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**AN ASSESSMENT OF EFFECTIVE MANAGEMENT
PRACTICES IN SECONDARY SCHOOLS: THE CASE OF
NATIONAL SCHOOLS IN KENYA**

BY

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DECLARATION

I declare that, this project report is my own original work and has not been presented for examination to any other university.

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DEDICATION

To my dear parents Francis and Rosa Oyuka, Sister Christine Wanjiru Kagunye my superior General and all the Assumption sisters of Nairobi for their prayers , support and encouragement all through my study time.

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I wish to acknowledge with profound gratitude, the following people who gave me such valuable assistance in my studies, without whom I would not have come this far in my search for knowledge.

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ABSTRACT

The main objective of the study was to assess the effective management practices in secondary schools with particular focus on Kenyan National schools. The specific objectives of the study was to; establish the extent to which motivational practices contribute to effective management practices of National Secondary Schools in Kenya, to find out the leadership styles in National secondary schools and the extent to which they are used in the effective management of the schools, to find out the status of the allocation of resources by the management of the National schools in their attempt to improve performance of the schools, to determine the strategies used by the school management to ensure the efficiency and productivity of the staff and improvement of performance in the schools. In order to realize its objectives.

The study adopted a descriptive study design. The population of interest were all the sixteen National Secondary Schools in Kenya. The study found that; motivational practices contributed to the effective management of National Secondary Schools in Kenya (40%), reward for teachers contributed to effective management to a very large extent (30%). The study also found that democratic leadership style was used to a large extent (60%), and that most of the resources in the National schools were allocated to studies (80%). Regarding the investment priorities by the management of the schools, it was found out that more than 80% of the resources were allocated to the administrative tasks (80%) of the respondents.

The study concluded that the management of the National secondary schools has set motivational practices to ensure quality delivery of services and improvement of performance in National schools and that democratic leadership styles used by the management of the schools has a positive effect on the smooth running of the schools. **The study recommends that the schools should implement more effective strategies such as to ensure efficiency in their management and general performance improvement.**

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ABBREVIATIONS AND ACRONYMS

| | |
|----------|---|
| TIVET | Technical Industrial Vocational and Entrepreneurship Training |
| DEB | District Education Board |
| DEO | District Education Officer |
| BOG | Board of Governors |
| CHE | Commission for Higher Education |
| KESI | Kenya Education Staff Institute |
| EMIS | Education Management Information System |
| MOES&T | Ministry of Education, Science and Technology |
| SAGA | Semi Autonomous Government Agency |
| PDE | Provincial Director of Education |
| PTA | Parents Teachers Association |
| TSC | Teachers Service Commission |
| SMC | School Management Committee |
| NGO | Non Governmental Organization |
| PTTO | Provincial Technical Training Officer |
| EFA | Education for All |
| GER | Gross Enrolment Rate |
| CEMESTEA | Centre for Mathematics, Science and Technology Education in A |

CHAPTER ONE

INTRODUCTION

1.1 Background

The provision of education and training to all Kenyans is fundamental to the success of the Government's overall development strategy. First, the long-term objective of the Government is to provide every Kenyan with basic quality education and training, including 2 years of pre-primary, 8 years of primary and 4 years of secondary/technical education. Education also aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods. Second, development of quality human resource is central to the attainment of national goals for industrial development. Third, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including disadvantaged and vulnerable groups. Fourth, education is necessary for the development and protection of democratic institutions and human rights (Sessional paper No. 1 of 2005 on a policy framework for education, training and research)

1.1.1 Education in Kenya

In Kenya, both government and great majority of the population perceive education and training as factors that influence development in important ways. The experience of developed countries and world wide research findings bear witness that education and training are positively correlated with development. The role of education can be summarised as assisting the establishment of human resource base necessary for the generation of wealth and, more important, its application to the creation of a higher standard of living and improved standard of life. Although education and training play a major role in imparting skills that complement capital in the production of wealth, the human resource base comprise more than the labour force. Providers of education and training include both the state and the private sector. The ministry of education, Science

and Technology is in charge of early childhood care and development education, primary education, secondary education, University education, vocational and technical training.

The ministry of culture and social services has general responsibility for adult and continuing education, is involved in education programmes for out of school youth, and manages the adult literacy programme. Provision of education through non public sector takes two forms. First NGOs (including religious organizations) and donors collaborate with the state in management and financing of public education training system. Second, private entrepreneurs have set up institutions catering for learners at all levels of education and training.

1.1.2. Secondary Education in Kenya

Secondary education caters for primary school leavers. Performance in KCSE examination, which marks the end of the four year secondary course, is used for selection into university and training in middle-level trades and professions such as primary teaching and vocational technical jobs. The principal thrust in government of Kenya policy on secondary education will be to raise participation with a view to making the sub sector part of basic education provided to all children in the eligible age group. This will entail increasing efficiency and effectiveness through development of a legal and management infrastructure that institutionalises decentralisation of power and authority through devolution of professional management and financing to local government authorities and boards of governors which, as compared to Ministry of Education are better placed to be accountable for the quality of output and outcomes. Although the problems afflicting secondary education could, to an extent, be attributed to factors outside education (Such as historical disparity in the process of modernisation, are rapidly growing population, and sluggish economic growth rate), there is evidence that causality could usefully be sought from juxtaposition of within –education factors. In this regard, approaches to costing, financing and managing education are key. School administration plays a very crucial role in the performance of schools. Mbithi (1974)

defines administrative as a formalised system, which is intended to control, supervise, plan and make decisions about the various activities of an organisation and on the basis of established authority. The principal of a school has the responsibility of coordinating all the activities taking place in the school. The principal should be knowledgeable in

managerial skills, which will enable them to direct, plan, supervise, monitor, control, organise and make proper decisions for the school as part of enhancement of better performance.

The success of a school depends on the manner in which it is managed. The need for efficient management of school has placed much more emphasis on the nature and quality of the work of the head as the leader of a team of professional educators and as a manager of the supply and effective use of resources (human, financial and material) the head therefore need to gain clear understanding of all the fines and factors, which contributes towards the governance of the school, Campbell and Corbelly (1983).

To ensure effective and successful management, the school heads must not only be innovative, resourceful and dynamic, but also able to interact well with people both within and outside the school. Staff and pupils, parents, members of the parents – teachers association and many other members of the community all of whom need to be brought in some way another into decision making process.

1.2. Statement of the problem.

There exist a strong link between management practices and organisational performance. Pfeiffer (1994) found that human resource practices have stronger influence than financial endorsement technology and firm specific factors. Each secondary school is managed by the headteacher with the participation and guidance of aboard of governors. Each school is encouraged to establish and maintain a Parents Teachers Association, but the Board of Governors remains the main management body. School heads and board of governors are charged with demanding managerial responsibilities such as professional management (including accountability in the utilization of resources), raising the morale and motivation of teaching staff and handling parents and members of the public. However there is inadequate preparation of school heads and Board of Governors in handling these responsibilities. This is why the great majority of schools fall short of providing for the learning needs of their students. Poor academic achievement in key subjects in the curriculum and increased indiscipline, (often manifested in School strikes) bear witness to this. The first step in addressing management problems in secondary schools is to understand their present practices.

Several related studies have been done Eshiwani (1983) carried a study on factors influencing performance among primary and secondary school pupils in Western Province of Kenya, Sifuna (1988) carried out a study of school dropouts in girls high schools in Bungoma District in Kenya, Oluoch (2001) carried out a study in search of excellence at top ranking primary schools in Nairobi. Opero (2002) did a study on teachers' perception of the extent to which their needs are satisfied, Kingori (2003) carried out a study on employee discrimination and job satisfaction of teachers in the private international schools in Kenya. Chumba (2004) did a study on employee participation in management of top ranking private secondary schools in Nairobi. Kariuki (2005) carried out a study on school management practices and candidates performance in KCSE in Thika district.

While aforementioned research outcomes are critical in many ways, no known study to the researcher has been done on performance management practices of National schools in Kenya. The study is significant because of the high value attachment to national secondary schools and the uniqueness of education sector where performance of school manager is inferred from the performance of students in the National examinations. Even though school managers are neither involved in setting examinations nor recruitment and training of teachers, there still persists the widespread belief that school, management practices have direct influence in the students' performance in national examination Eshiwani (1983)

1.3. Objectives of the study.

The broad objective of the study is to investigate factors influencing and effective management practises and performance of national secondary schools in Kenya.

1.4 Specific Objectives of the Study

- i) To establish the extent to which teacher motivational practices contribute to effective management practices and performance of National Secondary Schools in Kenya.
- ii) To find out the leadership styles in National secondary schools and the extent to which they are used in the management of the schools.
- iii) To find out the status of the allocation of resources by the management of the National schools in their attempt to improve performance of the schools.
- iv) To determine the strategies used by the school management to ensure the efficiency and productivity of the staff and improvement of performance in the schools.

1.5 Research Questions

The study will seek information to answer the following questions.

- i. Has motivation of teachers contributed to the effective management and performance of National high schools in Kenya ?
- ii. How has leadership style impacted on effective management and performance of National secondary schools in Kenya?
- iii. How has resources allocation contributed to the effective management and performance of National Secondary schools in Kenya?
- iv. What are some of the strategies used by the National secondary schools in Kenya to ensure efficiency, productivity and performance improvement?

1. 6 Importance of the study.

The findings of the study will be helpful in giving useful tips to better school management to heads of provincial, district and secondary schools which are hoped will positively influence the performance of the schools.

The Ministry of Education officers in charge of school administration will be able to get insights on areas that need more attention in terms of enhancement of better service delivery in secondary school. This is hoped will lead to better results.

The students and parents are expected to benefit from the improved school management practice by achieving better performance in national exams and also adequate preparation for facing the challenges of life.

1.7 The scope of the Study.

The scope of this study will be the high schools in Kenya. However due to time and other resources the main focus will be National Secondary schools throughout the country.

As per the ministry of Education records there were 16 such schools in 2006 with a split of Nakuru high school to a boys and girls school and establishment of starehe Girls in 2007. Most of these schools are in Nairobi and Central provinces.

See the list attached.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of management.

All organizations are created in order to serve the needs of the societies in which they operate. The existence of such organizations has created the need for management. Management is the process by which organizations are run in order to achieve their goals. Bower (1966) has defined management as; the activity or task of determining the objectives of an organization and then guiding the people and other resources of the organization in the successful achievement of those objectives. The definition brings out the fact that managers' help determines objectives and outline tasks for others to perform and that management revolves a round people. However it does not tell us much about the content of management or elements of management process. These elements have been identified to be planning, organizing, leading and controlling, Steiner (1978) and Van Fleet (1991). Different scholars have defined management differently. Griffin (1991) defines management as the process of planning, leading and controlling an organisation's human financial, physical and information resources to achieve organisational goals in an efficient and effective manner. The process involves designing and maintaining an environment in which individuals working together in groups accomplish efficient selected objectives. Management knowledge, skills and attitudes in management can be acquired through learning from experience and from certified courses. Krug (1995) observes that management is a collection of processes, which involve management of resources such as human, material, financial and time. The functions of management are performed in all types of organizations including schools.

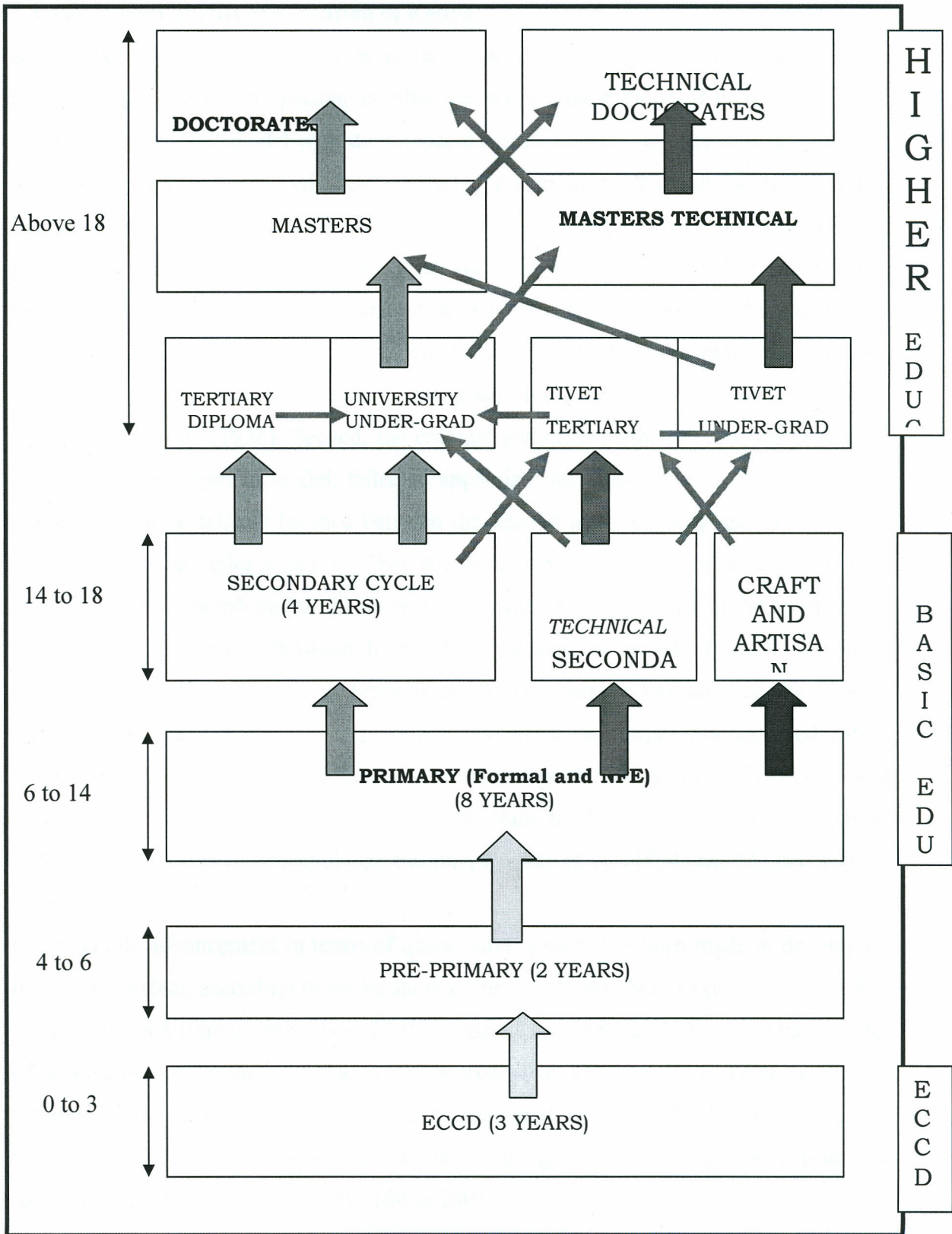
2.2. The Kenyan Education Systems.

The national education system has evolved over time, with major changes having been instituted in the 1980s. In 1984, the 7-4-2-3 structure and system was replaced with the 8-4-4 structure and system, which introduced a broad-based curriculum at all levels. The 8-4-4 system was intended to make education more relevant to the world of work and thus produce skilled and high-level manpower to meet the demands of the economy. Delegates at the National Conference on Education and Training, held between 27th and 29th June 2003, noted that both 7-4-2-3 system and 8-4-4 structure provide 16 years of schooling and emphasized that the content of the curriculum combined with the quality and relevance of education and training, are more important than a structure. In addition, there is debate among most countries offering 'A' Level and General Certificate of Education on reforming their education system. It is apparent from the debate that these systems do offer the mastery of skills required by employers and universities. These countries including UK are likely to restructure their education system.

The scope of the 8-4-4 structure and system was expanded to incorporate technical skills and pre-primary education (4-5 year old children). The primary education cycle caters for learners of between 6-13 years; and secondary education targets learners of 14-17 years, while university education targets learners of 18 years and above. The TIVET catchments population includes youth who for some reasons or another do not continue to enroll in the regular education system either at primary, secondary school or university levels.

Although the 8-4-4 structure and system was supposed to be progressive through TIVET, the system did not prepare the primary level graduates well enough to enter the sub-sector. In addition, it does not cater for the disadvantaged, those with special needs and those outside the formal education system. Consequently, many school age children have remained un catered for. Other challenges associated with the 8-4-4 education system include; an overloaded curriculum, high cost to parents, limited provision of learning and teaching materials, and limited resources to cater for operational and maintenance cost

Figure 2.1: Structure and Organization of Education and Training



Source: Sessional Paper No. 1 of 2005 on education and training.

2.3 The current status of education in Kenya

Kenya like most African countries is facing an overarching socioeconomic issue of modernising its society by putting together the indigenous tradition of its people and the western development model with its reliance on market forces, tempered by the ideas of the welfare state and the civil society to achieve a measure of equity in the populace, Bratton (1987) and Fowler (1993). Three interrelated aspects of this challenge are particularly important in planning education and training as tools in modernisation. First, the idea of organised curricula, derived from the highly developed and sophisticated economic model of the west, to a considerable extent contradicts the traditional approach in which learning was imperceptibly integrated into a community's socioeconomic activities, Kenyatta (1938). Second, the colonial authorities although anxious to nurture the western development model, failed to appreciate fully that its success depended on maintenance of a delicate balance between the desired new economy and an education that relevantly complemented it. This situation, which has continued into the post colonial era, has contributed to the current problems, such as inequity in the provision of education and mismatch between formal learning and the world of work, Kinyanjui (1974). Third, although since independence the government has adopted the idea of welfare state as a way of increasing equity in the provision of opportunities in education and training, a lot remains to be done. Constraints in public and household resources and widespread syndrome of dependence on the state inhibit full realisation of equity, relevance and quality in education and training, Cookey et. Al (1994) and Makau (1995)

Considerable advancement in terms of quantitative growth has been made in developing the school system, according to the Economic Survey (2006), there were a total of 19,849 pre-primary and primary schools in 2005 compared to 18,901 in 2001. The total number of secondary schools in 2005 was 4,197 compared to 3,657 in 2001. Total number of teacher training colleges was 33 in 2005 compared to 32 in 2001. There were 24 Universities in 2005 compared to 17 in 2001. This gives a total of 56,146 educational institutions in 2005 compared to 50, 180 in 2001.

2.4. Management of school in Kenya.

The MOES&T has the overall responsibility to manage all aspects of education and training. Other partners including Ministries of Local Government, Home Affairs, Labour and Human Resource Development provide education and training although they constitute a comparatively small proportion of the overall education and training service providers.

The MOES&T is responsible for the education sector policy development, planning, and development of sector strategies and regulation of the provision of education and training services by other providers. The management structure at the ministry headquarters includes the Minister, two Assistant Ministers, Permanent Secretary, as the accounting officer, five Directors who report to the Permanent Secretary through the Education Secretary; and Administration, Finance and Accounting Divisions whose heads and the Education Secretary all report to the Permanent Secretary. The structure at the centre also includes a number of Semi Autonomous Government Agencies (SAGAs) responsible for the development and management of the various aspects of education and training. These agencies also report to the Permanent Secretary.

At the provincial level, the Provincial Director of Education (PDE) coordinates education activities (especially at primary and secondary school levels) in their respective provinces. The Provincial Technical Training Officer (PTTO) coordinates technical training activities and also monitors and supervises the technical programmes in both Government and private training institutions in the province. At the district level, education management, planning, registration and monitoring of schools and teacher management fall under the District Education Boards (DEBs) with the District Education Officer (DEO) as its secretary. Apart from the municipalities, which have some management role in primary education, local authorities no longer manage education in their respective areas. However it is expected by the Ministry that when a new constitutional dispensation is in place, local authorities will have an important role to

play. At the primary school level, SMCs and Parents-Teachers Associations (PTAs) are responsible for their respective schools while secondary schools, middle level colleges and TIVET institutions are managed by Boards of Governors (BOGs), and universities by councils. These bodies are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure development and the provision of teaching and learning materials.

There is a growing involvement of NGOs and the private sector in the provision of education and training services. This has introduced new challenges relating to the management and coordination of the provision of education services, especially with regard to the need to establish clear reporting and consultative mechanisms between providers and the MOES&T. The establishment of clearly defined consultative and coordination channels will enhance and improve the contribution of NGOs and private providers and complement the work of the MOES&T and other Government education and training service providers. For this reason, the Ministry proposes to establish a formal mechanism for consultation and coordination of all stakeholders in the sector.

Education management would be more effective where an efficient Education Management Information System (EMIS) provides a smooth flow of information to policy makers, planners, managers and other stakeholders at all levels of education and training. Currently, the MOES&T lacks an effective EMIS while electronic networking is weak and most officers require training in the use of computers. As a result, information and communication to and from headquarters to the provincial, district and school levels is normally through letter circulars sent by post or by faxes thus causing delays in decision making and follow-up actions. However, the Government has already developed an e-government strategic plan in order to deal with this challenge in the Government as a whole.

Data on school enrolment, facilities, teachers and other educational personnel is collected at the district level and sent to the headquarters for analysis. Speedy analysis of this data is constrained by lack of capacity at the MOES&T headquarters and when fully done, it is either too late or not adequately disseminated at the MOES&T headquarters, to the field officers and SAGA's. A similar problem on data availability and dissemination exists in respect to a data bank or skills inventory within the MOES&T to guide the development and deployment of available personnel in accordance to their areas of specialization, and for assessing training needs for individual officers. Consequently, majority of education managers and supervisors lack the necessary competencies to utilize available information for management purposes.

The members of BOGs and other school managers have also not been exposed to adequate management training. As such many institutional heads lack the capacities to oversee and account for the utilization of resources under them. This lack of capacity can be traced back to inadequate funding to KESI and lack of full time training facilities. However, following the implementation of FPE, the Government has initiated a programme for key stakeholders e.g. primary school heads and school committees in financial management, procurement of instructional materials and the efficient utilization of school funds and resources. Nevertheless, the nature of training required will not be achieved without a comprehensive training programme and availability of a full time training facility. There is now a wider range of education and training managers and stakeholders involved in the management of education institutions. As a consequence, it is necessary to decentralize some of the functions to the district and school level managers. The government also need to clearly separate roles and functions of the various actors in the sector. This will make management and accountability more efficient. Currently, decision-making in education and training management is highly centralized at the ministry headquarters among a few officers at the expense of the districts where actual education and training and management services are delivered.

Decentralization of the management of education and training services requires that the scope of authority at each level of management be well defined and the requisite legal framework established. Under a decentralized system, the role of the DEBs in education and training management would be reviewed accordingly in light of the fact that most aspects of education and training management functions are performed at the districts and institutional levels. It is at these levels where appropriate administrative, financial and decision-making authorities should be placed. Separation of roles and functions will improve partnership and make the working relationships cordial. In this respect, issues relating to policy development, curriculum design as well as monitoring and evaluation, quality assurance and overall responsibility will fall under the Ministry. Issues relating to day-to-day operations, local supervision and resource mobilization to support education and training as well as counselling of students and staff will be left to local stakeholders both with backstopping services from the Ministry and other national level actors.

The government is yet to address these issues of management. At present, the government is planning to, establish a lean education and training management structure at the headquarters to provide policy direction, resource mobilization, planning, quality assurance and the maintenance of standards, and coordination of education and training services providers, while decentralizing actual delivery of services to the districts and educational institutions; Establish a national mechanism for consultation and co-ordination of various providers of education and training services for the purpose of ensuring harmony of services at all levels; Review the current operation of the Teachers Service Commission (TSC) with a view to strengthening its capacity to manage teaching services under their mandate; Once capacity is built, decentralize teacher management functions including recruitment, assignment, deployment and discipline services to more empowered and strengthened district and institutional management bodies; Review the current structures of DEBs, institutional management committees, BOGs and university councils to ensure that they have the capacities to perform their professional, management and co-ordination functions; Delegate day to day quality assurance services

and curriculum implementation to the districts and institutional levels with technical support and resources provided by or through districts and Provincial Offices, thus leaving national quality assurance services to deal with standards through regular inspections and training for capacity building; Collaborate with partners to develop and sustain a national capacity building programme for all sub-sectors; Establish and mandate a TIVET Authority to coordinate the development of TIVET and ensure quality at all levels; Expand the mandate of CHE so that it coordinates the development of higher education and to assure quality at both university and all tertiary institutions offering diploma courses; and Strengthen KESI to offer demand driven capacity building programmes.

2.5. Performance Management

Performance is about how well an individual fulfils the requirement of his/her job. Performance is also seen as how well the objectives of a particular job are met. A comprehensive view of performance is achieved if it is defined as embracing both behaviour and outcome. Performance in secondary school is measured by KCSE mean grade for each school. Performance is greatly influenced by an individual's ability to do a task and his/her perception of what is required of him/her. In managing performance of teams and individuals, both behaviour and results need to be understood, this is viewed as the "mixed model" of performance management by Hurtle (1995). Mbithi (1974), Eshiwani (1983), Okumbe (1988) and Maranga (1993) have revealed in the studies that lack of effective management has contributed to poor education and service delivery. Factors relating to learners and those relating to administrative practices have both been linked to poor performance in schools. Donnelly et al (1992) indicate that performance must be measured accurately and systematically, so that rewards can be distributed equitably. If rewards are not distributed fairly, encouraging the necessary effort to do the jobs seems senseless to employees. If no meaningful difference in rewards is made, between high and low performing employees, high performers loose motivational

intensity and probably cut back on their performance, for effort to lead to performance, the individual must have a clear understanding of his or her expected rules, abilities, need

and other characteristics. Employees with higher abilities attain higher performance for a given level of effort than those with less ability. Similarly, effort results in higher performances when employees clearly understand and are comfortable with the rules Kreitner (1986).

Performance management is a means of getting better results from a whole organisation by understanding and managing the performance within an agreed framework of planned goals, standards and competence requirements. Performance management concerns everyone in the organisation and not just top management. Performance management is concerned with performance improvement, employee development, satisfying needs and expectations of stakeholders and communication and involvement Armstrong (2001). Armstrong and Barun (1998) have set up criteria for performance management, they propose that performance measure should provide a sound basis for feedback and action, be comprehensive and precise, be verifiable, focused on measurable outputs, be relevant to objectives and be related to strategic goals and measures that are organisationally significant and drive business performance. Donnelly et al (1994) notes that when an employees performance is found to be unsatisfactory, motivation is always suspected to be the cause rather than any other problem. Certainly, this is true in many cases. However, other factors such as shortage of resources, lack of skills may also cause unsatisfactory performance. Kreitner and Kinicki (1997) have given four prerequisites for linking performance and rewards, managers need to develop and communicate performance standards to employees. Managers also need valid accurate performance ratings with which to compare employees. They also need to determine the relative mix of individuals versus team contribution to performance and then reward accordingly/ Managers should use the performance ratings to differently allocate rewards among employees. Equity theory has several implications; the most important implication is that rewards must be perceived as fair in order to be motivating this they provide managers with understanding in how believes and attitudes affect job performance. Equity theory emphasizes the need for managers to pay attention to employees' perception of what is fair and equitable. Studies on goal-setting reveal that difficult goals lead to higher

performance, feedback enhances the effects of specific different goals, participative goals, and self-setting goals are equally effective and goal commitment and monitoring incentives affect goal-setting outcomes, Kreitna and Kinicki (1997).

2.6 Management of Secondary Schools in Kenya.

One of the factors constraining secondary education enrolment is that the growth in the number of secondary schools has not matched that of primary schools. In 2005, there were 3,676 public secondary schools and 521 registered private secondary schools, compared to 17,864 public primary and 1985 private primary schools, Economic Survey (2006). This imbalance is expected to worsen following implementation of the FPE and the projected increase in demand for secondary education. The demand is more acute in urban areas, especially urban slums, where over 60 percent of the total urban population is concentrated. Given that the GER for the secondary sub-sector declined from 29.4 percent to 22.2 percent between 1990 and 2000, the current situation undermines the country's efforts towards the realization of the EFA goal.

Secondary education is also characterized by poor performance in national examinations especially in core subjects such as Mathematics and Sciences. The pupil-textbook ratios are also high especially in the rural areas and urban slums. The teacher factor is also important in explaining the poor performance; in that although the majority of the teachers are graduates and approved teachers, they are arts oriented which results in shortages especially in Mathematics, Sciences, English and Kiswahili. An added dimension relates to secondary school teacher training which combines teaching methodology and subject mastery. Under this system both the academic and

methodology suffer from an overburdened programme. Furthermore, teacher promotion is not based on performance, but on qualifications, which contributes to internal inefficiencies.

The Government is already implementing some measures to improve access and quality in secondary education. In this respect, curriculum is being rationalised and revised with

a view to reducing both the load on students and teachers and the consequent cost burden on the Government and parents. The Government continues to provide teachers to all public secondary schools. In addition to these measures, MOES&T, through Kenya Education Staff Institute (KESI), is strengthening the capacities of educational managers at this level. The Government is also reviewing staffing norms in order to ensure equitable distribution of teachers and thus improve on their utilization. Under a targeted programme, the Government is rehabilitating some schools to improve teaching and learning materials, including laboratory equipment. It is also in-servicing teachers in various subjects as a measure to enhance subject mastery levels.

Despite these initiatives, the secondary sub-sector continues to face challenges, particularly the low participation rates, low transition from primary to secondary and from secondary to tertiary (particularly to universities), as well as gender and regional disparities. The quality of education also remains low. In order to address these challenges, the Government is planning to implement the following policies: work towards integrating secondary education as part of basic education in the long term; Promote the development of day schools as a means of expanding access and reducing the cost to parents; Provide targeted instructional materials to needy public secondary schools, while encouraging parents and communities to provide infrastructure and operational costs; Restructure the secondary school teacher training programme to require that teacher trainees attain basic qualifications in their respective subject areas and subsequently undertake post-graduate training in pedagogy or extend the Bachelor of Education degree programme to be five years like other professions; Establish a National

Assessment System to monitor learning competencies in secondary schools in order to enhance the capacity of schools to undertake school-based continuous assessment; and Establish two centres of excellence one for boys and one for girls, at district levels to serve as role models and to increase national schools.

Even though the government is trying to put a number of policies in place with an aim of improving the capacities of all those involved in quality assurance in secondary schools; regularly review staffing norms to enhance appropriate development and utilization of

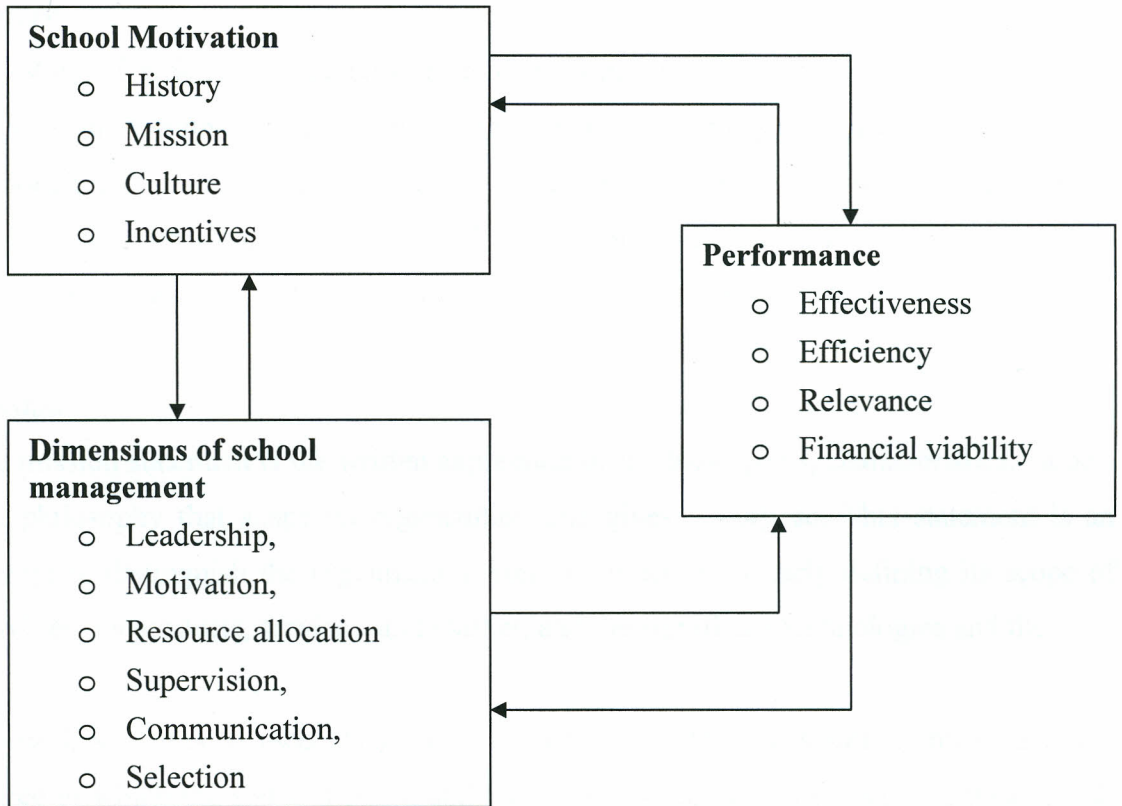
teachers; developing the necessary capacities to ensure efficiency in school management; restructure the training programme for secondary school teachers, in collaboration with universities; improving the capacities of all those involved in quality assurance in secondary schools; and strengthen the teaching of Mathematics, Science and Technology by upgrading the Centre for Mathematics, Science and Technology Education in Africa (CEMESTEPA) at Karen to a fully-fledged institution for in-service training for Science, Mathematics and technical teachers, the issue of performance management in secondary schools has not been properly attended to and school heads and the BOG's are left a lot to handle the details of this matter with the MOES&T only providing broad guidelines. School management practices therefore have direct influence in the students' performance in national examination Eshiwani (1983).

2.7 Conceptual framework

A concept is a basic idea. It is an idea that is generally abstract and universal rather than concrete and specific. It is basic in the sense that it cannot be easily explained in terms of other ideas or equated to other ideas. In terms of ideas then, a concept is a basic building block that captures the essence of a thing, Denscombe, (1999). A conceptual framework is a formal way of thinking (i.e. conceptualizing) about a process/system under study.

The International Development Research Centre and Universalia Management group have constructed a framework to help organisations assess themselves. In brief, the framework encompasses four areas; these are the external environment, organisational performance, organisational motivation and organisational capacity, Luthas et. al, (2000). However in this research, the conceptual framework which will be adopted will be as illustrated in the figure 2.1 below.

Figure 2.2: conceptual frame work



Source: Author (2009)

In a school setting, there are a number of organizational motivations and management practices that have been linked to school performance. Some of the most common management practices include approaches to motivation, leadership, supervision, staff development, communication and resource availability and utilization Kreitner (1986). These practices are discussed in the sections below.

2.7.1 School Motivation

Schools, like people, have different rhythms and personalities. Each has a different purpose, or mission. Some are highly motivated by the opportunity “to do well” whereas others are driven to perform by other forces, including the personal ambition of key players Luthas et. al, (2000). Each School has a unique working ambience, or climate- a combination of purpose, history, and personality. The organizational concepts that drive a

school include its history, its mission, its internal culture, and incentives or rewards- as being the elements of organizational motivation. These School concepts are discussed in the following paragraphs;

History

The story of a School: beginning, rate of growth, awards of achievement, and notable changes in structure of leadership is important in building an organizations history. Although the organization's evolution or history is often expressed through formal documents- such as the charter, stated goals, objectives, and plans, it is also told in unwritten stories that can be highly motivating, Luthas et. al, (2000).

Mission

The mission statement is the written expression of the basic goals, characteristics, values, and philosophy that shape an organization and gives it purpose. This statement is an attempt to distinguish the organization from the others by clearly defining its scope of activities; its products, services, and market; and the significant technologies and the

approaches it uses to meet its goals. The strength of the organizations mission is the degree to which the stated mission and the perceived mission is the same, Luthas et. al, (2000).

Culture

The School culture is the sum of the values, beliefs and customs, traditions and meanings related to mission fulfilment. These develop over the history of the School, and they make it unique and govern its character and drive the organization. The characteristics that distinguish a School are parts of its culture. The culture incorporates all the Schools symbols, myths, visions, pride and the accomplishment of its past and present heroes. Stories about past success or failures may illustrate values important to the School such as teamwork, gender equity, participation, transparency. The stories form living histories that guide the managers, Luthas et. al, (2000).

Incentives

School incentives are the ways the organization's system of rewards and punishment either encourages or discourages certain behaviours. Incentives are important to individual careers and to the overall success of the School, Luthas et. al, (2000).

2.7.2 Management Practices

Leadership

Leadership is the ability to get work done with and through others while winning their respect, confidence, loyalty and willing cooperation, Lord and Maher (1993). Secondary school teachers are educated enough and tend to prefer democratic style of leadership. It is the responsibility of the school head to determine the style of leadership that will work well for the school. Bell (1992) identifies five leadership styles which the head can employ in a school. These are autocratic, laissez faire, democratic, transactional and contingency styles. The leadership style pursued by the head teacher can either motivate or demotivate teachers and students and consequently impact directly on performance.

Staff motivation

Motivation can be defined as those inner striving conditions described as wishes, desires, drives e.t.c, Donnelly et. al (1992). A motivated teacher works hard and has self-directed behaviour towards important goals. School heads therefore strive to ensure that they meet their teachers and students motivational needs. Motivation involves effort, persistence, and goals. It involves a person's desire to perform. Actual performance in the job is determined principally by the effort expended. Performance is also greatly influenced by an individual's ability to do the job and also the understanding of what the required task is. Once motivated, the desire to work has to be nurtured and maintained. Motivation plays an important part in determining the levels of performance of teachers and students. Motivation is thus a very important function of school management.

Resource allocation and utilization.

The availability of resources determines whether the school will achieve its goals. Resources include human energy, time, money and materials. There is little point in setting goals that are beyond the ability of the school to achieve. Programs contracted at

any level should set forth what is to be done and by whom and also determine what resources are to be expended. The school managers must therefore balance the amount of task to be done and the resources available. Appropriate allocation of resources promotes good performance while poor allocation contributes to poor performance.

Supervision

The span of control has important implications on the structure of an organization, Donnelly, et al (1994). The design of an organization may result in the widening of the span of control if the employees to be supervised are many. Managerial levels may therefore be many depending on the organization's number of staff. The relatively flat organization that results from a wide span of control shortens the communication channel from top to bottom. It also fosters more general supervision since managers with wide

span of control cannot devote as much time to each individual employee. In contrast, although narrow spans of control foster close supervision, they lengthen communication channels and increase supervision expenses, Greer and Plunkett (2000). Dewar and Simet (1981) indicate that factors bearing on the optimal span of control relate to the characteristics of both the manager and the jobs to be managed. The span of control can therefore be different for managers of different levels. Olembo, Wanga and Karagu (1992) point out that head teachers can be regarded as agents of supervision on behalf of the Inspectorate of Kenya Institute of Education and Teachers Service Commission at the school level. They are involved in translating educational policies and objectives into the role of the supervisor from time to time checking the teachers' classroom work, schemes of work and assessing their overall performance based on the pupils' achievement. Maranga (1993) observes that school heads have heavy responsibilities and hence less time for supervision of instruction and this has caused a drawback in academic achievement of schools. Effective supervision by school principals ensures that teachers deliver effectively.

Communication

Communication is the exchange of meaningful information. Hall and Goodale (1996) argue that making sense out of information and exchanging it with various audiences is the basis of organizations communication. Geer and Plunket (2000) are of the view that communication is the transmission of information and understanding from one person or group to another through the use of common symbols. In internal communication, information flows within the formal hierarchy of the organization. It either, flows up and down the hierarchy or literary between people or units at some hierarchical level in the organization. Top management should therefore strive to improve the quality of information available to employees, Hall and Goodale (1996). Greer and Plunkett (2000) observe that for the staff to be able to redirect their efforts quickly there is need for high quality information because this will affect the attitudes and motivation of employees.

When staff satisfaction is higher, several human resource benefits are realized and absenteeism and turnover are low as well. Communication barriers include uncommon symbols, improper timing, environmental disturbances, improper attitudes and background differences. Two principles are important in an organizations communication, one has the right to be heard and understood and others' rights must be respected.

In a school setting, interaction between head teacher and teachers, teachers among themselves, teachers and students, teachers and support staff and student to student is very important within the institutional context. Coombs (1968) sees such interaction as making both students and teachers more accepting to the school. Sifuna (1988) states that lack of communication, poor relationship between head teachers and students, inefficient instructional policies and practices and leaving parents out of school activities are significant factors in contributions to poor performance in high schools. Communication plays four major roles in educational management through the following ways: it helps to control the behaviour of teachers, students and non teaching staff, communication helps to motive teachers, students and other workers in an educational organization, communication provides a release for the emotional expression of feelings and for fulfilment of social needs besides facilitating decision making.

Staff Development

Training and development increase the ability of individuals and groups to contribute to organizational effectiveness, Stoner and Freeman (1978). Training is designed to improve skills in the employees' present job while development programmes are designed to educate employees beyond the requirement of their present position so that they will be prepared for promotion and be able to take the broader view of their role in the organization. Summers (1984) has outlined four major formal on-the job development

programmes; Coaching- which involves the training of a subordinate by his or her immediate supervisor; job rotation-involves shifting managers from position to position so that they may broaden their experience and familiarize themselves with different aspects of the organization operation; training positions- trainees are given staff post immediately, often with the title of "assistant to" and planned work activities that involves giving trainees important work assignment to develop the experience and ability of the job. Off the job development techniques remove individuals from their immediate job demand therefore enabling them to focus fully on the learning experience. Kreitner (1986) indicates that organizational development programmes vary because they are based, at least in part, on diagnosis of the situation. What is appropriate for one organization may be totally out of place in another. In spite of this, certain objectives are found in most organizational development programmes; strengthening interpersonal trust, communication, cooperation and support, deepening the sense of organizational purpose and align individual with that purpose; increase personal responsibility for planning and implementing, encourage problem solving rather than problem avoiding approach to organizational problems; develop a satisfying work experience capable of building enthusiasm and encouraging personal willingness to change. Improved teaching is as a result of professional growth in the part of the teachers and the principals' functions as an instructional leader to promote this professional growth.

Selection

According to Kleyhans et. al (2006), selection is the process of choosing from a group of applicants those individuals who are best suited for the position and the organisation. In

other words, selection is choosing the right person to do the job. The calibre of teachers and non-teaching staff brought into the school will greatly influence the schools performance. It is the responsibility of the school head to ensure that he or she has the right kind of staff. This makes selection of staff a very key factor in effective management of a school.

2.7.3 Performance

In defining the schools performance, the following variables should be addressed;

Effectiveness

The effectiveness of the school is the degree to which it moves towards the attainment of its mission and realizes its goals. The goal of Kenya's secondary schools is to do well in national examinations. Effectiveness is measured in terms of the schools mean score in national examinations. Schools with high mean score in national examinations are seen to be effective while those with low mean score are seen not to be effective.

Efficiency

An organization must be able not only to provide exceptional services but also to provide them within an appropriate cost structure. Performance is increasingly judged by the efficiency of the organisation. Whatever the overall size of the unit, performing organizations are viewed as those that provide good value for the money in quantitative and qualitative terms, Luthas et. al, (2000). Schools which are efficient in their allocation and use of resources are said to be performing well from the administrative perspective.

Relevance

Organisations in any society take time to evolve and develop, but they must develop in ways that consolidate their strengths. Organizations face internal and external crisis and no organization is protected from becoming out of date, irrelevant or subject to closure. To survive, an organisation must adapt to changing contexts and capacities and keep its mission, goals, programs, and activities agreeable to its key stakeholders and constituents, Luthas et. al, (2000). Schools that adapt themselves to changes fast are said

to be relevant while those which drag in their response to changes for instance to curriculum can be said to being irrelevant.

Financial viability

To survive, an organizations inflow of financial resources must be greater than the outflow. Our experience has shown that the conditions needed to make an organization financially viable include multiple sources of funding, positive cash flow and financial surplus, Luthas et. al, (2000). Schools which are able to manage their finances in terms of fees collection and use of the collected funds are termed as financially viable unlike those which cannot operate efficiently due to poor financial management

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This is a descriptive study aimed at determining the performance management practices pursued by heads of National Secondary schools in Kenya. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study, Njoroge (2003) and Mazrui (2003) have used descriptive study in related studies.

3.2 The Population

The population of interest in this study are all national schools. According to MOES&T, there were 16 National schools in Kenya as at January 2006. (See appendix 3). A census study will be conducted due to small size of the population.

3.3 Data collection

Primary data will be collected using semi-structured questionnaires (see appendix 2). The questionnaires will be sent by courier (G4S) after a direct telephone request. Follow up calls will be made and the filled questionnaires will be collected back by the same courier company. Target respondents will be school principals or their deputies. The questionnaire will have both closed and open-ended questions. The questionnaire has been divided into two sections. Section one consists of general information. Section two has questions on performance management practices. The questionnaires will use likert scales, on the scales of 1-5. Njoroge (2003) and Mazrui (2003) used likert scales in related studies.

3.4 Operationalization of performance management in schools

Dimensions required in identifying the operationalization of performance management practices.

| Broad dimensions school management. | Expanded dimensions | Relevant issues in school management | Relevant questions |
|--|----------------------------|--|---------------------------|
| Leadership | Autocratic | School principles, policies and practices. | 11 |
| | Laissez faire | Peripheral activities of the school. | 11 |
| | Democracy | General issues in the school. | 11 |
| | Transactional | General school activities | 11 |
| | Contingency | General management issues | 11 |
| Motivation | Pay package | Quantity and promptness in payment | 12 |
| | Other benefits | Housing, medical and transport | 12 |
| | Rewards | Performance and behaviour. | 12 |
| Resource allocation | Human Energy | Class work and extra-curricula activities | 13 |
| | Time | Head teachers and Head of department's time. | 13 |
| | Money | Budgetary allocation | 13 |
| | Materials | Nature and quantity of materials used in a year | 13 |
| Supervision | Class work supervision | Supervision of teachers and students | 15 |
| Communication | To teachers | Interaction with and among teachers | 16 |
| | To students | Interaction with and among students | 16 |
| | To parents | Interaction with and among parents | 16 |
| Selection | Teachers | Teachers qualification and capability to deliver | 19 |

3.5 Data analysis

Data will first be edited for completeness and consistency. Descriptive statistics will be used to analyze the data. Data on section one will be analyzed using frequencies and percentages while section two will be analyzed using frequencies and percentages, means and standard deviation. SPSS will be used as the tool of analysis. Output from data analysis will be presented in pie charts, tables and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

In this chapter, data pertaining to the investigation on the factors influencing effective management practices of national secondary schools in Kenya is analyzed and presented. A total of 16 National Schools were sampled for the study. Out of the sampled schools, 10 responded by in-filling the questionnaires and submitting them back to the researcher. This gave a response rate of 62.5%. The collected data were edited and coded. Data analysis was done using frequencies and percentages.

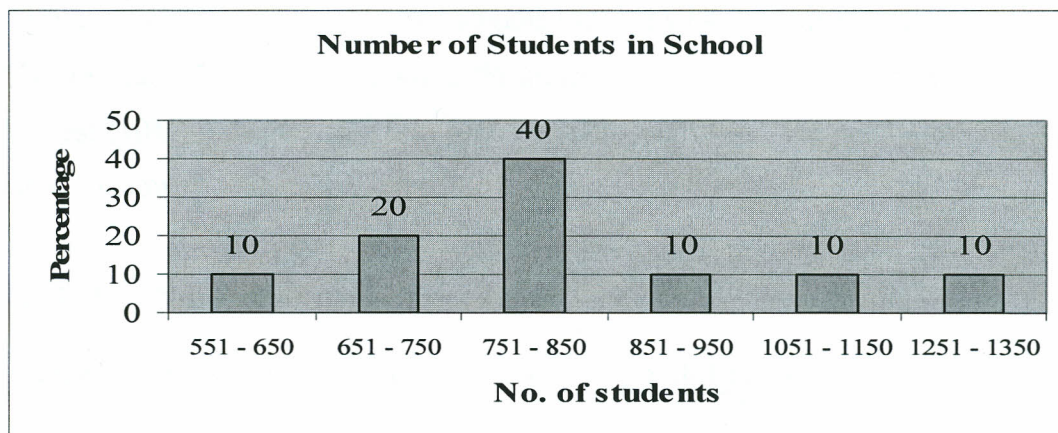
4.2 General Information of the Respondents

The respondents were asked to provide information on: name of the school, location of the school, number of students, number of teachers, number of streams per class, total number of non-teaching staff, approximate acreage of the school, year of establishment of the school and the ranking of the school in 2005 KCSE in the National school category.

4.2.1 Number of Students in School

The findings of the study revealed that most of the National schools (40%) had between 751 to 850 students. It was also found that 20% of the schools had between 651 to 750 students. The highly populated school had students ranging between 1251 and 1350 students as represented by 10%. The results were as shown in figure 1 below

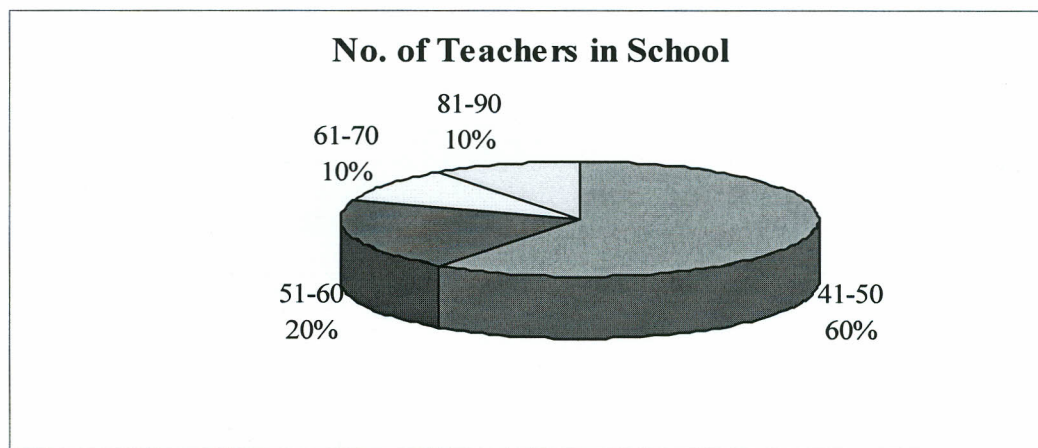
Figure 4.1: Number of Students in School



4.2.2 Number of Teachers in the school

The study also sought to establish the Number of teachers in the sampled schools. The findings of the study showed that majority of the schools (60%) had between 41 and 50 teachers. 20 % of the respondents showed that the number of teachers in their schools ranged between 51 and 60. 10% mentioned that the number of teachers in their schools ranged between 61 and 70, while the rest (10%) indicated that they had between 81 and 90 teacher in their schools. The results were as presented in figure 2 below.

Figure 4.2: Number of Teachers in the school



4.2.3 Number of streams per Class

The respondents were asked to indicate the number of streams they had per class. The findings revealed that most of the schools (40%) had 4 streams per class. 30% indicated that they had 6 streams per class, 20% indicated that they had 5 streams per class while the rest (10%) indicated that they had 3 streams per class. The results were as shown in table 1 below.

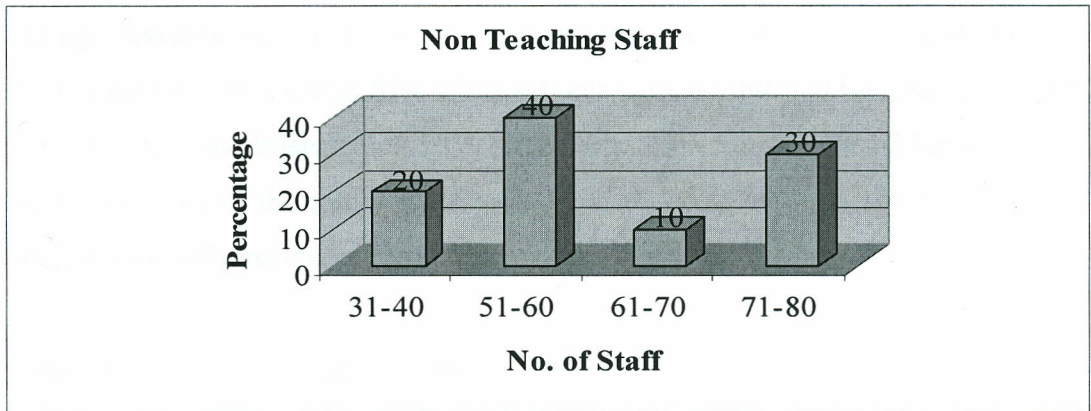
Table 4. 1: Number of streams per Class

| No. of streams | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 3 | 1 | 10 | 10 | 10 |
| 4 | 4 | 40 | 40 | 50 |
| 5 | 2 | 20 | 20 | 70 |
| 6 | 3 | 30 | 30 | 100 |
| Total | 10 | 100 | 100 | |

4.2.4 Number of non teaching staff

The study also sought to establish the number of non-teaching staff in the sampled schools. The finding of the study revealed that most of the schools (40%) had non-teaching staff ranging between 51- 60. 30% of the respondents indicated that they number of non-teaching staff in their schools ranged between 71 and 80. Only 20% and 10% of the respondents indicated that the non-teaching in their schools ranged between 31-40 and 61-70 respectively. The results were as presented in figure 3 below.

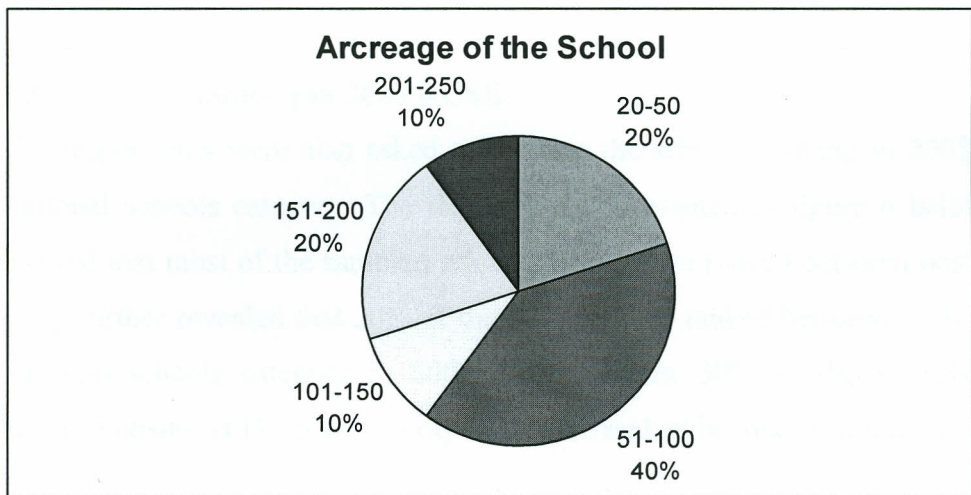
Figure 4 3: Number of non teaching staff



4.2.5 Acreage of the School

Regarding the question on the Acreage of the schools, the findings revealed that most of the schools (40%) had between 50 and 100 acres. 20% of the schools had between 20 to 50 acres and 151to 200. It was also found that 10% of the schools sampled had between 200 to 250 acres and between 101 and 150 acres. The results as presented in figure 4 below.

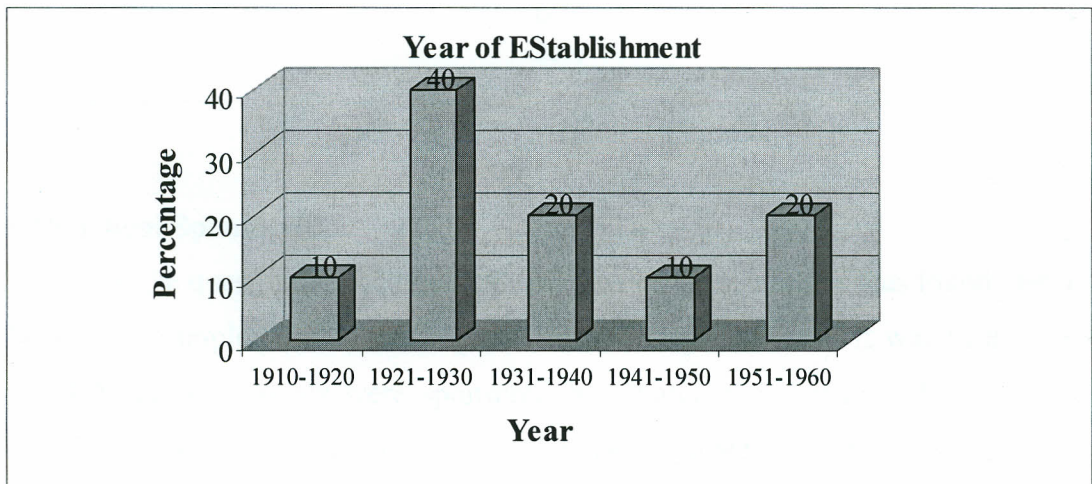
Figure4. 4: Acreage of the School



4.2.6 Year of Establishment

The study also sought to establish the years when the schools were established. The findings revealed that most of the schools (40%) were established between 1921 and 1930. It was also found that 20% of the schools were established between 1951 and 1960. The study also established that 10% of the schools were established between 1910 and 1920. Only 10% of the sampled school were established between 1940 and 1950. Figure 5 below shows the results of the study.

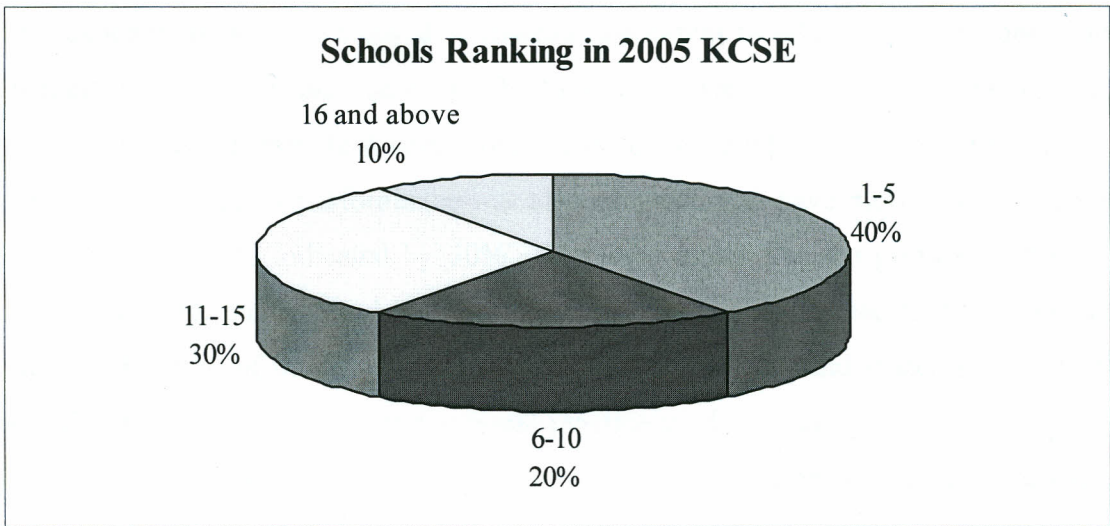
Figure 4. 5: Year of Establishment



4.2.7 Schools Ranking in 2005 KCSE

The respondents were also asked to indicate the schools ranking in 2005 KCSE in the National schools category. The results are as presented in figure 6 below. The results showed that most of the sampled schools (40%) were ranked between positions 1-5. The study further revealed that 20% of the schools were ranked between position 6-10 in the National schools category in 2005 KCSE results. 30% of the schools were ranked between positions 11-15 while only 10% were ranked beyond position 16.

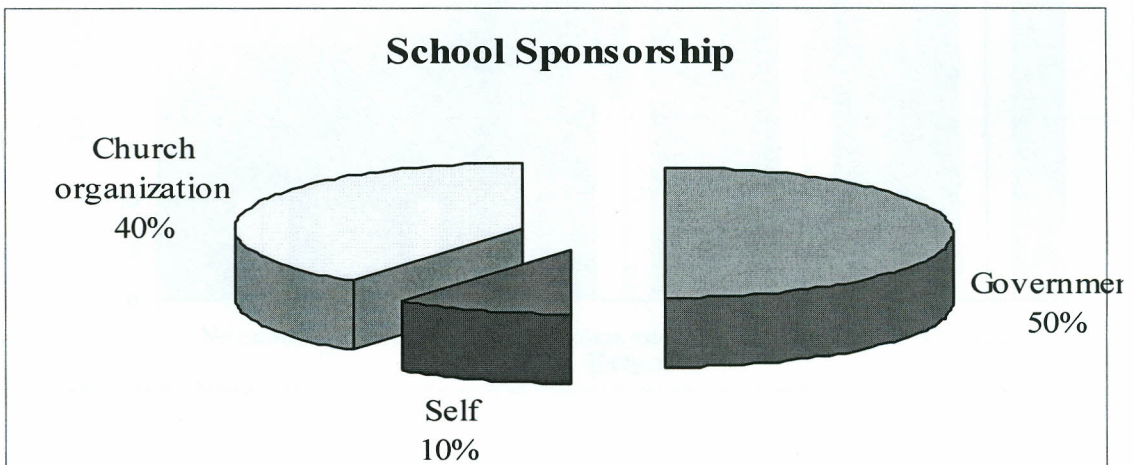
Figure 4. 6: Schools Ranking in 2005 KCSE



4.2.8 School Sponsorship

Regarding the question on the principal sponsors of the schools, it was found that most of the schools sampled (50%) were sponsored by the government. It was further revealed that 40% of the schools were sponsored by Church organizations. Only 10% of the schools were self sponsored. The results were as presented in figure 7 below.

Figure 4.7: School Sponsorship

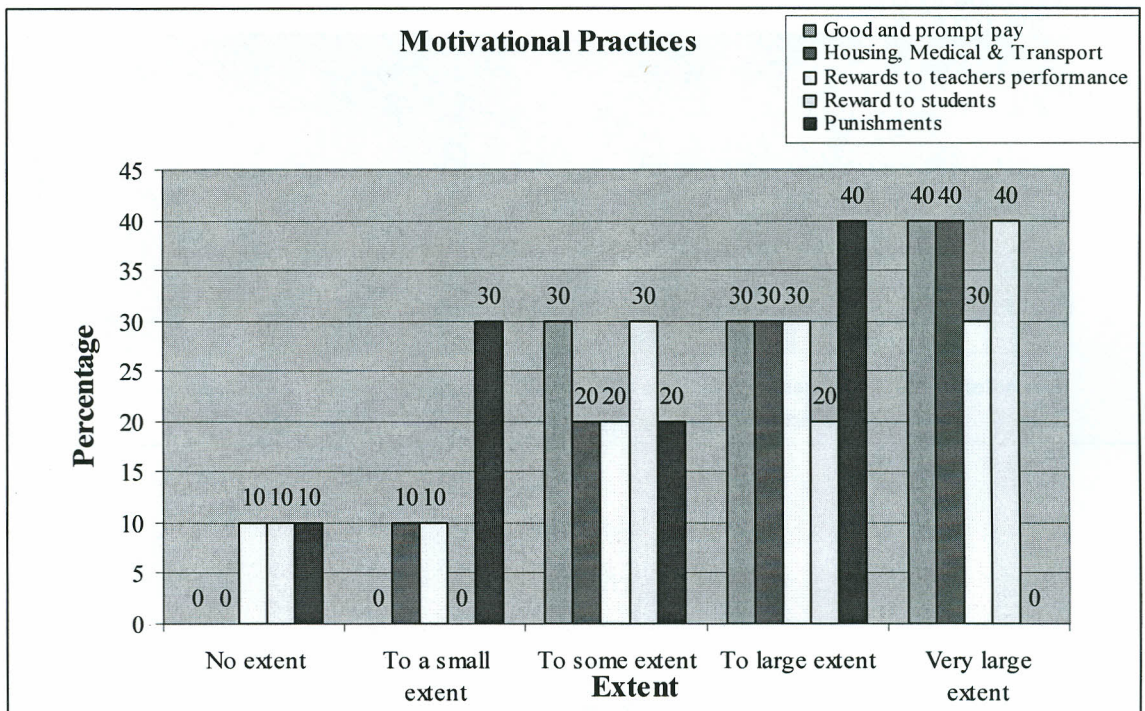


4.3 Effective management of National Secondary Schools

3.3.1 Motivational Practices

The respondents were also asked to indicate the extent to which different motivational practices were used in their schools. The findings showed that good and prompt pay for teachers motivated them to a very large extent as indicated by 40% of the respondents. Rewarding of teachers performance was also considered to have motivated teachers to a very large extent as indicated by 30%. Another practice was the provision of benefits such as housing, medical and transport for teachers which was used to a large extent as indicated by 40% of the respondents. Punishment to teachers and students for unwanted behaviours was also another motivational practice used to a large extent as indicated by 40% of the respondents. The results of the findings are as presented in figure 8 below

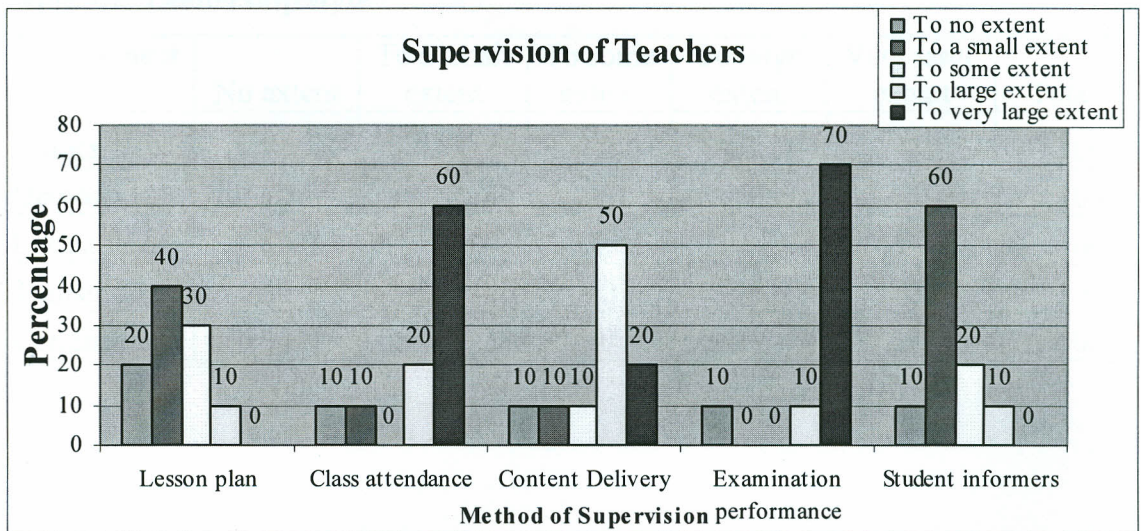
Figure4.8: Motivational Practices



4.3.2 Supervision of teachers

The study sought to establish the extent of teachers' supervision through the lesson plan, class attendance, content delivery, examination performance and through student informers. The results of the study revealed that examination performance was used to a very large extent as indicated by 70%. Class attendance was also used to a very large extent as indicated by 60% of the respondents. It was also established that content delivery was used to a large extent in the supervision of teachers as indicated by 50% of the respondents. A student informer was used to a small extent in the supervision of teachers as indicated by 60% of the respondents. The results were as presented in figure 9 below.

Figure 4. 9: Supervision of teachers



4.4 Leadership styles

The respondents were asked to indicate the extent to which the school applied different leadership styles. From the results in table 2 below, it was revealed that, automatic leadership style was indicated 70% of the respondents as having been applied to some extent by the management of the respondent's schools. Democratic leadership style was mentioned by 60% of the respondents as having been applied to some extent by the management of the schools. Laissez faire was mentioned by 80% of the respondents as not having been used in the management of schools. Contingency leadership style was mentioned by 50% of the respondents to have been to some extent in the management of the schools. Transitional leadership style was mentioned by 40% as having not been applied in school leadership.

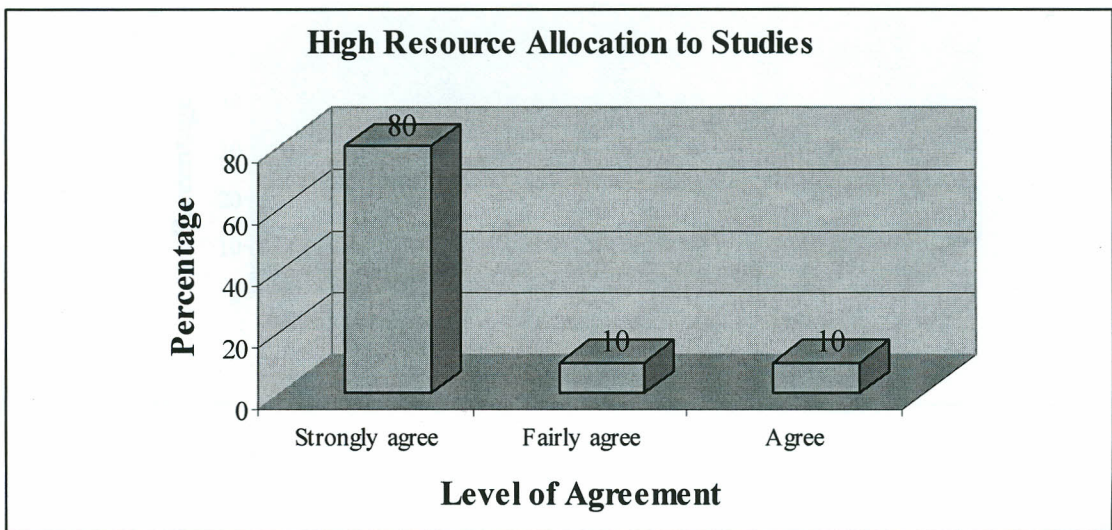
Table 4.2: Leadership style

| Management Practice | No extent | To a small extent | To some extent | To large extent | Very large extent | Total % |
|---------------------|-----------|-------------------|----------------|-----------------|-------------------|---------|
| Autocratic | 10 | 20 | 70 | 0 | 0 | 100 |
| Democratic | 10 | 10 | 0 | 60 | 20 | 100 |
| Laissez faire | 80 | 10 | 0 | 0 | 10 | 100 |
| Transitional | 40 | 10 | 40 | 10 | 0 | 100 |
| Contingency | 30 | 0 | 50 | 20 | 0 | 100 |

4.5.1 High allocation of resources to studies

The respondents were asked to indicate the extent of their agreement on the allocation different resources in their school. Regarding the allocation of resources to studies, the findings showed that majority of the respondents (80%) strongly agreed that there was high allocation of resources for studies. It was also worth notice that 10% of the respondents fairly agreed to the statement and the other 10% agreed that there was high allocation of resources to studies. The results were as shown in figure 10 below.

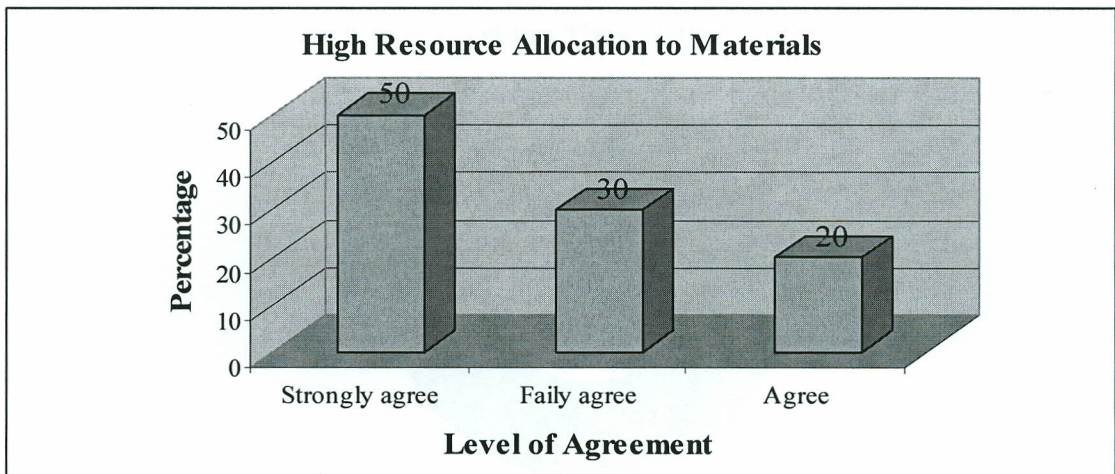
Figure4.10: High allocation of resources to studies



4.5.2 High Resource allocation to materials

Asked on the allocation of resources to materials, the findings showed that 50% of the respondents strongly agreed that there was high resource allocation to materials. It was also found that 30% fairly agreed to the statement and 20% also agreed that there was high allocation of resources to materials. The findings were as presented in figure 11 below.

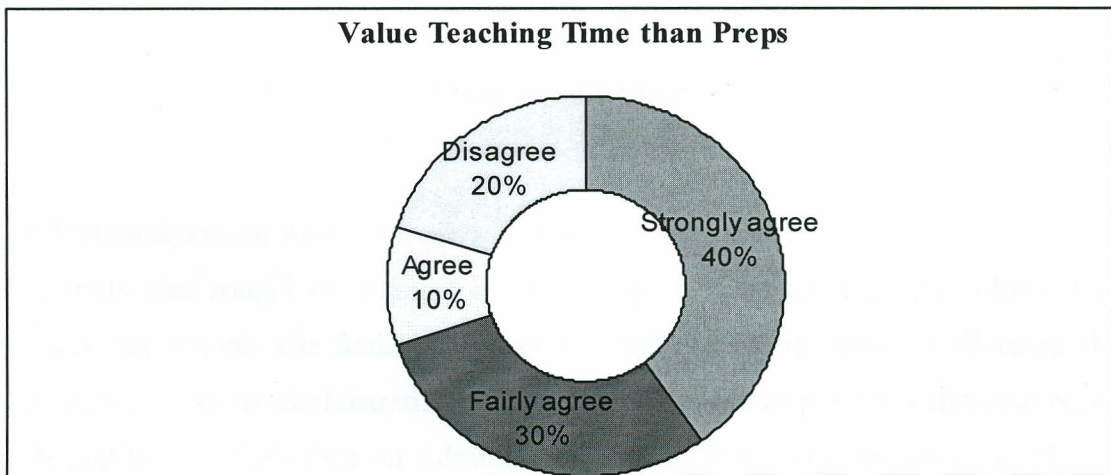
Figure4.11: High Resource allocation to materials



4.5.3 Teaching time is valued than the preps time

The study also sought to establish whether teaching time was valued than preps time. The findings showed that 40% strongly agreed that they valued teaching time than preps time. The results also showed that 30% fairly agreed to the statement, 10% agreed. It was also worth notice that 20% of the respondents disagreed with the statement that teaching time was valued than preps time. The results are shown I figure 12 below.

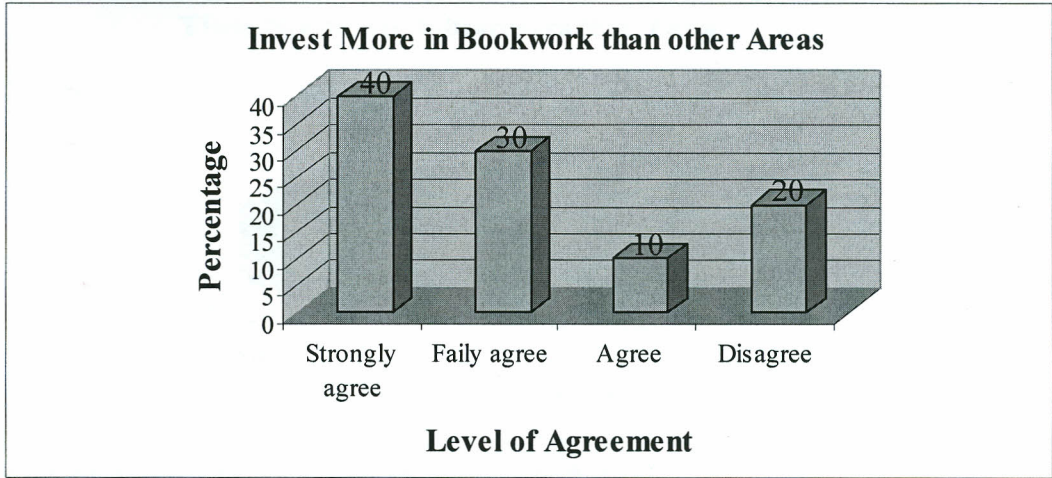
Figure 4.12: Teaching time is valued than the preps time



4.5.4 Invest more in Bookwork than in other Areas

The respondents were also asked to indicate the extent of their agreement with the statement that the school invested more in bookwork than in other areas. The results were that 50% strongly agreed with the statement, 30% fairly agreed, 10% agreed while 20% of the respondents disagreed with the statement. The findings of the study are presented in figure 13 below.

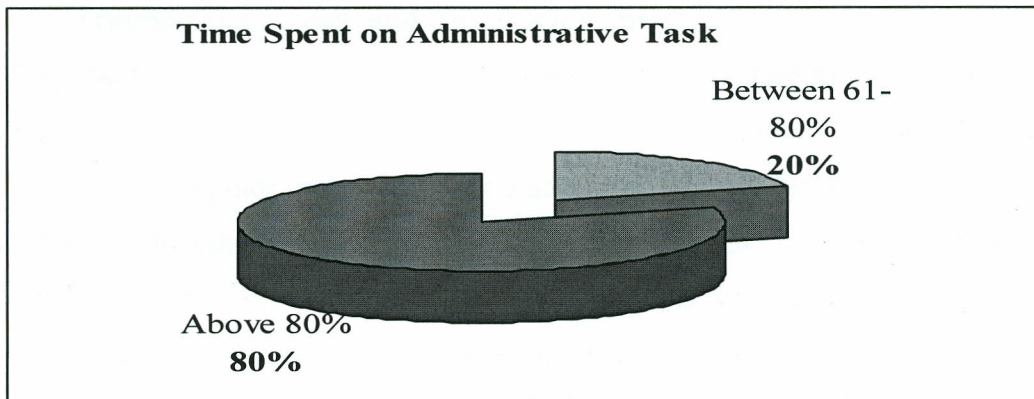
Figure 4.13: Invest more in Bookwork than in other Areas



4.5.5 Time Spent on Administrative Tasks

The study also sought to establish the percentage of time spent on the Administrative tasks of the school. The findings showed that 80% of the respondents allocated above 80% of their time to administrative tasks. Only 20% of the respondents allocated between 61% and 80% of their time on Administrative tasks. The results are shown in figure 14 below.

Figure 4.14: Time Spent on Administrative Tasks



4.5.6 Methods of Communication used in Schools.

The study also sought to establish the methods of passing of information between the administration and the school community. The results are as shown in Table 3 below. From the table, it was evident that the most commonly used means was through parades; this was indicated by 80% of the respondents who strongly agreed. Another method of communication was by the use of staff meetings; this was strongly agreed with by 70% of the respondents. Letters to parents was also used as indicated by 70% who strongly agreed that it was used to pass the information. Regarding the use of command in communication, it was found that 20% of the respondents disagreed that it was not used. The use of circulars was supported by 30% of the respondents as a method of communication.

Table 4.3: Methods of Communication in Schools.

| Method of communication | Strongly Agree | Fairly Agree | Agree | Disagree | Fairly Disagree | Strongly disagree | Total % |
|-------------------------|----------------|--------------|-------|----------|-----------------|-------------------|---------|
| Circulars | 30 | 30 | 20 | 0 | 10 | 10 | 100 |
| Through parades | 80 | 20 | 0 | 0 | 0 | 0 | 100 |
| Staff meetings | 70 | 0 | 30 | 0 | 0 | 0 | 100 |
| Letters to parents | 70 | 10 | 20 | 0 | 0 | 0 | 100 |
| Chain of command | 20 | 40 | 20 | 20 | 0 | 0 | 100 |

4.6 Strategies for ensuring Efficiency, Productivity and performance improvement

4.6.1 Training of Teachers and Non-teaching Staff

The findings revealed the strategies used by the management of the schools as: encouraging teaching staff to enrol for higher education, encouraging Heads of Departments to guide and train junior teachers working under them, giving study leaves to those who take initiative to upgrade themselves, inviting speakers/experts to give lecturers, offering on-job training through delegation, attending seminars, visits to other schools, organizing for capacity building workshops every term, non teaching staff allowed to up-grade themselves through further learning and training.

4.6.2 Staff Development Policies

The study established that the school management has established policies for the development of the teaching staff. The policies were that: Teachers must attend INSETS like SMASSE and subject panel seminars, promotion of those with outstanding performance and additional related professional training for the non-teaching staff, giving teaching staff good recommendation for TSC interviews and promotion, and encouraging internal appointments.

4.6.3 Factors considered in the selection of students

The factors considered in the selection of students were found to be: The marks scored in KCPE, the degree of financial need for the student, quota system as per the Ministry's policies, recommendations of the students from their current schools and the discipline of the students.

4.6.4 Key qualities in considering Teachers

In the consideration for teachers for teaching posts in schools, the study established that the following qualities were considered: teaching subjects, teaching experience, extra teaching activities, teacher's achievements and background, good moral standards, God fearing, determination and commitment of the teachers, teacher's self motivation, professional qualifications, age of the teachers and gender preference to maintain the balance. Hard working and readiness to spend most of their time with students in school.

4.7 Discussion

4.7.1 To establish the extent to which motivational practices contribute to effective management practices of National Secondary Schools in Kenya.

The study sought to establish how motivational practices contribute to the effective management and performance of secondary schools in Kenya. The results revealed that the provision of benefits such as housing, medical and transport to teachers motivated teachers to a very large extent as indicated by 40% of the respondents. Reward to teachers' performance was found to be effective to a very large extent as indicated by 30%. Another motivational practice which was found effective was prompt pay to teachers as indicated by 40%. The study also established that punishment to teachers and students for unwanted behaviours was used to a large extent as indicated by 40% of the respondents. From these findings it is clear that motivational practices had a great contribution in the management and performance of the schools

4.7.2 To find out the leadership styles in National secondary schools and the extent to which they are used in the management of the schools.

The findings of the study revealed that democratic leadership style was used to large extent as indicated by 60% of the respondents. Automatic leadership style was found to be practiced to some extent as indicated by 70% of the respondents. The results also revealed that laissez faire was used to no extent as indicated by 80% of the respondents.

Contingency was indicated to have been used to some extent as indicated by 50%. Bell (1992) identifies five leadership styles which the head can employ in a school management as: autocratic, laissez faire, democratic, transactional and contingency styles. From the finding of the study, it is revealed that most of the national schools practiced democratic leadership style in the management of schools. This seemed to have an influence in the performance of the schools as it creates a conducive atmosphere for learning in schools.

4.7.3 To find out the status of the allocation of resources by the management of the National schools in their attempt to improve performance of the schools.

The study established that there was high allocation of resources to studies as indicated by 80% of the respondents. It was also found that there was high allocation of resources to materials used to facilitate studies in the schools as indicated by 50% of the study. It was also established that teaching time was valued than preps time as indicated by 40% of the respondents. With regard to investments, the study established that schools invested more in books than other areas. The study further established that most of the respondents (80%) allocated more than 80% of their time to administrative tasks. Studies done by Eshiwani (1983), Okumbe (1988) and Maranga (1993) revealed that lack of effective management has contributed to poor education and service delivery. From these findings it can be deduced that the management of National schools allocated their resources well as this is one of their strategies to ensure that their schools perform well in the National Examinations.

4.7.4 To determine the strategies used by the school management to ensure the efficiency and productivity of the staff and improvement of performance in the schools.

The study found out that to the management of the schools established strategies to ensure that both their teaching and non teaching staff increased their capacity through training, the strategies were that: the teaching staff were encouraged to enrol for higher education, giving study leaves to those who take initiative to upgrade themselves and that the non teaching staff were allowed to upgrade themselves through further learning and training.

In relation to strategies for staff development policies, it was established that it was a must for teachers to attend INSETS like SMASSE and subject panel seminars. Another policy was that teachers with outstanding performance were promoted. It was also established that teaching staff were to be given good recommendation for TSC interviews and promotion. The final policy was that the management were to encourage internal appointments.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a **brief summary of the research project**, conclusions of the research findings as well as recommendations on how to improve the management of schools to achieve better performance in secondary schools in Kenya. The chapter ends with suggestions for further research on this problem.

A total of 16 National secondary schools were chosen for the study, out of which 10 schools responded by filling in the questionnaires and sending them back to the researcher, this gave a response rate of 62.5%.

5.2 Summary of findings/answers to the research questions:

Four main questions were asked for the purpose of this research:

1. Has **motivation** of teachers contributed to the effective management and performance of the National secondary schools in Kenya?

Most respondents (40%) indicated that **MOTIVATION** is important in the effective Management and performance of secondary schools in Kenya.

2. How has **leadership style** impacted on effective management and performance of National secondary schools in Kenya ?

A large number of respondents (60%) proved that **democratic style** of leadership is the most effective leadership style in the effective management and performance of Secondary schools in Kenya.

3. How has **resource allocation** contributed to the effective management and Performance of National secondary schools in Kenya?

The study shows that most respondents allocated (80%) of their resources to the Administrative tasks related to the improvement of the performance in the National Secondary schools.

4. What are some of the **strategies** used by National secondary schools in Kenya, to ensure efficiency, productivity and performance improvement ?

In the study other strategies in the area of staff development such as, study leave Provision, part time study SMASSE training , panel seminars, subject related Symposiums, good recommendations to T.S.C. and internal appointments were used by the management of the National secondary schools in Kenya to ensure efficiency, productivity and performance improvement in their institutions.

5.3 Conclusions

On the Motivation of teachers it can be concluded that it is important in the effective Management and improvement of secondary schools in Kenya.

On the Leadership styles, it can be concluded that Democratic style of leadership is the most effective style in ensuring effective management and improvement of secondary schools in Kenya.

In regards to the resource allocation, it can be concluded that first priority must be given To those activities which help in achievement of the academic goals in the Secondary Schools in Kenya.

On other strategies used by National secondary schools Management it can be concluded that utilizing the available opportunities for staff development is an important tool in ensuring efficiency, productivity and performance improvement of secondary schools in Kenya.

Finally on the overall study findings it can be concluded that the effective management Practises found in the National secondary schools in Kenya are well coordinated and established hence a has a great impact on their academic excellence.

5.4 Recommendations

On Motivation the study found out that there are still more and better ways of motivating the teaching staff, support staff and even students, the researcher therefore recommends that each school management team finds specific ways to motivate all their stake holders in order to improve efficiency, productivity and improve performance.

The researcher also recommends that school managers use more of democratic style of leadership so that schools can run more smoothly and avoid having frequent school strikes in Kenya.

On the allocation of resources, the researcher recommends that the secondary schools management in Kenya find ways of availing more financial and material resources for the improvement of performance in the secondary schools in Kenya.

5.5 Suggestions for Further Research

This study was done in National secondary schools in Kenya only. The researcher suggests that a similar study should be done in other schools including the Provincial, District schools and even some private schools in future.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

August 2009

Dear Sir/Madam,

REF: REQUEST FOR RESEARCH DATA

I am a Master of Business Administration (M.B.A.) student at Kenyatta University. I am required to submit as part of my course work assessment a research project report on “**An Assessment of Performance Management Practices in Secondary Schools: The case of National Schools in Kenya**”. To achieve this, your organization is one of those selected for the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Nziwa Elizabeth Oyuka.
M.B.A. Student- Researcher
Kenyatta University, Nairobi

Shadrack Bett
Supervisor
Kenyatta University

APPENDIX 2
QUESTIONNAIRES

SECTION ONE: GENERAL INFORMATION

1. Name of the school _____
2. Location of the school _____
3. Number of students _____
4. Number of Teachers _____
5. Numbers of streams per class _____
6. Total Number of non teaching staff _____
7. Approximate acreage of the school _____
8. Year of school establishment _____
9. Schools ranking in 2005 KCSE results in the National schools category _____
10. Using the categories given below, please tick the schools principal sponsor.
Government []
Self []
NGO []
Church organization []

SECTION TWO: EFFECTIVE PERFORMANCE MANAGEMENT PRACTICES

11. Please indicate to what extent your school practice the following leadership styles using a scale of 1-5 below, in which;

5- To a very large extent.

4- To a large extent.

3- To some Extent.

2- To a small extent.

1- To no extent.

| | 1 | 2 | 3 | 4 | 5 |
|------------------|-----|-----|-----|-----|-----|
| a) Autocratic | [] | [] | [] | [] | [] |
| b) Democratic | [] | [] | [] | [] | [] |
| c) Laissez faire | [] | [] | [] | [] | [] |
| d) Transitional | [] | [] | [] | [] | [] |
| e) Contingency | [] | [] | [] | [] | [] |

12. Please indicate the extent to which each of the following motivational practices applies to your school by ticking where appropriate.

| No | Motivational practices | Very large extent | Large extent | Some extent | Small extent | Not at all |
|----|---|-------------------|--------------|-------------|--------------|------------|
| a) | Good and prompt pay | | | | | |
| b) | Other benefits such as housing, medical and transport. | | | | | |
| c) | Rewards to teachers for performance | | | | | |
| d) | Reward to students for good performance | | | | | |
| e) | Punishment to teachers and students for unwanted behaviours | | | | | |

13. To what extent do you agree with the following statements concerning allocation of resources (human energy, time, money and materials) in the school? Please tick as is appropriate.

Key: Strongly Agree SA
 Fairly Agree FA
 Agree A
 Disagree D
 Fairly Disagree FD
 Strongly Disagree SD

| | SA | FA | A | D | FD | SD |
|--|-----|-----|-----|-----|-----|-----|
| a) We allocate highest amount to studies | [] | [] | [] | [] | [] | [] |
| b) We allocate highest amount to materials | [] | [] | [] | [] | [] | [] |
| c) We allocate highest amount to buildings | [] | [] | [] | [] | [] | [] |
| d) We value teaching time than preps | [] | [] | [] | [] | [] | [] |
| e) We invest more in bookwork than other areas | [] | [] | [] | [] | [] | [] |

14. Using the categories below, please indicate the percentage amount of your time spent on administration task of the school.

- Less than 20 per cent []
- Between 21-40 per cent []
- Between 41-60 per cent []
- Between 61-80 per cent []
- Above 80 per cent []

15. Using the likert scale 1-5 below, indicate to what extent you supervise your teachers along the following lines.

5- To a very large extent.

4- To a large extent.

3- To some Extent.

2- To a small extent.

1- To no extent.

| | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a). Lesson plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Class attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c). content delivery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d). Examination performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e). Students informers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. To what extent do you agree with the following statements concerning methods of communication in the school? Please tick as is appropriate.

| | |
|---------------------|----|
| Key: Strongly Agree | SA |
| Fairly Agree | FA |
| Agree | A |
| Disagree | D |
| Fairly Disagree | FD |
| Strongly Disagree | SD |

| | SA | FA | A | D | FD | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) We use circulars to communicate to all | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) We communicate to students through parades | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) We communicate to staff in staff meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) We communicate to parents using letters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) We follow chain of command in communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. How do you train your teaching and non teaching staff so that they can increase their capacity?

18. Please explain the staff development policies you have in your school

19. Which key important qualities do you look for while considering teachers for your School.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

APPENDIX 3
NATIONAL SECONDARY SCHOOLS

1. Alliance Boys High School
2. Alliance Girls High School
3. Kenya High School
4. Lenana School
5. Limuru Girls High School
6. Loreto Convent Limuru
7. Mangu High School
8. Mary Hill Girls High School
9. Maseno School
10. Moi Forces Academy
11. Moi Forces Academy, Lanet
12. Moi Girls High School, Eldoret
13. Moi High School, Kabarak
14. Nairobi School
15. Nakuru High School/Nakuru girls high school
16. Starehe Boys Centre & School/Starehe Girls centre