

**CONSTRAINTS TO EFFECTIVE HUMAN RESOURCE MANAGEMENT BY  
HEAD TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ABOOTHUGUCHI  
WEST DIVISION OF MERU COUNTY, KENYA**

**BY**

**MURIUNGI AYUB**

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## **DECLARATION**

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

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**MURIUNGI AYUB**

**E55/CE/10353/08**

We confirm that this project is presented for examination with our approval as university supervisors.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**PROF. JOHN ALUKO ORODHO**

Associate Professor,

Department of Educational Management

Policy and Curriculum Studies,

School of Education,

Kenyatta University

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**DR. ITOLONDO WILFRIDA**

Lecturer,

Department of Educational

Management, Policy and curriculum Studies,

School of Education,

Kenyatta University

## **DEDICATION**

I dedicate this work to my wife and daughter for their patience, support and understanding.

## **ACKNOWLEDGEMENT**

I greatly acknowledge the kind of assistance given to me by so many people without whose help this proposal would not have been. While it is not possible to mention all of those who assisted me, there are those who deserve special mention.

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## **LIST OF ABBREVIATIONS**

DEO - District Education Officer

HRM - Human Resource Management

KESHA - Kenya Secondary Heads Association

KEMI - Kenya Education Management Institute

MOE - Ministry of Education

NCST - National Council for Science and Technology

SPSS - Statistical Package for Social Science

## **ABSTRACT**

There is growing concern by various stakeholders in education including government and parents regarding the way schools are managed. Despite government's efforts at enhancing capacity of educational administrators, there are still concerns of ineffectiveness in service delivery. The purpose of the study was to establish constraints to effective human resource management in Abothuguchi West Division, Meru County. The objectives of the study were: to find out the extent to which head teachers have been trained in HRM, assess the degree to which there is free flow of information in schools, investigate how head teachers delegate assignments to teachers and make decisions affecting their schools. The study was based on systems theory. It adopted survey design. The study used multiple sampling techniques ( stratified, systematic and simple random) to come up with a sample size of 144 respondents comprising of 12 head teachers, 12 deputy head teachers and 120 teachers Sampled from the 19 public secondary schools of Abothuguchi west division, Meru County. The instruments used in data collection were questionnaires for head teachers and teachers and interview schedules for deputy head teachers. The researcher's two supervisors were requested to evaluate the content of the instruments and give feedback to enrich them. Reliability of the instruments was done by test re-test method. Data collected was both quantitative and qualitative. Descriptive statistics were used to analyze the quantitative data obtained. Qualitative data was analyzed by arranging responses thematically in line with the study objectives. The study will be of importance in promoting teaching and learning in Abothuguchi west division, Meru County because no other research in HRM has been carried out in the area. The research found out that head teachers and deputy head teachers had been trained in management. However, Information was not flowing freely laterally, upwards and downwards within the established communication channels. Delegation of responsibility was carried out well but delegation of authority as well as follow up of assignments were poorly accomplished. Evaluation and selection steps in decision making process were not carried out well in most schools. Implementation of decisions was also poor. The study came to the conclusion that head teachers had been trained for headship and delegation of responsibility was effective. However, schools were facing challenges in communication. Benefits of delegation had not been fully actualized and the decision making process was ineffective. The study recommends that upward, downward and lateral communication channels should be opened up to facilitate free flow of information. Head teachers should also delegate authority as well as follow up assignments delegated to teachers. Decisions should also be carried out and implemented effectively.

# CHAPTER ONE

## INTRODUCTION AND CONTEXT OF THE STUDY

### 1.1 Introduction

This chapter presents background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, assumptions of the study, scope and limitations, theoretical framework, conceptual framework and operational definition of central terms.

### 1.2 Background to the study

Human resource management (HRM) is the administrative discipline of hiring and developing employees so that they become more valuable to the organization (Bush and Oduro, 2006). It is the process of working with and through people to accomplish organizational goals. According to Draft and Marcic (2006), the basic premise of HRM is that humans are not machines and therefore, interdisciplinary examination of people in the work place is required.

In a school set up, teachers play a significant role because they are curriculum implementers. Margaret (2003) notes that effective teachers respond to the needs of students. They adapt and adjust their work so that it builds on students' current knowledge. Gilbert (1965) notes that the first essentiality of good teaching is that teachers must know their subjects. That really means that they continue to learn. The second essentiality is that they like it. The two are connected for it is impossible to go on learning anything year after year without feeling a spontaneous interest for it. Paul (2000) notes that effective teachers need more than command of subject matter. They

need commitment and interest in the students whom they serve. They should therefore, work in collaboration with head teachers to make learners useful members of society.

For effective teaching to take place, teachers should have curriculum guides. Raina and Dhand (2000) note that effective teachers need adequate preparation to impart knowledge and skills to their learners. This can only be achieved by a teacher having curriculum guides. These include syllabus, schemes of work, lesson plan and record of work. These documents help a teacher to organize and select content, formulate objectives, select resources and strategies (Shiundu and Omulando, 1992). These provide a firm foundation upon which effective teaching and learning is based. Head teachers should ensure that teachers have these documents through heads of departments. He or She should also lead by example by preparing their own documents in time to have the moral authority to influence others. Absence of these guides will lead to uncoordinated teaching leading to poor performance of students in national examinations.

Training of teachers is crucial for effective learning to take place. A teacher requires thorough training in both academic and professional subjects. Armstrong (2006) notes that training of teachers provides them with opportunities to grow personally and professionally and increase their capacity for effectiveness. Continued professional development is also needed because teachers are being asked to educate a more diverse and disadvantaged student's population in a complex ever changing society (Guskey, 2003). Increasing the content knowledge of the current teacher workforce will require unprecedented levels of on-the-job training. These include graduate studies, participation in workshops or conferences and in-service training (Ondara,

2004). Head teachers should ensure that teachers are serviced often to update them on various changes in curriculum.

Teachers' workload is another area of concern in HRM. Overloaded teachers find it difficult to address individual needs of learners and implement curriculum effectively (Oplakta, 2004). Students' teacher ratio should be one that a teacher can comfortably interact with students, evaluate and provide remedial teaching (Mumo, 2000). Head teachers should ensure that there are sufficient teachers in school. In addition, lessons should be evenly distributed among the existing teachers.

Teachers also require motivation in order to become effective. Okumbe (2001) notes that teachers stay on the job if physical, social status, economic and security aspects associated with conditions of work are satisfactory. Adequate provision of salary, proper working conditions, good supervision, teaching materials, small classes and preparation time enhance satisfaction (Okuje, Akabagu and Mchu, 1992). Head teacher should ensure that teachers are motivated and find satisfaction in their job. They should be provided with adequate resources to carry out their assignments in schools effectively. He or she should also establish good working relations with teachers and ensure that there is free flow of information in school.

A school as an organization needs to have management systems in place. Head teacher is the leader in a school and the pivot around which many aspects of a school revolve. The role of head teacher in school is to exercise leadership of the kind that results in a shared vision of the direction to be pursued by the school and to manage change in ways that ensure the school is successful in realizing its mission. To accomplish this purpose effectively, head teachers require training in HRM techniques.

The most important purpose of a school is to provide children with equal and enhanced opportunities for learning. The most important resource a school has for achieving that purpose is knowledge, skills and dedication of its teachers. In HRM head teacher's role is to ensure that the school has dedicated motivated and disciplined teaching staff who will enable the school to achieve its vision and mission. In particular, there is need to address the challenges facing head teachers in HRM. From this background, it emerges that school head teachers could be facing challenges in HRM in secondary schools. There is filtering of information such that negative reports involving students conduct do not reach the administration in time. This has contributed to indiscipline in schools as evidenced by frequent strikes. Head teachers are also not effective in mobilizing teachers and students to work hard to achieve high performance in national examinations. As a result, performance in national examinations is unsatisfactory.

### **1.3 Statement of the problem**

The head teacher as the chief executive of a secondary school faces a number of challenges in HRM. He occupies a vital and established position in educational administration (Draft and Marcic 2006). Head teachers in Abothughuchi West Division, Meru County in particular are facing several constraints in managing human resource in their schools as indicated by poor performance and school unrests. The division has continued to perform poorly persistently. This is despite the fact that most schools in the division have adequate facilities, equipments, materials and human resource. The division has also experienced a number of students' strikes in recent years some of which have resulted in destruction of property worth millions of shillings. However no research in HRM has been conducted so far. Flipo (1989)

observes that HRM is the planning, organizing, directing and controlling of human resource to the end that individual, organizational and society objectives are accomplished. Stakeholders in education including educational administrators, teachers, students and parents have expressed dissatisfaction with the performance of their schools. It is against this background that the study seeks to find out how head teachers manage human resource in their school.

#### **1.4 Purpose of the study**

This study endeavored to establish constraints to effective HRM by head teachers in Abothuguchi West division, Meru County.

#### **1.5 Research objectives**

The objectives of the study were to:

- i. Find out the extent to which head teachers have been trained for headship.
- ii. Establish the extent to which information flows freely in schools.
- iii. Determine how head teachers delegate assignments to teachers.
- iv. Find out how head teachers make decisions affecting their schools.

#### **1.6 Research questions**

- i. To what extent have head teachers been trained for headship?
- ii. To what extent does information flow freely in schools?
- iii. How do head teachers delegate assignments to teachers?
- iv. How do the head teachers make decisions affecting their schools?

### **1.7 Significance of the study**

Findings of the proposed study will have both practical and theoretical implications as far as HRM in secondary schools is concerned. It will assist MOE in promoting teaching and learning in Abothughuchi West Division, Meru County because no other research in HRM has been carried out in the area. To teacher training institutions such as universities and KEMI, the study will be of benefit in that it will point out areas of training to be emphasized on while training head teachers for effective HRM. The study will also help directorate of quality assurance in MOE to prepare in-service education. It will also add to the knowledge that already exists in HRM and help future researchers.

### **1.8 Assumptions of the study**

The study was based on the assumptions that respondents contacted would respond to research instruments willingly and provide information required honestly. It was further assumed that they would be available during the days that the researcher would visit schools.

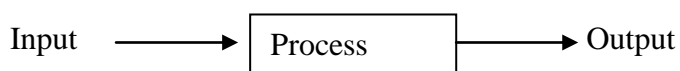
### **1.9 Scope and limitations**

The study was limited to Abothuguchi West Division, Meru County. The division has secondary schools which have adequate facilities, equipments, materials and human resource but continue to post a very poor performance in national examinations. In addition, it only assessed views of head teachers, deputy head teachers and teachers. Head teachers are the human resource managers in a school assisted by deputy head teachers while teachers are curriculum implementers. The views of other human resource in school were therefore, not considered.

### 1.10 Theoretical framework

The theoretical framework for this study was derived from systems theory. A system is defined as a sum total of individual but interrelated parts (sub-systems). A system functions towards achieving a set goal (Ayot and Patel, 1992). Among the earliest scholars to apply the social system concept in educational administration were (Getzels and Guba, 1957). Their postulation was that any organization could be understood as a social system. They conceived administration as a social system. They conceived administration as structurally consisting of a hierarchy of superordinates, sub-ordinate relationships which are both independent and interactive functionally. This hierarchy is the basis for assigning roles and helps in achieving the goals of the organization. In these relationships, there are institutions with prescribed roles and expectations that are needed to fulfill the goals and aspirations of the organization. Sharing the same institutions are individuals with certain personalities and needs. The interaction between these two constitutes social behavior.

**Figure 1.1 Simple mode of a system**



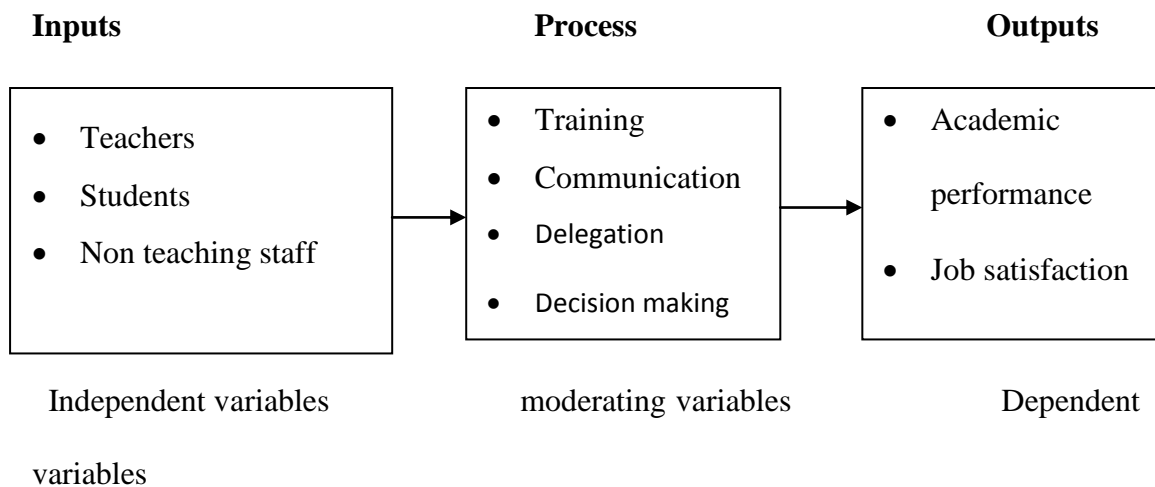
A system imports matter and energy from the environment, processes these into something new and finally exports the finished products back into the environment. A school for instance, takes in students, teachers and financial support from the community. Within the school, some work gets done by way of teaching and learning desirable knowledge, skills, values and attitudes. Completing the cycle, students go out as graduates having acquired knowledge and skills which they use for themselves and community.

### **1.11 Conceptual framework**

A conceptual framework is a scheme of concepts or variables which the researcher will use in order to achieve a set of objectives. Basically it is diagrammatic presentation theory. In the case under study, Interplay of factors such as training, communication, delegation and decision making in HRM is conceptualized.

The school management process is depicted as a crucial component of an effective HRM. Training of head teachers has a major influence on the success of an organization. The one contribution a head teacher is uniquely extended to make is to give teachers vision and ability to perform which can be achieved through training. Training therefore, is a key element of improved organization competence. Communication is also depicted as important because head teachers coach, coordinate, evaluate and supervise teachers through this process. It is the chain of understanding that integrates the members of a school. Communication is an exchange not just a give as both head teachers and teachers must participate to complete the information exchange.

The study also considers effective delegation to be crucial for management and leadership. Delegation empowers teachers to make decisions. This saves time as well as helps in building skills and motivating teachers which lead to improved performance. Effective delegation embraces both authority and responsibility. The study also considers logical decisions making to be an important part of educational institutions. Where head teachers learn to make timely well considered decisions, he or she can lead the school to a well deserved success.



**Fig 1.2: management of teachers by head teachers**

Fig 1.2 has three parts. Part one shows human resource in a school. Part two shows the role of head teacher in HRM. Head teachers need to be adequately trained and continuously in serviced to improve their knowledge and competence in HRM. School managers also need to work towards improving their communication skills to ensure free flow of information in schools. They should also enhance delegation of responsibility and authority as well as fast track the decision making process. This will influence the way they manage teachers. They will encourage and facilitate teachers to attend in-service courses to improve their knowledge, skills, attitudes and values. They will also create a conducive working environment which will motivate teachers and encourage them to work hard and be committed to their work. This will lead to job satisfaction which will by extension lead to high academic performance.

### **1.12 Operational definition of central terms.**

**Administration:** This is a formalized system intended to control, supervise plan and make decisions about the various activities of an organization on the basis of established authority.

**Human resource:** All employees in a school, whether employed by TSC or BOG working under the head teacher.

**Human resource management:** The act of planning, organizing, directing, controlling, procurement, development, compensation, maintenance and motivation of employees in a given school.

**Leadership:** Influence by the head teacher which enables teachers to achieve motto, vision and mission of the

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a review of literature related to extent to which head teachers have been trained for headship, extent to which communication flows freely in schools, how head teachers delegate assignments to teachers and make decisions in their schools.

#### **2.2 Training provisions for head teachers**

One major area of the HRM function of particular relevance to the effective management and use of people is training. Few would argue against the importance of training as a major influence on the success of an organization. According to Hill (2006), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform which can be achieved through training.

The purpose of training is to improve knowledge, skills and to change attitudes. It is one of the most important potential motivators. It increases the confidence, motivation and commitment of managers. It also provides recognition, enhanced responsibility and the possibility of increased pay and promotion. It gives a feeling of personal satisfaction, achievement and broadens opportunities for career progression. It helps to improve the availability, quality and skills of managers (Guskey, 2003).

Training therefore, is a key element of improved organizational competence. It helps to reconcile the gap between what should happen and what is happening, between desired targets and actual levels of performance. However, although the potential

benefits of training may appear obvious, it does not necessarily follow that training perse will lead to improved performance. There has to be an appropriate training culture. It has to be relevant to the needs and requirements of the organization. Training should be viewed as an investment in people. This is important at any time but particularly so with the increasing pace of technological, structural and social change .In order to secure the full benefits of successful training, there must be a planned and systematic approach to effective training (Oplakta, 2004).

Kenya is experiencing very rapid societal change; as society changes so does its needs and aspirations. These often impinge on education systems. Schools are therefore, expected to be prepared to initiate educational change in relation to changing needs of society. Schools can accomplish this if teachers are professionally trained and continuously in-serviced to improve their knowledge, pedagogical skills and competence.

Training is one of the methods that could lead to better performance of head teachers. Training refers to pre-service and in-service training of head teachers inform of classroom based programs, seminars, induction courses, conferences and workshop attendance. A study committee which wrote the report of the review into Kenya Institute of Administration (Republic of Kenya, 1970) noted that educational administrators were originally trained for teaching and not necessarily for administration. The report made it possible to establish KESI which started operating in 1984 but was legally established in 1983 under legal notice No 565/1988.It is charged with the responsibility of organizing and conducting training for both secondary and primary school head teachers. The study focused on which areas head teachers needed to be trained to perform their roles effectively.

Majority of the studies indicate that head teachers are appointed without training in administration and management and as a result they face problems. The Ominde Commission (Republic of Kenya 1964) made it clear that it is was certainly quite unsafe to assume that a promoted head teacher could automatically make a good supervisor .The report of commission of inquiry into public service structure and remuneration the Ndegwa Commission (Republic of Kenya, 1970), concluded that training was a necessary component of any effort aimed at raising the efficiency and productivity of public service.

In her study on administrative problems encountered by teachers in Bondo division of Siaya district, Obonyo (1984) found out that educational leaders are still appointed without formal training with an underlying assumption that school leadership is a matter of common sense and experience. She concluded that though principals performed their tasks and spent time on them, they were not equipped with the right approaches in decision making, guiding the personnel, instructional supervision, establishing good rapport with community and financial management.

KESI started training head teachers mainly in secondary schools in 1981 and through PRISM from 1996. In 1999, MOE issued a circular 1/99 which emphasized on the need to train school heads. It informed teachers that they have to pass accounts and management courses before they are promoted to school heads. Serving heads were to sit accounts and management examination if they wanted to retain their jobs. That was found in the 1999 national policy on selection, appointment and deployment of school administrators and managers in Kenya.

Report by presidential working party on education and manpower training for next decade and beyond (Republic of Kenya, 1988) emphasized that principals were

central to successful management of educational institutions. They were appointed from among serving teachers, most of whom had no prior training in institutional management. Lack of training adversely affected management of educational institutions and maintenance of quality and high standards of education. It recommended the following which was adopted in (Republic of Kenya 1988:46)

In view of the crucial role of heads of institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualification, experience, ability, competence, integrity and initiative and that KESI be expanded to provide in-service training to all heads of educational institutions so that they gain the necessary competencies.

The Koech commission (Republic of Kenya, 1999) recommended that head teachers should be properly prepared and equipped with necessary institutional and functional managerial skills to enable them manage schools more effectively. Since the government of Kenya is spending 40% of the recurrent budget on education and training, the commission recommended that the MOE strengthens the supervision of management of funds in schools through measures such as annual audits and impromptu audit inspection exercises to ensure efficiency and cost effectiveness in the use of resources. It also recommended that head teachers be recruited competitively from professionals who have additional qualifications beyond their initial training preferably masters degree. The commission recommended that promotion be based on evidence of passing academic and professional examination, competence, integrity of character and achievement.

Training has the specific goal of improving head teachers' capacity and performance. There is need to continue training beyond initial qualification to maintain, upgrade

and update skills throughout working life. This is referred to as professional development. Training and development is aimed at bettering the performance of head teachers and deputy head teachers in a school setting. It is required to cover essential work related skills, techniques and knowledge (Ondara, 2004). Training creates more exciting, liberating and motivational opportunities for teachers and head teachers.

Training should be about whole person development: not just transferring skills, classrooms and power point presentations. What makes head teachers effective and valuable to schools is their attitude. Training should therefore, facilitate meaningful personal development and help head teachers and deputy head teachers achieve both individual and institutional potential. It should include aspects such as: ethics and morality, understanding, self control and motivation.

Training should help educational administrators grow in ability, skills, confidence, interpersonal skills, understanding, self –control and motivation. Training and development of educational administrators increases effectiveness of learning institutions and productivity of schools. It makes head teachers and their deputies more self-sufficient, resourceful, creative and autonomous. This behavior enables them to operate at a higher strategic level, which makes their institutions more productive and competitive (Pessler, 2002). Training should therefore, focus on development of managerial and strategic capabilities. It should develop confidence, integrity and maturity which automatically make head teachers more productive, solution- focused and responsive which has a cumulative effect.

### **2.3 The extent to which information flows freely in schools**

Communication means the act of giving and receiving information. It is the act of telling someone something you want him to know. The main goal of communication

is to change people's attitudes and opinions. It is the activity of conveying meaningful information. Communication requires a sender, a message and an intended recipient. It can occur across vast distances in time and space. It requires that the communicating parties share an area of communicative commonality. Communication process is complete once the receiver has understood the intended message.

Effective communication between teachers and administration is necessary if a school has to achieve its objectives. Ingersol (2001) notes that school managers frequently cite communication as one of their greatest problems. School managers need to be aware of these barriers and handle them tactfully to facilitate smooth flow of information in an organization.

Choice of diction in communication is very important. Head teachers should use language that will not only pass information to their subjects but also create the right impression. Lack of clarity and precision can be costly but can be avoided through greater care in encoding message. Language should be clear and concise. There should be no room for ambiguity or guess work. Offensive language or one that demean somebody should be avoided. This will call upon head teacher therefore, to prepare in advance before addressing assemblies, staff meetings or individual members of school community. In fact, some teachers ignore calls from head teacher because of fear of harassment. Others dread going to his or her office because he or she may be rude to them.

One may think that more and more unrestricted information flow would help to overcome communication problems. But unrestricted information may result to too much information (McGregor, 1966). Head teachers often give so many instructions during assemblies to the extent that most first lessons are not taught on Mondays and

Fridays. However, most teachers and students forget everything head teacher has said immediately it is over. Some staff meetings also take too long and deal with so many issues that teachers get confused as to what they should implement. Mbiti (1974) observes that a school manager needs to work towards improving communication.

The head teacher should also create a conducive environment in a school to facilitate free and frank exchange of communication. Fear and intimidation will lead to filtering of information such that only positive reports reach the office (Murnane and Olson, 1989). Some class teachers may shy away from giving challenges facing their students because school head has created a big barrier with them. The same case applies to teachers in charge of various groups like dormitories, clubs, societies and various teams in school. (Sullivan and Adanz, 2000) note that effective teachers need commitment and interest in students whom they serve. Head teachers should therefore, be free and social with teachers so that information coming from students can reach them and be acted upon.

There are three major communication networks namely: downward, upward and lateral communication (Nyongesa, 2007). Downward communication is concerned with the flow of information from the top downwards. In a school for example, a message may be sent by the head teacher through the deputy head teacher and heads of department to the rest of the teachers. The head teacher may decide to use face to face meetings, telephone conversations, written memos, notice boards, posters or letters to communicate a message to teachers, students and subordinate staff. The purpose of downward communication includes giving orders and instructions, inspire, evaluate indoctrinate or even give feedback to subordinates on their job performance.

The second communication network is upward communication and is concerned with free flow of ideas upwards. That is information flows from the subject teachers upwards through the department head and the deputy head teacher to the head teacher. The information can be sent and received through conversations and written memos. The purposes of upward communication include obtaining information about activities, decisions and performance of lower level personnel such as classroom teachers.

Lateral (horizontal) communication occurs among employees who work together as a team. It also occurs among employees or between members of different work groups with interdependent tasks and between members of separate functional departments. Various subject departments in school are the best examples. The media in lateral communication are face-to-face meetings, written memos, job orders and requisition forms. The primary function of this type of communication is co-ordination and problem solving.

Studying the communication process is important because you coach, coordinate, evaluate and supervise throughout this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top and from side to side. During the transmitting of the message, two elements will be received; content and context. Content is the actual words or symbols of a message that is known as language. Context is the way message is delivered. It involves the non-verbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, gestures and state of emotions.

Some leaders think they have communicated once they told someone to do something. A message has not been communicated unless it is understood by the receiver

(decoded). Feedback tells the sender that the receiver understood the message, its level of importance and what must be done with it. Communication is an exchange not just a give as all parties must participate to complete the information exchange.

Anything that prevents understanding the message is a barrier to communication. Our culture, background and experiences if allowed to change the meaning of the message can interfere with the communication process. Equipment or environment noise impedes clear communication. The sender and receiver must both be able to concentrate on the messages being sent to each other. Focusing on ourselves rather than the other person can lead to confusion and conflict. The “me generation” is out when it comes to effective communication. Some of the factors that cause this are defensiveness (we feel someone is attacking us) superiority (we feel we know more than the other and ego (we feel we are centre of the activity). If we feel the person is talking too fast, not fluent, does not articulate clearly etc, we may dismiss them. Also our preconceived attitudes affect our ability to listen. We listen attentively to persons of high status and dismiss those of low status. What we see and believe at a given moment is influenced by our psychological factors and references

#### **2.4 How head teachers delegate assignments to teachers**

Armstrong (2006) notes that delegation is the process of entrusting authority and responsibility through various levels of the organization. Delegation is not just the arbitrary shedding of work. It embraces both authority and responsibility. Authority is the right to take action or make decisions that the manager would otherwise have done. Authority legitimizes the exercise of power within the structure and rules of the organization. It enables the subordinate to issue valid instructions for others to follow.

Responsibility involves an obligation by the subordinate to perform certain duties or make decisions and having to accept possible reprimand from the manager for unsatisfactory performance (Dereck, 1993). Although delegation embraces both authority and responsibility, effective delegation is not abduction of responsibility. Managers have to accept responsibilities for the control of staff and the standard of results achieved (Chris, 1993).

By delegating those activities which can be done just as well by teachers, head teacher is using to his advantage the human resource in school. Head teachers are also giving themselves more time in which to manage. Delegation leaves head teachers free to make profitable use of time to concentrate on the more important tasks and to spend time in managing and doing less (Darling Hammond, 1996). It should make head teachers more accessible for consultation with teachers. This should also improve the process of communication.

Delegation provides a means of training, development and of testing teacher's suitability for promotion (Griffin, 1996). It can be used as a means of assessing the likely performance of a teacher at a higher level of authority and responsibility. If head teacher has trained competent teachers capable of taking their place, this will not only aid progression of schools but should also enhance their own prospects for further development (Hedges, 2002).

Delegation should lead to an improvement in the strength of the workforce. It should give teachers greater scope for action and opportunities to develop their own aptitudes, abilities and increase their own commitment to the goals of the school. Delegation can lead to improved performance by increasing motivation and job satisfaction (Hill, 2006). Where teachers are brought to accept and welcome it,

delegation will encourage a positive attitude towards their work and willingness to discharge their authority and responsibilities.

A reluctance to delegate might arise from head teacher's belief in human behavior and nature. Some head teachers believe that teachers have an inherent dislike of work, wish to avoid responsibility and must be coerced, controlled, directed and threatened with punishment in order to achieve results (Grossnickle and Sesko, 1990). Such a head teacher is likely therefore, to be interested in only limited schemes of delegation with clearly defined limits and within an easy system of reward and punishment. On the other hand, some head teachers believe that teachers find work a natural and rewarding activity, learn to accept and seek responsibility and will respond positively to opportunities for personal growth. Such a head teacher is more likely to be interested in wider schemes of delegation based on consultation with teachers.

An essential ingredient of effective delegation is the ability to put your trust in others and to let go some of the workload. Some head teachers are poor at delegation because they belong to the "nobody" does it better school of management. The fact is that if they never give the job to someone else, they will always be the only person for the job. Fear together with feeling of insecurity which prevents them from letting go of tasks and trusting others, makes for bad management and can lead to low morale amongst teachers.

Head teachers may not have been trained in the skills and art of delegation .They may lack an awareness of the need for and importance of the delegation or what it entails. Another reason for a reluctance to delegate may in part be due to the fact that throughout childhood and in college life, delegation is usually discouraged .There are

few opportunities to learn to delegate. Hence when people first become managers, they tend to display poor delegation skills.

Delegation empowers teachers to make decisions. If properly done delegation is not abdication. The opposite of effective delegation is micro-management where a manager provides too much input, direction and review causing frustration and confusion to all involved parties. It also demotivates teachers and fails to achieve the task or purpose itself. In general, delegation is good and can save money and time as well as help in building skills and motivate people.

Effective delegation is crucial for management and leadership succession. The main task of a manager in a growing thriving organization is ultimately to develop a successor. When this happens everyone can move on to higher things. When it fails to happen, the succession and progression become dependable on bringing in new people from outside.

Delegation isn't just a matter of telling someone else what to do. There is a wide range of varying freedom that you can confer on the other person. The more reliable and experienced the other person is the more freedom you can give. The more critical the task, then the more cautions you need to be about extending a lot of freedom especially if your job or reputation depends on getting a good result. It is also important to ask teachers what level of authority they feel comfortable being given so that the job is done effectively and with minimal unnecessary involvement from the head teacher. Involving teachers in agreeing the level of delegated freedom for any particular responsibility is an essential part of the contract you make with them. Head teacher should be creative in choosing levels of delegated responsibility and check with teachers if they are comfortable with his or her chosen level. The extent of

responsibility and freedom delegated to teachers is a fundamental driver of institutional growth and effectiveness.

One of the main phobias about delegation is that by giving others authority, head teachers lose control. You should train your teachers to apply the same criteria as you would yourself by example and full explanation. The key is to delegate gradually. Each task delegated should have enough complexity to stretch that member of staff but only a little.

When you delegate a task, agree upon the criteria and standards by which the outcome will be judged. With appropriate monitoring, you should be able to catch mistakes before they are catastrophic. In doing this, you must deal primarily with the solution rather than the cause. Once that is dealt with, you can analyze the cause.

Delegation is a skill which we have all heard but which few understand. It can be used as an excuse for dumping failure onto the shoulders of subordinates or as a dynamic tool for motivating and training a team to realize their full potential. Delegation underpins a style of management which allows teachers to use and develop their skills and knowledge to the full potential. Without delegation you lose their full value. With delegation your staff has the authority to react to situations without referring back to you. You should delegate in such a way that things get done but do not go wrong

## **2.5 How head teachers make decisions affecting their schools**

Decision making is defined as the selection of a course of action from among the many. Decision making is an important element in the planning process. It helps in directing where resources should be allocated and whether they have been used well as intended (Pessler, 2002).

Owens (1981) notes that there are several characteristics of decision making. It is always supposed to realize a particular goal. Head teacher makes decisions that will lead to accomplishment of individual and organizational goals.

Decision making is also a continuous process which cannot be done once and stopped but is continually carried out. Many decisions involving HRM must be carried out on a daily basis to ensure smooth running of the school. Once a decision is made, head teacher should follow it up to ensure its effective implementation. Decision making comes into picture only when there are many alternatives and therefore, only a few alternatives are to be chosen. Head teacher has to decide on the best course of action whenever he or she is faced with alternatives. Decision making is also an intellectual process that is guided by reasoning and analytical thinking. It is carried out by all managers irrespective of their levels (Stephen and Collins, 1994).

There are several types of decisions. Operational decisions are those made by heads of departments and affect the day to day running of a school. Strategic decisions are made by school management and affect the entire school. They relate to issues of rules and procedures (Taylor and Tushakkuri, 1994). Programmed decisions are made on a repetitive nature. They are always made in consultation with the school rules, procedures and policies to ensure that there is no violation of any kind. There are also individual and group decisions. A teacher makes individual decisions on how to implement curriculum but group decisions may affect the entire department or school. Finally, there are minor and major decisions. Minor decisions do not have far reaching implications and do not commit much of the school's resources while major decisions are those made by head teacher and cost the school dearly. They include starting up projects for the school.

There are a number of steps in the decision making process. The problem must be understood well in order to plan a way out. This helps by avoiding jumping to conclusions based on assumptions instead of identifying and understanding causes (Saxe, 1980). In the analysis of the problem, the factors that contribute to the problem must be understood and the effect in future taken into account. The analysis must be in line with the objective as far as possible in order to make decisions which are relevant. Personal prejudices and biases should be avoided to make the process more reliable. Good decision making develops alternatives which are options or causes of action. It stems from many alternatives generated as solutions. Good decisions are based on head teachers creativity and imagination (Armstrong, 2006). Another important step in decision making is evaluating alternatives to find out whether they help solve the existing problems. Evaluation is done in order to come out with the ones that are achievable, practical, fruitful and less risky. Evaluation is meant to prepare a ranking of alternatives from one favored to the least favored. Finally, there is need to select and implement decisions. This is where the option that best solves the problem is indeed put into action in order to alleviate the problem or problems (Gay, 1992).

Decision making process faces a number of barriers. Head teachers in evaluating the problem may form a stereo type or have a pre-conceived idea. There is also the tendency to avoid creativity and new ideas. The other one involves responding to situations with solutions without proper information and knowledge. Sometimes conflicts arise between various heads of departments like the ones which share teachers. Those making decisions may also lack the right skills and experience in carrying them out (Bland ford, 1998).

It is therefore, important to avoid decision making problems. This can be done by avoiding premature evaluations. Creativity and analytical thinking should also be encouraged. Departments should also be encouraged to work as a team and compare their work for learning purposes. Head teachers should also do away with bias (Perie and Baker, 1997)

Logical decision making is an important part of educational institutions where head teachers apply their knowledge in a given area to make informed choices. A major part of decision making process involves the analysis of a finite set of alternatives described in terms of evaluating criteria. Then the problem might be to rank these alternatives in terms of how attractive they are to the head teacher when all the criteria are considered simultaneously. Making decisions without planning is fairly common, but does not often end well. Planning allows for decisions to be made comfortably and in a smart way. Planning makes decision making a little simpler than it is. Decision making is an essential leadership skill. If a head teacher learns to make timely well considered decisions, then he or she can lead the school to a well deserved success. If however poor decisions are made, head teachers time in the institution will be brutally short. Decision making involves identifying and choosing alternatives based on the values and preferences of head teacher. It sufficiently reduces uncertainty and doubt about alternatives to allow a reasonable choice to be made from among them.

Every decision is made within a decision environment. This is defined as the collection of information, alternatives, values and preferences available at the time of decision. A common misconception about decision making is that decisions are made in isolation from each other. The fact is that decisions are made in a context of other

decisions. Many decisions made earlier have led to this decision and many other decisions will follow from it.

### **Summary**

HRM in secondary in Abothuguchi west division need to be addressed for schools to achieve individual, organizational as well as national aspirations. Head teachers require training in educational administration to accomplish their roles effectively. Communication from bottom to the top and vice versa is not effective in most schools and therefore information does not flow freely. Delegation of authority is ineffective making performance of responsibilities poor. Implementation of decisions in most schools is poor which has made educational institutions fail to maximize their potential.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design, locale of the study, study population, sampling procedure, research instruments, piloting, data collection procedure and method of data analysis.

#### **3.2 Research design**

Survey design was used in this study. This involves collecting information by interviewing or administering questionnaires to a sample of individuals. The method was appropriate since it is the most frequently used method in collecting information about people's attitudes, opinions habits or any of the variety of education or social issues (Orodho, 2008). This method enabled the researcher to collect data on the views of head teachers, deputy head teachers and teachers on HRM in secondary schools.

#### **3.3 Locale of the study**

The study was conducted in public secondary schools within Abothuguchi West division, Meru County. The division has schools which have adequate facilities, equipment, materials and human resource but continue to post a very poor performance in national examinations.

### **3.4 Target population**

The study population is the larger group to which one hopes to apply findings (Frankel and Wallen, 1993). The study targeted head teachers, deputy head teachers and teachers. This is mainly because they are the curriculum implementers. The division has 19 public secondary schools (2 Provincial Boys, 2 Provincial Girls, 3 Boys District, 3 Girls district and 9 Mixed District schools), 19 head teachers, 19 deputy head teachers and 285 teachers. This gives a total of 323.

### **3.5 Sample and sampling procedure**

For this study the researcher selected 12 secondary schools, which is 63.16% of all the 19 public secondary schools in Abothuguchi West division. The study adopted multiple sampling techniques. Stratified sampling technique was used to classify schools into 2 provincial boys, 2 provincial girls, 3 boys district, 3 girls district and 9 mixed district schools to ensure that the sample is representative. Simple random sampling technique was used to select from the strata 1 provincial boys, 1 provincial girls, 2 district boys, 2 district girls and 6 district mixed schools to give a total of 12 schools. This technique is appropriate when population is less than 10 because it helps to avoid bias. In addition, 10 teachers were sampled from each of the selected schools using systematic sampling which is appropriate when population is more than ten giving a sample of 120 teachers. In addition, 12 head teachers and 12 deputy head teachers from the sampled schools were involved in the study. This gave a total sample of 144 respondents including 12 head teachers, 12 deputy teachers and 120 teachers.

### **3.6 Research instruments**

The researcher used questionnaires and interview schedules to collect data from the field. The questionnaire was used for data collection because as Kiess and Bloomquist (1985) observe, it offers considerable advantage in administration. There were two sets of questionnaires, one for head teachers and the other for teachers (Appendix 1 and 2) respectively. Questionnaires for head teachers focused on challenges head teachers face in managing teachers. Questionnaire for teachers sought their views on head teachers HRM techniques. There were also interview schedules for deputy head teachers. They also play an important role in HRM apart from teaching. Their views gave much insight into the way schools are run. An interview schedule makes it possible to obtain data required to meet specific objectives of the study (Mugenda and Mugenda 1999).

#### **3.6.1 Questionnaire for head teachers**

This questionnaire had four parts. Part one collected data on the extent to which head teachers had been trained for headship. Part two dealt with challenges that head teachers face when communicating with teachers. Part three collected data on delegation of responsibility and authority. Part four collected data on decision making process including: evaluation of problems, selection of the right option and implementation of decisions.

#### **3.6.2 Questionnaire for teachers**

The questionnaire was administered to teachers working in the sampled schools. The main objective of the questionnaire was to gather information relating to head teachers managerial skills. This questionnaire had four items which were closed ended

and three which were open ended. The closed ended questions which provided options for correct response were carefully selected to illicit factual information on head teachers' skills in communication, delegation and decision making process for descriptive analysis. The open ended unstructured items captured teachers' opinions on head teachers skills in communication, delegation and communication skills.

### **3.6.3 Interview schedule for deputy head teachers.**

This was administered to deputy head teachers. This was for the purpose of drawing from their experience and knowledge on the subject under investigation to assist in drawing conclusions that may reflect the true position. The interview schedule was divided into three sections. Section one sought to establish the extent to which information flows freely in schools. Section two captured how head teachers delegate assignments while section three dealt with the decision making process.

## **3.7 Piloting of research instruments**

A pilot study was carried out in one public secondary school in Abothuguchi West division to test the validity and reliability of the research instruments. The selected school was excluded from the sample. Piloting of the instruments was important as it enabled the researcher to identify deficiencies in the instruments such as unclear direction and insufficient space among others to be used in improving the final instruments to be used in the actual study (Orodho, 2008).

### **3.7.1 Validity**

Validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under investigation. It is the degree to which an empirical

measure or several measures of a concept actually represent that concept (Orodho, 2008). Validity of the instruments was done through expert judgment. The researcher's two supervisors were requested to evaluate the content of the instruments and give feedback to enrich them.

### **3.7.2 Reliability**

Reliability refers to the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). The researcher used test re-test method to determine reliability of the instruments. The developed questionnaires were administered to head teachers and teachers of the selected schools. After two weeks, the same instruments were administered to the same respondents and the results scored manually. The two scores were then compared using spearman rank order correlation in order to establish the extent to which the content supplied similar or consistent results every time the instruments were administered. Head teachers questionnaire scored a correlation coefficient ( $r$ ) of 0.69 while that of head teachers was 0.748 which were considered reliable enough.

### **3.8 Data collection procedure**

A research permit was obtained from NCST and permission sought by the researcher from the office of DEO Meru Central District to visit the sampled schools. The researcher made a pre-visit to the sampled schools to make necessary arrangements with the principals on the time and date for the study. During the pre-visit, the researcher familiarized himself with the respondents as well as assuring them of confidentiality of information collected from them. The researcher administered the instruments in person. Interviews were held with deputy head teachers as head

teachers and teachers filled in the questionnaires. The researcher took some notes as the interview was proceeding and where necessary would ask questions for clarification. The filled in questionnaires were collected the same day.

### **3.9 Data analysis**

Data once collected was, coded, tabulated and then entered into the computer for analysis. The responses of the questionnaires were tabulated, coded and analyzed using the statistical package for social sciences (SPSS). This generated frequencies and percentages which were used to answer the research questions.

The open ended section of the questionnaires and interview schedule from deputy head teachers were analyzed using thematic analysis. The major issues were identified and the major topics relevant to a particular question were placed together, variables identified as well as the associations between them. The data captured was both quantitative and qualitative .Descriptive statistics enabled the researcher to summarize and organize data in a meaningful way for interpretation and presentation. The information was expressed in tables, graphs and pie charts. Frequency distribution was used to show the number of respondents making similar responses. From these statistics, the researcher was able to extrapolate patterns that reveal the opinions of head teachers, deputy head teachers and teachers on HRM in secondary schools. This enabled the researcher to discuss findings and draw conclusions.

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the research findings and discussion of the findings as guided by the research objectives. The findings of the study were therefore reported according to the objectives to:-

- i. Find out the extent to which head teachers have been trained for headship
- ii. Establish the extent to which information flows freely in schools
- iii. Determine how head teachers delegate assignments to teachers
- iv. Find out how head teachers make decisions affecting their schools.

The report in this chapter is arranged according to the following themes emerging from the objectives.

- Training level of head teachers
- Channels of information flow
- Delegation of assignments to teachers
- Informed decisions

#### **4.2 The extent to which head teachers have been trained for headship**

Training is the acquisition of knowledge, skills and competencies as a result of teaching of vocational or practical skills and knowledge that relate to specific competencies. The researcher sought to establish the extent to which head teachers had been trained for headship through the questionnaires given to them

#### 4.2.1 Professional courses attended by head teachers after appointment.

Majority of studies indicate that head teachers are appointed without training in administration and management and as a result face problems. Head teachers were requested to indicate training programmes which they had attended after appointment. The findings are presented in table 4.2

**Table 4.1: Professional courses attended by head teachers after appointment**

<b>Training programme</b>	<b>F</b>	<b>%</b>
Masters programme	1	8.3
KEMI	12	100
Guidance and counseling	8	66.6
Financial management	12	100
Kenya Support Sector Programme	3	25
Free Secondary Education	8	66.6
School empowerment programme	3	25
<b>Total</b>	<b>12</b>	<b>100</b>

From table 4.2 it can be observed that all the head teachers had attended KEMI programmes which train head teacher in management and accounts. Training builds a stable foundation for headship. It helps head teachers and deputy head teachers to grow in ability, skills, confidence, tolerance, commitment, initiative, understanding, self –control and motivation. The Koech Commission (Republic of Kenya, 1999) recommended that head teachers should be properly trained and equipped with

necessary institutional and functional skills to help them manage schools more effectively.

It is also evident from the table that masters programmes formed only (8.3%) of training attended. The Koech commission (Republic of Kenya, 1999) recommended that head teachers be recruited competitively from professionals who have additional qualifications, beyond their initial training preferably masters degree. Schools need head teachers to be more self-sufficient, resourceful, creative and autonomous which can be enhanced by training. Head teachers indicated that they required techniques and methods to develop their maturity belief and courage essential for the development of managerial and strategic capabilities. This would enable them achieve both institutional and individual aspirations.

#### **4.2.2 Head teachers' perception of various training programmes**

There is need to continue training beyond initial qualification to maintain, upgrade, and update skills throughout working life. While conventional training gives people new techniques and methods, it won't help develop their maturity, belief and courage, which is so essential for the development of managerial and strategic capabilities. The researcher therefore, requested head teachers to evaluate various training programmes at their disposal. To show assessment of head teachers on various training programmes, frequencies and percentages of respondents choosing various entry ratings were calculated. The following rating scale was used: VE- very effective E- effective I – ineffective VE- very ineffective. Findings are presented on table 4.2

**Table 4.2: Head teachers' perception of various training programmes**

Training Programme	VE		E		I		VI		TOTAL	
	f	%	F	%	f	%	f	%	n	%
Heads' conference	3	25	5	41.7	2	16.7	2	16.7	12	100
Seminars and workshops	3	25	5	41.7	3	25	1	8.3	12	100
ICT	4	33.3	4	33.3	2	16.7	2	16.7	12	100

From table 4.4 it can be observed that head teachers rated heads conferences as very effective (25%) and effective (41.7%) in upgrading their skills. This was attributed to the fact that these activities were well organized and coordinated by KESHA. They were also funded by schools. This gave head teachers an opportunity to get acquainted with HRM policies because they were addressed by policy makers in MoE. Participation in conferences equips head teachers with knowledge and skills required to handle teachers and students in a complex –ever-changing society (Guskey, 2003). Some head teachers however, felt that these programmes were ineffective (16.7%) and very ineffective (16.7%) in upgrading their skills. These conferences need therefore to be designed in such a way that they are attractive to head teachers since they focus on areas which yield best benefits in terms of organizational performance.

Head teachers also rated seminars and workshops as very effective (41.7%) and effective (25%) respectively in upgrading their skills. This was attributed to the facts that their schools could afford to finance these activities. Head teachers in these schools were also keen on learning and willing to accept change. They saw need to

continue training beyond initial qualification to maintain, upgrade and update skills throughout working life. However, some head teachers were of the opinion that these programmes were ineffective (25%) and very ineffective (25%) in upgrading their skills. They felt that the government should reward them after completing these programmes appropriately. In training, rewards must be there or head teachers have no reason to stick their heads out. And not just the prospects of financial reward, but responsibility, recognition and involvement in new successful and interesting projects. This is the fuel of growth and development. Head teachers also noted that these programmers needed to be systematic in order to maintain, upgrade and update skills for both the serving and upcoming educational administrators.

It is also evident from the table that a number of head teachers (33.3%) and (33.3%) rated themselves as very effective and effective respectively in pursuing ICT skills. However, (16.7%) of head teachers were of the opinion that they were very effective and effective (16.7%) in updating ICT skills. This is a big challenge because ICT has become part and parcel of management.

#### **4.3 The extent to which information flows freely in schools**

Studying the communication process is important because you coach, coordinate, evaluate, coordinate, and supervise throughout this process. It is the chain of understanding that integrates the members of an organization. The researcher wanted to establish the extent to which information flows freely in schools by analyzing the views of head teachers, deputy head teachers and teachers.

### 4.3.1 Channels of communication in schools.

Teachers were requested to rate their head teachers on their effectiveness in using various communication channels. Communication is an exchange where all parties must participate to complete the information exchange. Information gathered from head teachers and deputy head teachers was also incorporated into the discussion. To show methods used in communication in schools, frequencies and percentages of respondents choosing various entry ratings (very frequently, occasionally and rarely) were used. Findings are presented in table 4.3.

**Table 4.3: Teachers perception on methods of communication used by head teachers**

Method	Frequently		Occasionally		Rarely		Totals	
	f	%	f	%	f	%	n	%
Staff meeting	19	16.7	84	75	9	8.3	112	100
Staff briefings	19	16.7	37	33	56	50	112	100
Internal memos	19	16.7	42	37.5	51	45.5	112	100
Letters	9	8.3	28	25	75	84	112	100
Telephone calls	9	8	56	50	47	41.7	112	100
Face to face	20	25	33	29.5	51	45.5	112	100

It is evident from table 4.3 that majority of teachers (75%) indicated that their schools held staff meetings occasionally. These were mainly held at the beginning and end of the term. They addressed important issues in schools mainly dealing with performance, discipline and curriculum implementation. However, teachers indicated that these meetings were held as a matter of routine and addressed the same issues

over and over again with little being done to implement their recommendations. Teachers shied away from speaking their minds to the head teachers what they normally discussed in free and frank manner in his or her absence. They feared that head teachers may take issue with them for negative information particularly when they pointed at weakness of the school or head teacher. Fear and intimidation will lead to filtering of information such that only positive reports reach the office (Murnane and Olson, 1989). Head teachers also raised so many issues leaving teachers confused as to what to implement. This also made teachers discouraged to attend these meetings because they took so long. Data further revealed that (16.7%) of teachers indicated that their schools held staff meeting frequently. These normally came at the beginning and end of the term as well as during the term. These head teachers were committed to their schools and were in touch with the realities on the ground. They also addressed manageable issues at a time. It is further shown from the table that (8.3%) of teachers were of the opinion that their head teachers held staff meetings rarely. These head teachers were rarely in schools and were not committed to their work.

A few teachers (16.7%) indicated that their head teachers held staff briefings frequently. These were mainly conducted during breaks to update teachers on important issues which could not wait for staff meetings. These head teachers kept their teachers informed on the day to day happenings of their schools. They were present in school most of the time and were committed to their work. However, majority of teachers (33%) and (50%) reported that their head teachers held staff briefings occasionally and rarely respectively. These head teachers were not committed to their work and lacked information on challenges facing teachers and students.

A few teachers (16.7%) reported that their head teachers used internal memos frequently. These include passing important information like students who had been suspended or gated. Others include information about deadlines and meetings. Most teachers however, indicated that their head teachers used internal memos occasionally (37.5%) and rarely (45.5%) to communicate with them. This implies that such head teachers cut off their teachers from vital information as they were also rated poorly in holding staff briefings.

Data also shows that (8.3%) of teachers were of the opinion that their head teachers use letters frequently. These took the form of recommendation and appreciation of teachers for good performance. This served to draw them close to teachers and create a conducive environment for communication. Teachers however, noted that their head teachers used letters occasionally (25%) and rarely (84%) to communicate with teachers. These letters mainly include warning letters for discipline cases. These served to draw a wedge between head teachers and teachers.

It is also evident from the table that (8%) of teachers indicated that head teachers used telephone calls frequently. These include official and friendly communication. Such teachers enjoyed a warm relationship with their head teachers. However, a good number (50%) and (11.7%) indicated that their head teachers use telephone communication occasionally and rarely respectively. These were mainly official communication especially urgent matters. This implies that these teachers interacted at official level with their head teachers but had poor social contacts. Teachers also indicated that (25%) of head teachers used face to face communication frequently. These include official communication in the principal's office and friendly chat in the staffroom. However, a whopping (29.5%) and (45.5%) of teachers reported that

their head teachers used face to face communication occasionally and rarely respectively. This brings to the fore the fact that those teachers did not enjoy a warm working relationship with their head teachers.

#### 4.3.2 Barriers to effective communication.

Anything that prevents understanding the message is a barrier to communication. Teachers were requested to rate the effectiveness of head teachers in communication skills. To show assessment of teachers on head teachers' communication skills, frequencies and percentages of respondents choosing various entry ratings were calculated. The following rating scales were used: VE- very effective E- effective I – ineffective VE- very ineffective. Findings are presented on table 4.4

**Table 4.4: Teachers perception of head teachers' communication skills.**

Skill	VE		E		I		VI		TOTAL	
	f	%	f	%	f	%	f	%	n	%
Avoiding over information	8	7.2	12	10.7	78	69.6	14	12.5	112	100
Accessibility	12	10.7	23	20.5	42	37.5	35	31.3	112	100
Confidentiality	31	27.7	49	43.8	23	20.5	9	8.0	112	100
Clarity	11	9.8	20	17.9	52	46.4	29	25.9	112	100
Etiquette	8	16.1	24	21.4	41	30.6	39	34.8	112	100

Data shows that (69.6%) and (12.5%) of teachers felt that their head teachers were ineffective and very ineffective respectively in avoiding over information. They ended

up giving too many instructions to the extent that teachers became confused as to what to implement and found their meetings boring rather than dealing with manageable issues at a time. However (7.2%) and (10.7%) of teachers reported that their head teachers were very effective and effective respectively in avoiding over information. These head teachers were brief and focused in their communication. Teachers therefore, enjoyed attending their meetings and retained its deliberations.

It is also evident from the table that (10.7%) and (20.5%) of teachers rated their head teachers as very effective and effective respectively in being accessible to them. Such head teachers spent most of their time in schools and were committed to their work. They were therefore, kept abreast of the happenings in school and gave instructions and information accordingly. However, (37.5%) and (31.3%) of teachers indicated that their head teachers were ineffective and very ineffective in being accessible to teachers. These head teachers were out of school most of the times and rarely interacted with teachers. This limited free flow of information in school because most issues affecting teachers were not addressed adequately.

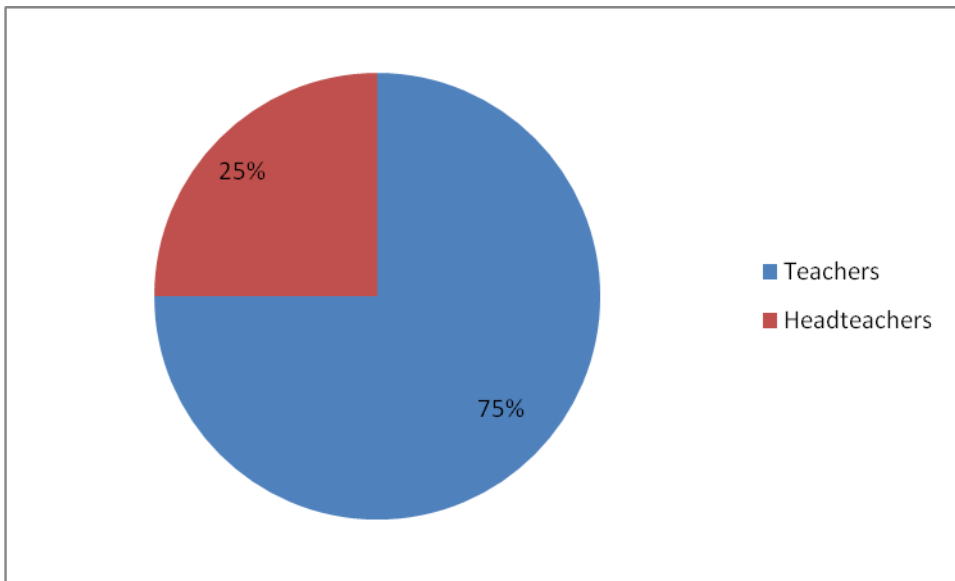
Data also reveals that (27.7%) and (43.8%) of teachers rated their head teachers as very effective and effective respectively in upholding confidentiality of teachers information in their custody. However, (20.5%) and (8.0%) indicated that their head teachers were ineffective and very ineffective respectively in upholding confidentiality. Such head teachers shared information about teachers with other teachers, non teaching staff and in rare cases students. This affected the regard with which members of the school community accorded the teacher especially if the information revealed weaknesses of a teacher.

From table 4.4, it can also be learned that (9.8%) and (17.9%) of teachers indicated that their head teachers were very effective and effective respectively in expressing themselves clearly. These head teachers normally took time to plan their speeches and were in touch with experiences of teachers in the process of curriculum implementation. However, majority of teachers (46.4%) and (25.9%) were of the opinion that their head teachers were ineffective and very ineffective respectively in upholding clarity in communication. These head teachers did not take enough time to plan their speeches. They were also out of touch with the realities on the ground.

Data also reveals that (16.1%) and (21.4%) of teachers indicated that their head teachers were very effective and effective respectively in observing etiquette. These head teachers were proud of their work and appreciated the contribution of teachers in curriculum implementation. Majority of teachers (30.6%) and (34.8%) rated their head teachers as ineffective and very ineffective respectively in observing etiquette in communication. These head teachers were not committed to their work and they felt that teachers were working for their downfall. They therefore, tended to be rude and unfriendly to teachers.

#### **4.3.3 Challenges facing deputy head teachers in communication**

Deputy Head teachers were requested to indicate challenges that they encountered while communicating with head teachers and teachers in the interview schedule conducted with them. Findings are presented in figure 4.



**Fig 4.1: Pie chart showing challenges facing deputy head teachers in communication**

Data shows that few deputy head teachers (25%) faced challenges in communicating with head teachers. This took the form head teachers carrying out important decisions without involving them. Some head teachers had also failed to establish a good rapport with deputy head teachers. Deputy Head teachers therefore, faced difficulties in passing reports of teachers to head teachers. This is in line with observation made by Ingersol (2001) who noted that school managers frequently cite communication as one of their greatest problem.

Majority however, (75%) faced challenges in receiving information from teachers. This mainly took the form of teachers failing to report important happenings in their areas of responsibility because they were out of touch with realities on the ground. This is because they were not committed to their work. Some teachers also failed to give information to deputy head teachers because they felt that deputy head teachers

may not act on the reports either because they had not been sufficiently empowered by head teachers or lacked commitment to act on the reports.

Some teachers also thought they had communicated once they told the deputy head teacher something only to complain later when it was not acted upon. They failed to realize that a message has not been communicated unless it was properly understood in terms of its importance and what must be done with it. Deputy Head teachers also noted that sometimes they were stressed by handling so many issues in school that they dismissed some information from teachers and students. This interfered with the chain of understanding that integrated the members of a school. Deputy Head teachers should therefore understand the communication process because they coach, coordinate, evaluate and supervise teachers through this process.

#### **4.4 How head teachers delegate assignments to teachers.**

Delegation is a skill which we have all heard but which few understand. It can be used as an excuse for dumping failure onto the shoulders of subordinates or as a dynamic tool for motivating and training a team to realize their full potential. The researcher wanted to determine how head teachers delegate responsibilities and authority in their schools.

##### **4.4.1 Head teachers' delegation skills.**

Teachers were requested to assess their head teachers' delegation skills through the questionnaires given to them. Opinions of head teachers and deputy head teachers were also considered. To show assessment of teachers on head teachers' delegation skills, frequencies and percentages of respondents choosing various entry ratings were

calculated. The following rating scale was used: VE- very effective E- effective I – ineffective VE- very ineffective. Findings are presented in table 4.5.

**Table 4.5: Perception of teachers on head teachers’ delegation skills**

Skill	VE		E		I		VI		TOTAL	
	f	%	F	%	f	%	f	%	N	%
Responsibility	39	34.8	35	31.2	25	22.3	13	11.6	112	100
Authority	8	7.1	15	13.4	68	60.1	21	18.75	112	100
Follow up	5	4.5	12	10.7	58	51.8	37	33	112	100

From the table 4.5 it is evident that (34.8%) and (31.2%) of teachers rated their head teachers as very effective and effective respectively in delegating responsibilities. These head teachers had put in place systems whereby people knew their roles in schools. There were definite departments with heads of department and subordinates. They had empowered teachers to make decisions but remained accountable for the outcome of delegated responsibilities. These head teachers were creative in choosing levels of delegated responsibility and always checked with teachers what they were comfortable with. This ended up saving time. However, (23.3%) and (11.6%) of teachers indicated their head teachers were ineffective and very ineffective respectively in delegating responsibility to teachers. These head teachers had not arranged responsibilities into departments and given teachers specific roles to play. In some cases, some teachers were dominating many areas while others were regarded as poor performers and left only to teach their classes which demoralized them. Areas affected mainly include co-curricular activities like games and clubs. Responsibility involves an obligation by the subordinates to perform certain duties or make decisions

and having to accept possible reprimand from the manager for unsatisfactory performance (Derek, 1993). Sometimes, head teachers were providing too much input, direction and review of delegated work causing frustration, confusion and poor performance of delegated work. Some head teachers were poor in choosing levels of delegated responsibility and checking with teachers what they were comfortable with.

Data also reveals that (7.1%) and (13.4%) of teachers rated their head teachers as very effective and effective respectively in delegating authority to teachers. These head teachers had empowered teachers to take actions or make decisions that they could otherwise have done. This left head teacher free to make profitable use of time and to concentrate on the more important tasks. It also made them more accessible to teachers for consultation. They were also able to give freedom to teachers depending with the weight of responsibility as well as reliability and experience of teachers. They also checked with teachers what level of authority they were comfortable with so that tasks were carried out effectively with minimal involvement from head teachers. They used delegation as a dynamic tool for motivating and training teachers to realize their full potential.

Majority of teachers however (60.1%) and (18.75%) rated their head teachers as ineffective and very ineffective respectively in delegating authority. These head teachers did not trust their teachers. Fear together with feelings of superiority complex prevented them from letting go some of the tasks especially ones involving money and students. This had led to low morale and confusion among teachers because students took seriously only what head teacher had said. Teachers were also forced to consult head teachers on minor issues leading to time wastage and poor performance of responsibility. They were poor in involving teachers in agreeing on the level of delegated freedom which is an essential part of the contract they make with them.

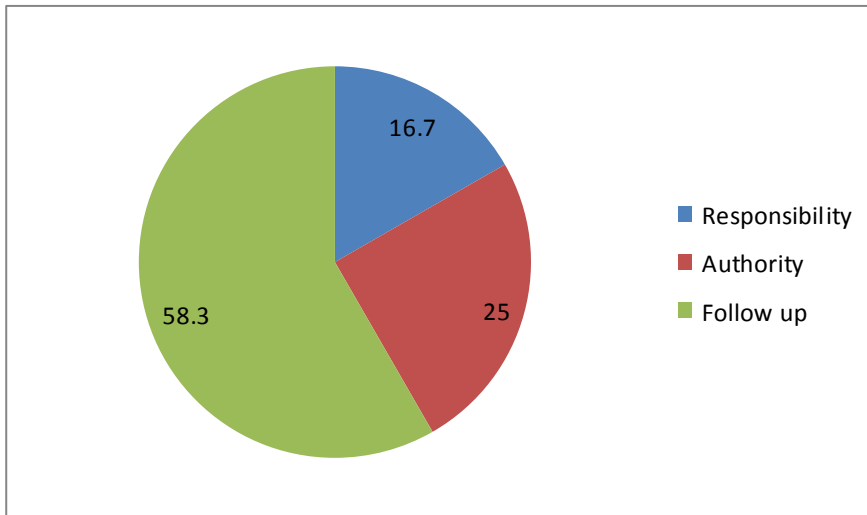
They were afraid of losing control by giving too much authority. They failed to train teachers to apply the same criteria as they would through explanation and example.

Data also shows that (4.5%) and (10.7%) of teachers rated their head teachers as very effective and effective respectively in following up responsibilities. These head teachers ensured that they got feed back from teachers on assignments delegated to them. They appreciated good performance and assisted teachers where they faced difficulties. They did not use delegation as an excuse for dumping failure onto the teachers but as a dynamic tool of for motivating and training them to realize their potential. Pessler (2002) notes that delegation is primarily about entrusting your authority to others which means that they can act and initiate independently and that they assume responsibility with you for certain tasks.

Majority of teachers (51.8%) and (33%) felt that their head teachers were ineffective and very ineffective respectively in following up responsibilities. These head teachers kept blaming teachers for poor performance yet they did not assist them to accomplish these tasks. As a result, most teachers tended to ignore their work and only became active when head teacher was around. They failed to establish at the beginning the task itself, the reporting schedule, sources of information and their availability.

#### **4.4.2 Challenges facing deputy head teachers in delegation**

The researcher conducted an interview schedule with deputy head teachers on the challenges they were facing in delegation. Findings are presented in figure 4.2



**Fig 4.2: Pie chart on challenges facing deputy head teachers in delegation**

Data shows that (16.7%) of deputy head teachers faced challenges in delegating responsibilities to teachers. This is attributed to the fact that departments in their schools were not functional. Some teachers declined to take up some assignments especially those dealing with co-curricular activities. Data further shows that (25%) faced challenge in delegating authority to teachers. This was mainly because it lay with head teachers. A substantial number (58.3%) faced difficulties following up responsibilities delegated to teachers. This is an indication that deputy head teachers were not committed to ensure that teachers carried out assignments delegated to them effectively. In some cases, they had not been empowered to accomplish such a task by head teachers.

#### **4.5 How head teachers make decisions affecting their schools.**

Logical decision making is an important part of educational institutions where head teachers apply their knowledge in a given area to making informed choices. The

researcher used questionnaires and interview schedules to establish how head teachers made decisions in their schools.

#### 4.5.1 Head teachers decision making skills.

Teachers were requested to give their views on head teachers' decision making skills. Opinions of head teachers and deputy head teachers were also considered in coming up with discussions. To show assessment of teachers on head teachers' decision making skills, frequencies and percentages of respondents choosing various entry ratings were calculated. The following rating scale was used: VE- very effective E- effective I – ineffective VI- very ineffective. Findings are presented in table 4.6

**Table 4.6: Teachers perception of head teacher's decision making skills**

Skill	VE		E		IE		VI		TOTAL	
	f	%	F	%	f	%	f	%	N	
Evaluating problems	11	9.8	20	17.9	37	33	44	39.3	112	100
Selecting the right option	6	5.4	24	21.4	50	44	32	28.6	112	100
Implementing decisions	22	19.6	25	22.3	36	32.1	29	25.9	112	100
Embracing new ideas	7	6.25	14	12.5	74	66.1	17	15.2	112	100

Data shows that (9.8%) and (17.9%) of teachers rated their head teachers as very effective and effective respectively in evaluating problems facing their schools. Such head teachers collected views from heads of various departments who in turn involved teachers in evaluating their departments. They identified and chose alternatives based on mission, vision and core values of their institution. This sufficiently reduced

uncertainty and doubt and made it possible to make reasonable choice from among the alternatives. However, (33%) and (39.3%) of teachers indicated that their head teachers were ineffective and very ineffective respectively in evaluating challenges facing their institutions. These head teachers had not mobilized various departments in school to conduct research of challenges facing them. This made it difficult for head teachers to make timely well considered decisions which led to poor performance. They lacked a finite set of alternative criteria.

Data also reveals that (5.4%) and (21.4%) of teachers rated their head teachers as very effective and effective respectively in selecting the right option. These head teachers had constituted a technical team in their schools to draw a strategic plan which came up with strategic issues, objectives and activities to actualize them. Okuje (1992) notes that logic decision making is an important part in all institutions where specialists apply their knowledge in a given area to make informed choices. This made it easy for head teacher to rank alternatives in terms of how attractive they were. However, (44%) and (28.6%) of teachers indicated that their head teachers were ineffective and very ineffective respectively in selecting the right options to overcome challenges facing their institutions. Such head teachers had not formed a technical team to draw a strategic plan for their schools. Making decisions without planning is fairly common, but does not often end well. Planning allows for decisions to be made comfortably and in a smart way. Planning makes decision making a lot simpler than it is.

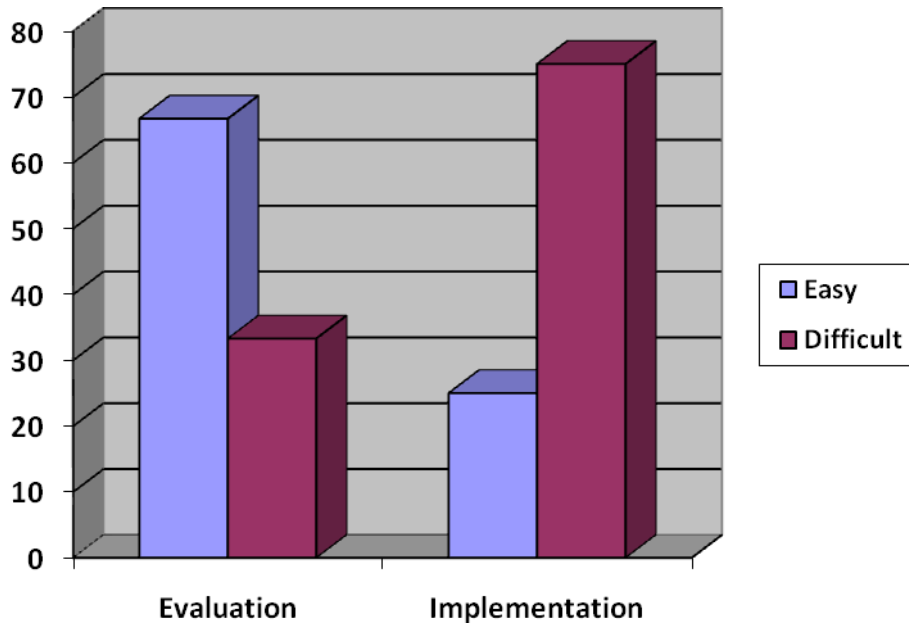
It is also evident from the table that (19.6%) and (22.3%) of teachers rated their head teachers as very effective and effective respectively in implementing decisions. These head teachers were able to inspire people to work hard to achieve high performance. They ensured that work was done and provided leadership and guidance to staff. Data

also reveals that (32.1%) and (25.9%) of teachers rated their head teachers as ineffective and very ineffective respectively in implementing decisions. These head teachers were poor in giving proper direction and motivation towards achievement of objectives.

Data also reveals that (6.25%) and (12.5% of teachers rated their head teachers as very effective and effective respectively in embracing new ideas. These head teachers were aware of the rapid changes schools were experiencing. They had therefore, adjusted accordingly in relation to technological, structural and social change. However, majority of teachers (66.1%) and (15.2%) rated their head teachers as ineffective and very ineffective respectively in embracing new ideas. These head teachers preferred sticking to established traditions of their schools rather than dealing with resistance that change would bring.

#### **4.5.2 Challenges facing deputy head teachers in making decisions**

Deputy Head teachers were requested to indicate challenges that they faced in making decisions in an interview schedule the researcher had with them. Findings are presented in figure 4.3



**Figure 4.3: Bar graph on challenges facing deputy head teachers in decision making process.**

Data shows that (67.3%) of deputy head teachers found it easy to evaluate problems facing their schools. This was because they were in school most of the times including weekends and during the night. However, (75%) found it difficult to implement decisions. Implementation is where the option that best solves the problem is indeed put into action in order to alleviate the problem. This is mainly because these deputy head teachers had not been empowered adequately to carry out tasks by head teachers. Some were also not committed to their work but left most of the work to head teachers. This suggests that most decisions were not implemented effectively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction.**

This chapter is divided into three sections: the summary of all the chapters, conclusions and recommendations.

#### **5.2 Summary**

The purpose of this study was to determine constraints to effective HRM in public secondary schools of Abothuguchi West Division, Meru County. The study analyzed the extent to which head teachers had been trained for headship, the extent to which information flows freely in schools, how head teachers delegate assignments and make decisions in their schools. In the process, head teachers, deputy head teachers and teachers were asked to give their opinions and make suggestions for improvement. The study was conducted in public secondary schools in Abothuguchi West Division, Meru County. Head teachers, deputy head teachers and teachers formed the backbone of the study population. The sample included twelve head teachers, twelve deputy head teachers and one hundred and twenty teachers. Data for the study were obtained by means of questionnaires and interview schedules. The instruments that were used to collect data were questionnaires and interview schedules. Twelve head teaches, twelve deputy head teachers and one hundred and twelve teachers responded to the instruments.

### **5.2.1 The extent to which head teachers have been trained for headship**

All head teachers had attended KEMI programmes which train head teachers on accounts and management. This was mainly attributed to the fact that it was a mandatory course organized by MoE. Attendance of heads conferences was also effective due to the fact that these programmes were held in high esteem and financed by schools. However majority of head teachers had not attained a masters degree in management. Attendance of seminars and workshops was also effective. Head teachers were also effective in acquitting themselves with ICT knowledge.

### **5.2.2 The extent to which information flows freely in schools.**

Most schools held staff meetings occasionally. However, they addressed the same issues over and over again with little being done to implement their recommendations. Majority of the head teachers did not carry out staff briefings frequently which addressed emerging issues in schools. Use of internal memos, recommendation letters, telephone conversations and face to face communications were not frequent. There was also over information in communication where too many instructions were given with little regard to their implementation. Majority of head teachers were ineffective in accessibility to teachers as well as upholding etiquette and clarity in communication. Most teachers were also not effective in passing information to deputy head teachers.

### **5.2.3 How head teachers delegate assignments in schools.**

Most head teachers were effective in delegating responsibilities because they had organized work into departments and charged heads of departments to man them.

However delegation of authority and follow up of delegated assignments was poorly accomplished.

#### **5.2.4 How head teachers make decisions in their schools.**

Most head teachers were not effective in evaluating challenges facing their schools because they had not mobilized departments to carry out an audit of their functions. Selection of alternatives was also poor because most schools had not constituted technical teams to draw strategic plans. Implementation of decisions was also poorly accomplished. Most head teachers were also ineffective in bringing change due to resistance.

### **5.3 CONCLUSIONS**

The researcher made a number of conclusions after data analysis and the findings based on the four objectives: the extent to which head teachers had been trained for headship, the extent to which information flows freely in schools, how head teachers delegate assignments and make decisions in their schools.

The government was not rewarding training adequately to motivate head teachers, deputy head teachers and teachers to undertake management programmes especially masters. This includes financial reward, extra responsibility, recognition and involvement in new and interesting projects. This had discouraged many educational administrators from pursuing various training programmes especially masters degrees. Attendance of heads conferences which brought together head teachers to discuss emerging issues in education was satisfactory save for a few members who failed to attend due to financial constraints of their institutions. Most head teachers had also

attended KEMI programmes which train head teachers on management and accounts. Majority of head teachers were also effective in updating their ICT skills.

Head teachers were giving too many instructions during assemblies and staff meetings. This was making these forums boring and left teachers confused when it came to implementing these instructions. Head teachers were also not free with their teachers. This had created a barrier of communication leading to filtering of information whereby only positive information reached head teacher. Negative information reached head teachers very late sometimes when the damage had already been done like strikes. Lack of freedom in communication between teachers and head teachers was evidenced by poor ratings in face to face communication, telephone calls and interactions between teachers and head teachers. There was also lack of clarity in communication. This was occasioned by head teachers' failure to plan their speeches in advance. Most head teachers were also out of touch with realities on the ground. Verbal motivation was also poor whereby some head teachers criticized teachers more than appreciated them. This demoralized teachers and created a wedge between them and head teacher.

Head teachers, deputy head teachers and teachers sometimes shard information without necessarily understanding each other; they failed to participate to complete the information exchange through feedback. Feedback tells the sender that the receiver understood the message, its level of importance and what must be done with it. A message has not been communicated unless it is understood.

Delegation of responsibility was carried out well through various levels of the organization in most schools. This was attributed to the fact that schools had so many tasks that head teacher and deputy head teachers could not handle alone. There were

therefore, departments that carried out specific roles. However, some schools were still poor in delegating responsibilities. They had not arranged responsibility into departments and given teachers specific roles to play. Head teachers were also poor in choosing levels of delegated responsibility and checking with teachers what they were comfortable with.

Delegation of authority was ineffective in most schools. Authority is the right to take action or make decisions that the manager would otherwise have done. Teachers were not left free to manage their responsibilities because authority mainly lay with the head teachers. Teachers were therefore, not able to issue valid instructions to students but implement what the head teacher had directed which caused confusion and frustration among teachers. They were forced to consult head teachers on minor issues leading to time wastage and poor performance of responsibility. They failed to negotiate with teachers on levels of freedom for specific tasks because they feared to lose control. Some head teachers micro-managed by providing too much input, directions and review of delegated work leading to frustration and confusion.

Follow up of delegated responsibilities was also poor. Most head teachers are not in control of staff and the standards of results achieved. Head teachers were either not present in school or stuck to their offices leaving everything to teachers, only to blame them for poor performance. In reaction, teachers also tended to ignore their work and only became active when the head teacher was around. This made for poor management and had led to low morale among teachers. They failed to establish at the beginning the tasks itself, the reporting schedule, sources of information and their availability. They failed also to negotiate with teachers the criteria of success in order to arrive at a workable procedure. These head teachers failed to monitor the tasks they had delegated and develop teachers to help them exercise their authority well. They

used delegation as an excuse for dumping failure onto the shoulders of teachers and students.

Evaluation of challenges facing schools was not carried out well and most school managers were not aware of limitations facing their schools. This was attributed to the fact that departments in most schools were not effective. There was therefore, no official forum of carrying out an analysis of challenges facing teachers in the process of curriculum implementation because this could only be achieved during departmental meetings. This implied that decision making was not logical because professional knowledge was not applied based on teacher's experiences in various areas to make informed choices. Head teachers therefore, lacked a set of alternatives which he or she could rank in terms of how attractive they were to lead the schools to a deserved success.

Most head teachers were also not effective in selecting the right option to overcome challenges facing their institutions. This was due to the fact that few schools had a strategic plan outlining its strategic issues, objectives and activities designed to accomplish them. This made head teachers make decisions without planning which compromised ability to adopt alternatives comfortably and in a smart way. Poor planning made decision making ineffective and difficult to allow a reasonable choice to be made. Implementation of decisions was also poor. Most head teachers were poor in inspiring teachers to work hard to achieve high performance. Most head teachers were also not flexible enough to accept change. They liked sticking to old accepted traditions in schools most of which were outdated. They feared to initiate change due to resistance.

## **5.4 Recommendations**

### **5.4.1 Recommendations for policy**

The government should reward training adequately to motivate head teachers to undertake training programmes especially masters. This should include financial reward, extra responsibility, and recognition and involvement in projects. This will encourage educational administrators to undertake training programmes especially masters.

Head teachers should restrict flow of information during assemblies and staff meetings to manageable level to avoid boring teachers and confusing them when it comes to implementing decisions. School managers need also to work towards improving their relationship with teachers. This will ensure that both positive and negative information reach them and that there is no filtering of information. This will avoid a situation whereby situations get out of control, sometimes beyond manageable levels due to communication breakdown. Clarity and precision in communication should be enhanced by head teachers planning their speeches in advance and being in touch with the realities on the ground so that their speeches appeals to their audience and become meaningful. If teachers and students sense that head teacher is out of touch with their experiences and feelings, they will not take him or her seriously. Verbal appreciation should also be enhanced. Head teachers should not dwell so much on negative reports but rather appreciate good performance for this will motivate teachers and students. Head teachers should also treat information of teachers with absolute confidentiality so that teachers can be free to share sensitive information with them. Head teachers, deputy head teachers and teachers should uphold understanding in communication by providing feedback. This will ensure that the message is understood, its implication established and acted upon accordingly. It should not be

assumed that a report given has necessarily been understood. Head teachers need to enhance delegation of authority in their schools. They need to encourage teachers to take responsibility and trust them with it. They should adopt wider schemes of delegation based on consultation with teachers. They should learn to overcome fear and inferiority complex and allow teachers to make valid decisions on their behalf. They should also ensure that they get feedback from teachers on assignments delegated to them. They should appreciate good performance and assist teachers to overcome challenges that come along curriculum implementation. They should ensure that they have control of staff and standards of results achieved. Head teachers should delegate authority in such way that the school runs smoothly with or without them.

Head teachers should mobilize departments in school to carry out meetings frequently to evaluate themselves and give him or her feedback appropriately. This will ensure that he or she is aware of limitations facing teachers in the process of curriculum implementation. Head teachers should also constitute a technical team to draw a strategic plan for the school. This will ensure that schools have strategic issues, objectives and activities designed to accomplish them within a particular time frame. Head teachers should also find means of inspiring teachers to work hard to achieve high performance. They should put in place mechanism to measure the difference between actual performance and what was originally planned and take corrective actions. This will ensure that decisions are effectively implemented. Head teachers should also encourage members of their institutions to get rid of outdated traditions and embrace change.

#### **5.4.2 Recommendations for further research**

1. This study recommends that a similar study on HRM should be carried out on a large sample as this study only covered public secondary schools in Abothuguchi West division of Meru County, Kenya.
2. Constraints to effective management of heads of departments, students and non-teaching staff in secondary schools should also be investigated as they form part of human resource in schools.
3. The extent to which head teachers effectiveness in HRM influences academic performance needs to be explored.

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**APPENDIX 1.**

**QUESTIONNAIRE FOR HEADTEACHER.**

Please fill the blank spaces where applicable or tick in the blank boxes to indicate the right choice where options are given.

**Section one: Training in human resource management**

1. Please indicate the professional seminars or courses attended before you were appointed head teacher.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....

2. Please indicate the professional seminars or courses attended after appointment as a head teacher

- a).....
- b)  
.....
- c).....
- d).....

e).....

f).....

3. Did you attend any training on human resource management before you became a head teacher?

Yes ( )

No ( )

4. As a head teacher, please indicate how many times you have attended seminars on human resource management since 2007.

<b>Year</b>	<b>Topics trained</b>	<b>Number of times attended</b>
2007		
2008		
2009		
2010		

4. In your experience as a head teacher, are there topics/areas you wish to be trained in to help you in managing human resource in school

Yes ( )

No ( )

If yes, please list them below

a. ....

b. ....

c. ....

d. ....

e. ....

f. ....

5. What do you think about the current training on human resource management for secondary school head teachers?

Adequate ( ) Somehow adequate ( ) Inadequate ( )

6. Please fill in the blank spaces where applicable or tick in the blank boxes to indicate the right choice where options are given. In the tables provided, rate your effectiveness in performing the given tasks for the period you have served as a head teacher. Use the key below to respond.

VE-Very Effective E-Effective I-Ineffective VI-Very ineffective

**1. Training**

<b>Training</b>	<b>VE</b>	<b>E</b>	<b>I</b>	<b>VI</b>
Updating your ICT skills				
Attending seminars and workshops				
Attending heads conferences				

7. What can be done to improve the following training programmes?

(a) ICT skills

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(b) Seminars and workshops

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(c) Heads conferences

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**Section two: Communication**

1. Do you encounter any problems in passing information to teachers?

Yes ( )

No ( )

If yes, please list them below

a. ....

b. ....

c. ....

d. ....

e. ....

2. Do you encounter any problems receiving information from teachers?

Yes ( )

No ( )

If yes, please list them below

a. ....

b. ....

c. ....

d. ....

e. ....

3. Have you encountered any problems between teachers related to communication?

Yes ( )

No ( )

(a) If yes, what did they involve?

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

(b) How did you solve them?

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

C) What can be done to avoid such conflicts?

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

4. What can be done to improve communication between teachers and head teacher in your school?

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

**Section three: Delegation**

1. Do you find difficulties delegating assignments to teachers?

Yes ( )

No ( )

If yes, please explain

.....  
.....

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

Are there cases when you delegate responsibility and not authority?

Yes ( )

No ( )

1. If yes please explain

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

2. Are there some tasks in school which you do not delegate?

Yes ( )

No ( )

If yes, please indicate them and give reasons

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

5. Are there cases when assignments delegated to teachers are not carried out effectively?

Yes ( )

No ( )

If yes, give reasons

.....

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.....

5. What can be done to make delegation of duties to teachers in your school more effective?

.....

.....

.....

**Section four: Decision making process**

6. Do you encounter any problems in making decisions affecting your school?

Yes ( )

No ( )

If yes, Please explain

.....

.....

2. How do you rate the following aspects of the decision making process in your school .Use the key below to respond

1. Easy 2.Difficult 3.Very difficult

	<b>Decision</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.	Evaluation of the problem			
2.	Selecting the right option			
3.	Implementing decisions			

3. What can be done to ensure that teachers in your school are meaningfully involved in decision making?

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**THANK YOU FOR YOUR COOPERATION**

## APPENDIX 11

### QUESTIONNAIRE FOR TEACHERS

Please fill in the blank spaces where applicable or tick in the blank boxes to indicate the right choice where options are given. In the tables provided, rate the effectiveness of your head teacher in performing the given tasks based on your assessment for the period you have worked under him or her. Use the key below to respond.

VE-Very Effective E-Effective I-Ineffective VI-Very ineffective

#### **1(a) Communication**

<b>Communication</b>	<b>VE</b>	<b>E</b>	<b>I</b>	<b>VI</b>
Etiquette				
Avoiding over information				
Accessibility				
Confidentiality				
Clarity				

**1(b)** In the table provided, rate the effectiveness of your headteacher in using the methods of communication provided. Please rate them using the given weighted scale

Frequently 2. Occasionally 3. Rarely

Method	1	2	3
1. Staff meetings			
2. Staff briefings			
3. Internal memos			
4. Letters			
5. Telephone calls			
6. Face to face			

### 3. Delegation

Delegation	VE	E	I	VI
Delegating tasks				
Delegating responsibility				
Delegating authority				
Follow up				

### 4. Decision making

Decision making process	VE	E	I	VI
Evaluating problems				
Selecting the right option				
Implementation of decisions				
Involving teachers in decision making				
Embracing new ideas				

In which areas of human resource management do you suggest the head teacher needs to improve on? Please give a short description of the areas.

a. Communication.....

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

b. Delegation

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.....  
.....

c. Decision making

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

**THANKYOU FOR YOUR COOPERATION**

**APPENDIX 111**

**INTERVIEW SCHEDULE FOR DEPUTY HEAD TEACHERS**

**Section one: Extent to which information flows freely in schools**

1. Do you encounter any problems in passing information to head teachers?

Yes ( )

No ( )

If yes explain briefly

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2. Do you encounter any problems in receiving information from head teachers?

Yes ( )

No ( )

If yes explain briefly

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3. What can be done to improve communication between you and head teacher in your school?

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4 What challenges do you encounter when communicating with teachers?

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**Section two: How head teachers delegate assignments to teachers.**

4. What challenges do you encounter when carrying out responsibilities delegated to you by head teacher?

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5. What are your comments on the authority delegated to you by head teacher to carry out responsibilities?

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6. How effective is your head teacher in following up assignments delegated to you?

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**Section three: How head teachers make decisions affecting their schools.**

1. How does your school evaluate problems facing it?

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2. How are strategies to solve these problems selected?

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3. What is done to ensure that decisions are well implemented?

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**THANK YOU FOR YOUR COOPERATION**