy among others.

1.11.7 Curriculum Implementation

For a curriculum to be effectively implemented, quality teaching and learning should take place. A curriculum includes a course of subjects and co-curriculum activities that must be covered by the learners with the aim of developing them mentally, physically and morally. The Principal's role in ensuring effective curriculum delivery is to provide the required resources for the teaching and learning process and carry out instructional supervision.

1.12 Operational Definition of Terms

Challenges; refer to occasions that require skills and energy to tackle.

Issues; this refers to problems experienced by the principals as they discharge their responsibilities.

Public secondary schools; these are secondary schools which are funded by the government.

Strategies; refer to plans or methods used to deal with the issues and challenges faced.

In summary, this chapter has presented in-depth examination of background to the study, statement of the problem, objectives of the study, research questions and purpose and significance of the study, delimitation of the study, theoretical & conceptual framework that informed the study and definition of key operational terms on which the current study is grounded.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The foregoing chapter has examined the background to the study, statement of the problem, objectives of the study, research questions and purpose and significance of the study, delimitation of the study, theoretical & conceptual framework that informed the study and definition of key operational terms. This chapter focuses on review of only relevant literature with critical conceptual contributions to the objectives of the current study. It also entails review of existing studies with special attention to issues and challenges that face management practitioners in secondary schools.

2.2 Role of Principals

One of the key roles of school principals is to enhance teaching and learning activities, managing resources and students. Based on their (principals') role of managing teachers, Showers, (1982,1985) observes that teachers who receive support and coaching generally practice new strategies and develop skills in teaching than those who do not receive the same type of support. In this regard, the principal is a facilitator of both teaching and subordinate staff and students learning, that is, the leader of a learning community. Therefore according to Blasé and Blasé (1998), the principal is seen as a lead teacher, coach and a promoter of professional development of teachers in terms of enhancing teachers motivation, self-esteem and sense of security.

Related to this, Phillips and Glickman, (1991) asserts that principals impact on professional development of teachers when they offer direction in learning, support collaborative change and discuss professional research with their teachers.

In Kenya, principals in public secondary schools play multiple roles in overall running of their schools. Such roles include enhancing performance in national examinations (Kenya Certificate of Secondary Education; KCSE), financial management as accounting officers, public relations officers, providers of counseling and guidance to both staff and students. Thus, they play a key role in offering leadership when discharging their responsibilities.

In a nutshell it can be deduced that the role of the principals is a complex and challenging job but very rewarding, hence adequate preparation for being a principal is therefore very important to enable the principal to be efficient and effective in carrying out their responsibilities. Principals have been recognized as important contributors to the effectiveness of schools.

2.3 Effective Principals

Principals are perceived to be the main source of leadership by key school staff. Their educational values, reflective strategies and leadership practices shape the internal processes and pedagogies that result in improved pupil outcomes.

Effective principals provide a clear vision and sense of direction for the school. They prioritize on the needs of the school based on resources available at their disposal. They focus the attention of staff on what is important and do not let them get diverted and side tracked with initiatives that will have little impact on the work

of pupils. They know what is going on in their classrooms through frequent visits to observe on the curriculum implementation which enables them understand and appreciate teachers' instructional needs. They have a clear view of the strengths and weaknesses of their staff hence are in a better position to assist their staff in improving their areas of weaknesses. They monitor students' academic progress, interpret performance data and use it to make instructional improvements. Attend to the personal and emotional needs of the students and teachers. They encourage participative decision making with teachers and staff regarding instructional issues and can focus the program of staff development on the real needs of their staff and school since they are aware of the areas that need improvements and how they can be improved.

According to Koontz and O' Donnell (cited in Saitis [Σαϊτης] 2000), leadership involves the art and the process of influencing individuals so that they collaborate willingly to achieve common objectives. It entails four basic abilities: to respond to how individuals are motivated in different situations by different factors, to inspire and guide the members of the organization, to create a suitable climate, and to articulate and support clear objectives.

Everard and Morris(1999) Maintain that, first of all the effectiveness of a school depends on the principal collaborating with the teaching staff to achieve a common and explicit vision, a timetable that is faithful to the official program of study, and frequent evaluations of students' progress with a view to improving the program of study and students' achievements. Secondly, they said that the principal of an effective school has a specific administrative plan of action, is reliable, creates a climate of respect, has the ability to set clear objectives and to realize them,

demonstrates flexibility, and undertakes initiatives. Furthermore, she or he shows confidence, manages the school finances efficiently and effectively, counsels students and imposes discipline, has the ability to influence the members of school community and to lead them to positive results, builds a collection of robust information, and collaborates with students, parents, other school personnel, and people in other institutions.

Effective school leaders are models of ethical and moral leadership. They project integrity by promoting and supporting an environment where students and school staff are always trying to do "what's right." They demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They seek to make a difference in the lives of students, and impart a philosophy that positive relationships built on trust improve the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

Effective school leaders use analysis of best practices in education, society, and the country in order to be responsive and proactive in changing schools to prepare children for the future in which they will live. They focus on student achievement data and measure success in terms of positive student outcomes.

They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment. Effective school leaders collaborate and build mutually beneficial relationships with social service and health service partners who share their vision of success for all learners. They engage in long term planning and move beyond the immediacy of today into the possibilities

of tomorrow. They promote an environment that supports continuous learning and sharing of knowledge. School leaders need impressive skills to provide effective leadership in our diverse school environments.

2.4 Preparation of Principals

Effective education leadership makes a difference in improving learning. In most developed world countries like America, England, Sweden and Australia, preparation and development of principals is formally institutionalized with colleges offering training for principals before and after appointment to school leadership. Preparation and development of principals is also well structured and systematic in the sense that aspiring principals are prepared for school leadership before appointment and then continuously developed after appointment to enhance performance of their duties.

For instance in England and Scotland the aspiring head teachers have to meet the national Standards and the Standard for Headship in Scotland (SfH) for head teachers, that is, the National Professional Qualification for Headship (NPQH) in England and the Scottish Qualification for Headship (SQH) in Scotland. It should be noted that these are in-service based learning programs mainly done via online but with occasional face-face interactions with the tutors. At the end of the course they provide portfolios of evidence containing a claim for competence against the Standard supported by reflective commentaries.

Preparation and development of principals in these contexts is mandatory and a requirement for anybody wishing to be a principal. The National College for School Leadership (NCSL) in England is an example of such institutions where aspiring

principals are prepared through the National Professional Qualification for Headship (NPQH) Programme (Fink, 2005) and are inducted through Early Headship Programme(EHP) on ascension to principal-ship and those in service are continuously developed through Head for the Future (HftF) programme (Brundrett and de Cuevas, 2007).

In addition, it is reported that new principals are required to attend induction courses focusing only on administrative matters for both primary and secondary head teachers. The main objective is to equip the newly appointed principals with basic knowledge and skills needed for managing the schools (Walker and Kwong, 2005). In Malaysia, the National Professional Qualification for Headship (NPQH) is a recognised qualification for aspiring head teachers. It prepares them for their school management roles.

It is worthwhile noting that effective leadership and management skills are important in enhancing school improvement and learning outcomes and also provision of good learning opportunities for students. Contrary to this observation, many countries including Kenya require a teaching qualification and experience for the school principals. On this note, the South African department of Education introduced a new requisite qualification for aspiring school principals aimed at improving educational standards in 2007.

Also Bush and Oduro (2006) note that 'throughout Africa there is no formal requirement for principals to be trained as school managers. They are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership'.

However, as Kitavi and Van der Westhuizen (1997) note in respect of Kenya, good teaching abilities are not necessarily an indication that the person appointed will be a capable educational manager. Further, it is observed that following the research in the Mpumalanga province, there are wide-ranging changes with far reaching effect on the education system. These have rendered many serving school principals ineffective in the management of their schools since many of them lack basic management training prior to and after their entry into headship (Van der Westhuizen et al, 2004).

Hallinger and Snidvongs, (2008) assert that the main aim of preparation and development of principals is to make school leaders enhance effectiveness and efficiency in the school system. Thus, the principals are provided with knowledge, skills and attributes in order to make them be effective and efficient in the performance of their management tasks. In the long run they provide a framework within which they will operate to achieve both individual and national educational goals. This is done through the preparation process of the principals. In the same vein Eshiwani (1993) and Okumbe (1999) observe that training of school principals should be done as soon as one is appointed. This will improve their efficiency and effectiveness in discharging administrative duties especially spearheading implementation of educational policies.

Muthengi (2011) carried out a research on preparation of principals in Kilifi County to determine whether administrative experience, level of education and training have effects on the principal's competence for handling administrative challenges. His research adopted a descriptive survey design and a sample of 20 Principals selected using simple random sampling method. Data was collected through administration

of questionnaires and supplemented by records of examination analysis from the district education office, Kilifi. His findings concluded that when training is offered, performance is improved. It also showed a positive correlation between student performance at KCSE level and levels of training of the principals.

In 1988 the Kenyan government established the Kenya Education Staff Institute (now known as KEMI) to offer in-service training for the heads of educational institutions including school principals (Republic of Kenya, 1988). As a result, in the 2005 Education Sector report, the Ministry of Education Science and Technology, included, as one of its objectives; to enhance access, equity and quality in primary and secondary education through capacity building for 45,000 education managers by 2015; (Republic of Kenya, 2005). Sadly, the focus has been on practicing principals and hence not much has been achieved for the future or beginning ones.

Moreover, the vast and rapid expansion of education has further led to the appointment of heads who have little experience to fit them completely for the work that they are required to do (Ministry of Education, 1987) and this is a major cause of ineffective leadership in secondary schools (Griffin, 1996).

2.5 Summary

As observed from the foregoing literature review section, several studies have been conducted in various parts of the country that have shown that the newly appointed principals face difficulties in the various managerial tasks that they are involved in and that preparation of principals before appointment improves their effectiveness in the performance of the administrative task areas which include personnel

management, financial management, curriculum implementation, community relations and instructional supervision.

2.6 Study Gap

As stated in study's statement of the problem, studies indicate that principals in public day secondary schools normally assume their roles in office without having undergone formal training to prepare them for their new roles. In this regard the studies reviewed in the Literature review section do not involve conclusive representatives of the entire population of principals in the country, particularly in Mombasa County. Thus, the current study research aimed at generating further knowledge on challenges faced by the newly appointed principals in day secondary schools in Mombasa County. In addition the study also identified strategies employed by the principals to address these challenges hence attempted to fill the knowledge gap that the earlier studies did not focus on.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter examined the relevant literature review that situated the present study in its rightful conceptual/literature position and study gap that the present study endeavoured to fill. The subsequent chapter explores the methodological aspects that the study employed. These aspects include research design, study location, target population, sampling procedures, research instruments, research instruments, validity& reliability of research instrument, piloting of the research instrument, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

The study adopted descriptive research design to collect and analyse data on challenges facing newly appointed principals in day secondary schools in Mombasa County. Mugenda and Mugenda (2003) define descriptive design as a process of collecting data in order to answer questions concerning the current status of the subject in the study and therefore determine and reports the way things are. This type of design is applicable to social science such as education. According to Orodho (2009) descriptive survey is a method of collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues. Therefore based on this the study adopted descriptive survey since it involves a careful and complete analysis of issues and challenges which newly appointed principals face as they carry out their administrative tasks.

3.3 Location of the Study

The study was conducted in day secondary schools in Mombasa County. The choice of the study site was guided by the notion that challenges faced may also be influenced by the location and culture of the people in the area of study. In this regard, Mombasa County was chosen because it is a cosmopolitan town and it may experience unique challenges faced by principals that have not been observed in other areas in the country where similar studies have been conducted. Thus, the researcher confined herself in exploring the challenges faced by newly appointed principals in public day secondary schools in the county.

3.4 Target Population

The target population comprised principals in public secondary schools in Mombasa County. The number of principals sampled is manageable in the study's context of limited time and resources and also, it is an adequate representative sample population from the total number of principals of secondary schools in Mombasa County.

3.5 Sampling Procedures

Sampling process involve basically the selection of appropriate number of respondents to participate in a study. The selected respondents are representative of a larger target study population (Mugenda and Mugenda, 2003). The representative sample size for this study therefore was obtained as follows:

Table 3.1: Sample Size of Principals (Respondents)

| Population | Target population | Sample percentage | Sample size |
|-------------------|--------------------------|--------------------------|--------------------|
| Principals | 31 | 30 | 10 |
| Total | 31 | 30 | 10 |

Mombasa County has four districts that are, Mvita, Kisauni, Changamwe and Likoni. For purposes of having a better representation from the four districts the researcher worked with a total sample of ten principals. This sample is justified since it is manageable in relation to limited time and resources of the current study. The total number of public day secondary schools in Mombasa County per district is as follows:

Table 3.2: Public Secondary Schools per District

| District | No. of schools |
|-----------------|-----------------------|
| Mvita | 14 |
| Kisauni | 5 |
| Changamwe | 6 |
| Likoni | 6 |
| Total | 31 |

Number of principals/deputy principal

From Mvita district $10/30 \times 14 = 4.67$ that is, approximately 5

Kisauni district $10/30 \times 5 = 1.666$ that is, approximately 1

Changamwe district $10/30 \times 6 = 2$ that is, approximately 2

Likoni district $10/30 \times 6 = 2$,, ,, ,, 2

Hence this gives a total number of 10 principals in the representative sample.

3.6 Research Instruments

A research instrument is a tool that is used to measure the concept of interest in a study of a given topic. In this connection an effective tool is one which provides measures that are relevant, accurate, objective and efficient.

The researcher used questionnaires as the sole tool in collecting data required for the study. Orodho (2009) postulates that Questionnaires are instruments used in gathering data to measure a particular view point from a population. In this connection the questionnaire is a group of questions or sequence of questions designed to elicit information from respondents when asked by or completed unaided by the respondent. Thus the questionnaire was used to gather information on issues and challenges that hinder effective management of schools by the principals (respondents). The questionnaires were divided into sections where each section concentrated on a specific management task area and contained both closed and open ended questions so as to enable the researcher collect as much information as possible.

It should be noted that questionnaires were used as the main data collection instrument since they are most appropriate in survey studies such as the present study; they have the ability to collect a large amount of data in a reasonably short period, hence efficient (Orodho, 2009). Also, the questionnaire was appropriate for this study due to its anonymous nature, allowed the respondents to give information freely since the principals' positions being sensitive; they would not have been free to give needed data if interviews would have been used.

3.6.1 Piloting of the Research Instrument

A pilot study was conducted in three schools to test the instrument and determine if the questions are ambiguous or not. The instrument was therefore refined before being administered during the actual data collection procedure.

3.6.2 Validity of Instruments

Validity refers to the accuracy or truthfulness of measurement. Its concern is if the questionnaire will be measuring what it is expected to measure. The researcher submitted the instrument to the two supervisors for opinions with regard to content validity.

3.6.3 Reliability of Instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which research instrument yield consistent results of data after repeated trials. To test reliability of the questionnaire, the researcher used test – retest method in three schools which were not part of the study sample but had similar characteristics with the sample. After two weeks the same questionnaire was administered to the same group and responses scored. After computation of the scores test-retest reliability result was 0.72 that is the correlation co-efficient (r) was 0.72. This means that the research instrument was reliable as according to Orodho (2009) a correlation co-efficient (r) of about 0.75 should be considered high enough to judge the reliability of an instrument.

3.7 Data Collection Procedures

Two sets of questionnaires tailored for newly appointed principals were administered to collect data on challenges that hinder effective management of schools by newly appointed principals in day secondary schools in Mombasa County. Data collection procedure adopted drop and pick method of administering questionnaires to the respondents. The collection of data took the researcher two weeks as she gave the respondents ample time to fill the questionnaire.

Other data collection techniques such as interview schedules were not used because the study envisaged a situation whereby the respondents would not be willing to disclose information in an interview as they would do in filling the questionnaire.

Furthermore, all the ten questionnaires that the researcher sent out to the twenty respondents were filled and returned while complete. This translated to 100% response. Thus, the data collected were very reliable and acceptable as Mugenda and Mugenda (2003) observe that a response rate of 60% is good and a response rate of 70% or more is even better for social research.

3.8 Data Analysis

First and foremost the filled questionnaires were examined for completeness and consistency and then all the questionnaire items were categorized into specific aspects such as bio data of the respondents and their respective schools. The categorized data was subjected to descriptive statistical analysis with the aid of Statistical Package for Social Sciences (SPSS) computer programme. The results were then presented in form of summary tables showing frequencies and percentages. In addition the analyzed data was also presented in bar graphs and pie

charts (chapter 4). Finally in-depth explanations of the findings were presented in prose (qualitatively).

3.9 Ethical and Logistical Considerations in the Study

Before the actual data collection was conducted the researcher sought a letter of approval of the research proposal from the graduate school, Kenyatta University and subsequent research permit obtained from the National Council for Science and Technology in the ministry of education.

Thereafter in order to fulfill the administrative procedure, the researcher also obtained a written permit from the County director of education Mombasa County to collect data from schools.

Moreover, the respondents were informed of their role in the research and the consent to participate in the study was sought from the respondents. In this regard the study ensured privacy and confidentiality of the respondents by keeping their identity pseudonymous and observed confidentiality of the information given in the questionnaires.

In a nutshell, the chapter has dealt with in – depth examination of methodological framework that was adopted by the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The previous chapter dealt with the methodology aspects which the present study employed. This chapter focuses on qualitative and quantitative presentations and analyses of data collected from ten respondents who were principals of public secondary schools. The analyses were guided by the set objectives of the study: to establish issues and challenges faced by newly appointed principals in the operational management task areas and to determine strategies which the newly appointed principals use to address the challenges. In addition the research questions that the study sought to answer are stated as follows: what challenges do newly appointed principals face in curriculum implementation, financial management, management of personnel & students, management of school - surrounding community relations and management of physical facilities in the schools, what strategies do the newly appointed principals use in coping with the challenges? The analysis mainly focused on the data collected on the variables of the study; namely personnel & student management, curriculum implementation, parents/community relations, physical facilities, financial management and the dependent variable of provision of quality education. Data was collected using questionnaires. The response rates and demographic characteristics of the study were first presented as shown in the subsequent sub-sections. This was then followed by analyses & presentations of findings based on the above stated study objectives and research questions.

4.2 Response Rates

All the ten questionnaires that the researcher sent out to the twenty respondents were filled and returned while complete. This translated to 100% response (table 4.1). Thus, the data collected was very reliable and acceptable as Mugenda and Mugenda (2003) observe that a response rate of 60% is good and a response rate of 70% or more is even better for social research.

4.3 Demographic Characteristics of the Respondents

This sub-section presents the demographic characteristics of the respondents that the present study captured include: category of school (Girls/Boys or mixed day schools), the district of the school location (Mvita, Changamwe, Likoni and Kiasauni), academic qualifications and experience in headship (for principals) and experience in deputy headship position (for deputy principals).

Table 4.1: Demographic characteristics of principals

| | n | % |
|--|----------|----------|
| 1.Type of School | | |
| Girls | 2 | 20 |
| Boys | 2 | 20 |
| Mixed | 6 | 60 |
| 2.District in which the school is located | | |
| Mvita | 5 | 50 |
| Changamwe | 2 | 20 |
| Kisauni | 1 | 10 |
| Likoni | 2 | 20 |
| 3.Principal level of education | | |
| B.ED | 7 | 70 |
| Masters | 3 | 30 |
| 4.Years of Experience as Principal | | |
| 0-1 | 1 | 10 |
| 2-3 | 2 | 20 |
| 3-4 | 1 | 10 |
| 4-5 | 1 | 10 |
| >5 | 5 | 50 |

From Table 4.1, it is observed that the majority (60%) of sampled schools were mixed at the frequency rate of 6 out of the total sample of 10 schools.

This means that the majority of the secondary schools in Mombasa County are mixed. The boys and Girls day secondary schools stand at equal frequency rate of 2 and percentage rate of 20% each.

In addition, Table 4.1 also shows that majority of the secondary schools were sampled from Mvita district; hence the study observed that there is high concentration of secondary schools in this district. This is because 50% of the

principals stated so. That is, half of the schools in the research sample are in Mvita district) compared to other districts in the study.

As far as academic qualifications of the principals is concerned, the above tabulated results indicate that 70% of the principals had Bachelors in Education degree (B.ED) as their highest qualification while 30% had a Masters degree. In terms of experience, 50% of the principals had served for 5 years and above while the rest had 4 years and below.

In conclusion, it is worth to note that the foregoing demographic characteristics were highlighted since they are the major characteristics of the target population comprising principals. Thus, the study assumed that they could have a bearing to the challenges that face newly appointed principals in secondary schools in Mombasa County.

4.4 Challenges facing newly appointed principals and strategies of addressing them

This section explores data analysis on the challenges faced by the principals and strategies used to address and/or cope with the challenges faced in management tasks namely curriculum and instruction, financial management, personnel management, physical and material resources, management of students and parents and surrounding community relations.

Table 4.2: Challenges Faced by Newly Appointed Principals in Selection and Recruitment of Teachers

| Challenge | N | % |
|---|----------|----------|
| Strict TSC rules | 4 | 28.6 |
| Unqualified applicants | 6 | 42.9 |
| Unavailability of combinations of subject | 4 | 28.6 |

From table 4.2 it was observed that 42.9% of the challenges principals faced in selection and recruitment of teachers were of unqualified applicants. This was due to external influence and some of them not being competent. In addition 28.6% of the challenges faced by the newly appointed principals were as a result of strict TSC rules; for instance use of rigid TSC marking scheme which at times was not adequate since it is tailored to benefit old graduates. Similarly, 28.6% of the challenges were due to unavailability of combination of subjects especially the humanities that do not attract applicants and some combinations given by the TSC were not according to the school priority.

Table 4.3 Challenges Faced the Newly Appointed Principals in Selection and Recruitment of Support Staff

| Challenge | N | % |
|------------------------|----------|----------|
| Canvassing | 4 | 50.0 |
| Unqualified candidates | 2 | 25.0 |
| Little pay | 2 | 25.0 |

Results from Table 4.3 showed that 50% of the challenges faced by newly appointed principals in selection and recruitment of support staff was canvassing which

emanated from political interference and other interested parties. Getting a qualified candidate with enough experience was also a challenge (25.0%) and another challenge was that some of the candidates had high expectation that the schools were not able to meet (25.0%).

Table 4.4: Strategies used to Address Challenges in Selection and Recruitment of Human Resource

| Strategy | n | % |
|---|----------|----------|
| Included terms and condition of employment in Advertisement | 1 | 10.0 |
| Induction | 2 | 20.0 |
| Follow the right procedure | 5 | 50.0 |
| Improve on selection tactics | 1 | 10.0 |
| Changed the combination | 1 | 10.0 |

50% of the principals were of the opinion of following the laid down procedure such as following the set criteria, remaining professional and engaging the BOM. Twenty percent of the principals reported that they opted to recruit then induct the new members of staff through the HODs and capacity building.

Other strategies (10% each) included change of teaching subjects combinations, including terms and conditions of employment in the advertisement and improving on the selection tactics.

Table 4.5: Challenges in Teacher Management, Student Management and Discipline

| | N | % |
|------------------------------|----|------|
| 1. Teacher management | | |
| Negative attitude | 10 | 35.7 |
| Low morale | 6 | 21.4 |
| Absenteeism | 2 | 7.1 |
| negligence of duty | 5 | 17.9 |
| Insubordination | 2 | 7.1 |
| Incompetence | 3 | 10.7 |
| 2. Student management | | |
| Poor performance | 10 | 24.4 |
| Over enrolment | 3 | 7.3 |
| Under enrolment | 2 | 4.9 |
| Absenteeism | 8 | 19.5 |
| Indiscipline | 7 | 17.1 |
| Negative attitude | 9 | 22.0 |
| poor families | 2 | 4.9 |
| 3. Student discipline | | |
| Drug abuse | 3 | 16.7 |
| Truancy | 7 | 38.9 |
| Chronic absenteeism | 6 | 33.3 |
| Late coming | 1 | 5.6 |
| Stealing | 1 | 5.6 |

From Table 4.5 it was observed that generally the analysis provides low percentages, that is, 35.7%, 21.4%, 7.1% etc which the study attributes to the possibility that principals involved in the study do not face serious challenges in teacher/student management and student discipline management task areas. In addition the study noted that 38.7% of the principals stated that truancy was the major challenge they faced in the management of student discipline.

This is a reflection of the observation noted in Makori (2013) that teenage pregnancy, bullying, alcohol and drug abuse, violence and truancy were the most serious issues which pose challenges to the principals as they discharge their administrative roles in the student discipline management task area.

Table 4.6: Strategies Used in Teacher Management

| Strategies | n | % |
|--------------------------|----------|----------|
| Capacity building | 3 | 14.3 |
| Motivation | 5 | 23.8 |
| Guidance and counselling | 6 | 28.6 |
| Memos/letters | 7 | 33.3 |

As shown in table 4.6, 33.3% of the principals reported that they used official letters and memos in the management of teachers. This was followed by 28.6% of the principals reported that they used guidance and counseling strategy while 23.8% and 14.3% of the principals reported that they used motivation and capacity building respectively as strategies they used in the management of teachers.

Table 4.7: Challenges Facing Support Staff When Discharging their Duties

| Challenge | n | % |
|--------------------|----------|----------|
| Lack of materials | 2 | 16.7 |
| Multitasking | 3 | 25.0 |
| Lack of experptise | 2 | 16.7 |
| Low pay | 3 | 25.0 |
| Laxity | 2 | 16.7 |

As indicated in Table 4.7 25% of the principals reported that support staff faced the challenge of multitasking and low pay. In addition 16.7% of the principals stated that support staff faced the challenges of lack of materials, lack of experience and laxity.

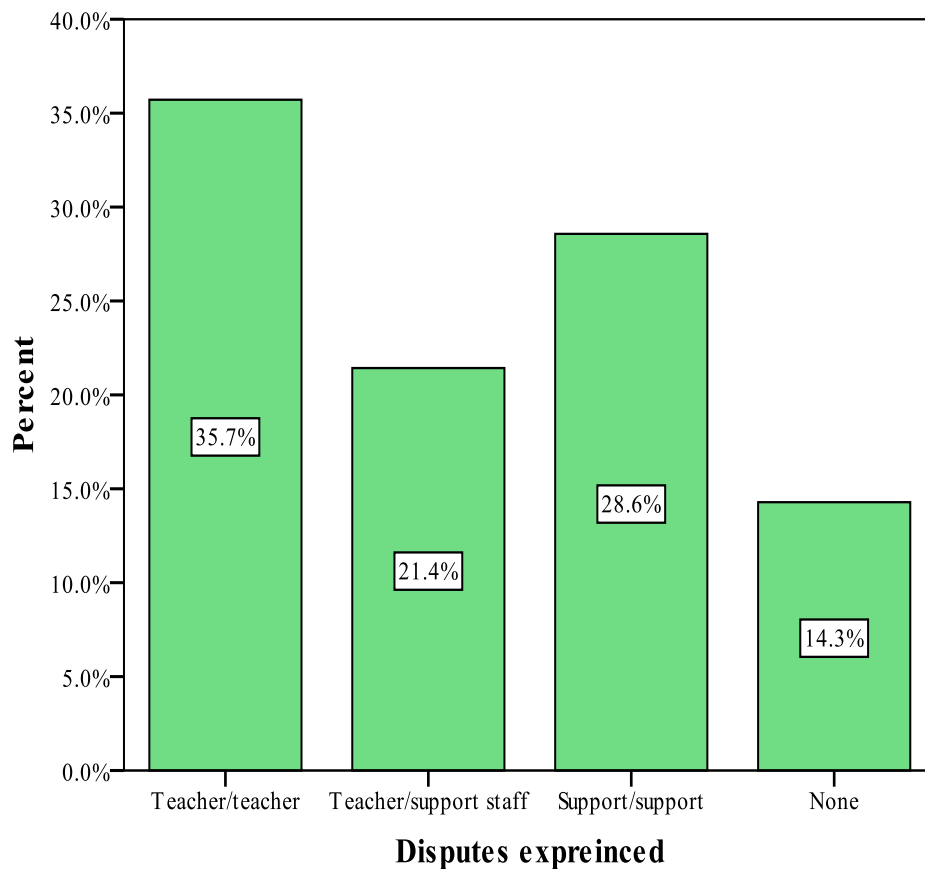
Table 4.8: Strategies Principals used to address the above Challenges

| Stratergy | N | % |
|--|----------|----------|
| Improvise/ good utilization of resources | 2 | 28.6 |
| Motivation | 2 | 28.6 |
| Terms and conditions | 1 | 14.3 |
| Engage casual | 1 | 14.3 |
| Induction | 1 | 14.3 |

Table 4.8 shows that 28.6% of the principals reported that they improvised and utilized resources well and motivated their staffs as strategies they used to address challenges facing support staff. This implies that most used strategies to mitigate challenges facing principals concerning staff management are motivation and effective utilization of resources. For instance utilization of teaching and learning

resources, that is, putting in place some measures on the usage of the same by support staff in day secondary schools. This observation is supported by Koontz and O'Donnell cited in Saitis (2000) which states that leadership entails four basic abilities: to respond to how individuals are motivated in different situations by different factors, to inspire and guide members of the organization, to create a suitable climate and to articulate and support clear objectives.

Figure 4.1: Challenge of Disputes Experienced by Teaching and Support Staff



From figure 4.1, it is observed that 35.7% of the newly appointed principals faced the challenge of teacher/teacher disputes. This is followed by 28.6% and 21.4% of the principals stated that they faced support/support staff and teacher/support staff respectively while 14.3% of the principals reported that they faced no staff disputes.

Table 4.9: Strategies Used in Managing Teaching and Support Staff Disputes

| Strategies | n | % |
|--|----------|----------|
| Guidance and counselling/team building | 6 | 60 |
| Official memos | 1 | 10 |
| Reconciliation | 1 | 10 |
| Reprimand | 1 | 10 |
| Arbitration | 1 | 10 |

As shown in Table 4.9 guidance and counseling (which included team building and encouraging all members of staff on team work) was the most widely used strategy in managing conflicts between teaching and support staff as reported by 60.0 % of the principals. This highest percentage could imply that teamwork created harmonious interpersonal relations between teaching and support staff hence enhanced cooperation and co-existence among them. Thus, achieving effective performance of their duties in schools. This is supported by Katz (1974) theory on management which states that human skills of a manager (in this case, principal) relate to the ability to work with people. They enable a leader to work effectively with subordinates, peers and superiors. Therefore in relation to the above described results, the principals' strategy of enhancing teamwork among their staffs is an effective managerial strategy of creating interpersonal relationships and understanding hence reducing conflicts. Other strategies included use of official memos, reconciliation of the concerned parties, reprimanding and through arbitrations.

Table 4.10: Challenges in Planning Procurement of Instructional Materials

| Challenges in procurement | n | % |
|----------------------------------|----------|----------|
| Accessibility | 1 | 4.2 |
| Cost of materials | 2 | 8.3 |
| Delay in FDSE funding | 2 | 8.3 |
| Student losing books | 1 | 4.2 |
| Less funds | 9 | 37.5 |
| Delay in requisition | 5 | 20.8 |
| Quality of materials | 2 | 8.3 |
| Frequent change in syllabus | 1 | 4.2 |
| Storage facilities | 1 | 4.2 |

The analysis of data in Table 4.10 above regarding challenges faced by newly appointed principals in planning for procurement of instructional materials, the most cited challenges were less funds and delay in requisition of the materials/resources as reported by 37.5% and 20.8% of the principals respectively.

Table 4.11: Strategies towards Challenges when Planning Procurement of Instructional Materials

| Strategies | N | % |
|-------------------|----------|----------|
| Cost sharing | 3 | 21.4 |
| Consultation | 3 | 21.4 |
| Priotizing | 3 | 21.4 |
| Inservice | 1 | 7.1 |
| Virement of funds | 1 | 7.1 |
| Buying on Credit | 1 | 7.1 |
| Estimates | 1 | 7.1 |
| School voteheads | 1 | 7.1 |

Majority (21.4%) of the principals opted to engaging parents and government in cost sharing on procurement of instructional materials and 21.4% of the principals prioritized the instructional material depending on the available funds and were on frequent consultation with the stakeholders respectively. Other strategies include in-servicing of the heads of department, transferring funds from one account to another (virement), agreement with suppliers to supply on credit and hiding the funds in a more acceptable vote heads.

Table 4.12: Challenges in Procurement of Instructional Materials

| Challenges | n | % |
|-----------------------|----------|----------|
| Delay In Delivery | 3 | 20.0 |
| Price Flactuate | 2 | 13.3 |
| Overpriced Quatations | 1 | 6.7 |
| Poor Procurement | 7 | 46.7 |
| Unstable Committee | 1 | 6.7 |
| Limited Facilities | 1 | 6.7 |

As shown in Table 4.12, 46.7% of the newly appointed principals faced the challenge of poor procurement process. This was due to influence from external forces, poor tendering process resulting to retendering and unqualified staff doing procurement. Thus, it implies that poor tendering process of the schools' services and resource materials are a major challenge facing principals in day secondary schools in Mombasa County.

Moreover, 20.0% of the principals stated that they faced delay in delivery of supplies while 13.3% of the principals faced the challenge of frequent price fluctuations making it unaffordable to purchase instructional materials. Finally 6.7% reported that they faced the challenges of overpriced quotations, unstable tendering committees (some members were employed on temporary terms) and they also faced the challenge of limited facilities such as spacious libraries.

Table 4.13: Strategies used to address Challenges Regarding Procurement of Instructional Materials

| Strategies | N | % |
|---------------------------------------|----------|----------|
| Abide to procurement rules | 7 | 43.8 |
| Capacity building | 3 | 18.8 |
| Appointing permanent members of staff | 2 | 12.5 |
| Readvertisement | 1 | 6.3 |
| Cutting down on quantities | 1 | 6.3 |
| Benchmarking | 1 | 6.3 |
| Cost sharing | 1 | 6.3 |

From Table 4.13 above, (43.8%) of the newly appointed principals opted to strictly follow the procurement rules by incorporating professionals in procurement and avoiding external influences. 18.8% and 12.5% of the principals stated that they use capacity building and appointment of permanent members of staff strategies respectively. In addition, 6.3% of the principals adopted strategies such as re-advertisement, cutting down on quantities, benchmarking and cost sharing strategies to address challenges regarding procurement of instructional materials. Therefore it was concluded that principals choose to abide by the procurement rules as compared to other stated strategies in order to overcome challenges related to the procurement process.

Table 4.14: Source of School Funding

| Source | N | % |
|----------------------------|----------|----------|
| Parents | 8 | 33.3 |
| Government | 6 | 20.0 |
| FDSE | 4 | 13.3 |
| CDF | 3 | 10.0 |
| Donors | 3 | 10.0 |
| ADB | 1 | 3.3 |
| Burasaries | 1 | 3.3 |
| PTA | 1 | 3.3 |
| Income generating projects | 1 | 3.3 |

From the analysis in table 4.14 above it is observed that 33.3% of the newly appointed principals reported that the schools' main source of school funding comes from parents inform of school fees while 20.0% of them stated that contributions and government's grants through MOEST are other sources of school funding. In addition 10% and 3.3% of the principals reported that CDF, ADB, bursaries PTA and income generating projects are other sources of school funding.

Table 4.15: Challenges in Financial Management

| Challenges | n | % |
|--------------------|----------|----------|
| Delay in FSE Funds | 7 | 33.3 |
| Fees defaulting | 9 | 42.9 |
| Inadequate funds | 3 | 14.3 |
| Unreliable funding | 2 | 9.5 |

Table 4.15 shows that 42.9% of the respondents cited fees defaulting as the main challenge in financial management since some school budget provisions which could be crucial, might not be catered for hence affecting running of the school programmes or development endeavours. Whereas delayed FSE is a challenge to effective financial management as it may affect the meeting of schools' needs promptly.

Table 4.16: Problems Associated with free Day Secondary Education

| Challenge | n | % |
|----------------------|----------|----------|
| Delay | 7 | 31.8 |
| Misconception | 4 | 18.2 |
| Insufficient funding | 11 | 50.0 |

As shown in Table 4.16, 50% of the newly appointed principals stated that insufficient funding is the main challenge facing them. This is felt due to frequent rise of prices of commodities. 31.8% of the principals reported that government's delay in remitting funds was a challenge they faced since it led to delay in implementing many school activities. Finally 18.2% of the newly appointed principals reported that another problem associated with free day education was fees defaulting because of misconception of parents of free education resulting in parents not paying the school fees.

Table 4.17: Strategies Adopted by Principals to Address Financial Challenges

| Strategies | N | % |
|----------------------------|----------|----------|
| Reduce expenditure | 4 | 25.0 |
| Income generating projects | 2 | 12.5 |
| Involving parents | 3 | 18.8 |
| Credit buying | 1 | 6.3 |
| Virement | 1 | 6.3 |
| Source for donars | 1 | 6.3 |
| Involving government | 4 | 25.0 |

From Table 4.17, 25% of the principals were of the opinion of cutting down on school expenditures by prioritizing school needs and managing the available resources well and another 25% of them appealed to the government to release funds in time, enhancing FDSE capitation per child and to rearrange school calendar year to tally with the government financial year. In addition 18% of the principals opted for the strategy of involving parents by sensitizing them on the need to pay school fees. Finally 6.3% of the principals reported that they employ the following strategies buying items on credit, transferring votes, and sourcing for more donors.

Table 4.18: Challenges in School Budget Preparation

| Challenges | n | % |
|--------------------------------------|----------|----------|
| Delays in deparmental budget | 6 | 37.5 |
| Lack of skills in budget preparation | 2 | 12.5 |
| Flactuation in enrollment | 2 | 12.5 |
| Harmonization problem | 4 | 25.0 |
| Unreliable funding | 2 | 12.5 |

As shown in Table 4.18, 37.5% of the principals reported that they faced challenges in preparation of budget because of delay from the user department to submit the estimates while 25% reported that there was also problem with harmonizing budgets from various departments. Some departments budgeted for more activities than others. 12.5% of the principals stated that unpredicted enrolment of students makes it had to plan for an effective budget including unreliable funding.

Table 4.19: Challenges in Approving School Budget

| Challenge | n | % |
|----------------------------------|----------|----------|
| Opposition | 4 | 57.1 |
| Lack of understanding the budget | 2 | 28.6 |
| Failure to approve | 1 | 14.3 |

From Table 4.19, it is observed that 57.1% of the principals stated that they faced opposition from BOM members in approving the school budget. This implies that most of the Principals in day secondary schools in Mombasa Sub-county encounter the challenge of lack of support of some budgetary proposals from some BOM members hence putting a huddle to successful process of approving the schools proposed budget. Therefore the study concludes the serious challenge facing when it comes to the process of budgeting if opposition from BOM, consequently leading to delayed budgeting process.

Table 4.20: Challenges Faced Regarding Presentation of Books of Accounts

| Challenge | n | % |
|------------------------------|----------|----------|
| Delay | 6 | 50.0 |
| Audit process take long time | 2 | 16.7 |
| Lack of technical expertise | 3 | 25.0 |
| Over expenditure | 1 | 8.3 |

In Table 4.20 fifty percent of the principals stated that there was delay in the auditing process ranging mainly from banks delaying to give the bank statement, and Bursars delaying to finalize the budget reports while twenty five percent of the principals cited lack of technical skills and sixteen percent of them reported that they faced the challenge of auditing process being too long and tedious. Finally 8.3% of the Principals cited over expenditure as another challenge that they faced when presenting books of accounts for auditing.

Table 4.21: Strategies used to address Challenges in Presentation of Books of Accounts

| Strategies | n | % |
|--------------------------------|----------|----------|
| Employed qualified accountants | 1 | 11.1 |
| Re-tooling | 2 | 22.2 |
| Engaging the concerned | 6 | 66.7 |

From Table 4.21 it can be deduced that 66.6% of the newly appointed principals reported that they engaged the concerned party for instance giving bursars timelines, supervising the accounts, and the concerned personnel working extra hours. In addition 22.2% of the principals used the strategy of re-tooling the involved staff by

doing course in financial management and also ensuring that only qualified accountants are employed.

Table 4.22: Challenges In Regard to Carrying Out Instructional Supervision

| Challenges | N | % |
|------------------------|----------|----------|
| Inadequate preparation | 6 | 40.0 |
| Student Absentism | 1 | 6.7 |
| Time management | 2 | 13.3 |
| Negative attitude | 5 | 33.3 |
| Understaffing | 1 | 6.7 |

Table 4.22 shows that forty percent of the newly appointed principals reported that they faced the challenge of inadequate preparation in teaching for instance lack of preparation of schemes of work and lesson plans, use of old notes (yellow notes), and not adhering to the prepared schemes of work. In addition, 33.3% of the principals stated that negative attitude of the teachers was also noted as a challenge in carrying out instructional supervision in that, some teachers were non-committal with defensive attitude. Thus principals lacked the teachers' support. Finally 13.3% of the principals stated that they faced the challenge of poor time management in that teachers were not punctual to classes.

Table 4.23: Strategies used in Regard to Challenges Encountered in Carrying out Instructional Supervision

| Stratergies | n | % |
|--------------------------|----------|----------|
| Involving parents | 1 | 7.7 |
| Capacity building | 4 | 30.7 |
| Delegating | 1 | 7.7 |
| Soft copy templates | 1 | 7.7 |
| Recruiting more teachers | 1 | 7.7 |
| Introducing new policies | 2 | 23.1 |
| Memos & meetings | 2 | 15.4 |

From the above tabulated results, 30.7% of the principals used capacity building as a way of improving instructional supervision such as training heads of department (HODs), Refresher in - service seminars on teacher performance and general sensitization. Moreover, 23.1% of the newly appointed principals cited introduction of new policies as one of the strategies used. This involved introduction of lesson plan books, and teachers logging in the classroom.

In addition soft copy templates for lesson plan were used for easy updating and parents were also involved to help curb the problem of absenteeism. Finally, the principals addressed issues about teaching staff during staff meetings and by use of memos.

Table 4.24: Challenges Encountered in use and Maintenance of Instructional Materials

| Challenges | N | % |
|--|----------|----------|
| 1. Use of instructional materials | | |
| Underutilisation | 3 | 21.4 |
| Obsolete | 2 | 14.3 |
| Inadequate | 1 | 7.1 |
| loss/theft | 7 | 50.0 |
| Cost | 1 | 7.1 |
| 2. Maintenance of instructional materials | | |
| Storage facilities | 4 | 33.3 |
| Rebinding book | 2 | 16.7 |
| Wear and tear | 5 | 41.7 |
| Insufficient funds | 1 | 8.3 |

Table 4.24 above shows that 50% of the newly appointed principals reported that loss and theft of books by students was one of the challenges they faced in regard to the use of instructional materials. This affected adequate provision of learning and teaching resources in secondary schools under study. Furthermore, 41.7%, 33.3%, 21.4%, and 16.7% of the principals reported that they faced wear and tear of the materials, lack of proper and adequate storage facilities, underutilization of instructional materials due to lack of ICT know-how and frequent rebinding of books respectively among others.

Table 4.25: Strategies towards Maintenance of Instructional Materials

| Strategies | n | % |
|---------------------------------|----------|----------|
| Binding/Covering books | 2 | 13.3 |
| Improving on storage facilities | 2 | 13.3 |
| Sensitisation | 3 | 20.0 |
| cost sharing | 1 | 6.7 |
| Replacement | 4 | 26.7 |
| More purchasing | 1 | 6.7 |
| Repair and maintenance | 1 | 6.7 |
| Disposal | 1 | 6.7 |

Form Table 4.25 it is observed that 26.7% of the newly appointed principals reported that replacing books text books was used in order to deal with loss of theft of text books. Similarly 20% of the principals used sensitization as another strategy of maintaining instructional materials. This was done by organizing seminars on use of equipment and educating on material handling skills and techniques. In addition 13.3% and 6.7% of the newly appointed principals stated that they used binding/improving storage facilities and cost-sharing by involving parents to cover the cost of rebinding text books respectively.

Table 4.26: Challenges in Planning for Material Resources Required in the School

| Challenge | n | % |
|------------------------|----------|----------|
| Inadequate funds | 5 | 55.6 |
| Materials expensive | 1 | 11.1 |
| Textbooks/stationeries | 2 | 22.2 |
| Lack of specifications | 1 | 11.1 |

Table 4.26 shows that 55.6% of the principals reported that they faced the challenge of inadequate funds while 22,2% of the of the principals reported that faced inadequate text books and stationary as challenges in planning for material resources required in school. Thus, implication of this is that the schools are forced to procure inadequate learning/teaching materials.

Table 4.27: Challenges in Provision of Adequate Physical and Material Resources

| Challenge | n | % |
|-------------------------|----------|----------|
| Inadequate funds | 7 | 46.7 |
| Lack of funds | 2 | 13.3 |
| Lack of parents support | 1 | 6.7 |
| Inadequate resources | 3 | 20.0 |
| Delays | 1 | 6.7 |
| Poor quality | 1 | 6.7 |

From table 4.27, the results show that 46.7% of the newly appointed principals faced the challenge of inadequate funds. Thus, the lack of adequate financial resources may lead to school development and curriculum implementation programmes come to a halt or ineffectively implemented. This challenge is also observed by Kasoa, B. (2012) who states that newly appointed principals in Kitui District face financial challenges such as inadequate financial resources and lack of requisite financial management skills among others. The other lower percentage that is, 20%, 13.3% and 6.7% of the principals imply that the inadequate material resources, lack of funds and lack of parents' support didn't pose a serious challenge to the principals in day secondary schools in Mombasa County.

Figure 4.2: Influence of Cultural Mind Set of the School’s Surrounding Community/Parents. Impact of Cultural Mind Set

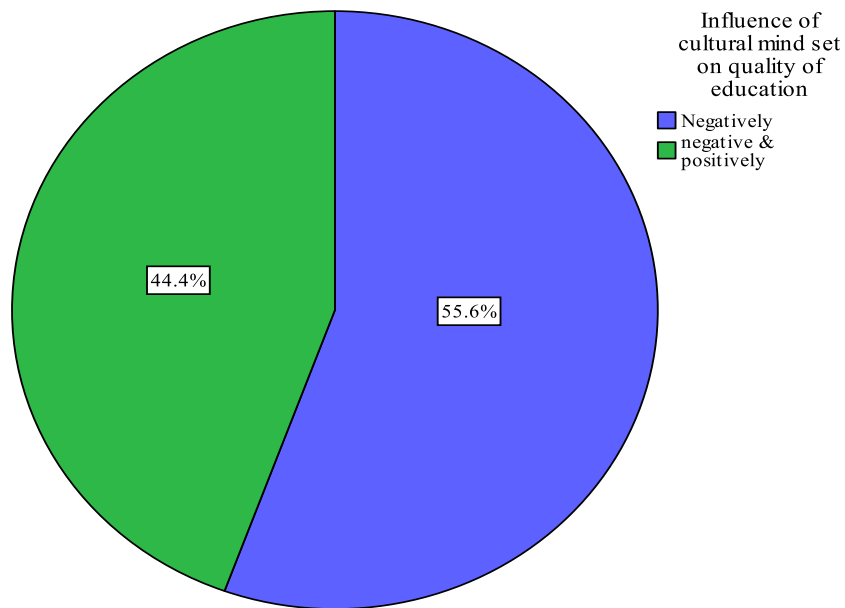


Figure 4.2 shows the analysis of data on the challenges in the management of school-surrounding community’s relations. The results show that 55.6% of the principals reported that the mindset of the school’s surrounding community negatively influenced quality of education while 44.4% reported that school’s surrounding community had both negative and positive influence on quality of education. Thus, this negative cultural mindset of the schools’ surrounding community posed a major challenge to the newly appointed principals in regard to schools-surrounding community’s relations management.

Table 4.28: Challenges Concerning Day-To-Day School Activities

| Challenge | n | % |
|---------------------|---|------|
| Delays | 4 | 28.6 |
| Inadequate funds | 7 | 50.0 |
| Limit on withdrawal | 2 | 14.3 |
| Emergencies | 1 | 7.1 |

Table 4.28 shows that 50% of the newly appointed principals reported that they faced the challenge of inadequate funds in running day-to-day school activities while 28.6% of the principals faced the challenge of delays of funds from the government. In addition the results also show that 14.3% of the principals stated that they had been limited on the amount of money they can withdraw, hence avoiding some activities within the school.

Table 4.29: Distribution of Challenges Newly Appointed Principals face across Three Types of Schools

| Challenges | Girls | Boys | Mixed | X² | P-value |
|--|--------------|-------------|--------------|----------------------|----------------|
| Challenges in planning for instructional materials that would be used in the school | 25(2) | 25(2) | 50(4) | 0.900 | 0.638 |
| Did you face any challenges when sourcing for school supplies? | 0(0) | 25(1) | 75(3) | 2.115 | 0.347 |
| Are there challenges that cropped up in your implementation of the school budget? | 25(2) | 12.5(1) | 62.5(5) | 1.667 | 0.435 |
| Do parents/guardians support your effort of addressing discipline issues of their children in your school? | 25(2) | 12.5(1) | 62.5(5) | 1.667 | 0.435 |
| Are there any threats that the surrounding community pose to the management of the school? | 20(2) | 20(2) | 60(6) | - | - |
| Are there challenges you face in the management of students in your school? | 0(2) | 25(1) | 75(3) | 3.00 | 0.148 |

Table 4.29 shows results of chi-square test that was performed to determine whether challenges newly appointed principals faced in the three types of schools were different. The chi-square showed that the challenges were equally distributed among the three types of public day secondary schools in Mombasa County ($p>0.05$). This means that all principals in the three types of day secondary schools experienced similar challenges affecting them in their managerial task areas such as student/staff management, financial and school resource management regardless of the type of day secondary school they headed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE STUDY

5.1 Introduction

The previous chapter dealt with the qualitative and quantitative presentation and analyses of data. This chapter provides a summary of the findings of the study in reference to the present study's set objectives. It also presents the conclusion and lastly recommendations for further research.

5.2 Summary

First and foremost, the study examined the challenges that newly appointed principals in day secondary schools – Mombasa County face as they discharge their administrative duties in the selected operational management task areas and strategies they use in an attempt to address these challenges.

To achieve the study's first objective which was *to investigate issues and challenges faced by newly appointed principals in the operational management task areas*, quantitative research data on challenges as reported by the respondents in management task areas was subjected to descriptive statistical analysis using a computer program, that is, Statistical Program for Social Sciences (SPSS). Thus, frequencies and percentages of challenges and strategies used were highlighted and computed as per the category of operational management task area. For instance in teacher management, 22% of the principals cited negative attitude, 21.4% of the principals cited low morale, 7.1% of principals reported absenteeism, 17.9% of the principals reported negligence of duty while 7.1 cited insubordination as challenges

facing them in the area of teacher management. However, teachers harbouring negative attitude was the most experienced challenge faced by all the principals as compared to other challenges regarding teacher management as the analysis indicate that 35.7% of the principals cited it.

Second, the challenges in student management included poor performance, over enrolment, absenteeism, indiscipline, negative attitude and poor family backgrounds out of which poor performance was the most serious challenge that face the principals in the area of student management is students poor performance. This is revealed in the study as the highest percentage, that is, 24.4% of the principals cited it in the data. In regard to student discipline management, the following challenges were cited: drug abuse, truancy, chronic absenteeism, late coming and stealing of which truancy was the most experienced challenge as reported by 38.9% of the principals compared to other highlighted challenges.

Third, in regard to the management of school personnel, the newly appointed principals experience the following forms of disputes: teacher/teacher with 35.7% of principals reported this, teacher/support staff with 21.4% of principals reporting and support staff/support staff as reported by 28.6%. Thus, the most form of dispute facing the Principals was teacher/teacher compared to others.

Fourth, concerning challenges the respondents faced in school financial management, the most faced challenges were school fees defaulting and delay in disbursement of Free Secondary School (FSE) funds by the government among other analysed challenges.

Fifth, 37.5% of the principals cited delay in departmental budget as the most challenge they faced in budget preparation management and opposition from other stakeholders particularly BOM members as the most challenge they faced in approving school budget procedures.

Finally, most faced challenges in regard to carrying out instructional supervision were inadequate preparation as reported by 40% of the principals and negative attitude of the teachers (reported by 33 % of the principals). In addition loss/theft and underutilization of instructional materials were the most faced challenges by respondents in regard to maintenance of instructional materials.

Furthermore in order to achieve the second set objective of the study which was *to find out the strategies the newly appointed principals use to address the challenges*, the data on the strategies adopted was analysed as per the management task area. For instance strategies towards challenges in planning for procurement of instructional materials strategies towards challenges in instructional supervision, strategies towards procurement of instructional materials among others, the analyses revealed that 21.4% of the principals opted to engage parents and government in cost sharing on procurement of instructional materials and 21.4 % were on frequent consultation with the stakeholders, 21.4% of the principals prioritized the instructional material depending on the available funds. Furthermore the most used strategy by most principals in procurement of instructional materials was strictly following the procurement rules among other strategies analysed in chapter 4.

Concerning strategies used by newly appointed principals in addressing most of financial challenges, the most adopted strategies were reducing expenditure and

involving government's subsidy. Other strategies mostly adopted by the respondents include staff capacity building as reported by 30.7% of the principals and introduction of new policies (reported by 23.1% of the principals) in addressing challenges regarding instructional supervision. In addition mostly used strategies concerning maintenance of instructional materials were sensitization on the use of the materials which was cited by 20% of the principals and replacement of lost materials as reported by 26.7% of the principals among other strategies.

5.3 Conclusion

In conclusion, the researcher made a generalization that newly appointed principals in day secondary schools in Mombasa face nearly similar challenges regardless whether a school is purely Boys, Girls or Mixed. In addition, the principals have come up with almost the same strategies to address challenges in each operational management task area. This is in line with the tenets of Kartz (1974) management theory which highlights requisite skills that manages, in this case, principals should possess in order to effectively carry out their management responsibilities including being able to come up with strategies to address myriad challenges they do face. Finally, the researcher concluded that the set objectives and assumptions were realized.

5.4 Recommendations of the Study

The current study has established the existence of challenges that the newly appointed principals of day secondary schools in Mombasa do face. It has also established specific strategies used to address the challenges faced. Moreover, the study also established that there is no difference in the challenges facing the newly appointed principals in the three types of schools under study, namely; Boys, Girls and mixed day secondary schools.

- i. Therefore based on the findings, the study recommends that education stakeholders especially policy makers should consider providing capacity building opportunities tailored at equipping the newly appointed principals with skills to address the most faced challenges such as teachers' negative attitude towards work, students poor performance, truancy among students, staff dispute resolution among others.
- ii. Secondly, based on the findings that the surrounding communities around the schools including parents have negative mind-set towards education programmes in schools, the study recommends that concerted effort involving local political and religious leaders, educators from the surrounding community among other stakeholders should organize sensitization programmes in education matters for the local community.
- iii. Last but not least, the study recommends that the appointing authorities should consider appointing deputy principals who have enough experience in administrative positions before being appointed as a deputy principal.

5.5 Suggestions for Further Research

Based on the findings of the study, the researcher made the following suggestions for further research.

1. A study on the status of ICT integration regarding curriculum in secondary schools in Mombasa County could add in-depth knowledge on the challenges facing the principals in management of curriculum implementation and supervision.
2. A comparative study can be undertaken to explore the correlation between principal's experience, academic qualifications, type of secondary school and the challenges the newly appointed principals experience in their managerial tasks particularly in Mombasa County. The findings of such a study may provide more insight in understanding of the unique challenges that face education in Mombasa County.

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APPENDICE

APPENDIX I

LETTER OF INTRODUCTION

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

RE: Request for participation in research study on issues and challenges facing newly appointed principals in public day secondary schools

I am a student of Kenyatta University Mombasa County and intend to carry out a research as part of the course requirement of Masters degree in Education Administration. The study seeks to determine the issues and challenges that newly appointed principals experience in public day secondary schools in Mombasa County.

The findings will be confidential and strictly for academic use. At no time will your name be mentioned in the report.

Your participation will be highly appreciated.

Yours faithfully,

MuniraAbeid.

APPENDIX II

LETTER TO THE ETHICS COMMITTEE

Xxx Ethics Committee

School of Education

Kenyatta University

RE: Ethical Approval to Conduct a Study of the issues and challenges facing principals in Mombasa County.

I am a student currently undertaking Master's Degree at Kenyatta University. A research proposal is to be submitted as a partial fulfillment of the course the topic I have chosen aims at conducting study on issues and challenges facing newly appointed principals in Mombasa County. This could be of benefit to the future development of management of secondary schools in Mombasa.

Every effort has been made in the development of this research to be sensitive to all ethical issues. I would greatly appreciate your approval to perform this study through your review of the ethical consideration. Enclosed please find a copy of the research proposal for your perusal.

Any suggestion provided will be considered and acknowledged.

Yours faithfully,

Munira Abeid

APPENDIX III

QUESTIONNAIRE FOR PRINCIPALS

Introduction

This research is meant for academic purpose. It will try to find out the issues and challenges faced by principals in the management of public day secondary schools. Thus, you are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere in this questionnaire. Please tick [√] where appropriate or fill in the required information in the spaces provided.

Section A: BIODATA

1. Which type of school do you head?

Girls school [] Boys school []
Mixed day school []

2. In which district is your school located?

Mvita district [] Changamwe district []
Kisauni district [] Likoni district []

3. Academic qualifications

MEd [] BEd [] Dip/Ed []

Others (Specify).....

4. Your experience in headship in the current school

0 - 1 year [] 1 - 2 years [] 2 - 3 years []
3 - 4 years [] 4 - 5 years [] 5 years and above years []

SECTION B: CURRICULUM AND INSTRUCTION

1. Were there any challenges you faced when planning for the instructional materials that would be used in the school?

Yes [] No []

2. If yes, list them down.

- (i)
- (ii)
- (iii)
- (iv)
- (v)
- (vi)

How did you address the challenges you have listed in 2 above.....
.....
.....
.....

3. (a) What challenges did you face in procurement of the instructional materials?

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.....
.....

(b) In what ways did you overcome the challenges regarding procurement of instructional materials in (a) above?.....

.....
.....

4. (a) Did you face any challenges when sourcing for school supplies? (✓ Tick as applicable)

Yes [] No []

5. (b) If yes, how did you manage the challenges you faced?.....

.....
.....

6. (a) In regard to effective curriculum implementation in your school, list down any issues you encountered when carrying out instructional supervision.....

.....
.....

(b) State how you addressed the issues in (a) above.....

.....
.....

7. What challenges do you encounter in regard to?

(a) Use of instructional materials?

.....
.....

(b) Maintenance of the instructional materials?.....

.....
.....

(c) How did you address the challenges in (a) and (b) above?

.....
.....

SECTION C: FINANCIAL MANAGEMENT

1. Mention sources of school funding.....

.....
.....

2. List down any challenges that the above sources may have posed.....

.....
.....

3. (a) What problems are associated with Free Day Secondary Education fund (FDSE)?

.....
.....

(b) State strategies you would use to address the problems highlighted in (a) above.....

.....
.....

4. Concerning the school budgeting process, state challenges you faced in :

(a) Preparation of the school budget?.....

.....
.....

(b) Approval of the school budget?.....

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

5. (a) Are there challenges that cropped up in your implementation of the school budget?

Yes [] No []

(b) If yes, what challenges did you face in the implementation of the school budget?

.....

.....

6. What attempts did you make in order to address the challenges you have stated above in regard to the school budgeting process?.....

.....

.....

.....

7. (a) List down some of the challenges you faced when presenting your books of accounts for auditing.....

.....

.....

(b) State how you managed the challenges you have listed in (a) above.....

.....

8. As far as the funding of day to day school activities is concerned, what challenges do you encounter?

.....

.....

SECTION D: PERSONNEL MANAGEMENT

1. What challenges did you face in the process of selection and recruitment of:

Teachers.....

Support staff.....

2. Briefly state how you managed the challenges you have mentioned above.....

.....

3. If any, what challenges do your support staffs face when discharging their duties?.....

List strategies you used to address them.....

4. Among the challenges listed below, which one(s) do you face in teacher management? (Please tick as appropriate).

Negative attitude [] Low morale []

Absenteeism [] Negligence of duty []

Insubordination [] Incompetence []

Others (specify).....

5. State specific practical strategies you employed to deal with the challenges in (4) above.....

6. (a) Among the disputes mentioned below, which one(s) do you experience among the teaching and support staff (tick as appropriate).

Teacher/ teacher [] Teacher / support staff []

Support / support []

7. Briefly state how you manage the type of conflicts you have chosen in (a) above.

.....

SECTION E: PHYSICAL AND MATERIAL RESOURCES

1. One may face some challenges when planning for both physical and material resources. Thus mention the challenges you faced when planning for:

a) Physical resources required in the school.....

.....

b) Material resources.....

.....

2. What problems did you face in the provision of adequate physical and material resources?.....

.....

.....

3. Briefly outline strategies you used to address the problems you have stated in (2) above.....

.....

.....

4. In regard to effective management of available physical and material resources in the school, what challenges do you face in the process?.....

.....

.....

5. What measures have you put in place to ensure proper use of school resources?

.....

.....

.....

SECTION F: MANAGEMENT OF STUDENTS

1. (a) Are there challenges you face in the management of students in your school?

Yes [] No []

(b) If yes, which challenges among the ones listed below do you face?

Poor performance [] Over enrolment []

Under enrolment [] Absenteeism []

Indiscipline [] Negative attitude []

Others (specify):.....

2. How do you address the above specified challenges?.....

.....

3. Among the discipline issues suggested below, which one(s) do you experience with your students?

Drug abuse [] Truancy []

Chronic absenteeism []

Others specify:.....

4. (a) What measures have you put in place to address the above specified discipline issues?.....

.....

(b) Do parents/ guardians support your effort of addressing discipline issues of their children in your school?

Yes [] No []

SECTION G: PARENTS AND SURROUNDING COMMUNITY RELATIONS

1. (a) In regard to the need of parents' involvement in the school programs,
what challenges did you face towards this effect?

.....
.....

(b) Briefly state ways in which you manage these challenges

.....
.....

2. (a) How does the cultural mind set of the surrounding community contribute
to the quality of education in your school?

Negatively [] Positively []

Negatively and positively []

(b) If either of the 3 above list down specific ways:

.....

3. (a) Are there any threats that the surrounding community pose to the
management of the school?

Yes [] No []

(b) If yes, please list them down

.....

(c) What measures have you put in place to cope with the above listed threats?

.....
.....

4. Briefly state the kind of support you do receive to improve your efficiency in discharging your duties as a principal from the following:

QASO.....
.....
.....

BOM.....
.....
.....

Heads Association.....
.....
.....

Education director's office.....
.....
.....

Others specify:.....
.....
.....

THANK YOU FOR PARTICIPATING IN THE RESEARCH

APPENDIX IV

BUDGET

| BUDGET ITEM | COST | |
|----------------------------|---------------|-----------|
| | Kshs | Cts |
| Stationary | 8,000 | 00 |
| Printing and binding | 5,000 | 00 |
| Photocopying cost | 4,000 | 00 |
| Travel costs | 5,000 | 00 |
| Phone and internet charges | 6,000 | 00 |
| Miscellaneous | 2,000 | 00 |
| Laptop | 60,000 | 00 |
| Flash disks | 2,000 | 00 |
| Total | 92,000 | 00 |

APPENDIX V

WORK SCHEDULE

| ACTIVITY | PERIOD REQUIRED | YEAR |
|--|------------------------|-------------|
| Writing and refining the research proposal | June to September | 2013 |
| Development of instruments | June to September | 2013 |
| Training of research assistant | June to September | 2013 |
| Piloting/ pretesting the instrument | October | 2013 |
| Data collection | November | 2013 |
| Data coding | December | 2013 |
| Computer data entry | December | 2013 |
| Report writing | January | 2014 |
| Submission of the report | January | 2014 |