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**SCHOOL - BASED MANAGEMENT PROSPECTS AND CHALLENGES:
A CASE OF PUBLIC SECONDARY SCHOOLS IN MURANG'A
COUNTY, KENYA.**

By

JOYCE WANGARI KIRAGU

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Kiragu, Joyce Wangari
*School - based
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DECLARATION

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



Date 12/6/2012

Joyce Wangari Kiragu

Reg. No. E55/CE/11809/2008

This project has been submitted for examination with our approval as University Supervisors

Supervisors:

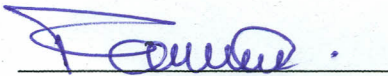
1.



Date 12.06.2012

Dr. George A. Onyango
Lecturer
Department of Education Management,
Policy & Curriculum Studies

2.



Date 14/06/2012

Dr. F. Itegi
Lecturer
Department of Education Management,
Policy & Curriculum Studies

DEDICATION

I dedicate this work to my dear loving husband Edward and our daughters Sheldon and Rita, who always inspired and supported me throughout the study.

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LIST OF ACRONYMS/ ABBREVIATIONS

BOG	Board of Governors
DEO	District Education Officer
EFA	Education for All
MOE	Ministry of Education
PDE	Provincial Director of Education
PTA	Parents' Teachers' Association
SBM	School Based Management
TQM	Total Quality Management
TSC	Teachers' Service Commission

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ABSTRACT

The main purpose of this study was to seek the opinions of Principals and teachers on challenges and prospects of School Based Management which is a move away from the rigid rules and control oriented bureaucratic hierarchies of school management to looser, more informal, value driven management which is more responsive to the local markets and environment. This stemmed from the current management of secondary schools in the district which is marred by inefficiency resulting to poor academic performance and low quality of education. The objectives of this study were: To find out what the principals and teachers perceived were the prospects of SBM if it was introduced in the study district, to find out what the principals and teachers perceived were the accrued benefits of SBM if it was introduced in the study district and to find out what challenges schools would experience if SBM was introduced in the study district. The study adopted descriptive survey design, since it concerned gathering of facts. Stratified sampling was used to select 16 schools which participated in this study. A sample of 80 respondents was selected to participate in the study. The sample for the study included 64 teachers and 16 principals. The data for this study was collected using structured questionnaires which were administered by the researcher to a sample of Principals and teachers in each of the sampled schools. A pre-testing of the research tools was carried out in one of the institutions to ascertain its validity and reliability. The data was coded and analysed manually. Data was presented in descriptive statistical tables using frequencies and percentages. The results were narrated thematically according to the objectives of the study. The result findings indicated that majority of the respondents wanted reforms in the way the education system is managed. They viewed the introduction of School Based Management as a way of addressing the current crisis in management of secondary schools in the study district. The respondents indicated that SBM would help in bringing about accountability, commitment by teachers in discharging their duties, efficient use of resources, timely syllabus coverage, delivery of quality education, improve efficiency and reduce need for supervision among other prospects if it was introduced in secondary schools in the study district. Majority of the respondents also welcomed the idea of introduction of SBM in secondary schools in the study district though they indicated it would lead to increased workload for both teachers and principals and that it would require considerable initiative and efforts from all the stakeholders. Respondents identified the following as strategies of improving secondary school management; teachers training on management issues for transition, introduction of regular internal audit, students' involvement in decision making, clear demarcation of duties and responsibilities, increasing and improving school resources and better remuneration for school managers among others. Several interpretations of the results are offered in the discussion. One possible viewpoint that merits further research is that principals viewed themselves as the best stakeholders to be given power of managing schools under SBM yet they indicated favourably that teachers should be involved in management of secondary schools. The study demonstrated that participatory decision making is a useful conceptual framework for explaining School Based Management. The study made the following recommendations: Principals and teachers should be actively involved in making decisions about secondary schools management because they are the people on the ground and understands the school environment better and the MOE should consider involving all the education stakeholders in formulating policies, this way they will own the policies and it will be easy to implement them without being seen like they are enforcing them on schools among other recommendations.

CHAPTER ONE

1.0 INTRODUCTION

This chapter discussed in length the background of the study which reflected the current situation in management of secondary schools in Kenya and other countries at large. The chapter also focused on identification of the problem schools were experiencing under the current management system, the objectives of the study and research questions. The researcher also highlighted on the significance, limitations and delimitations of the study. The theoretical and conceptual frameworks of the study were also discussed.

1.1 Background to the study

Good education involves not only physical input such as classrooms, teachers and textbooks but also incentives that lead to better instruction and learning. Education systems place extreme demands on the managerial, technical and financial capacity of governments; thus, education as a system is too complex to be produced and distributed efficiently in a centralized fashion (King and Cordeiro- Guerra, 2005).

Since the mid-1980s, the transfer of decision-making authority and responsibility from the center down to local schools has become an increasingly popular reform movement around the world. The basic premise behind decentralized schools is that educational decisions made at the local level are faster, more informed, flexible, and responsive to specific needs than decisions made in the capital city. In other words, to paraphrase a famous African saying, the village can raise the child better than the State.

With few education systems currently organized to manage the challenge of efficiency in resource allocation, equity in service delivery, financial management and quality in performance and results, many governments around the world have turned to alternate forms of governance and management based on responsive participatory and accountable systems. The

decentralization of educational decision making is one such strategy and one way to decentralize decision making power in education is popularly known as School Based Management (SBM).

More recently, decentralization in organizations has found much more favour, especially with corporations growing in size. School improvement and school effectiveness have become a major concern of education authorities, policy makers, administrators and teachers seeking to reform existing education systems. In many education systems there has emerged a recognition that school-based decision-making and management has potential to bring improvement in the quality of education. It is against this background that there has been growing interest in the decentralization of education services including the human resources management function (Purcell and Ahlstrand (1994), Marginson et al (1998), and Hall et al 1998).

SBM is the decentralization of authority from the central government to the school level (Caldwell, 2005). According to (Malen, Ogawa and Kranz (1990) School Based Management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision making authority as the primary means through which improvement might be stimulated and sustained.

Thus in SBM responsibility for and decision making authority over school operations are transferred to principals, teachers, parents and sometimes to students and other school community members. However, these school level actors have to conform to or operate within a set of policies determined by the central government. SBM programs exist in many different forms, both in terms of who has the power to make decisions and in terms of the degree of decision making devolved to the school level.

Whereas some programs transfer authority only to principals or teachers, others encourage or mandate parental and community participation, often as members of school committees (or school councils, smc). In general, SBM programs transfer authority over one or more of the following activities; budget allocation, personnel management (hiring and firing teachers and

other staff), pedagogy (developing curriculum), maintenance and infrastructure (procuring textbooks and other educational materials, improving infrastructure), monitoring and evaluation of teachers and performance and student learning outcomes.

A research on Learning Reform Schools for Developing Quality of Learners: School Based Management carried out in Thailand indicated that School-Based Management (SBM) as an administrative concept originated in the United States of America, as the beneficiaries of the services provided were not satisfied with the education system and the lowering of the quality of education management. They therefore adopted the new administrative strategy by initiating the SBM, which is linked to the education reform and decentralization of authority to schools, thus allowing them freedom for self-management. Such strategy is similar to innovations adopted by the business and industry sectors e.g. the Total Quality Management (TQM) etc. with emphasis being placed on empowering the practitioners to take part in decision making; narrowing the gap between the practitioners and the executives for effectiveness and efficiency in performance; satisfaction of both practitioners and customers; and economical and efficient utilization of resources.

Other than the U.S.A., several countries have at present adopted the SBM e.g. Australia, New Zealand, Hong, Argentina, Brazil, India, Pakistan, Indonesia, Chile etc. Hong Kong has adopted the SBM strategy since 1991 on a voluntary basis at first. Once the success of the approach was ensured, the Hong Kong authority announced its commitment to apply the SBM approach to all schools by 2000. In Africa countries like Ethiopia, Ghana, Nigeria, S.Africa, Tanzania, Uganda, and Zambia among others have embraced school based management (World Bank, 2006)

According to country specific circumstances, authority is being transferred to various levels. In countries like Ethiopia, Mexico, Argentina, Spain, Venezuela and China authority has been transferred to Municipal Offices and countries that have transferred authority to local schools include: Nicaragua, El Salvador, Japan, Hong Kong, S.Africa, Uganda and U.S.A. In the case of Thailand, Section 39 of Chapter 5 of the 1999 National Education Act requires the Ministry of Education to decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the

Committees and Offices for Education, Religion and culture of the educational service areas and the educational institutions in the areas.

The management of education system in Kenya is highly centralized. Responsibility for most education services typically remains centralized in semi autonomous government agencies, complicating local school management and accountability. Responsibility for secondary education is not always clearly designated in central ministries. This leads to confusion in provincial or district education offices and in schools about who is responsible for what, where and when. The presence of a relatively autonomous TSC tends to confuse lines of authority regarding teachers and hence the teachers are not able to address problems in their schools conclusively.

The management of public secondary schools is vested on the BOGs appointed by the Minister for Education in accordance with section 10 of the Education Act cap 211(1980). District Education Boards (DEB) also has authority to manage schools in their respective districts. The TSC code of regulations (1986) gives powers to PDE, DEO and BOG to manage teachers as TSC agents. This delegation of managerial duties to PDE, DEO and BOG stemmed from the realization that the centralization of functions within the Ministry of Education was leading to inefficiency and unnecessary bureaucratic delays in the execution of duties by the field education officers (Republic of Kenya, 1964, part1: 87; 1976: 146; 1988:109). However, the ongoing process of decentralization is distributing responsibilities slowly, but the local levels remain largely dependent on provincial or district education offices and have little autonomy. Responsibility for teacher training, deployment and evaluation typically remains centralized in semi autonomous government agencies, complicating local school management and accountability.

This has led to a number of challenges over the past few years which include: lack of financial transparency, access, equity, curriculum relevance and quality. Despite efforts by various stakeholders including the government to minimize the negative effects of these factors the

internal and external efficiency of education are questionable. This has stemmed from ineffective management of Kenya's centralized education system.

1.2 Statement of the problem

School based management encompasses a wide variety of strategies ranging from granting full autonomy to schools over every educational, financial and personnel matters to more restrictive versions allowing limited autonomy over school operations. Despite the various forms it takes, the central tenet of all SBM reforms is to place the locus of decision making and authority closer to those at the school level.

Despite the efforts by various stakeholders in the education sector to reform education, the current decentralization of education services has not been able to yield any worthwhile results with education quality being the major problem. The education sector faces management problems ranging from delays in decision making, ineffectiveness in implementing recommendations, lack of adequate resources and inadequate remuneration leading to low morale and lack of accountability at the district and school levels.

The MOE in Kenya is highly centralized with minimal efforts of decentralizing some of its activities. Where the Ministry has decentralized its services like in teacher recruitment to the B.O.G, the body has not been granted full mandate to undertake the exercise since the final decision lies with the TSC. Research Studies conducted on decentralization of teacher recruitment in various provinces in Kenya reveal various setbacks such as conflicts between principals and Board members with Principals accusing some board members of over domineering in decision making and management with little recourse to head teachers' advice.

The people who know what goes on in the school are never involved in decision making pertaining school management policies and this has hindered the improvement of these services by the education stakeholders in the school. The challenges of management at the school level in Kenya, especially in Murang'a South District have not been adequately investigated and have for

a long time been highly ignored by the central office. The Education stakeholders should be involved in investigating problems affecting the Education system and this way they will provide information about their work environment and so their views will be incorporated when designing policies regarding decentralization of education services. Therefore this study will endeavor in finding out the Principals and teachers' opinions on school based management.

1.3 The purpose of the study

The purpose of this study was to find out the opinions of the principals and teachers regarding the prospects and challenges of School Based Management if it was introduced in the study District.

1.4 The objectives of the study

The objectives of this study were:-

- i. To find out what the principals and teachers perceived were the prospects of SBM if it was introduced in Murang'a South district.
- ii. To find out what the principals and teachers perceived were the accrued benefits of SBM if it was introduced in Murang'a South district.
- iii. To find out what challenges schools would experience if SBM was to be introduced in Murang'a South district.

1.5 Research questions

- i. What were the opinions of the principals and teachers in relation to management of finances if School Based Management approach was introduced in schools in the study District?
- ii. What did the principals and teachers think about syllabus coverage if School Based Management approach was introduced in the study District?

- iii. What were the views of the principals and teachers on procurement and management of school resources if School Based Management approach was introduced in secondary schools in the study District?
- iv. What were the opinions of the principals on the management of staff and student personnel with the aim of enhancing school performance if School Based Management approach was introduced in the study District?
- v. What did the principals and teachers think were the accrued benefits and challenges if School Based Management approach was introduced in the study District?
- vi. What did the principals and teachers think were the prospects of education management if School Based Management approach was to be introduced in the study District?

1.6 Significance of the study

The findings of the proposed study would be beneficial to Ministry of Education towards finding a solution for schools management problems. The findings would also help in formulation of future policies regarding decentralization of education services.

1.7 Limitations of the study

The discussion of the challenges facing decentralization of education services/ School Based Management was well developed within the domestic literature. This study was difficult stemming from insufficient literature on decentralization/ School Based Management in Kenya. This study did not cover the opinions of parents and other stakeholders who take part in management of schools because tracing them required considerable time, resources and other logistics.

1.8 Delimitations of the study

The study delimited itself to principals and teachers in public secondary schools whose duties are to implement management policies from Ministry of Education. Although B.O.G and parents contribute a lot to the management of schools, this study only sought to get information from the Principals and teachers who were most aware of the school environment. Private institutions

were excluded, because although the management of the schools is appointed by the MOE, it is greatly controlled by the sponsors, who have great influence on their management. Finally there were other factors effecting education but this study focused on the management factors as the major determinant of quality of education in the schools.

1.9 Assumptions of the study

Assumptions are basic principles that are accepted on faith or assumed to be true without proof or verification (**Polit and Hungler, 1999**). In this study the following assumptions were made: That the sample selected for this study represented the population, all principals and teachers who were selected for this study realized or knew the importance of good management practices, all schools in the study District experienced challenges in their management, that decentralization /school based management affected education quality, accountability and effectiveness and that all respondents were cooperative and provided reliable and truthful responses.

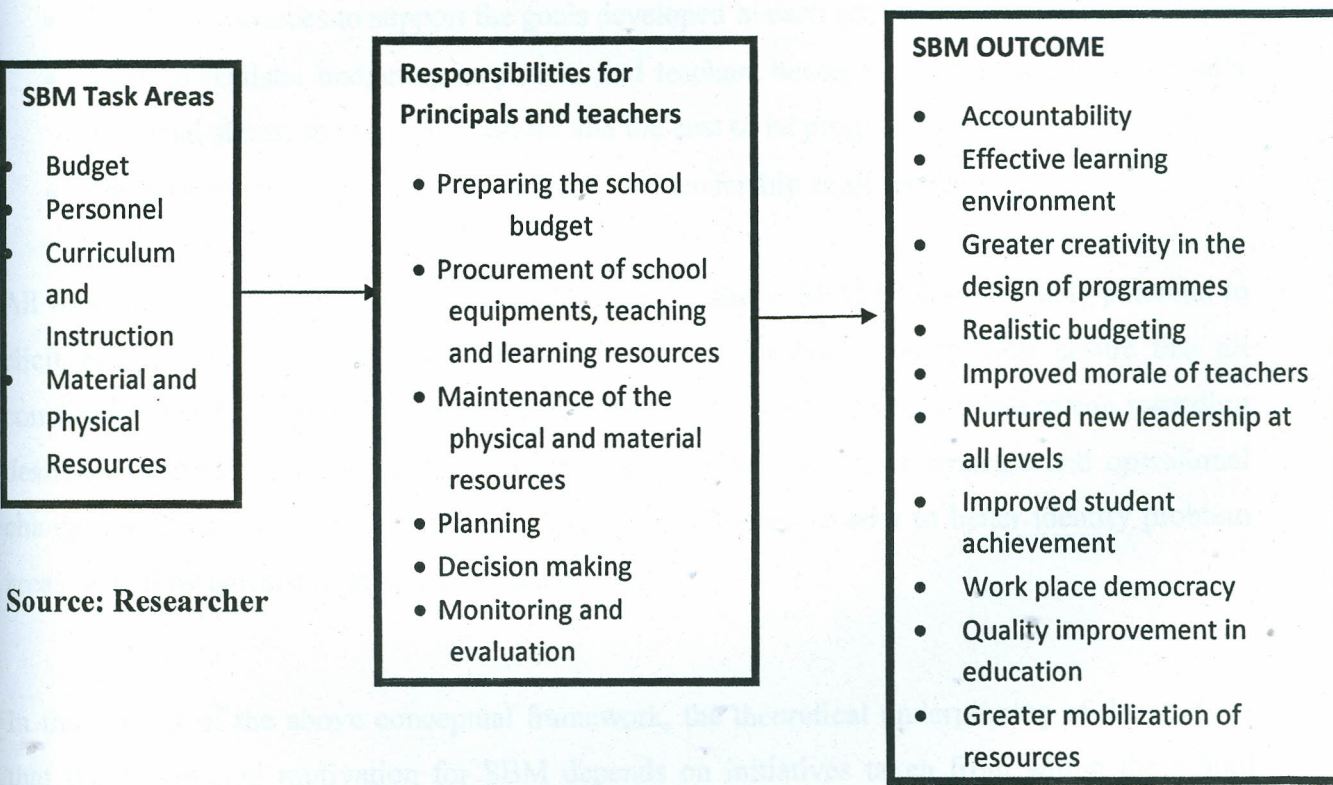
1.10 Theoretical Framework

The theoretical framework for this study was based on change management theories of equifinality and decentralization, which explained that a school is a self- managing system and regards initiative of human factor and improvement of internal process as important (Hackman and Walton, 1986; Katz and Kahn, 1978). The self managing schools when compared with externally controlled schools were very different in school functioning in that they had clear school missions and strong organizational culture. In these schools, managing strategies should encourage participation and give full play to members' initiative; there should also be considerable autonomy of procuring and using resources to solve problems in time; the role of people concerned should be active and developmental; human relation is open, co-operative with mutual commitment; administrators should be of high quality and always learning; and evaluation of school effectiveness should include multilevel and multifacet indicators of input, process and output in order to help the school learn to improve.

A strategic management process was also necessary for effective school based management in a changing education environment and should include environmental analysis, planning, structuring, staffing, directing, implementing, monitoring, evaluating, participation and leadership to promote school organizational learning and continuous improvement. It was impractical to manage schools with a standard structure, therefore the principle of equifinality encourages decentralization of power to let schools have ample space to move, develop and work out their unique strategies to teach and manage their schools effectively.

1.11 Conceptual Framework

Figure 1.1 Conceptual Framework for School Based Management



Source: Researcher

The conceptual framework for this study was based on participatory decision making. SBM provides Principals, teachers, students and parents with greater control over the education process by giving them responsibility for decisions about the budget, personnel, curriculum and resources which forms the independent variables for this study. By shifting authority to schools, holding them responsible for performance standards, and utilizing a central office to provide assistance instead of issue orders, the operating integrity of schools can be restored. The

underlying principle behind SBM proposes that “smaller governing bodies representing a wide cross section of educators and community members can better determine policies that directly affect them” (Robertson & Briggs, 1999). In theory, greater participation in decision making helps build consensus for certain reforms and helps ensure that the implementation reflects the expertise of those directly involved in teaching and learning.

SBM if well implemented can create more effective learning environments for children as it can:

- Allow competent individuals in the school to make decisions that will improve learning.
- Give the entire school community a voice in key decisions.
- Focus accountability for decisions
- Lead to greater creativity in the design of programmes
- Redirect resources to support the goals developed in each school
- Lead to realistic budgeting as parents and teachers become more aware of the school’s financial status, spending limitations and the cost of its programmes.
- Improve morale of teachers and nurture new leadership at all levels.

All these factors form the dependent variables for the study. SBM has considerable potential to elicit positive changes in the school. To achieve these school leaders must ensure that all constituents have an opportunity to participate in school level decisions, that a vision regarding desired outcomes should be utilized to guide the implementation of strategic and operational changes and that the process of change should be monitored in order to better identify problem areas and allow corrective action to be taken.

In the context of the above conceptual framework, the theoretical underpinning of the study is that the educational motivation for SBM depends on initiatives taken from within the school itself to improve its performance through the quality of management, school and local culture, teaching and learning. The school effectiveness literature identified certain attributes of schools which seem to correlate positively with enhanced learning outcomes. Among the managerial attributes are strong Principal leadership, school planning and monitoring and evaluation of school activities (Beare, et al, 1989) . At the same time autonomy, flexibility, participation,

collaboration and collegiality among staff similarly determine the effectiveness of the school system and the quality of education in schools where SBM is being practiced.

1.12 Operational Definition of Terms

The following terms were used repeatedly throughout this study. Therefore the terms were defined and/ or explained as intended by the researcher so that the readers and the researcher can approach this study sharing similar concepts about these terms. In this study, the given terms were used to mean the following:

- **School based Management:** School - Based Management is the decentralization of authority from the central government to the school level.
- **Board of Governors:** This is usually the governing board of a public entity or non-profit organizations. It is the public equivalent of the private board of directors.
- **Parent-Teachers Association:** : is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a public or private school.
- **Ministry of Education:** governmental department for developing and implementing educational programs (including supervision of all public schools and public teaching programs).
- **Decentralization:** Decentralization involves the transfer of all or part of the decision making, responsibilities and management vested in the central authority towards another regional, provincial or local authority(.districts, municipalities, "communities") or towards schools themselves

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The purpose of this literature review was to determine the extent to which theory and research had been developed about the studied topic, identify the definition of concepts and variables already established and examine elements of research used by others that may prove useful to the proposal. This chapter reviewed literature about school based management.

2.2 School based Management concept

SBM as an organizational delivery model for schooling has been well documented in the literature over the past decade (Barrington, 1997; Brown, 1990; Levacic, 1998). Definitions of SBM vary as do the rationale for its implementation (Barcan 1992; Smyth 1993). According to Murphy (1997) SBM is primarily a strategy to decentralize decision making to the individual school site and it facilitates the empowerment of parents and the professionalism of teachers by allowing shared decision making among key stakeholders at the local level. The concept of SBM and shared decision making fall under the umbrella of participative management. It has become an accepted belief that when people participate in decisions affecting them, they are more likely to have a sense of ownership and commitment to the decisions and situations that involve them (Glickman, 1993).

The conceptualization for SBM is based on the autonomy- participation nexus. This dimension is based on who gets the decision-making power when it is devolved to the school level. Past studies conducted by Wolstetter and Oddens, (1992) identified three different models of SBM. In the first Model, the community has most control over decision making and the objectives of the reform tend to focus on accountability to parents and choice; in the second model it is teachers who receive most of the authority and many of these reforms have teacher empowerment as a primary objective; lastly, the third model has the Principal as the key decision maker and is

intended to provide increased accountability to central or local authority and improve efficient use of resources. Leithwood and Menzies (1998) identified a fourth model on balanced control whereby decision making authority is vested between parents and teachers who are the two main stakeholders in any school.

According to a study done in Queensland Australia the SBM model was designed to give schools greater autonomy to: manage resources; determine the delivery of educational resources; increase flexibility and local responsiveness; take greater control over the direction of the school; ensure the delivery of quality educational service to students and respond to community needs (Education Queensland, 1997)

The idea of SBM has its base in educational decentralization. Decentralization means “the transfer of planning, decision-making or administrative authority from the central government to its field organizations, local administrative units, semi-autonomous and parastatal organizations, local governments or non - governmental organizations” (Rondinelli and Cheema, 1983). According to a study done by King and Guerra, 2005 in East Asia one of the common features of SBM reforms is that the vehicles of school governance and management are, in most cases, school committees and community councils consisting of community members. School committees are given part of decision –making authority over day- to- day school operations. Despite this commonality, even across the countries in the region, the levels and types of SBM vary from one country to another, partly according to the motivations behind the reforms. For example, SBM reforms in Hong Kong aim to increase accountability and participatory decision making at the school level; the schools have been given a high degree of autonomy over budgeting and staffing, receiving lump sum funds and grants from the government. On the other hand, schools in Cambodia and Thailand have less autonomy regarding finances and control of resources (World Bank, 2007).

Researchers have tried to classify decentralization into various categories (Lane 1984, Karlsen 1993, Lauglo 1995, Cristofoli 1997). They have classified decentralization into three categories: delegation, devolution and deconcentration. Delegation normally implies a transmission of tasks

and administrative responsibilities related to specific functions, usually defined by central authorities. In this sense, the decentralization of tasks does not necessarily mean a shift of power because the local agents generally are only given the role of executing decisions made at central level (Lane 1984, Lauglo 1995). On the other hand, delegation may indicate an extended local autonomy simply because total central control is difficult. Decentralization as devolution implies the transmission of authority and real responsibility from central to local bodies (McGinn 1992) and it is the only category of decentralization in which local authority and independence are clearly increased.

2.3 The current management of Secondary Schools in Kenya

Public secondary schools in Kenya are administered by Boards of Governors appointed by the Minister whereas Primary schools are managed by School Committees appointed by local authorities. The boards and committees are responsible for the hire and remuneration of support and subordinate staff in public schools. The Ministry of Education continues to employ archaic techniques in the administration of education institutions. The tools for the management and evaluation of public education institutions have remained static for a long time despite the rapid technological, socio-cultural and economic changes in the country. Management organs such as Boards of Governors are constituted so as to include representatives of the communities served by the school, persons representing any voluntary body which was the founder of the school or its successor, and any other persons or representatives of bodies or organisations that, in the opinion of the Minister, should be included.

There are no set criteria enumerating the skills a person should possess to qualify for appointment into a board. Service in School Boards is not remunerated and consequently most professionals opt to stay away from it. The result is that most public schools are managed by old and unenergetic retirees, semi-literate business people or other semi-skilled non-professionals.

This has created a managerial gap in most public schools in rural Kenya. The old managers cannot cope up with the rapid social, technological, economic and cultural changes in our country. The managers are more often than not erudite in elementary law and cannot readily

grasp the provisions of the Education Act or the basic concepts in management of public finance, human resource management and organizational management. The Education Act is also inexplicably lenient on imprudent school boards. Suspension and forced resignation are the only penalties the minister can impose on an errant board.

School boards composed of members who do not possess managerial skills; expertise and experience are a major source of discontent among students and parents. Parents typically oppose a school administration if they perceive it to be incompetent, opaque or unaccountable. Students on the other hand engage in insidious conduct to protest against such managers. Initially it was possible to “cover-up” such managerial ineptitudes through authoritarian leadership.

Whereas parents are very quick to blame the school administration when things go wrong in a school, they also shy away from making a conscious effort and practical contribution to the management of the institutions. They are content to play the perfunctory roles of paying school fees, electing Parents Teachers Association (PTA) representatives and attending annual general meetings once a year. Parents should get actively involved and support the school administration in matters of education management.

The bureaucracy in the management of education has been found to be ineffective. Field education officers are often not adequately empowered to perform their duties. Officers from the line ministry’s headquarters spend funds meant for use in the field to implement education programs on supervision. This practice renders field officers ineffective and puts those at the headquarters inefficient as they are out of their offices most of the time. With limited funds and a weak infrastructure, there are serious challenges of monitoring a centralized education system. A Research conducted by the Institute of Policy Analysis and Research in 2008 indicated that management of devolved education systems is more efficient than that of centralized ones.

2.4 SBM in developed and developing countries

Studies all over the world reveal that SBM encompasses a wide variety of strategies ranging from granting full autonomy to schools over every educational, financial and personnel matters to more restrictive versions allowing limited autonomy over school operations. According to

Malen, Ogawa & Kranz, 1990 the central tenet of all SBM reforms is to place the locus of decision –making and authority closer to those at the school level. They further assert that this decentralization of autonomy would lead to school improvement.

The majority of SBM projects in the World Bank's current portfolio are in Latin American and South Asian countries, including Argentina, Bangladesh, Guatemala, Honduras, India, Mexico, and Sri Lanka. There are also two Bank-supported SBM projects in Europe and Central Asia (in the former Yugoslav Republic of Macedonia and in Serbia and Montenegro) and one each in East Asia and the Pacific (the Philippines), and in the Middle East and North Africa (Lebanon).(World Bank,2007).

The AGES program in Mexico gives minimal autonomy to school councils, which are run mainly by parents (Gertler et al., 2006) On the other hand, New Zealand can be seen as being highly autonomous, with most of the decision-making power lying with parents (Wylie, 1996). Another extreme is the Netherlands, which in 1985 devolved decision-making power to school principals to make schools more efficient. At the same time, parents in the Netherlands can mandate the creation of a new school to meet their own specific cultural and religious needs. The city of Chicago in the United States is a good example of a school system in which combinations of community members, teachers, and principals have been given a high level of autonomy (Cook et al., 2000).

SBM reforms of the strongest type have been introduced and, to some extent, been successful (or rather sustainable) in achieving their goals in developed countries, such as New Zealand, Australia, and Spain, or in countries emerging from conflict situations, such as El Salvador and Nicaragua, or a natural disaster, such as Honduras. Meanwhile, developing countries, such as Mexico, Brazil, and Pakistan are experimenting with the weaker forms of SBM.

2.5 SBM in Africa

Various SBM reforms are underway in Africa. Some of the earlier efforts were conceived under the umbrella of “whole school development” (WSD) a package of reforms aimed at improving school management, in-service training, and monitoring and evaluation, among others (Akyeampong, 2004). This holistic approach to school improvement has been implemented with some variations, in such countries as Ghana and S. Africa.

This has seen S. Africa enact legislation and policy documents towards a school based system of school based management. The new policy is also embedded in the South African schools Act 84 of 1996. This has enabled each school in S. Africa to renew its management in a responsible and effective way. The S. Africa WSD initiative is focused on improving students’ academic performance. In Ghana, the core objective of the WSD project is to provide professional development (in-service training) to teachers to help them improve their teaching and their students’ learning. Other countries where SBM is being practised include Lebanon, Lesotho, Madagascar, the Gambia and Senegal.

In Kenya, community members participate in schools by serving on school committees. These committees or Parent- Teachers Associations (PTAs) consist of elected parents and representatives from the District Education Board. These committees authority is limited to suggesting promotions and transfers of teachers to the MOE, overseeing expenditures from capitation grants and participating in the design and implementation of school development plans.

2.6 The rationale and principles of SBM

There are wide ranging rationales that explain the significance of SBM. First, advocates of SBM argue that SBM fosters educational demand in the community. They emphasize that SBM ensures that schools provide the social and economic benefits that are more responsive to the priorities and values of those in local communities (World Bank, 2007). One of the simplest theories for SBM is that people who primarily benefit from education (i.e. children, their parents,

and other community members) should have a say in the provision of education (Abu-Duhou, 1999).

Second, in an economic crisis, many governments have found themselves incompetent to guarantee the quality of education in the daily workings of the very bottom of the educational bureaucracy i.e. at the school level (Shaffer, 1994). To supplement this financial shortage, deploying limited financial and human resources, and sharing costs become more the focus (Colletta and Perkins, 1995).

Third, advocates for the reforms emphasize that by giving local authorities decision making authority over school management, they become aware of educational problems such as low enrolment, attendance and academic performance, and begin to realize key disincentives to schooling (Uemura, 1999). For example, the deterrents to schooling may be inappropriate school calendars, inflexible school hours and out – of - date curricula, rather than an inadequate supply of learning materials. By appropriately identifying problems, inefficient use of limited educational resources can be avoided. There are some more arguments in favour of SBM reforms, and it would be difficult to find an educational programme that does not employ any aspect of the transfer of decision making authority to schools.

However, some studies and subsequent literature show unfavorable results of the reforms. A research conducted by Fullan and Watson 1999; Hanson 1998 among the critiques of SBM reforms in East Asia identified lack of enough evidence to support the idea that SBM leads to higher student achievement. One of the reasons is that educational decentralization, including SBM in East Asia has been often introduced for political and fiscal rather than educational motives (King and Guerra, 2005; Nabeshima, 2003).

Another weakness often mentioned is that as decision –making authority is transferred to schools, teachers and their educational partners at the school level are much more responsible for the quality of education: teachers as key stakeholders of the reform are granted more autonomy

in their classrooms and also in their choice of course contents. However, in many cases, given that the reforms are introduced too rapidly, teachers are not ready yet. They lack adequate experience and training, and are not able to tailor their teaching methods or contents to educational needs of their students. Consequently, the degree of improvement expected in the students' achievements cannot be realized (Muta, 2000).

Devolution of authority is the fundamental concept in SBM. Under this system of governance, schools become deregulated from the district office. The basic message is one of expanded local control and influence, of schools being given greater responsibility for their own affairs. The strategy of improvement is bottom-up change. School –based management is thus primarily an alteration in organizational arrangements in school districts. Authority and influence pass from higher to lower levels of the organization. Structural changes often accompany this devolution of authority. SBM impacts on these five educational operations: goals, budget, personnel, curriculum and instruction, and organizational structures. The more control a school exercises over each of these areas and the more widely that control is dispersed the more extensive the pattern of SBM.

Budget, curriculum and staffing decisions are three areas of decision making most commonly decentralized under SBM. School site budgeting allows Principals in consultation with teachers and community representative, to allocate funds across a variety of budget categories according to priorities established at the school level. Proponents of SBM argue that school personnel are better able to meet the needs of the students by purchasing instructional supplies and equipments designed for students' specific learning needs (Pierce, 1978).

2.6.1 Principle of self managing system versus principle of implementing system

In the whole education system, schools are often regarded as a tool to achieve educational policy goals or as a passive implementing system which needs careful external control. The role of the school is to receive orders from the central authority passively, and no initiative power and accountability are explicitly assigned to them. SBM does not deny that schools need to achieve

policy goals, but there should be many different ways to achieve them i.e principle of equifinality. Therefore it is necessary to let schools become a self managing system under some major policies and structures, possessing considerable autonomy to develop teaching objectives and management strategies, distributing manpower and resources, solving problems and accomplishing goals according to their own conditions. As the schools are self managing, they are more likely to take the initiative for their own responsibility.

2.6.2 Principle of human initiative versus principle of structural control

SBM and external control management represent the past experiences of two different ideologies of management. As long as the goals and tasks of the organization are clear and well defined, the structural factors of organization may be emphasized, and an ideal organizational structure or a precise system may be designed to make people work effectively. But if the functioning is not sound or if it creates any problem, something must be wrong with the structure or with the external control (Bolman and Deal, 1991) from this perspective, there is always a tendency to enforce supervision on schools and increase ordinances for controlling them.

Naturally the result is the expansion of the bureaucratic system of the central authority. A possible ecological phenomenon would be that the more the external is enforced, the more the member depends on the central authority and the lower their initiative. As a result, as a response to the ineffectiveness and dependence of schools, the central authority needs to put more resources on supervision and control when it tries to enhance education quality. This is obviously inefficient.

The human resource perspective emphasizes that people are a precious resource of an organization, and so the main point of management is to develop the human resources within a school to give play to initiative (Bolman and Deal, 1991). Based on this perspective, SBM aims at building up a suitable environment for school members to participate widely and develop their potential. A number of existing studies have already demonstrated that school performance offer

depends on whether the school organization environment can motivate school members (Breare, Caldwell and Millikan, 1989).

2.7 Different forms of SBM

2.7.1 Community participation and decision making

There exists considerable literature on parental involvement in the management of schools; however such literature is more available in developed countries but scarce in developing countries and in particular Sub-Saharan Africa. In their study Winkler and Yeo (2007) argue that there is evidence to date which suggests that decentralization, in particular, school autonomy can improve the delivery of schooling, with some risks of increased inequality of outcomes.

Community control SBM devolves the main decision making authority to parents or the community who have the incentive to improve their children's education. As a result, SBM can be expected to improve student achievement and other outcomes as these local people demand closer monitoring of school personnel, better student evaluations, a closer match between the school's needs and its policies and a more efficient use of resources. For instance a study conducted in a number of countries such as New Guinea, India, and Nicaragua revealed that parental participation in school management has reduced teacher absenteeism (Patrinos and Kagia, 2007; Karim et al., 2004). A study conducted in Mali indicates that community schools are started by the community with very little government involvement. These schools are run by school management committees (SMC) and have authority over teacher employment, school fees and day to day operations of the school. An evaluation by DeStefano, (2004) show that community schools are not only effective at increasing access to basic education and raising the completion rate of primary education, but also students from community schools perform as well as or better than students in traditional public schools as measured by language and mathematics test scores.

2.7.2 Principals / Administrative control

This nature of SBM devolves authority to the school principal. The participative management required of SBM structures means that authority is delegated from higher to lower levels (Mosoge and Van der Westhuizen, 1998) and entails major change of roles. They argue that the customary role of the school Principal has therefore changed under SBM as decision making is shared among stakeholders. Over a decade ago in the English context, Brown (1990) also notes that “the role most affected by decentralization is clearly that of the school Principal”. More recently, Levacic (1998) argued that “local management has had very significant effects on the work and the role of the head teacher”. Research conducted in the United States reveals similar results with Williams and Portin (1997) reporting that “Principals feel that there have been significant changes in their responsibilities during the last five years”. Similar findings regarding the impact of SBM on principals are evident in Australia and New Zealand (Wylie, 1997).

According to research findings by Mosoge and Van der Westhuizen, (1998) the current position of the Principalship renders not only autonomy, but also leadership to the incumbent but as more and more countries worldwide implement SBM, principals are empowered and given more authority over what happens in their schools. Although there are other factors, the leadership role of the school principal is widely regarded as the primary factor contributing to a successful relationship between SBM and school improvement. According to Herman and Herman (1993), the SBM literature is consistent in describing the school principal as the ‘key player in the decentralization and restructuring process’. From the above, it is clear that in both literature and other studies undertaken on this issue the school principal is the most important stakeholder in SBM and school improvement. The crucial leadership role of the school principal is also emphasized. The benefits of this kind of SBM include increasing the efficiency of expenditures on personnel and curriculum and making one person at each school more accountable to the central authority.

2.7.3 Teacher participation / Professional control

This type of SBM devolves the main decision making authority to teachers. This model aims to make better use of teachers' knowledge of what the school needs at the classroom level. Full participation in the decision making process can also motivate teachers to perform better and can lead to greater efficiency and effectiveness in teaching.

2.7.4 Parents and Teachers participation / Balanced control

This type of SBM balances decision making authority between parents and teachers who are the two main stakeholders in any school. Its aims are to take advantage of teachers' detailed knowledge of the school to improve school management and to make schools more accountable to parents. According to a research by World Bank, (2007) the administrative control model can never exist in its pure form since principals can never operate on their own in practice. Principals need other people to work for them and to help them to make decisions for the school.

2.8 Challenges of School Based Management

A research carried out from a sample of six primary principals in Queensland state schools as they implemented SBM reveal that all principals believed there had been considerable advancement in enhancing the involvement of teachers and parents in the school, they also identified a potential tension between these two groups. That is, some principals spoke about some teachers not wanting to involve parents more in the school, and certainly not in issues directly associated with the classroom. Some parents commented on the lack of skills (and in some cases attitudes) held by some teachers towards greater involvement of parents in the school. One principal observed: Consistent with research from other education systems where SBM has been introduced, this study revealed that principals were required to demonstrate a wide variety of management and leadership skills and capacities quite different from those typically evident in the principalship in earlier times. It confirms what Southworth (1999, p 60) observed succinctly about the headship in England, viz that it 'is both more exacting and it is more visible than previously'.

Of relevance to this study is that principals were required to make increasingly complex decisions in collaboration with others in their school communities; decisions typically taken previously by those located away from the immediate school environment, for example in regional offices. Despite the lack of 'hard evidence' in regard to the nature and extent of the decision-making, most principals saw greater teacher and parent involvement as a positive development for their school. However, they acknowledged that one of the key challenges for them was to engage the whole community meaningfully in the school to a greater extent than previously, particularly in regard to decision-making at a strategic level.

2.9 Perceived benefits of school based management

School-based management has been usually identified as an intervention aimed at improving efficiency in the operation of educational systems (Abu Duhou, 1999). Although some evidence regarding the impact of SBM has been provided, little is still known about whether empowering school communities in developing countries may result in the reproduction of educational inequalities.

Policies considered as initiatives based on the school-based management model (Park, 2000) usually promote concepts like increased school autonomy, accountability, democratization, legitimacy, redistribution of decision power, and participatory planning (David, 1990; Abu Duhou 1999; Briggs and Wohlstetter, 2003; Caldwell, 2005). By using these concepts, promoters of the SBM model articulate a key assumption of this model: that involvement of parents and communities in decision-making processes at schools will result in increased effectiveness (for some authors, only increased efficiency) in the operation of educational systems.

According to Brown 1990, SBM initiatives usually rely on the promotion of increased school autonomy, flexibility and responsiveness, the provision of conditions where planning activities are considered a shared responsibility of school principals and school communities, the encouragement for school principals to adopt new roles, the creation of participatory

environments in schools (“collaboration and collegiality becomes an explicit goal”), and the existence of a greater sense of personal efficacy for principals and teachers.

The design and implementation of school-based management interventions is supported, then, by two theoretical assumptions, as has been reported by Bracho (2003). The first assumption is that decentralization of decision-making power at the school level will be the best way to achieve a more efficient allocation of resources (the closer the decision-making process to the final “user”, the more efficient decisions are taken). The second assumption is that the promotion of parents and schools communities’ involvement by central authorities will result in an increased political legitimacy, assuming that recognizing the relevance of local actors will mean that educational authorities are sensitive to local constituencies’ needs. While some claim (Jimenez & Sawada) that there is relatively little empirical evidence in developing countries to document the merits of school-based management, there is a growing number of exceptions, with positive assessments of SBM.

Advocates of SBM assert that it should improve educational outcomes for a number of reasons. First, it improves accountability of principals and teachers to students, parents and teachers. Accountability mechanisms that put people at the center of service provision can go a long way in making services work and improving outcomes by facilitating participation in service delivery, as noted in the World Bank’s 2004: World Development Report, Making Services Work for Poor People. Second, it allows local decision-makers to determine the appropriate mix of inputs and education policies adapted to local realities and needs.

2.10 The prospects of School Based Management

Reformers ask: is SBM working? Is it something every district want to initiate? Supporters of SBM argue that it is only logical that those who are affected by decisions such as curriculum development, textbook selection, staffing structure and allocation of school resources should have a voice in making those decisions. However, the extent to which Principals, teachers,

students, parents and community members should be involved and the extent to which central administrators should retain authority is not resolved.

There is need for systematic comparisons of the allocation of authority to different actors. There is also need for research on the most effective methods of training for new roles and the degree of school improvement after the implementation of SBM. Only by reviewing, renewing and testing alternative models will the real potentials of SBM be known.

2.11 Summary of literature review and Identified Gaps

In the above literature SBM concept and rationale were clearly stated. The four principles of SBM were explicitly discussed pointing out that a school should be a self managing system and not just an implementing system as required by the central authority. People who know what goes on in the school should be given the autonomy to make decisions pertaining the management of the school. This has not been the trend in many countries where education management is purely controlled by the central authority. Principals and teachers are voiceless as far as policy matters on management are concerned and they are only expected to implement these policies to the latter without questioning them as revealed by the majority of the studies discussed. Different forms of SBM have been identified as: Community participation, Principals / Administrative control, Parents and Teachers participation / balanced control and Teacher participation / Professional control. However literature on one form of SBM which involves the Principal and teachers in decision making in schools is limited as most SBM projects are about community involvement in management of schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed research methodology that was used in this study. It included research design, locale of the study, target population, sample size and sampling procedures, research instruments, piloting, validity and reliability of the instruments, data collection procedures, data analysis, logistical and ethical considerations.

3.2 Research design

A research design is an outline for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of research result (Polit and Hungler, 1999).

Survey design was more convenient method to collect information of this study because it samples people's attitudes, opinions, habits or any of the variety of education or social issues will be captured in totality (Orodho, 2009).

3.3 Locale of the study

The study was carried out in selected public secondary schools in Murang'a South District. This was occasioned by logistical reasons particularly poor geographical terrain and constrained budget. The study in this locality was significant since no similar study had been undertaken in the District.

3.4 Target population

3.4.1 Schools

The target population covered 16 public boarding and day secondary schools in Murang'a South District.

3.4.2 Respondents

(i) Principals

The study involved 16 Principals in Murang'a South District due to the fact that they were managers of the schools and were responsible for the day-to-day running of the institutions.

(ii) Teachers

There were 280 teachers in Murang'a South District who were charged with the responsibility of managing administrative tasks at various levels and in different capacities within schools set up.

3.5 Sampling Design

A range of sampling techniques will be used in this study.

3.5.1 Schools

Selection of schools was done through stratified sampling technique in order to obtain proportional allocation of the population. A list of all the schools was obtained from the D.E.O's office and a sample number that is proportional to size of the population was allocated.

3.5.2 Principals

Purposive sampling technique was used to sample Principals. This technique was guided by the different schools settings for instance public mixed day and boarding schools, single sex

boarding schools and gender representation. Therefore, 16 principals were included in the study representing 50 percent.

3.5.3 Teachers

Lottery method was used to select sample of the teachers. A list of teachers was obtained from the D.E.O's office Murang'a South District. The researcher used papers of the same size and texture, assigned numbers to them, folded and mixed them thoroughly using a container then allowed teachers to pick one at a time to ensure a fair representation of sample. Whoever picked the number with the range of the sample was included in the study. Therefore 64 teachers were included in the study, representing 23 percent of the entire teacher population in the study.

3.1 Sample Selection Table

Division	No. of Schools	Principals	Teachers	Percentage (%)
Maragua	8	8	32	50
Makuyu	8	8	32	50
Total	16	16	64	100

3.6 Data collection instruments

Research instruments used in this study were questionnaires. Self-administered questionnaires prepared had both open-ended and close-ended questions. Close ended questions are those that the respondents must choose between fixed alternative answers while open ended questions will give respondents freedom of the response.

3.7 Piloting

A pilot study, also called a pilot experiment, is a small scale preliminary study conducted before the main research, in order to check the feasibility or to improve the design of the research (Wikipedia). Piloting was done to authenticate the instruments and the study by checking out whether they were within the threshold in terms of content and language. Pilot study took place in four secondary schools. These schools were not included in the study.

3.7.1 Validity

According to Orodho (2008), validity is concerned with establishing the content of a questionnaire whether it measures what it purports to measure. In this case validity was measured to ascertain that the subject matter was clear and was relevant in generating a meaningful data. Opinions of the respondents were also sought. The gathered comments were used to revise the instruments for greater effectiveness.

3.7.2 Reliability

A test-retest technique was used to test reliability of the instruments. The technique was done to four secondary schools; two boarding and two mixed day secondary schools. The subjected schools were not included in the study. The procedure entailed administering of questionnaires to the respondents, collect them and analyse them. After two weeks a repeat of the exercise was done with the same questionnaires. Finally evaluation of the two sets of result was established to provide the objectivity of the instruments.

3.8 Data collection techniques

Data refers to information obtained during the course of an investigation or study (Polit and Hungler, 1999). The researcher relied on self-administered questionnaires as a method of data collection. The development of a formal instrument ensured that similar data were collected from all the respondents and ensured that objectivity was maintained throughout the data collection process. The researcher sought for appointment in the schools where the study

took place. Thereafter, the researcher delivered the questionnaires with a cover note clearly explaining what to be done. On mutual agreement with the respondents, questionnaires were collected after two or three days by the researcher. This ensured high rate of response.

3.9 Data analysis

In a descriptive study, the commonly used methods are frequencies, percentages, means, modes, median, standard deviations and variances (Kombo, 2006). Foremost, the researcher checked whether the questionnaires had been filled properly before collecting them. The researcher then used frequencies, percentages and tables to analyse data. The data was coded and analysed manually.

3.10 Logistical and ethical consideration

Before conducting the research, permission was sought from the MOHEST through Graduate School of Kenyatta University. The research was conducted after consulting the respondents in the respective schools. The respondents assured that the information given in the questionnaire would be treated with utmost confidentiality and only used for the purpose of this study.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

The main purpose of this study was to find out the opinions of the Principals and teachers on School Based Management if it was introduced in secondary schools in Murang'a South District. This chapter presents the results of the study based on the following objectives;

- i). Profile of the respondents.
- ii). Principals' and teachers' perception on prospects of School Based Management.
- iii). Principals' and teachers' perception on benefits of School Based Management.
- iv). Challenges of School Based Management if introduced in secondary schools.
- v). Summary of findings and discussions.

The section that follows will present the profile data of the respondents. All figures will be rounded off to one decimal point.

4.2 Profile of the respondents

The respondents for this study included the Principals and the teachers.

4.2.1. Profile of the Principals and the teachers

a) Age of the principals and teachers

The age of the respondents had been anticipated to be an important factor influencing the findings because age affects decision making powers of people. The older people are there is the likelihood of people having more experience in certain aspects such as administrative issues.

Table 4.1 Age of the principals and teachers

Age (range) yrs	Principals		Teachers	
	n	%	n	%
20 – 30	0	0	12	18.7
30 – 40	2	12.5	22	34.3
40 – 50	10	62.5	23	36.0
50 – 60	4	25.0	7	11.0
TOTAL	16	100.0	64	100.0

Table 4.1 indicates that majority (62.5%) of the principals are in the age bracket of 40 – 50 years, this compares very well with the teachers whose majority (36.0%) lies in the same age group. For the principals there was no representation in the age group of 20-30 years unlike the teachers implying that there were no young generation principals. In both groups majority (75.0% and 70.3%) of the respondents were in the age group of 30- 50 years. There was minimal representation in the age group of 50- 60 years by both groups.

b) Gender of the principals and teachers

Gender of the respondents was considered an important factor in this study. This is because it plays an important role in determining role modeling and also for gender balancing. Where the female gender is prominent, it is evident that many young girls would also want to join the career and vice versa. This also calls for a serious evaluation of policy on gender balancing.

Table 4.2 Gender of the principals and teachers

Gender	Principals		Teachers	
	n	%	n	%
Male	13	81.3	41	64.1
Female	3	18.7	23	35.9
Total	16	100.0	64	100.0

Table 4.2 shows that majority (81.3%) of the principals in Murang'a South district were males. This compares quite well with the teachers whose majority (64.1%) were also males. Female principals and teachers were few as compared to their male counterparts in both groups. These findings contravene the trend of the teaching profession where majority of staff are female. The findings also indicate that it was imperative to encourage female teachers to compete for top leadership positions in the schools since most schools in the district are headed by men.

c) Academic Qualifications

Academic qualifications of a person determine the competency of that person in discharging his or her duties. This was considered an important factor in this study as performance of schools academically depends on how well the staff are trained and their competencies in delivering content to students. It is always considered that the higher the qualifications of teachers the better the performance of students in exams and the better the leadership and management.

Table 4.3 Academic qualifications of the principals and teachers

Academic Qualifications	Principals		Teachers	
	n	%	n	%
Diploma	0	0	7	11.0
Degree	13	81.3	50	78.0
Masters	3	18.7	7	11.0
Total	16	100.0	64	100.0

Table 4.3 shows that majority (81.3%) of the principals were degree holders and similarly the trend was the same for the teachers. Unlike the teachers, there was no single principal with diploma qualifications. A relatively small number from both groups had a masters degree.

c) Type of school

The type of school was regarded as an important aspect in this study since it also determines the performance. This emanates from many factors such as the environment and the kind of competition from the students. It has been a norm that most single sex boarding schools perform better than the other type of schools. This perhaps is from the fact that these schools have contact with the teachers for long hours than the other type of schools. Also notable is that most students from day schools do not perform well compared to their counterparts in boarding schools.

Table 4.4 Type of schools from which the respondents were sampled

Type of school	Principals		Teachers	
	n	%	n	%
Mixed Day School	6	37.5	28	43.8
Mixed Boarding School	2	12.5	10	15.6
Single Sex Day School	0	0	0	0
Single Sex Boarding Sch.	8	50.0	26	40.6
Total	16	100.0	64	100.0

Table 4.4 indicates that 50.0% of the principals headed single sex boarding schools unlike the teachers whose majority (43.8%) taught in mixed day schools although quite a high percentage (40.6%) of the teachers also taught in single sex boarding schools. It was quite interesting since there was no representation in single sex day school for both groups.

d) Work experience

Work experience was considered an important factor in this study. This emanates from the fact that the longer the work experience the better the job performance. It is considered that teachers and principals with many years of work experience are better performance and knowledgeable compared to their counterparts with less work experience. The principals and teachers with morw years of work experience are in a better position to mentor others.

Table 4.5 Work experience of the respondents

Work experience (range) Yrs	Principals		Teachers	
	n	%	n	%
0 – 2	2	12.5	5	7.8
2 – 5	5	31.2	5	7.8
5 – 10	3	18.8	25	39.1
10 and above	6	37.5	29	45.3
Total	16	100.0	64	100.0

As indicated in Table 4.5 majority of the principals (37.5%) and teachers (45.3%) had work experience ranging from 10 years and above. Similarly for the two groups very few principals (12.5%) and teachers (7.8%) were in the age group of 0-2 years. There were very few teachers in the age group of 2-5 years as compared to the principals.

4.3 Principals' and teachers' attitudes on prospects of School Based Management

Principals and teachers indicated their attitude on what they perceived would be the SBM prospects through a 5.0 point Likert scale on the questionnaires. The key of the responses were as follows:

5 – Strongly agree (S.A) 4 – Agreed (A) 3 – Neutral (N) 2 – Disagree (D) 1 – Strongly disagree (S.D)

The following research items were rated to find out principals’ and teachers’ attitudes on School Based Management prospects.

4.3.1 Principals and teachers’ attitudes on prospects of School Based Management approach in the management of secondary schools

The researcher sought to find out the attitudes of the respondents on the following aspects that touch on the day to day management of secondary schools if school based management was introduced in the study district. These aspects included: management of physical and material resources, management of staff and student personnel, financial management, management of curriculum and instruction and school community relations.

Table 4.6 Principals’ and teachers’ attitudes on management of physical and material resources under School Based Management

	Principals					Teachers				
	S.A	A	N	D	S.D	S.A	A	N	D	S.D
Efficient use of resources	12.5	62.5	0	25	0	28.0	61.0	3.0	8.0	0
Improve efficiency	18.8	56.3	18.8	6.3	0	23.4	53.0	18.8	4.7	0
Timely procu. of Res.	43.8	43.8	6.3	6.3	0	26.6	57.8	11.0	3.0	1.6
Greater mobilization of resources	31.3	50.0	0	18.8	0	26.6	59.4	7.8	6.3	0

Table 4.6 indicates majority of the principals (75.0%) and also the teachers (89.0%) concurred with the statement that SBM would bring about efficient use of resources in secondary schools. Majority of the principals (87.6%) and teachers (84.4%) indicated that SBM would also contribute to timely procurement of resources and also greater mobilization of resources in the schools. These confirms the findings of a study conducted by Bracho (2003) which indicated

that decentralization of decision making power at the school will be the best way to achieve a more efficient allocation of resources.

Table 4.7 Principals' and teachers' attitude on management of staff and student personnel under School Based Management

	Principals					Teachers				
	S.A	A	N	D	S.D	S.A	A	N	D	S.D
Commitment by teachers	12.5	56.3	12.5	18.8	0	32.3	50.0	12.5	3.0	1.6
Increase teachers motivation	37.5	43.8	0	18.8	0	23.4	54.7	15.6	4.7	1.6
Reduce supervision	12.5	62.5	0	25.0	0	50.0	36.0	3.1	7.8	3.1
Teachers' professional devt .	12.5	18.8	25.0	43.8	0	17.2	51.6	18.8	4.7	7.8
Enhance students discipline	43.8	56.3	0	0	0	29.7	50.0	3.1	15.6	1.6
High degree of freedom	56.3	37.5	0	6.25	0	28.1	46.9	7.8	4.7	12.5
Improved communication	18.8	56.3	6.3	18.8	0	31.3	42.2	9.4	17.2	0
Reward for progress	18.8	62.5	6.3	12.5	0	21.9	46.9	23.4	4.7	3.1
Shared school leadership	25.0	62.5	0	12.5	0	35.9	42.2	14.1	3.1	4.7
Easy mngt. of staff & Students	18.8	62.5	0	18.8	0	31.3	57.8	7.8	3.1	0

As Table 4.7 indicates both the principals and the teachers concurred with the statement that SBM would lead to commitment by teachers in discharging their duties. Both groups also agreed with the statement that SBM would increase teachers' motivation. However majority (43.8%) of the principals disagreed with the statement that SBM would lead to teachers' professional development unlike the teachers who thought otherwise. It was clear that both groups agreed with the statement that SBM would bring about improved communication and high degree of freedom in the school.

Table 4.8 Principals' and teachers' attitude on management of finances under School Based Management

	Principals					Teachers				
	S.A	A	N	D	S.D	S.A	A	N	D	S.D
Increase accountability	18.8	50.0	0	18.8	12.5	34.4	54.7	9.4	1.6	0
Sound financial mngt.	12.5	56.3	0	25.0	6.3	25.0	50.0	15.6	7.8	1.6
Competency in decisions	18.8	62.5	0	18.8	0	31.3	42.2	6.3	18.8	1.6
Realistic budgeting	25.0	62.5	6.3	6.3	0	25.0	46.9	14.1	14.1	0
Improve decision making	18.8	62.5	0	18.8	0	31.3	57.8	7.8	3.1	0

As Table 4.8 indicates majority of the principals (68.8%) and the teachers (89.1%) concurred with the statement that SBM would increase accountability at the school. Both groups also indicated that SBM would lead to sound financial management in the schools. Also majority of the principals (81.3%) and teachers (57.8%) indicated that SBM would improve decision making at the school while 62.5% of the principals and 46.9% of the teachers indicated that SBM would lead to realistic budgeting while 62.5% of the principals and 42.2% of the teachers agreed that SBM would lead to competent decisions in the school.

Table 4.9 Principals' and teachers' attitude on management of curriculum and instruction under School Based Management

	Principals					Teachers				
	S.A	A	N	D	S.D	S.A	A	N	D	S.D
Timely syllabus coverage	18.8	50.0	0	31.3	0	28.0	56.3	9.4	4.7	1.7
Delivery of quality education	12.5	56.3	18.8	12.5	0	18.8	46.9	23.4	9.4	1.6
Improve instructional progs	12.5	50.0	12.5	25.0	0	25.0	43.8	12.5	15.6	3.1
Change in school culture	25.0	68.8	6.3	0	0	25.0	54.7	7.8	7.8	4.7
Changes in classrm practices	18.8	56.3	6.3	18.8	0	15.6	48.4	15.6	15.6	4.7
Use of knowledge and skills	12.5	43.8	18.8	25.0	0	26.6	50.0	7.8	15.6	0
Creativity in programs	12.5	75.0	0	12.5	0	23.4	50.0	15.6	10.9	0

As Table 4.9 shows both the principals and the teachers indicated that introduction of SBM would lead to timely coverage of the syllabus in schools. Majority of the principals (68.8%) and teachers (65.7%) also indicated that SBM would lead to delivery of quality education in schools. Majority of the principals (93.8%) as compared to the teachers indicated that SBM would lead to changes in school culture.

Table 4.10 Principals' and teachers' attitude on school community relations under School Based Management

	Principals					Teachers				
	S.A	A	N	D	S.D	S.A	A	N	D	S.D
Distribution of power in sch	18.8	62.5	6.3	12.5	0	31.3	57.8	7.8	1.6	1.6
Lead to active school vision	31.3	43.8	6.3	18.8	0	23.4	50.0	23.4	3.1	0
Determination of policies	18.8	62.5	6.3	12.5	0	32.8	46.9	15.6	4.7	0
Gives entire sch. comm. Voice	18.8	81.3	0	0	0	29.7	46.9	10.9	12.5	0
Change roles of the B.O.G	25.0	68.8	0	0	6.3	10.9	46.9	7.8	34.4	0
Work place democracy	18.8	62.5	6.3	12.5	0	20.3	54.7	10.9	12.5	1.6

Table 4.10 indicates that majority of the principals (81.3%) and teachers (79.7%) indicated that introduction of SBM would lead to determination of policies by the entire school community. The principals unlike the teachers highly indicated that the introduction of SBM would give the entire school community a voice leading to work place democracy and determination of policies by the entire school community.

4.3.2: Principals' and teachers' views on the introduction of School Based Management approach in the management of secondary schools

When principals and teachers were asked to indicate their views on introduction of SBM, 81.3% of the Principals' and 76.6% of teachers were in favour of introduction of SBM. These findings indicated that both parties would welcome the introduction of SBM in secondary schools in the district. 18.7% of the principals and 23.4% of the teachers indicated that they would not welcome the introduction of SBM in secondary schools in Murang'a South district.

4.3.3 Principals' and teachers' perception in regard to task areas in School Based Management approach in the management of secondary schools.

The respondents were requested to indicate which management areas they perceived the schools should be given a high degree of autonomy over. These five areas which include budgeting, staffing, curriculum and instruction, goals and organizational structures determines how efficient a school operates.

Table 4.11 Principals' and teachers' perception in regard to task areas in SBM

Task Areas	Principals		Teachers	
	n	%	n	%
Budgeting	14	87.5	36	56.3
Staffing	13	81.3	24	37.5
Curriculum & Instruction	8	50.0	15	23.4
Goals	12	75.0	10	15.6
Organizational structures	10	62.5	15	23.4

Table 4.11 indicates that majority of the principals (87.5%) and teachers (56.3%) perceived budgeting as the most important task area in which schools should be given autonomy to control. Staffing was the second task area that the respondents felt they should be allowed to control if SBM was effected. However the respondents differed in the other areas with principals preferring autonomy over school goals and teachers preferring curriculum and instruction and also organizational structures.

4.3.4: Principals' and teachers' views on power over School Based Management approach in the management of secondary schools

The respondents were also requested to indicate their preferences on who should have the power to manage the schools under the school based management. All the stakeholders are equally important in management of secondary schools but the stakeholders were in a better position to decide whom they would prefer to have the powers vested on.

Table 4.12 Principals' and teachers' views on power over School Based Management

Stakeholders	Principals		Teachers	
	n	%	n	%
Principals	13	81.3	15	23.4
Teachers	0	0	10	15.6
Principals and teachers	0	0	35	54.7
Board of Governors	10	62.5	15	23.4
Parents	0	0	3	4.7
Principals, teachers & students	0	0	20	31.3

Table 4.12 indicates who the respondents perceived should be given the power to manage schools if SBM was introduced in secondary schools. Majority of the principals (81.3% and 62.5%) indicated that the principals and the Board of Governors should be given the powers to manage. This was contrary to the views of the teachers who the majority (54.7%) preferred principals together with the teachers to be given power to manage the schools under School Based Management. Also quite a big percentage (31.3%) of the teachers indicated that the

principals together with the teachers and the students should also be given power to manage the schools under SBM.

4.3.5 Principals' and teachers' opinion on the impact of School Based Management on their roles

When principals and teachers were asked to indicate whether SBM would impact on their roles, 56.3% (9) of the principals agreed that SBM would affect their roles while 73.4% (47) of the teachers also agreed with the statement. Only 43.7% (7) of the principals and 26.6% (17) of the teachers indicated that SBM would not affect their roles in the school. It is clear from the findings that majority of the respondents felt that their roles would change upon introduction of SBM.

4.3.6. Principals' and teachers' opinions on the involvement of teachers in secondary school management.

The respondents were asked to give their opinions on the involvement of teachers in secondary school management. All the principals and 92.2% (59) of the teachers indicated that involvement of teachers in secondary school management was useful. However only a small percentage 7.8% (5) of the teachers indicated otherwise. It is quite evident that both the principals and the teachers strongly supported the idea.

4.3.7 Teachers' opinions on the relationship with the school principal amid introduction of School Based Management approach in the management of secondary schools

The researcher sought to find out the views of the teachers on what they anticipated would be their relationship with the school principal amid introduction of SBM in Murang'a South district. 21.9% (14) of the teachers indicated that SBM would affect their relationship with the school principal while 78.1% of them disagreed with the statement. This clearly indicated that most of the teachers did not anticipate any changes on the part of their relationship with the school principal amid introduction of SBM.

4.4 The opinions of the principals and teachers on the benefits of SBM approach in the management of secondary schools

Further to rating, the respondents were also requested to indicate what they perceived would be the benefits of SBM if it was introduced in secondary schools. The following were some of the responses they gave: SBM would reduce conflicts between the principal and teachers, SBM would bring about ownership of school decisions, SBM would bring about transparency in management of school finances and resources, SBM would bring about creativity and innovation by the stakeholders, problem solving would be fast, smooth implementation of decisions, improved curriculum, proper time management, more loyalty to the school, SBM would ensure there was proper supervision, creation of social unity, short chain of command, promotion of school patriotism and greater focus on part of learning.

4.5 Principals' and teachers' attitudes on challenges of School Based Management approach in the management of secondary schools

Principals and teachers also indicated their attitude on what they perceived would be the SBM challenges through a 5.0 point Likert scale on the questionnaires. The key of the responses were as follows:

5 – Strongly agree (S.A)

4 – Agreed (A)

3 – Neutral (N)

2 – Disagree (D)

1 – Strongly disagree (S.D)

The following research items were rated to find out principals' and teachers' attitudes on School Based Management challenges.

Table 4.13: Principals' and teachers' attitudes on challenges of SBM approach in the management of secondary schools

Challenges of SBM	Principals					Teachers				
	S.A	A	N	D	S.D	S.A	A	N	D	S.D
Create tension in the school	12.5	25.0	12.5	37.5	12.5	10.9	32.8	9.4	31.3	15.6
Increased workload	6.25	50.0	0	31.3	12.5	10.9	31.3	23.4	31.3	3.1
Considerable initiative & efforts	62.5	31.3	0	6.3	0	39.1	48.4	6.3	3.1	3.1
Create frustration and slow										
decision making	12.5	12.5	0	75.0	0	3.1	21.9	12.5	46.9	15.6
Devote less time to other aspects	6.3	12.5	0	62.5	18.6	7.8	18.8	14.1	51.6	7.8

According to Table 4.13 respondents were rated on what they perceived would be the challenges of SBM if it was introduced in the study district. Majority of the principals (93.8 %) and teachers (87.5%) concurred with the statement that SBM would require considerable initiative and efforts from the stakeholders. 50% (8) of the principals agreed with the statement that SBM would lead to increased workload for the stakeholders. Apart from rating, the respondents were requested to indicate what other challenges would arise from introduction of SBM. The following were some of the responses from the respondents: local politics, limited resources, lack of commitment, inadequate personnel, conservatism/rigidity, lack of accountability and transparency, conflict among the stakeholders, misuse and embezzlement of funds, delays in decision making, lack of clear demarcation of duties, lack of cooperation from stakeholders, conflict of interest, corruption, lack of competent administrators and lack of goodwill.

4.6 Suggested ways of improving secondary school management.

The respondents were also requested to indicate what they perceived were the best ways of improving secondary school management and the following were the responses: Teachers be trained on management for transition purposes, managerial positions be filled on merit, delegation of duties, team work be emphasized, students be involved in decision making, offer in

service courses for managers, introduction of regular internal audit, clear demarcation of duties and responsibilities, better remuneration and motivation for school managers, improving transparency and accountability, increasing and improving school resources, proper supervision by the central office, involving all the stakeholders in school management, recruiting more personnel, staff professional development initiatives, introducing performance contracting and delinking politics from school affairs.

4.7 Discussion of the findings

4.7.1 Profile of the respondents

The findings show that most of the principals were in the age bracket of 40- 50 years meaning that they had requisite experience to handle School- Based Management issues. However it is important to note that there was need to involve the deputy principals in order to prepare them for future school leadership positions. The findings also indicated that there were fewer younger principals at the age of 30 – 40 years; this means that there will be challenges in mentoring young principals when the old ones leave the service through retirement, death or natural attrition. For the teachers their age brackets were well balanced, though hiring of more new teachers would boost the academic performance of schools in the district. From the findings it was clear that there was need to deploy more female teachers to the schools in the district. Perhaps this would provide a platform for role modeling in either gender. The findings also indicated that it was imperative to encourage female teachers to compete for top leadership positions in the schools since most schools in the district were headed by men.

From the above findings it was clear that only a small number of principals and teachers from the district have taken the bold move of enhancing their skills through professional development. However it was encouraging to note that only a few teachers possessed diploma qualifications meaning that the quality of education is hardly compromised and this raised the issue of the Ministry to encourage teachers with diploma qualifications to enroll for degree programmes in order to better their skills. Also noted is that the top leadership of the schools was of high quality since no principal held diploma qualifications.

Also majority of the secondary schools in the district were both single sex boarding and mixed day schools, while there were a few mixed boarding schools and surprisingly no single sex day school in the whole district. These findings clearly indicate that there was need for a serious evaluation of the education policy in the district, bearing in mind the major challenges experienced by mixed day secondary schools ranging from teenage pregnancies, high dropout rates (low retention rate for girls) teenage sex, absenteeism to drug abuse among others as compared to the other types of schools.. However a few mixed day schools are good as boys and girls are able to compete fairly. Also worthwhile noting and commendable were the many single sex boarding schools which ensures long contact hours between students and teachers which enhance students discipline and concurrently improve their performances.

From the findings majority of the principals and teachers had quite a wide experience ranging from 10 years and above which was a clear indication that they had much to offer to students in terms of curriculum content and perhaps quality education. This was also crucial since the older principals and teachers were able to mentor the younger principals and teachers respectively which perhaps could lead to strong leadership qualities and also academic improvement in the schools. Of notable importance were the few number of principals and teachers with few years (0 -2 and 2 – 5 years) work experience, which was a very dangerous trend for schools because if some of the members from this group happen to leave the service, this implies that there will be a gap and hence lack of people to assume both teaching and leadership responsibilities in future. Therefore it is imperative that the MOE considers recruiting or deploying more young teachers and principals to the schools in the district for continuity purposes. The findings also indicate that it was imperative to encourage female teachers to compete for top leadership positions in the schools since most schools in the district are headed by men.

4.7.2 Principals' and teachers attitudes' on prospects of School Based Management approach in the management of secondary schools

From table 4.6 to table 4.10 the respondents clearly indicated their prospects of SBM depending on the following task areas of school management: Management of physical and material resources, management of staff and student personnel, management of finances, management of

curriculum and instruction and school community relations. It was clear that both the principals and teachers indicated that SBM would increase accountability at the school level. These findings corroborates with a study conducted by Anderson (2005) which reveals that SBM programs both strengthen and simplify accountability by empowering those at the school level to make decisions collectively, thus increasing the transparency of the process. This was a clear indication that both teachers and principals were yearning for change and transparency in the way schools were managed. On the part of teachers this could have stemmed from the fact that the current system of school management does not involve teachers in any way in issues of management and thus they have always questioned the transparency and accountability of school management by the Board of governors who they feel are not competent enough to govern affairs of secondary schools. This is because there are no set criteria enumerating the skills a person should possess to qualify for appointment into a Board as earlier discussed in the literature review. For the principals this could be a relief of shedding blame on misappropriation of funds which they have shouldered for a very long time. Both the parents and teachers have always blamed the school principal of colluding with the B.O.G to misappropriate school funds since he /she plays a pivotal role being the secretary to the Board and also due to the fact that most of his / her recommendations on school improvement are easily adopted and approved by the B.O.G. only a small percentage of the principals disagreed with the statement. This group perhaps constituted the veterans, who felt that if other parties were involved in the management of secondary schools, they would probably seal the loopholes that existed and thus they will not enjoy the freedom of spending and misappropriating school funds.

It was also clear from the findings that both the principals and teachers agreed that SBM would improve efficient use of resources in the school. This perhaps is due to the fact that when both parties are involved in determining the amount of resources a school would require, priorities would be considered and a sense of ownership instilled as opposed to the current situation where teachers are at the mercy of the school principal to provide resources and in most instances they only provide the most essential or even cheap resources alleging lack of finances. This is in line with Bracho (2003) who wrote that decentralization of decision making power at the school level will be the best way to achieve a more efficient allocation of resources. A small percentage of the principals who disagreed with the statement were perhaps the conservative group who were not

ready to embrace reforms or share decision making power with anybody else. They felt they should be the only key decision makers in the school as opposed to the SBM which advocates for participatory decision making authority.

From the findings it was evident that most teachers felt that SBM would improve decision making in the school as compared to the principals. This perhaps was due to the fact that teachers are never involved in decision making in the schools and have always implemented decisions which they are never allowed to question whether they were right or wrong. The above findings that teachers desire more participation in decision making than they are actually involved and the comments which confirm the desire to be involved more in decision making could be because of some fears by head-teachers. Wekesa (1994) argues that some head-teachers could be in fear of allowing teachers to participate in decision making lest they lose their authority in running their schools to the teachers. However, this should not be the case because if teachers are allowed to make decisions on matters that affect them, they would be more comfortable and they will be motivated to work hard to achieve what they have contributed in deciding upon. This is due to the fact that the current system is highly centralized. The findings of this study conform to the findings of other studies by Karue (1980), Muraya (1981), Allen (1982), Miller (1984) and Maritim (1988) where teachers expressed the need to be involved in decision making more than they were actually involved. This clearly confirms the need for more teacher participation in decision making which is crucial in schools owing to the advantages which include: increased rate of output production; making use of expert knowledge in decisions; producing positive staff morale and commitment; improved employee relations; staff developing a sense of ownership; improved quality of management decisions; making teachers improve the quality of their profession and workplace resulting into a less stressful, more satisfying and motivating environment; staff are adequately prepared for any changes in their lives by being involved in the decision making process (Armstrong, 1984; Dwivedi, 1988; Bell, 1992; Halliday, 1993; Bezzina, 1997; Fullan, 2003).

Teachers being major stakeholders in the school and also being the people who knows what goes on in the school have never had any voice in decision making neither to decisions that affect

them or the school. SBM advocates that the people who know what goes on in the school should be involved in determining solutions to problems that affect them. For principals they are also slaves of the current system, since they receive decisions and directives from central office which they are supposed to enforce and make sure they are implemented. They also don't have a stake in determining key decisions that affect their schools and they equally felt that SBM would give them an upper hand in determining decisions in their schools. According to a study conducted in the UK and New Zealand, the increased decision making power of principals has allowed some to produce innovative programmes and practices (Williams et al, 1997)

The principals and teachers agreed that SBM would ensure timely coverage of the syllabus. This perhaps was due to the fact that the current system determines the school calendar and this has led to many schools failure of not covering the syllabus in good time, since they cannot alter it. If schools were allowed to come up with their calendars perhaps non coverage would be a thing of the past since the schools would work within their schedules and ensure they allocate themselves enough time to cover the syllabus, perhaps by altering the term dates or coming up with some other modalities including remedial teaching and tuition. The MOE declared school holidays' tuition as illegal and called on parents not to pay tuition for their children. For the principals who disagreed with the statement, perhaps this implied they have been in the teaching profession for long and have not witnessed any modalities work towards syllabus coverage. This also could have been a result of conservatism whereby most of the principals thought that it was not easy to change the system.

From the findings it was evident that majority of the principals and teachers concurred with the statement that SBM would ensure delivery of quality education to students. This could have resulted from the fact that when all stakeholders of the school are involved in finding solutions to the problems that affect them, they definitely have the right answers. There could be a general feeling in the schools that the central office had always imposed on the schools policies that could be hard to implement and given a chance to amend those policies they would do an exemplary job to ensure their schools are the best hence improving quality of education. It could also imply that if schools were given a go ahead to make decisions and determine their resources,

they are likely to come up with very good inputs that the school requires. This conforms to a research whereby SBM was seen to improve student achievement and other outcomes as the local people demand closer monitoring of school personnel, better student evaluations, a closer match between the school's needs and its policies, and a more efficient use of resources. In a study conducted in a number of diverse countries, such as Papua New Guinea, India, and Nicaragua, parental participation in school management has reduced teacher absenteeism (Patrinos and Kagia, 2007; and Karim et al., 2004).

Majority of the principals and teachers agreed that SBM would ensure more commitment by teachers in discharging their duties. This corroborates with the findings of a study conducted in Israel which indicated that greater school autonomy has a positive impact on teacher motivation and sense of commitment and on the schools' achievement orientation (Gaziel, 1998). This was perhaps due to the fact that supervision was done by officers at the district level and central office respectively and the only person in the school who ensured teachers are committed in discharging their duties was the school principal. In most cases the school principal was compromised or overwhelmed by other duties thus unable to supervise the teachers effectively. Therefore in most cases the commitment in discharging duties at the school remains the sole discretion of the teacher. This is occasioned by the fact that the MOE officials rarely visited the schools for supervision and when they do it is perhaps once in a year. Most QASOs visited schools when there was a major crisis such as a strike by the students. Therefore most teachers and principals felt that SBM would give them an upper hand in being committed to implement what the school has agreed on without outside interference.

From the findings it was clear that majority of the principals and teachers agreed that SBM would increase teachers' motivation. It is evident from the findings that teachers' motivation was an issue in secondary schools in the district owing to the fact that teachers for a very long time have endurably received poor remuneration, have worked under poor conditions, promotions come in hardy and were rarely rewarded for progress. This had created a very high level of dissatisfaction among teachers and majority of them had left for greener pastures. This has left the MOE with a very serious shortage of teachers, a gap they were unable to fill to date and this

had compromised the education standards. Therefore the principals and teachers believed that if SBM was introduced they would be able to address these shortcomings and consequently increase teachers' motivation. For those who disagreed perhaps believed that motivation is intrinsic and therefore teachers should be self motivated despite the numerous challenges facing the teaching profession. It is therefore imperative that the MOE quickly addresses the numerous challenges affecting teachers in secondary schools in the district.

These findings implied that most principals and teachers concurred with the statement that SBM would improve efficiency in the school. These confirms the findings of a study conducted by Bracho (2003) which indicated that decentralization of decision making power at the school level will be the best way to achieve a more efficient allocation of resources. This could have resulted from the fact that the current system was ineffective as policies emanate from the central office. The fact that the current devolution system had created a long chain of command in management of schools has led to unnecessary bureaucratic delays in the execution of duties (Republic of Kenya, 1964). Increased authority at the school site may improve self-esteem, morale and efficiency of school personnel. The greater standardization of schooling, centralization and top-down controls have added to the declining morale of school personnel (Duke, Showers and Imber, 1980). Increased discretion over decision making provides incentives for school staff to be more efficient. This could also have resulted from the fact that most teachers and principals thought that if decisions were made locally at the schools, them being the major stakeholders would be able set targets and timelines thus improving efficiency in execution of duties. However a proportionate number of principals and teachers were not sure whether SBM would improve efficiency in the school. Perhaps that was a conservative view emanating from the fact that they have never experienced any efficiency since they started teaching and neither did they believe that something could be done to change the situation.

The findings on SBM effects on supervision were quite surprising since the largest number of the teachers seemed dissatisfied with the supervision from the central office and thus optimistic that if SBM was introduced it would reduce the need for supervision from central office. Coincidentally majority of the principals concurred with the statement. It was evident from the

findings that either the MOE was not doing enough in terms of supervision or principals and teachers believed that they could work with minimal supervision from the central office. It could also mean that schools are not doing enough as it purports to be done and both parties felt that supervision from central office could unearth some of these atrocities. There was also perhaps a general feeling that QASO are not doing enough as pertaining to their work and whenever they visited schools, their intention was to victimize the teachers and were always on fault finding mission therefore not well perceived by secondary school teachers.

From the findings it was quite evident that majority of the respondents felt that SBM would ensure sound financial management by the schools. This was perhaps due to the fact if both parties were involved in managing finances, priority would be given to the very important task areas hence saving on finances. This would not be like the current situation where schools are funded by the government and money allocated in different votes heads. This has resulted to various challenges of utilizing the finances which are never adequate, not even when there is cost sharing between the parents and the government. This has made the principals turn to virement to cater for the essential vote heads like stationery. Financial management in secondary schools has not been the sole discretion of the principal since the funds have to be accounted for and prospective budgets approved by the school board and then forwarded to the MOE for approval. This has rendered the principals helpless and thus they would welcome whole heartedly any idea that liberated them from the central office in financial management.

The findings SBM effects on students' discipline were very interesting since all the principals concurred with the statement. Perhaps this was from the realization that students' discipline has really gone down in secondary schools. This has been aggravated mostly by one, the fact that these students come from different social and economic backgrounds and secondly the government's ban on caning and abolition of corporal punishment. This to some extent has given errant students a leeway to involve in criminal activities in the schools and since the principal and the teachers are handicapped in enforcing discipline they have watched helplessly as school performance deteriorate, but have shouldered the blame of non performance quietly and bitterly.

The findings clearly indicated that both the principals and the teachers were optimistic that amid introduction of SBM, operations at the school including the culture would change. They indicated that the school is likely to develop a new culture. This perhaps is from the realization that the current school culture is very rigid thus bringing inefficiency in the schools. There is need for flexibility in the school culture to allow for new innovations that would lead to school improvements.

From the findings it was clear that both the principals and teachers viewed SBM as one way of increasing their freedom. This perhaps emanated from the fact that the current management system does not give the school stakeholders much say in the operations of the school. Both the school principals and the teachers are supposed to adhere to the set guidelines from the central office. The school principal is supposed to enforce the code of conduct and teachers are supposed to follow the rules to the letter without questioning even when they detect that things were not done in the right manner. The principals and the teachers are the people on the ground and who understands the problems in the school and therefore they should be allowed some freedom in making decisions that affect them and even making changes when deems necessary.

It was evident from the findings that budgeting is a very crucial task for the school in implementing the school programmes. It is the determining force behind ensuring better performance and quality education. This perhaps is from the realization that it is only the school principal who handles the task of budget preparation and teachers are never involved. The Board of Governors ratifies and approves the budget upon presentation by the school principal and later sent to Permanent Secretary, MOE for approval. This has had serious implications since the budget has to conform to the available finances allocated to schools by the MOE and therefore does not cater for every aspect in the school. This conforms to other studies whereby, researchers acknowledge some advantages of delegated financial management namely the satisfaction of schools' most immediate needs (Nightingale, 1990); the improvement of the flexibility and the speed of management; the active involvement, empowerment and motivation of staff; and the establishment of an incentive for economy since any savings from one budget heading can be transferred to another or even be used in the following year (Downes et al., 2000). Economy is

also achieved through the increase of accountability. In contrast to the previous system of centralized budgeting in which head teachers tended to overspend since they were not accountable (Bartlett, 1992), in decentralized budgeting all expenses are carefully planned, supervised and evaluated. It is imperative that both principals and teachers were allowed to make decisions regarding the budget, this way they would come up with strategies that would ensure that every aspect in the school is catered for by prioritizing the important areas.

It was evident from the findings that both the principals and the teachers concurred with the statement that SBM would give the whole school a voice. This perhaps is from the fact that the current system of education management does not give the school stakeholders a voice or rather an opportunity in participating in formulating policy issues for the schools. The government in most instances opts to form commissions to deliberate on school policy issues. These commissions come up with recommendations which the government enforces as policies and schools are supposed to enforce them without questioning. It is imperative that the government considers involving all the stakeholders in formulating school policies, this way they will create a sense of ownership among the stakeholders. According to research, SBM improves communication among school staff and the community participation in the school budget, curriculum and staffing decisions gives school personnel the opportunity collectively to develop ideas about what is important to emphasize in teaching. According to Little (1981) the most successful schools appear to be those where school staff members frequently exchange ideas about teaching. SBM opens up communication between parents, teachers and students and improves educational services by giving them a larger voice in educational decisions.

These findings clearly indicated that both the principals and the teachers agreed that SBM would change the roles of the school Board amid introduction. This perhaps was from the fact that under the current system of education, the school Board is the overall governing body of the school appointed by the Minister of Education upon recommendations from the local leaders. The current appointment criteria for Board membership does not enumerate the skills one should possess to qualify for appointment. This has therefore created a lot of friction between the principals and the B.O.G due to misunderstandings on the management of schools emanating

from the fact that some are illiterate. The principals and the teachers were therefore optimistic that if SBM was introduced perhaps it could be an avenue to change their roles in the school management.

It was clear from the findings that both the principals and the teachers agreed that SBM would lead to work place democracy. This could have emanated from the fact that when all stakeholders are involved in making decisions on issues that affect them and the school, they would definitely take part in their implementation and would not feel left out. In this case every stakeholder would feel free to participate and actively take part in the planning of the school without having the perception that the authorities are dictating to them.

It was evident from the findings that both the principals and teachers agreed that SBM would lead to greater mobilization of school resources. This perhaps emanated from the fact that under the current management system schools in the district are facing a great challenge of resources. The MOE has always dispatched funds that are inadequate to cater for school resources in the district leading to severe shortage of personnel, books and other equipments leading to dismal performance in exams and low quality of education.

From the findings it was evident that majority of the respondents were yearning for secondary school management reforms. This perhaps is from the realization that both teachers and principals were somehow frustrated by the current system of education Management which is very bureaucratic. There is a general feeling that they have been left out in deliberating issues that affect them in schools. The Ministry of Education has always imposed policies without calling for consultative forums and teachers have always opted to go on strike in order to have their plight addressed.

4.7.3 Principals' and teachers' views on the introduction of School Based Management approach in management of secondary schools

The respondents expressed their views on the introduction of School Based Management approach in management of secondary schools. It was evident from the findings that majority of

the respondents would welcome the introduction of SBM in secondary schools. 18.7% (3) of the principals and 23.4% (15) of the teachers would not welcome the introduction of SBM. Among the reasons they gave were that: SBM could lead to laxity, SBM was not practical, would lead to lack of commitment among staff, would lead to lack of supervision, SBM structure could be frustrating, would create stress in schools with ineffective teachers, could lead to misappropriation of funds, the system could demoralize teachers due to misunderstandings, that there was need for objectivity in handling disciplinary issues and that the central system of governance is the most effective to harmonise all aspects of learning. This conforms to a study which indicates that SBM often requires teachers to play greater roles in the governance and management of the schools where they teach. While this enlarges the scope of their job, it also requires more time and energy from them and can sometimes limit their traditional freedom to do whatever they want inside the classroom. Not all teachers appreciate having to take on additional managerial roles and responsibilities, even when these changes are marginal (Cook, 2007; Wylie, 1996; and Whitty et al., 1998). Another study indicates that many problems may arise in implementing SBM as it may cause confusion in roles and responsibilities. It may be difficult for teachers, administrators, parents and students to adapt to new roles and they may become frustrated if they do not know what is expected of them (Decker, et al., 1977). For example, the principals may not know which decisions must be made in consultation with teachers and which they should make on their own thus leading to frustrations.

4.7.4 Principals' and teachers' perception in regard to task areas in School Based Management approach in management of secondary schools

In Table 4.11 the respondents indicated the task areas they perceived schools should be given a high degree of autonomy over. Apart from budgeting and staffing the respondents differed in other areas with principals preferring autonomy over school goals and teachers preferring curriculum and instruction and also organizational structures. The discrepancy could have resulted from the fact that principals being school administrators have been very keen on goals and what the school aspired to achieve; and for these goals to be accomplished there must be finances to purchase resources and there must also be people to accomplish the goals; hence the rating by principals. It was also very clear that budgeting forms a very important task for the

school since every school activity operates on a budget, hence should be given the first priority in SBM.

4.7.5 Principals' and teachers' views on power over School Based Management approach in management of secondary schools

As table 4.12 indicates the findings were very interesting in that the principals still felt that they were the right people to manage schools. None of them viewed teachers as best candidates for management. These implied that the principals had a lot of confidence in themselves in terms of leadership skills or alternatively they were a selfish lot who did not want to share power. But still interesting is the fact that regardless of the numerous conflicts with the B.O.G they still felt the Board was the second right group to be given the powers. This could have resulted from the fact that both groups still enjoy a cordial relationship or alternatively the principals perceive the board as a people who are easy to manipulate, when it came to making decisions affecting the schools. The respondents gave the following reasons as to why they thought the mentioned stakeholders should be given power: because they are the people on the ground and understands the school environment better, for team work, to be able to manage students better, to own responsibilities for their action, them being the major stakeholders in the school, all the stakeholders should be involved, democracy and development should be an all inclusive management, the B.O.G with the guidance of the school principal understands the school well in terms of resources, principals and teachers are active participants in management, to implement school budget and curriculum, students constitute the primary consumers and direct beneficiaries of the learning process, B.O.G would be a neutral body and lastly for monitoring, supervision and ensure accountability in the school.

4.7.6 The opinions of the principals and teachers on the impacts of School Based Management on their roles

The respondents gave their opinions on what they perceived were the impacts of SBM on their roles. Majority of the principals and teachers believed that SBM would to some extent impact on their roles in the following ways: Add more responsibilities, they would own up the school policies put in place, would increase teachers' motivation and would be held more accountable

on results. These findings corroborates to a study conducted by Caldwell (1993) which indicated that SBM has in several cases made life harder for school principals by increasing their administrative and managerial workload, to the detriment of their role as a pedagogical leader. Increased authority at the school site may help to attract and retain quality staff. Poor teacher working conditions, including low status and low pay have made it increasingly difficult to attract bright students to the teaching profession (McNeil, 1987; Nyberg and Farber, 1986). By providing increased discretion and autonomy of objectives to teachers, the role of the teacher may gain increased respect and raise teachers' interest and motivation in teaching.

4.7.7 Principals' and teachers' opinions on the involvement of teachers in secondary school management.

The findings clearly showed that teachers have for a very long time yearned to be involved in management of schools in order to ensure their plight is addressed. They also felt that they have been sidelined on deciding on very important issues that affect them in the course of their duties. Those who felt that teachers should not be involved felt that involvement would make them accountable, an issue they want to be distanced with and that teachers were not adequately prepared for management issues in their training. This statement is confirmed by other studies that have indicated that the lack of technical capacity among teachers has also been reported as an issue in schools implementing SBM initiatives. For instance, in a survey administered to teachers and principals participating in PEC, 59 % of them considered that "schools were not adequately organized to focus on student learning" and 31 % considered that "teachers were not prepared to teach effectively" (Reimers and Cardenas, 2006). Indeed, improving teachers' skills seems to be one of the main goals in several SBM programs (e.g. Brazil, Ecuador, or Mexico), although the limited evidence available found no benefit of spending on teacher training, at least in the case of Brazil (Carnoy, 2008). Halliday (1993) observes that raising the flagging morale and motivation of teachers in most sub Saharan African countries is a major challenge because many teachers lack self esteem and commitment to their profession. He attributes this lack of self-esteem and commitment partly to lack of participatory management styles, which he claims are poorly understood or applied in Africa. Kenya's teachers are no exception in this situation because they are at the end of the educational pipeline. They seem to be mostly recipients of

decisions and instructions to be implemented at school level of decisions made either at National, provincial or district levels (Maranga, 1993).

4.7.8 Teachers' opinions on the relationship with the school principal amid introduction of School Based Management approach in the management of secondary schools

From the findings majority of the teachers indicated that their relationship with the school principal will not change amid introduction of SBM. Only a small percentage indicated that their relationship would change citing the following reasons: There would be constant consultations, the principal would not be seen to enforce policies from without, SBM would bring conflicts and teachers will be able to give their views freely without fear of intimidation or interdiction. These findings confirms those of another study which indicates that the introduction of SBM has in cases not only facilitated effective teamwork, but also increased interpersonal frictions, misunderstandings and lack of consensus, all of which impede teamwork (Gaziel, 2003). According to the researchers, teamwork does not always ensure harmonious relations between members of staff and may generate dispute and even fierce struggles among teachers and principals (Gibton, 1995).

4.7.9 The opinions of the principals and teachers on the benefits of SBM approach in the management of secondary schools

The respondents indicated various aspects which they perceived would be the benefits of SBM in secondary school management. Among them included: increased accountability and transparency, creativity and innovation by the stakeholders, smooth implementation of decisions and creation of social unity among others. These findings confirms findings of other studies which indicate that under SBM arrangements, schools are managed more transparently, thus reducing opportunities for corruption. Also, SBM often gives parents and stakeholders opportunities to increase their skills. In some cases, training in shared decision-making, interpersonal skills, and management skills is offered to school council members so that they can become more capable participants in the SBM process (Briggs and Wohlstetter, 1999) and at the same time benefit the community as a whole. SBM promises greater flexibility, increased

participation of school staff in school decisions and the ability to provide more appropriate services to meet the specific needs of students hence increasing student achievement. The school effectiveness literature supports the need for school personnel to play an important role in school decision making to increase the academic performance of students (Purkey and Smith, 1983). Increased authority at the school site may improve self – esteem, morale and efficiency of school personnel. Increased discretion over decision making provides incentives for school staff to be more efficient (Pierce, 1980). SBM also improves communication among school staff and the community. Participation in school budget, curriculum and staffing decisions gives school personnel the opportunity collectively to develop ideas about what is important to emphasize in teaching.

4.7.10 Principals' and teachers' attitudes on challenges of School Based Management approach in the management of secondary schools.

According to table 4.13 above 37.5% of the Principals disagreed that SBM would create tension between them and the teachers. This could have resulted from the fact that principals have always wanted to work very closely with the teachers for the welfare of the school. They have always yearned for a cordial relationship between them and the teachers. But due to the nature of their job, teachers have always distanced themselves from the Principals. Their supervisory roles have brought a lot of friction between them and the teachers and they were therefore optimistic that SBM would bring collegiality among staff. In some circumstances there have arisen cases of insubordination among staff. For the teachers the certainty was an average situation, where half of the respondents agreed and the other half disagreed with the statement. This perhaps was due to the fact that teachers have always perceived the school principal as the boss and they have always wanted to keep their distance. They were not sure either whether it was possible to work hand in hand with the principal since he / she (principal) was there to give directives and ensure that education policies were followed. His role has always been seen as supervisory.

When the question of the workload was raised, 50.0% of the principals agreed that SBM would lead to increased workload for both Principals and teachers. It is evident from the findings that

they felt that this would lead to increased work especially for them. Though SBM is about participatory decision making the bulk still lies with the principals to oversee implementation of every decision in the school. In whatever circumstances the Principals should always lead by example and he plays a very important role in the modeling among the teachers and the students. For the teachers 31.3% agreed with the statement. These findings corroborates with the findings of another study conducted by Wolstetter and Odden, 1992 which states that initiatives based on SBM will pose new and important challenges for some of the school actors like principals and teachers. It will represent additional workload, additional pressure for principals who will be working under expectations of developing a transformative leadership (a difficult challenge even for experienced and well trained professionals).

SBM requiring considerable initiative and efforts by individuals at the school site was rated highly as a challenge of SBM by both parties. This perhaps resulted from the fact that SBM being a new concept would require a lot of collaboration among the stakeholders in implementing new ideas and trying to make it work. There would also be a lot of expectations by the stakeholders hence need for concerted efforts. Also undertaking reforms would require a lot of initiative in order to fade away frustrations that were likely to occur along the way.

When respondents were asked whether SBM would create frustration and slow decision making in the school, 75.0% of their principals and 46.8% of teachers disagreed with the statement. These findings indicate that both the principals and teachers did not expect that the challenge of frustration and slow decision making would arise as a result of SBM. This perhaps resulted from the fact that they were already frustrated by the current system due to inefficiency and anything that would allow them make decisions was highly welcomed. This contravenes research findings which indicate that many problems arise in implementing SBM. It may create confusion in roles and responsibilities. It may be difficult for teachers, administrators, parents and students to adapt to new roles and they may become frustrated if they do not know what is expected of them (Decker et al...1977). For example, the principals may not know which decisions must be made in consultation with teachers and which they should make on their own.

The challenge of whether SBM would make principals and teachers devote less time to other aspects of their jobs was also raised. 62.5% of the principals and 51.6% of the teachers disagreed with the statements. These findings perhaps implied that both parties were committed to their work and nothing would interfere with their task performance. It could also mean that both parties were motivated to undertake their assignments and nothing could distract them. This perhaps stemmed from the fact that SBM was meant to improve efficiency at the school. This contravenes the research finding of another study which indicates that SBM represents a power struggle among administrators, teachers, parents and students. There are contradictions among central administrators who endorse the philosophy of SBM but find it difficult to allocate decision making authority to principals: principals who want more control over their own destiny but are resistant to change; and teachers, parents and students who want greater objectives but do not have time to spend away from the classroom, their jobs, their family or their hobbies to develop curricula, make budget recommendations or interview personnel.

The respondents indicated that introduction of SBM would face great challenge of limited resources. This concurs with research findings which indicate that although SBM may increase the authority of school personnel regarding budget issues, decisions regarding instructional salaries, the number of teachers and instructional materials and equipment will be limited by the amount of resources available (Gideonse, Holm and Westheimer, 1981). In addition, hiring decisions will be limited by enrolment trends, district agreements with teacher unions and state teacher – student ratio requirements (Johnson, 1987). Also there is a limit to what SBM can do. Although many policy makers advocate the decentralization of authority to the school site, most supporters recognize that SBM alone will not solve all school problems such as low teacher salaries, poorly trained teachers, discipline problems or societal tensions. Researchers argue that major changes in school effectiveness cannot occur unless educational reforms move beyond a narrow focus on the schools (Carnoy and Levin, 1976).

4.7.11 Suggested ways of improving secondary school management

The respondents suggested the following ways of improving secondary school management: delegation of duties, teachers be trained on management issues, introduction of regular internal audit, improving transparency and accountability, clear demarcation of roles and responsibilities,

increasing and improving school resources among other ways. Governance must ensure that roles and responsibilities at different levels be aligned or at least coordinated and communicated to avoid overlaps or gaps in responsibility and maximize coherence. This corroborates to a study by Winkler, 2005 which states that for decentralized management to effectively support school improvement, changes in responsibility and administrative behavior are required throughout the system. There is a need for an institutional framework for the delivery of education based on empowering communities and officials to participate in educational management to support quality education provision and outcomes. This does not mean a minimal role for central, regional, or local educational administration structures but rather a changed role for different levels and actors. Central governments retain authority over policymaking, financing of education, national curriculum, and overall quality assurance, while passing on day-to-day administrative and management responsibilities to regional, district or school levels to develop and support educational changes. International experience reveals a wide variation in decentralization designs, ranging from transfers from central to sub-national levels as well as to school level . . . [It] varies from giving school councils or governing bodies limited authority to allocate non-personnel budgets to allowing autonomy under strict performance contracts to almost complete management autonomy.”

This chapter has discussed in depth the major findings of the study. It was quite evident from the findings that secondary schools in the district are facing serious challenges of management which the respondents mentioned as lack of accountability and transparency, inefficiency, lack of finances, shortage of personnel, and misappropriation of funds among others. However most of the respondents expressed optimism that if SBM was introduced in secondary schools in the district it would perhaps help in addressing some of those challenges. The respondents felt that SBM if introduced would help increase accountability at the school by allowing all stakeholders in the school to decide on problems affecting them and thus improve decision making process. Thus by increasing accountability, the respondents perceived that this would lead to timely coverage of the syllabus, delivery of quality education, improve efficiency, reduce supervision and lead to sound financial management among other prospects. They also felt that secondary school management could be improved by offering in service courses for managers, introducing

regular internal audits, offering better remuneration to both teachers and managers and involving all the stakeholders in school management among others.

5.1. Summary of the research findings

This chapter summarizes the research findings. The chapter starts with a brief overview of the research objectives as well as the implications of the study. It then discusses the findings of the study in terms of the respondents' opinions as well as future projections for the school district.

5.2. Respondents' Opinions

The main objective of this study was to find out the opinions of the participants on the prospects and challenges of SBIM if it was introduced in the school district. The researcher sampled sixteen (16) schools in the district, which included a total of sixteen (16) principals and sixty four (64) teachers. The gender of the respondents was as follows: 16 (100%) were male while the female respondents constituted 0%. The age of the respondents was as follows: 35.9% (23) was less than 30 years of age, 37.5% (24) was between 30 and 40 years of age, 18.8% (12) was between 40 and 50 years of age, and 7.8% (5) was 50 years and above. The majority of the respondents had been officers in the district and will be interviewed in the next chapter.

5.2.1 Principals' and teachers' participation on the prospects of SBIM if it was introduced in the school district

The results of this study indicate that both the principals and teachers participated in the prospects of SBIM. They felt that SBIM would increase accountability at the school level and that it would lead to better management of the school. They also indicated that SBIM would lead to better financial management of the school and that it would lead to better management of the school. The respondents in the district were 100% in favor of SBIM and 100% in favor of SBIM. They also indicated that SBIM would lead to better management of the school and that it would lead to better management of the school. The respondents in the district were 100% in favor of SBIM and 100% in favor of SBIM.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research findings. The chapter further gives the conclusion and recommendations as well as the implications of the study findings. In addition, other research areas have been suggested as well as future projections based on this study.

5.2 Summary of the findings

The purpose of this study was to find out the opinions of the principals and teachers on school Based Management prospects and challenges if it was introduced in public secondary schools in Murang'a South district. The researcher sampled sixteen (16) schools from the study district, where a total of sixteen (16) principals and sixty four (64) teachers were involved in the study. From the sample 81.3 % (13) of the principals were male while the female principals constituted 18.7 %. For the teachers 64.1 % (41) were male while 35.9% (23) were female. The objectives of the study were evaluated to determine whether they had been attained. Each objective will be listed and the conclusion given in relation to that specific objective.

5.2.1 Principals' and teachers' perception on the prospects of SBM if it was introduced in the study district

The results of this study indicate that both the principals and teachers pointed on the following as the prospects of SBM: That SBM would increase accountability at the school level with their rating at 50.0% and 54.7% respectively. They also indicated that SBM would improve efficiency at the school. Other prospects that the respondents indicated were that SBM would reduce need for supervision from central office at 62.5% and 50.0% respectively. That SBM would lead to sound financial management at the school and also it would lead to realistic budgeting. This conforms to other studies which indicate that budget, curriculum and staffing decisions are three areas of decision making most commonly decentralized under SBM. School site budgeting

allows principals in consultation with teachers and community representatives, to allocate funds across a variety of budget categories according to priorities established at the school level. The respondents also indicated that SBM would lead to timely procurement and greater mobilization of resources which would lead to school personnel better able to meet the needs of students by purchasing instructional supplies and equipment designed for students' specific learning needs which would in turn lead to improved quality in education.

The respondents also indicated that SBM would lead to improvement in instructional programs and creativity in design of programs. This school site curriculum development would enable school staff to develop the instructional programs, to select instructional materials and textbooks, and to design in service training programs. By allocating individuals at the school site greater discretion over curriculum development, school staff select instructional materials and methods and develop curricula that are most appropriate to the needs of their students.

Participation in staffing decisions allows principals, teachers and other school staff to determine the distribution of full time and part time positions and the number of regular teacher, lead teacher and teacher aide positions. School staff are allowed to make trade offs among instructional aides, vice principals, counselors and janitors. Advocates of SBM argue that if school personnel are involved in making hiring decisions, they will select like minded staff that reflect their own values, goals and objectives. This selection process enables school staff to hire specialists and aides with qualifications specific to students' needs.

The principals and teachers also indicated that SBM would give the entire school community a voice. Increased community participation is often a central objective of SBM. Both parties cited that formation of school site councils would engage community members, in cooperation with the principals, teachers and occasionally students in shared decision making regarding school issues. They expressed optimism that the school council would be engaged in activities such as interviewing and recommending candidates for staff positions, establishing school priorities, making school budget recommendations and assessing the effectiveness of school programs. By improving communication and understanding between the school and the community, the school site councils creates a better learning environment for students.

The principals and teachers were also rated on their preference over the introduction of SBM. The findings of this study revealed that both the principals (81.3%) and the teachers (76.6%) who participated in this study would prefer introduction of School Based Management in public secondary school in the study district. The results also showed that 18.7% of the principals and 23.4% of the teachers would not welcome introduction of SBM in secondary schools. Among the reasons they gave were: SBM could lead to laxity of staff arising from the fact that there would be minimal supervision and interference from the central office. Others indicated that SBM was not practical since most schools did not have the resources to operate on their own. Some respondents indicated that SBM would lead to lack of commitment among staff since external checks would not be in place, lack of supervision from the relevant authorities since the schools could operate on their own and SBM could be frustrating among other reasons. Comparing the statistics it is quite evident that most principals and teachers were ready to welcome SBM reforms in the management of secondary schools. This perhaps was from the reason that the schools are poorly managed today with lack of or minimal resources to run the schools. The other reason could be the long bureaucratic processes which keep on causing delays to some very important decisions at the school level. Both the teachers and the principals expressed optimism that if SBM was introduced in the schools this process could be shorter or eventually be done away with and decisions would be made more fast thus increasing efficiency at the school.

The study results in regard to principals' and teachers' perception in regard to task areas in SBM showed that majority of the principals (87.5%) and teachers (56.3%) perceived budgeting as the most important task area in which schools should be given autonomy to control. They rated staffing as the second area in which they would prefer schools to be given autonomy to control. This expresses the respondents' perception of how important the area of budgeting is to the school. This contravenes the purpose of schools which is to impart knowledge and skills through curriculum and instruction which the respondents failed to give priority. The reason as to why staffing was rated second perhaps was from the fact that the schools are currently facing serious problems of shortage of teachers stemming from unemployment and also majority of the teachers leaving the profession for greener pastures due to poor remuneration and lack of motivation.

The result findings in relation to power over SBM indicate that 81.3% of the principals perceived themselves as the best people to be given power over SBM. Those who viewed B.O.G as the appropriate body to manage schools formed 62.5%. The teachers thought otherwise with 54.7% feeling that both the principals and teachers formed the best team to manage secondary schools. Interestingly, the principals did not buy the idea of having either the teachers, the parents or the students to be given power to manage schools. From the findings the teachers also felt that both the B.O.G and the principals should have a stake in managing schools under SBM reforms. Among the reasons they gave as to why the power should be given to the aforementioned stakeholders were; the principals and teachers are the people on the ground and understands the school environment better, teamwork, to own responsibilities for their action, and B.O.G would be a neutral body among other reasons. According to findings the principals' perceptions were ultravires to the SBM principles of giving every stakeholder in the school a stake in decision making.

Majority of the principals and teachers also indicated that the introduction of SBM would impact on their roles. Also 56.3% of the principals and 73.4% of the teachers indicated that SBM would impact on their roles. Among the reasons they gave were: SBM would add more responsibilities to their work, they would own up the school policies put in place and they would be held more accountable on results if SBM was introduced in secondary schools. These responses were perhaps from the fact that the current system is highly centralized and most of the directives are given from the central office thus the work of the school being only to implement, but amid introduction of SBM both principals and teachers would be required to take up most of the responsibilities like management of finances, physical resources, students and staff personnel, school community relations and curriculum development all at the school level.

From the findings all the principals (100.0%) indicated that it was a prudent idea if teachers were involved in secondary school management. The teachers (92.2%) also strongly supported the idea of involving them in secondary school management. Having teachers involved in secondary school management was viewed as a brilliant idea as they were the people on the ground and who understood the problems they face in class and the school in general. It could also have

stemmed from the fact that principals have for a long time shouldered the blame of mismanagement of schools finances and resources and thus having to shed off that blame was an idea highly welcomed by the principals. The teachers also have for a long time been left out in secondary school management their work only being to implement policies without questioning.

On the teachers' relationship with the school principal it is evident from the findings that most teachers who took part in the study (78.1%) did not think that the introduction of SBM would affect their relationship with the school principal. Incidentally, they thought that amid introduction of SBM they would have constant consultations with the school principal. They also indicated that amid the introduction, they would be able to give their views freely without fear of intimidation or interdiction. This perhaps stemmed from the fact that under the current management system there exists a lot of rivalry between the teachers and the principals, with the former accusing the latter of victimization and the latter accusing the former of insubordination all arising from the supervisory role of the school principal over all the staff members. Both groups expressed optimism that amid introduction of SBM they would work together for the good of the school since they would make decisions together.

The findings indicated that most of the respondents wanted improvement in the way schools were being managed. They suggested different ways of improving secondary school management which included; offering in service courses for managers, introduction of regular internal audit, better remuneration and motivation for school managers, improving transparency and accountability, increasing and improving school resources and proper supervision by the central office among others.

This study has also shown that majority of the respondents indicated that introduction of SBM would be more beneficial than the current management system of education which is highly centralized. The most common mentioned benefit by the respondents was that SBM would bring about transparency in management of school finances and resources. This has been the bone of contention between the school principals and the parents who for a long time have accused the school principals of mismanagement of school finances and resources leading to dismal

performance in exams. Other benefits given included; smooth implementation of decisions, proper time management, proper supervision, creation of social unity, short chain of command and creativity and innovation by the stakeholders among others. They indicated that if all the stakeholders were involved in management of secondary schools things would change for the better since there would be accountability.

In this study, it has been indicated that schools would face challenges if SBM was introduced in secondary schools in the study district. Among the challenges the respondents indicated included; local politics, limited resources, inadequate personnel, conservatism, delays in decision making, lack of competent administrators, lack of goodwill and conflict among stakeholders among others.

5.3 Conclusion

The study revealed that most principals and teachers in the study district were optimistic of better school management if SBM was introduced in secondary schools in the district. Perhaps this was due to the fact that there were many challenges facing secondary schools in the district which included: poor academic performance, high dropout rates, limited spaces in secondary schools, high student/ teacher ratio, inadequate resources, high levels of students' indiscipline and rigidity in academic programs among others. For the principals their positive response was perhaps triggered by the many challenges and problems they faced in schools which included conflicts and indiscipline with teachers and students as well as financial management.

The respondents were positive that if SBM was introduced in secondary schools in the study district, many aspects would change and there would be increased accountability and transparency, efficient use of resources, improved decision making, timely syllabus coverage and timely procurement of resources, better management of staff and student personnel with the aim of enhancing performance and this in turn would improve quality of education and lead to improved performance in examinations among other things.

The respondents also indicated that there would be challenges of implementing SBM if introduced in secondary schools in the district. They indicated that SBM would lead to increased workload both for teachers and principals. They also viewed SBM as requiring considerable initiative and efforts from the stakeholders such as commitment, resources, skills, tolerance and understanding from each of the parties. They also indicated the need for goodwill from all the stakeholders to tackle the challenges of implementing SBM.

The only remedy to this secondary school ineffectiveness is to allow participatory decision making at the school level which is the rationale behind SBM. The motivation behind SBM is to improve efficiency and thereby reduce costs under the presumption that local managers can make better decisions on the basis of local information. Another motivation being to increase education quality and strengthen schools' accountability to parents presuming that both have adequate information about school performance and schools have the knowledge and resources to improve. The quality of schooling could improve only if processes and behaviours change within the school itself. The respondents also suggested the following as measures of improving secondary school management: delegation of duties, teachers be trained on management issues, introduction of regular internal audit, improving transparency and accountability, clear demarcation of roles and responsibilities and increasing and improving school resources among other ways.

5.4 Recommendations

Implementing the following recommendations might enhance improvement in secondary school management in Murang'a South district which as per now is marred by inefficiency leading to low quality of education and poor performance.

- i.) Principals and teachers should be actively involved in making decisions about secondary schools management because they are the people on the ground and understands the school environment better.

- ii.) Principals and teachers being the major stakeholders should also be involved in formulating secondary school policies. This way they will own the policies and it will be easy to implement them without being seen like they are enforcing them on schools.
- iii.) Principals, teachers and the B.O.G should be given autonomy to undertake some of the operations of school management at the school level. This way the current chain of command will be shortened and some of the deliberations that require immediate attention will be attended to without further delay.
- iv.) The Ministry of Education should ensure that in service courses are regularly offered to the principals and teachers to keep them abreast on the emerging issues on management and curriculum and also ensure regular recruitment of teachers to ease the current teacher shortage and also to replace those who have left the service through natural attrition. This way the challenges of high student- teacher ratio will be addressed and the standards of education will not be at compromised.
- v.) The MOE should ensure proper remuneration and better terms of service for both principals and teachers. This will prevent low morale among them and coincidentally motivate them to undertake their duties without them leaving for greener pastures.
- vi.) The MOE should also encourage teachers in the district to further their education in order to enhance their skills and this in turn will improve academic performance of the schools. This could be done by granting both principals and teachers paid study leave, offering them scholarships or subsidies and also consider reimbursements to those who enroll for further education.

5.4.1 Suggestions for further study

The findings of this study suggest that future researchers could investigate the following:

- i.) Duplication of this study in other geographical areas prior to generalization of these research results to all secondary schools in Kenya.
- ii.) Duplication of the same study targeting primary schools
- iii.) Further investigations on the perceptions of principals and teachers preferences of decentralization of financial management to the school level.

- iv.) An investigation on principals' attitudes and perceptions on involvement of teachers in management of secondary schools in Kenya.
- v.) Further investigations on the perceptions of principals' and teachers' preferences on decentralization of personnel management to the school level.

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Appendix 1: Letter of Introduction

Joyce W. Kiragu

Kenyatta University

P.O Box 43844,

NAIROBI.

5th June, 2011

The Principal,

.....

Dear Sir/ Madam,

SUBJECT: RESEARCH PROJECT

I am a post graduate student of Kenyatta University, school of Education, Department of Education Management, Policy and Curriculum Studies. I am conducting a research on **CHALLENGES AND PROSPECTS OF SCHOOL BASED MANAGEMENT IN MURANG'A SOUTH DISTRICT**. Your institution is among the institutions selected for this study. Some of the teachers in your institution will be required to participate in the study by responding to the questionnaire. The collected information will be treated with confidentiality and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thank you in advance.

Yours Faithfully,

JOYCE W. KIRAGU

APPENDIX 2

SCHOOL- BASED MANAGEMENT QUESTIONNAIRE FOR PRINCIPAL

(The information obtained from this questionnaire will be used for academic purpose only. Therefore, information obtained will be treated with utmost confidentiality .Kindly answer the questions as honestly as possible)

Brief introduction of school Based Management

School Based Management is a system of administration in which the school is the primary unit of educational decision-making. Responsibility for certain decisions about the budget, personnel, and the curriculum is placed at the school level rather than the district level, thereby giving especially principals but also teachers, students, and parents greater control over the educational process.

SECTION A: BIODATA

- A1. Name (optional): _____
- A2. Age: _____ (years)
- A3. Gender (Tick where appropriate)
Male Female
- A4. Highest level of education. (Tick where appropriate)
a) Diploma b) Degree c) Masters
- A5. Type of school (Tick where appropriate)
a) Mixed Day school b) Mixed Boarding school c) Single sex day school
(d) Single sex boarding school
- A6. How many years have you worked as a Principal? (Tick where appropriate)
a) Below 2 yrs b) 2 – 5 years c) 5 – 10 years d) More than 10 years

SECTION B:

The table below contains statements that reflect the anticipated prospects and challenges of School Based Management (SBM) if it was introduced in secondary schools in Murang'a South District. Read each statement carefully and understand it. Kindly tick in the appropriate box that

best represents your opinion on the anticipated prospects and challenges of School Based Management.

- 5 Strongly agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly disagree

	STATEMENTS	5	4	3	2	1
B1.	School Based Management would increase accountability at the school level					
B2.	School Based Management would improve efficient use of resources at the school level					
B3.	School Based Management would improve decision making in the school					
B4.	School Based Management would ensure syllabus coverage in good time					
B5.	School Based Management would ensure delivery of quality education to students					
B6.	School Based Management would ensure more commitment by teachers in discharging their duties					
B7.	School Based Management would increase teachers motivation and morale					
B8.	School Based Management would improve efficiency in the schools					
B9.	School Based Management would reduce the need for					

	supervision from the central office					
B10.	School Based Management would ensure professional development of teachers					
B11.	School Based Management would create tension between headteachers and teachers					
B12.	School Based Management would lead to increased workload for both headteachers and teachers					
B13.	School Based Management would ensure sound financial management by the schools					
B14.	School Based Management would ensure timely procurement of school resources					
B15.	School Based Management would lead to easy management of staff and student personnel					
B16.	School Based Management would enhance students discipline hence improve school performance					
B17.	School Based Management would provide an effective organizational environment that would encourage growth and development of students, teachers and administrators					
B18.	School Based Management would require considerable initiative and efforts by individuals at the school site					
B19.	Under School Based Management schools would be empowered to set their own goals as per the school's needs					
B20.	Under School Based Management school members have a high degree of freedom and greater responsibility in the use of resources and in their task performance					

B21.	School Based Management would improve instructional programmes and produce high levels of student learning					
B22.	School Based Management would lead to changes in the school culture					
B23.	School Based Management would lead to changes in classroom practices and student achievements					
B24.	School Based Management would lead to an active school vision					
B25.	School Based Management would lead to distribution of power at the school level					
B26.	School Based Management would lead to development and use of knowledge and skills in the school					
B27.	School Based Management would lead to improved communication at the school					
B28.	School Based Management would lead to reward for progress at the school					
B29.	School Based Management would lead to shared school leadership among administrators and teachers					
B30.	School Based Management would allow local decision makers to determine the appropriate mix of inputs and education policies adapted to local realities and needs.					
B31.	School Based Management would allow competent individuals in the schools to make decisions that will improve learning					
B32.	School Based Management would lead to realistic budgeting as parents and teachers become more aware of the school's					

	financial status , spending limitations and the cost of its programs				
B33.	School Based Management would lead to greater creativity in the design of programs				
B34.	School Based Management would give the entire school community a voice in key decisions				
B35.	School Based Management would change the roles of the school Board members				
B36.	School Based Management would create frustration and slow decision –making in the school				
B37.	School Based Management would make principals and teachers devote less time to other aspects of their jobs.				
B38.	School Based Management would lead to work place democracy				
B39.	School Based Management would lead to greater mobilization of school resources				

SECTION C:

(This section contains open ended questions, read carefully each question and understand it and kindly give your input/ opinions in the spaces provided)

C1.(i) As a principal would you support the introduction of School Based Management in secondary schools?

a) Yes

b) No

(ii) If your answer for the above question is No, kindly give reasons

- a) _____

- b) _____

- c) _____

C2. In your own opinion, what do you think would be the four (4) greatest challenges of School Based Management if it was introduced in secondary schools today?

- a) _____

- b) _____

- c) _____

- d) _____

C3. In School Based Management, schools should be given a high degree of autonomy over. (Tick where appropriate)

- a) Budgeting
- b) Staffing
- c) Curriculum and Instruction
- d) Goals
- e) Organizational structures

Any other kindly specify _____

C4(i). If School Based Management was introduced in secondary schools, the powers to manage schools should be vested on (Tick where appropriate)

- a) The Principal
- b) Teachers
- c) Principals and teachers
- d) The Board of Governors
- e) The parents
- f) The principal, teachers and students

(ii) Kindly give your reasons for your answer above

C5. (i) In your own opinion, do you think School Based Management would impact on the role of the Principal?

a) Yes

b) No

(ii) If your answer for the above question is yes, kindly explain how?

C6. (i) In your own opinion, do you think involvement of teachers in the management of secondary schools would be useful?

a) Yes

b) No

(ii) If your answer for the above question is NO, kindly give reasons.

a) _____

b) _____

c) _____

C7. Kindly list any other three (3) benefits that would result from School Based Management if it was introduced in secondary schools.

i. _____

ii. _____

iii. _____

C8. Kindly suggest three (3) ways of improving secondary school management.

- a) _____

- b) _____

- c) _____

Thank you very much for sparing your time to respond to this questionnaire!!

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APPENDIX 3

SCHOOL – BASED MANAGEMENT QUESTIONNAIRE FOR TEACHERS

(The information obtained from this questionnaire will be used for academic purpose only. Therefore, information obtained will be treated with utmost confidentiality .Kindly answer the questions as honestly as possible)

Brief introduction of school Based Management

School Based Management is a system of administration in which the school is the primary unit of educational decision-making. Responsibility for certain decisions about the budget, personnel, and the curriculum is placed at the school level rather than the district level, thereby giving especially principals but also teachers, students, and parents greater control over the educational process.

SECTION A: BIODATA

A1. Name (optional): _____

A2. Age: _____ (years)

A3. Gender (Tick where appropriate)

Male

Female

A4. Highest level of education. (Tick where appropriate)

b) Diploma b) Degree c) Masters

A5. Type of school (Tick where appropriate)

a) Mixed Day school b) Mixed Boarding school c) Single sex day school

d) Single sex boarding school

A6. How many years have you worked as a teacher? (Tick where appropriate)

b) Below 2 yrs b) 2 – 5 years c) 5 – 10 years d) More than 10 years

SECTION B:

The table below contains statements that reflect the anticipated prospects and challenges of School Based Management (SBM) if it were to be introduced in secondary schools in Murang'a

South District. Read each statement carefully and understand it. Kindly tick in the appropriate box that best represents your opinion on the anticipated prospects and challenges of School Based Management.

- 5 Strongly agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly disagree

	STATEMENTS	5	4	3	2	1
B1.	School Based Management would increase accountability at the school level					
B2.	School Based Management would improve efficient use of resources at the school level					
B3.	School Based Management would improve decision making in the school					
B4.	School Based Management would ensure syllabus coverage in good time					
B5.	School Based Management would ensure delivery of quality education to students					
B6.	School Based Management would ensure more commitment by teachers in discharging their duties					
B7.	School Based Management would increase teachers motivation					
B8.	School Based Management would improve efficiency in the					

	school					
B9.	School Based Management would reduce the need for supervision from the central office					
B10.	School Based Management would ensure professional development of teachers					
B11.	School Based Management would create tension between headteachers and teachers					
B12.	School Based Management would lead to increased workload for both headteachers and teachers					
B13.	School Based Management would ensure sound financial management by the schools					
B14.	School Based Management would ensure timely procurement of school resources					
B16.	School Based Management would enhance students discipline hence improve school performance					
B17.	School Based Management would provide an effective organizational environment that would encourage growth and development of students, teachers and administrators					
B18.	School Based Management would require considerable initiative and efforts by individuals at the school site					
B19.	Under School Based Management schools would be empowered to set their own goals as per the school's needs					
B20.	Under School Based Management school members have a high degree of freedom and greater responsibility in the use of					

	resources and in their task performance					
B21.	School Based Management would improve instructional programmes and produce high levels of student learning					
B22.	School Based Management would lead to changes in the school culture					
B23.	School Based Management would lead to changes in classroom practices and student achievements					
B24.	School Based Management would lead to an active school vision					
B25.	School Based Management would lead to distribution of power at the school level					
B26.	School Based Management would lead to development and use of knowledge and skills in the school					
B27.	School Based Management would lead to improved communication at the school					
B28.	School Based Management would lead to reward for progress at the school					
B29.	School Based Management would lead to shared school leadership among administrators and teachers					
B30.	School Based Management would allow local decision makers to determine the appropriate mix of inputs and education policies adapted to local realities and needs.					
B31.	School Based Management would allow competent individuals in the schools to make decisions that will improve learning					

B32.	School Based Management would lead to realistic budgeting as parents and teachers become more aware of the school's financial status , spending limitations and the cost of its programs					
B33.	School Based Management would lead to greater creativity in the design of programs					
B34.	School Based Management would give the entire school community a voice in key decisions					
B35.	School Based Management would change the roles of the school Board members					
B36.	School Based Management would create frustration and slow decision –making in the school					
B37.	School Based Management would make principals and teachers devote less time to other aspects of their jobs.					
B38.	School Based Management would lead to work place democracy					
B39.	School Based Management would lead to greater mobilization of resources at the school					

SECTION C:

(This section contains open ended questions, read carefully each question and understand it and kindly give your input/ opinions in the spaces provided)

C1(i). As a teacher would you support the introduction of School Based Management in secondary schools? (Tick where appropriate)

a) Yes

b) No

(ii) If your answer for the above question is No, kindly give reasons

- a) _____

- b) _____

- c) _____

C2(i). If School Based Management was introduced in schools the power to manage the schools should be vested on (Tick where appropriate)

- a) Principal
- b) Teachers
- c) Both the Principal and teachers
- d) Board of Governors
- e) Parents
- g) Principals, teachers and students

(ii) Kindly give your reasons for your answer above

C3. In your own opinion, what do you think would be the four (4) greatest challenges of School Based Management if it was introduced in secondary schools today?

- a) _____

- b) _____

- c) _____

d) _____

C4. In School Based Management, schools should be given a high degree of autonomy over.

(Tick where appropriate)

- a) Budgeting
- b) Staffing
- c) Curriculum and Instruction
- d) Goals
- e) Organizational structures

Any other kindly specify _____

C5. (i) In your own opinion, do you think School Based Management would impact on the role of the teacher?

a) Yes

b) No

(ii) If your answer for the above question is yes, kindly explain how?

C6. (i) In your own opinion, do you think involvement of teachers in the management of secondary schools would be useful?

a) Yes

b) No

(ii) If your answer for the above question is NO, kindly give reasons.

a) _____

- b) _____

- c) _____

C7. (i) In your own opinion, do you think the introduction of school based management would affect your relationship with the school Principal?

- a) Yes b) No

(ii) If your answer for the above question is Yes, kindly explain how?

C8. Kindly list any other three (3) benefits that would result from School Based Management if it was introduced in secondary schools.

- i. _____

- ii. _____

- iii. _____

C9. Kindly suggest three (3) ways of improving secondary school management.

- a) _____

- b) _____

- c) _____

Thank you very much for sparing your time to respond to this questionnaire!!

APPENDIX 4

SCHEDULE OF RESERCH ACTIVITIES

Below is a tabulation of when the research activities will be carried out, starting with topic selection.

ACTIVITIES	2010	2011									
	AUG-DEC	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT
Choosing research topic & discussing with supervisors	XXX										
Writing first proposal draft and corrections		—————→									
Writing final draft defend proposal					XXX						
Pre-test questionnaire						XXX					
Data collection						XXX					
Data analysis							XXX				
Report writing								XXX			
Presentation of 1 st draft									XXX		
Presentation of 2 nd draft and 3 rd draft										XXX	
Presentation of final copy for examination											XXX

APPENDIX 5

Research Budget

Below is an estimate budget of what the researcher will spend from the commencement of the research to the presentation of the final report. The research will be fully self-sponsored.

<i>Expenses</i>	<i>Costs (Kshs.)</i>
Stationery	2,800
Printing of questionnaires	6,000
Internet	8,000
Travelling	7,000
Transport	8,000
Data analysis cost	5,000
Data entry cost	2,000
Typing and Printing	20,000
Photocopying	2,000
Draft binding	1,000
Final project binding	3,000
Communication cost	3,000
Miscellaneous	6,000

Total Cost	73,800
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6th October, 2011

Joyce Wangari Kiragu
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School-based management prospects & challenges: A case of public secondary schools in Murangá South District*" I am pleased to inform you that you have been authorized to undertake research in **Murangá South district** for a period ending **31st December 2011**.

You are advised to report to **the District Commissioner & the District Education Officer, Murangá South District** before embarking on the research project.

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Murangá South District

The District Education Officer
Murangá South District

Research Permit No. **NCST/RRI/12/1/SS011/1386**

THIS IS TO CERTIFY THAT:

Date of issue **6th October, 2011**
 Fee received **KSH. 1000**

Prof./Dr./Mr./Mrs./Miss/Institution

Joyce W. Kiragu
of (Address) Kenyatta University
P.O BOX 43844, Nairobi

has been permitted to conduct research in

Murang'a South Location
Central District
Central Province



on the topic; School-based management prospects & challenges: A case of public secondary schools in Murang'a Suth District.

.....
Applicant's **Secretary**
Signature **National Council for**
Science and Technology

for a period ending 31st December 2011

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

KENYATTA UNIVERSITY LIBRARY

GPK60553mt10/2011

(CONDITIONS—see back page)