A STUDY OF MANAGERIAL CHALLENGES THAT NEWLY RECRUITED SECONDARY SCHOOL PRINCIPALS FACE IN KIAMBU DISTRICT OF CENTRAL PROVINCE.

By
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DECLARATION

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

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DEDICATION

To my late Dad

ACKNOWLEDGEMENT

I would like to take this opportunity to express my unquantifiable thanks to God Almighty for his countless blessing that has seen me this far. I would also like to express my boundless gratitude to Mr. E.N. Kanori my Supervisor who gave invaluable guidance and advice that steered me this far. May the Lord bless him greatly. My special thanks also goes to my family for their moral support and encouragement throughout this project. I am also gratified in the input of all newly recruited principals in Kiambu district and the education officers who unreservedly gave their time and information that formed the bulk of this research project. I am also grateful to all my colleagues at the University for their help in brainstorming into ways of enriching this project. Finally, my heartfelt gratitude goes to Agnes of Genesys Computer services for her effort in typing my work.

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LIST OF ABBREVIATIONS

BOG — Board of Governors

DEO — District Education Officer

JAB — Joint Admissions Board

KESI — Kenya Education Staff Institute

KIE — Kenya Institute of Education

KNUT — Kenya National Union of Teachers

MOEST — Ministry of Education. Science and Technology

PDE — Provincial Director of Education

PTA — Parents Teachers Association

TSC — Teachers Service Commission

KSSHA — Kenya Secondary Schools Heads Association

ABSTRACT

Education consumes huge resources both as a proportion of national budget and individual household budget. The efficient and effective management of the educational resources calls for high caliber personnel with excellent managerial expertise. Most educational administrators however have inadequate managerial skills. This is largely the status in most educational institutions in this country.

This study endeavored to find out the managerial challenges faced by newly recruited secondary school principals, their level of professional training in educational management and intervention measures being undertaken to improve their managerial skills. It further tried to establish whether the performance of these principals is affected by their gender and lack of professional training in educational administration. The research questions were formulated in line with the above objectives. The literature reviewed delved into concept of management development, status of principal-ship development in Kenya and the world and finally on the managerial tasks of secondary school administrators.

Ex- post facto research design was employed. Purposeful (judgmental) sampling was applied and yielded a sample of twenty-seven newly recruited secondary school principals and two education officers (at district level and at MOEST headquarters). A questionnaire was used collect data and its validity was established as adequate. An interview schedule was used to collect the responses of the education officers. The

questionnaire return rate was 100%. The data from questionnaires was analysed and interpreted using frequencies, percentages and descriptive statistics.

In answering the research questions it was established that newly recruited principals faced managerial challenges due to lack of professional training in educational management. It was also established that the principals did not undergo co-ordinate induction programmes to help them settle in their jobs and they lacked opportunities to acquire skills in educational management. It was also established that these principals did not have formal avenues of coping with these managerial challenges resulting to self – initiated mechanism for the same.

The last chapter is the summary of the study and among the conclusion made is that there are fewer newly recruited female principal than male. These principals are both academically and professionally qualified to warrant the status. These principals also had managerial skills in some tasks of educational management and finally that there is need to co-ordinate the training and induction of these principals. The study recommended that a national qualification for headship in secondary schools be established and a comprehensive management development for newly recruited principals be developed backed with adequate funding. Another recommendation was the establishment of head-teachers support groups (HTSGS) in schools to act as a form of peer support mechanism. The study finally recommended areas of further research in order to generate information on how to raise the quality of training and induction of newly recruited principals.

CHAPTER 1

INTRODUCTION

1.0 Background of the study.

The government of Kenya spends nearly half of its annual budget on education (Republic of Kenya 2002/2003). This shows that education in Kenya is a precious commodity that is prioritized among competing alternatives. Inspite of this enormous budgetary allotment, little is known about the problems faced by principals especially those newly recruited, who preside over daily implementation of educational policies (Kitavi. 1996). Okumbe (1998) defines educational management as the application of management theory and practice to educational institutions. Commonwealth Secretariat (1997) defines educational management as a process of designing, developing and effecting educational objectives and resources so as to achieve the pre-determined educational goals. This definition intimates that educational manager is both a policy maker and a policy executor. From ministerial point of view school principals are responsible for planning, organizing, directing, controlling, innovating, coordinating and actualizing the educational goals of the institution and the country (Republic of Kenya. 1987).

Kitavi (ibid.) notes that despite the lack of pre-service training educational managers are expected to participate meaningfully in planning, implementation and evaluation of educational programmes and projects as soon as they assume their new roles. A report on the status of teachers in Kenya acknowledges lack of managerial curriculum or special requirement set for Kenya's educators including principals prior to their appointment to the job (KIE 1993). KESI established in 1981 to cater for the training

of educational administrators. lacks courses tailored to the requirement of newly recruited principals (KESI 2002). Lodiaga and Olembo (1991) advocates for pre-service and continuous in servicing of staff to enable them acquire knowledge, skills and attitudes for new roles. The Presidential Working Party on Education and Training for the Next Decade and Beyond Commission report of 1988 recommended that the role of KESI be expanded and diversified to develop both serving and potential educational managers (Republic of Kenya, 1988). Significantly. despite KESI being in existence for over twenty years, pre-service phase continue to be neglected.

Bongonko (1992) observes that the means by which most educational managers in developing countries like Kenya are trained. selected, inducted. and in-serviced are ill-suited to the development of effective and efficient school managers. Induction and pre-service training are recognized as improving the productivity of new employees world over (Revans. 1998). Induction and pre-servicing should be treated as an extension of the selection process and the beginning of a continuing staff development program (Cole. 2002). In the recruitment of principals TSC the recruiting and employing agency. places a high premium on experience as a classroom teacher when appointing school administrators (Republic of Kenya, 1987). Aduda (2001) in a Nation Newspaper report notes that good teaching abilities are not necessarily an indication that the person appointed would be a capable educational manager. Kareithi and Ngunjiri (2004) in a Standard Newspaper report note that the performance of schools in the national examinations depends largely on the competence of the school leaders. They further observe that appointment of principals has for long depended on political connection rather than competence and efficiency of individuals. Newly

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recruited principals are supposed to use managerial skills acquired as deputy heads since there is no pre-service training (Republic of Kenya, 2004).

Currently the persons to be appointed as principals must have served as deputy heads for a period of not less than three years, over which they are expected to attend in-service courses in educational management at KESI. (Republic of Kenya, ibid.). The Presidential Working Party on Education and Training, for the Next Decade and Beyond noted that heads of institutions are appointed from serving teachers who had no prior training in institutional management hence this adversely affected effective management of education institutions (Republic of Kenya, ibid.). Aduda (ibid.) observes that principals have to deal with and supervise specialized personnel in finance such as Account Clerks and Bursars who in most cases are not scrupulous in the handling of school funds. He further notes that some principals find this aspect of school management quite taxing considering the sensitivity with which monetary matters are treated.

Siringi (2000) in a Nation Newspaper report observes that the incompetence of some head teachers can be traced from the fact that some of them are promoted because they are well connected to the appointing authorities. Such heads lack the skills to run the schools effectively and efficiently. Head-teachers play a central role in the management and development of the school education that is "a school stands and falls by its head"(Republic of Kenya, 1999). The report further stresses the importance of considering selection, appointment, deployment, performance, development and support for head-teachers as a matter of urgency and serious concern. McCleary and Hencley (1970) argued that many administrative failures in

secondary schools result from inadequate understanding of the nature of administration and lack of technical skills. Olembo and Maneno (1991) observe that school heads are placed in positions of great responsibility where they are expected to "guide and direct teachers and students". The above documents serious inadequacies in pre-service and induction of beginning principals.

Mwiria (2004) has noted that the problem of incompetent principals can only be solved through a radical move, where all the current crop of secondary school principals resigns enmasse to pave way for incorrupt recruitment. Saitoti (2003) calls for the review of the Education Act noting that it no longer reflects the reality of situation on the ground. He acknowledges that the legal frame in the Act might fail to give guidance to practicing educational managers, teachers and other stakeholders. TSC (2002) acknowledges that the devolution of some of its functions such as recruitment of teachers to various agencies including schools presents a new managerial challenge to both the new and practicing principals. Mugo (2003) concurs with this while she commented that the recruitment of teachers by BOG and school committees was mired in problems especially where principals failed to offer proper guidance due to novelty of the process. It is worthwhile to note that with such a background, beginning principals are bound to experience managerial challenges in their new roles and this forms the basis of this study.

1.1 Statement of the problem

Entry to a new position especially in leadership capacity is an emotionally laden transition that in itself may form the first problem to the individual if its not managed effectively and may even hinder efficient execution of the new duties (Bridges, 1995).

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Bridges (ibid.) looks at transition as the psychological process people go through to come to terms with the new situational changes and is characterized by heightened expectations that might border on unrealistic realm.

The parents and students purely on basis of her gender rejected a newly recruited principal of Gathaithi secondary arguing that she could not bring much needed improvement in the school (Republic of Kenya, 2001). At Mbaui-ini secondary the BOG and parents protested the posting of a new principal arguing that he was being promoted from a neighboring school known for perpetual poor performance in national examinations (Republic of Kenya, ibid.). Kiambururu secondary almost closed down due to lack of students after parents withdrew them to protest the positing of a newly recruited lady principal (Republic of Kenya, 2002). At Kambaa secondary the parents and students wanted the new principal removed claiming that she was responsible for "ghosts" in the school and that she had similar influences at a Muran'ga school where she had been promoted from (Republic of Kenya, 2000).

Newly appointed secondary school principals face unique challenges that span all the areas of school management, a situation compounded by the fact that induction workshops for new principals are conducted several months later after they assume their new duties (Republic of Kenya, 1999). According to the annual audit of schools account report for Kiambu district those schools headed by newly recruited principals such as Gitiha, Ngarariga and Kiairia secondary had marked difficulties in financial management (Republic of Kenya, 2001). The major difficulties in financial management according to the audit report included, lack of effective internal checks and control mechanism in accounts, lack of prioritized development planning, head-

teachers poorly trained in financial management, poor revenue collection in schools, lack of proper budgeting and inadequate efforts in internal generation and exploitation of available resources (Republic of Kenya, ibid.). The audit report further singled out Gachie. Gichuru and Gathiga secondary all headed by newly recruited principals as being in arrears in terms of submission of books of accounts to district education office for audit purposes. At Lioki secondary school in Kiambu district the BOG protested and agitated for the removal of the newly recruited principal alleging poor school fees collection and general financial mismanagement (Republic of Kenya 2002).

At Kamuchege Secondary in Kiambu district parents and students protested and demanded removal of a newly recruited principal who had insisted on parents settling the school fees arrears (Republic of Kenya. 2003). Murimi (2002) in a Standard Newspaper report observes that the general economic decline in the country means that parents cannot pay school fees for their children in secondary schools and this translates to problems for school managers. Insistence by newly recruited principal of Mukua secondary in Kiambu district that parents pay school fees arrears led to protest by students (Republic of Kenya ibid.). Kaguthi (2002) singles out drug and other substance abuse as being significant problem in secondary school management in Central province. He says that school managers are at loss on how to deal with the problem that seems to be on the increase in both rural and urban secondary schools in the province. The students at Githiga and Gathirimu secondary schools in Kiambu district protested at what they termed as highhandedness of the new principals in stamping out drug abuse. bullying and other vices in the school (Republic of Kenya 2004). Students at Gatamaiyu secondary school in Kiambu district rioted and held

hostage the chairperson of the school BOG when the new principal banned the viewing of world cup matches during class hours (Republic of Kenya, 2000).

Gaitho (2001) in a Nation Newspaper report observes that most schools' infrastructure are actually crumbling due to lack of proper maintenance which has led to poor services to the students to the extent of sparking violent protests. The parents at Kabaa secondary in Kiambu district withdrew their children from the school after some of them were hospitalized over illnesses associated with consumption of dirty water after the school water system fell into disrepair a problem the new principal says she inherited from previous administration (Kareithi and Ngunjiri, ibid.). Murimi (ibid.) notes that the local political atmosphere in many parts of the country has had a profound negative influence on schools, which requires school principals to apply due diligence in matters of school community relations despite many principals experiencing marked difficulties in this area. A newly recruited principal posted to Kirangari secondary school in Kiambu district could not assume office as the Local politicians blocked him insisting the incumbent who hails from the area remain as the principal (Republic of Kenya, 2002).

A school inspection report noted that St. Kevins, Kihara and Kagaa secondary schools of Kiambu district all headed by newly recruited principals exhibited lack of proper supervision of staff where teachers seemed apathetic and did not do their work as required (Republic of Kenya, 2001). Koech (1994) in a study "Assessing the professional and development needs of secondary school head-teachers in Kenya noted that most of head-teachers contacted expressed that they had served for a long time before they could get an opportunity to attend courses organised by KESI. These

managerial challenges facing new leaders are best identified through continuous research to keep pace with the rapidly changing environment.

1:2 Purpose of the study

The purpose of this study was to investigate what managerial challenges newly recruited secondary school principals in Kiambu face in performing the major tasks of their jobs. The ultimate goal was to empirically establish a basis for recommendations and interventions for easing skill deficiency and experience gap faced by beginning principals to enable them settle in their jobs and execute their tasks efficiently and effectively. The study also sought the principals views on the reasons for these challenges and what strategies they employed to cope. It also intended to find out what recommendations these principals had in induction and training of potential and beginning principals. Finally the study tried to assess the availability of development and training opportunities for beginning principals.

1:3 Objectives of the study

The study set out to achieve the following objectives.

1 To identify the level of professional training in education management of Newly Recruited Principals.

2 To identify the managerial and administrative challenges facing Newly Recruited Principals so that their needs are better addressed.

3 To make recommendations for intervention measures in training and induction of newly recruited principals.

4 To determine whether the performance of newly recruited principals is affected by their gender.

5   To find out the effect of lack of professional training in education administration on the performance of newly recruited principals.

1.4 Research Questions

The study tried to answer the following questions.

1   Do newly recruited secondary school principals face managerial challenges in performing their tasks as a result of their gender?

2   What are the strategies the new principals employ in coping with the managerial challenges they face?

3   What areas should be prioritized in the training and induction of newly recruited secondary school principals?

4   What are the ideal. educational and professional qualifications for newly recruited secondary school principals?

5   What is the official government policy in recruitment. training and induction of newly recruited secondary school principals?

1.5 Significance of the study

The findings of the study will provide feedback to agencies training educational managers such as Universities. Teacher colleges. KESI among others. It is also hoped the findings will aid those inducting new educational managers such TSC and DEOs and PDEs. The findings will add to the general body of knowledge in area of educational management that will be of use to other scholars. The findings will also aid newly recruited secondary school principals to cope with the challenges of the new jobs.

1.6 Limitation of the study

Respondents may not feel free enough to express their feelings on paper. There is also a serious dearth of literature on the subject of study. Those principals who have quit or resigned before expiry of two years cannot be traced as they have transferred to other districts or quit the profession altogether. The sample is non-probability hence the findings may not be generalised.

1.7 Delimitation of the study

The main delimitation of the study was

The study will only cover newly recruited public schools principals in Kiambu district. Due to the above the findings may not be generalised for the whole country.

1.8 Basic assumptions of the study

i.   The newly recruited principals are able to provide reliable information.

ii. Given that they are new to the job. its assumed newly recruited principals face managerial challenges.

iii. Pre-service and effective induction significantly reduces managerial challenges for newly recruited principals.

iv. Pre-service and effective induction of newly recruited principals adds value to any educational system.

1.9 Definition of significant terms

The significant terms have been defined according to their use in the study.

Newly recruited/appointed/New principal: A principal who has not exceeded two years of service since appointment as principal.

Induction: The process of introducing a new employee into his/her job with the aim of integrating the newcomer as quickly and effectively as possible.

In-service training: On the job training.

Leadership: A process through which people or groups intentionally influence others within an organisation in order to achieve stated objectives.

Management: A system of working with and through individual persons and groups for the purpose of achieving the established goals of an organisation.

Management development/professional development: A systematic process for ensuring that an organisation meets its current and future need for effective managers.

Managerial challenges: Difficulties experienced by a manager as he/she executes the tasks of the job.

Performance: Ability of an employee or manager to operate efficiently and effectively in his/her job.

Pre-service training: Training before one assumes the job.

Principal: Individual appointed to administer a designated school by TSC.

Public school: Category of school where Teachers are employed by the government (TSC).

School size: The total number of students enrolled.

1:10 Organisation of the study

The study was organised into five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions and definition of significant terms.

Chapter two dealt with literature review and conceptual framework. Chapter three was the description of the research methodology used in study. It dealt with research design, target population, sample and sampling procedures, research instruments, instrument validity and reliability. Data collection procedures and data analysis techniques were also outlined in this chapter. Chapter four presents the data analysis and discussion of research findings. Chapter five focus on the summary of the findings, conclusions and recommendations stemming from the study.

CHAPTER 2

LITERATURE REVIEW

The literature review focuses on the Concept of management development. Status of principal-ship development in Kenya and world. Managerial tasks of secondary school administrators.

2:0 Concept of management development.

Management development refers to an attempt to improve managerial effectiveness through a planned and deliberate learning process (Armstrong. 1991). The world of work throws up new challenges everyday. putting workers and managers on a steep and continuous learning curve (Cole. 2002). Kowalchuk (1990) acknowledges that changing roles and expectations are making the role of school head teachers to be very challenging in that principal-ship is constantly changing with increased expectations. pressures and responsibilities that must be addressed when planning professional development activities. It is only through training that educational leaders can acquire essential skills that will enable them to execute their duties effectively (Commonwealth Secretariat. 1997). The single most important factor differentiating one organisation from another is the skills. knowledge and expertise of its people hence organisations should consider training as an investment. not a cost (Taylor and Thackwray. 1996). Dennisson and Shenton (1987) observes that owing to lack of professional support for educational administrators during the initial years of service many secondary school heads resort to a number of ways to acquire skills and knowledge for the job. They identify the ways as including working with mentors.

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reading books on management, observing others as they act, self discovery, experience on the job and finally course attendance.

The Commission of Inquiry into Public Service Structure and Remuneration Report of 1971 while acknowledging lack of management development in all sectors of Kenyan economy noted that even with the best will in the world, no new and inexperienced officer can find his/her way about an office without some careful induction into what normally goes on there (Republic of Kenya, 1971). Due to lack of formal policy of management development new head teachers must look for ways to fill the gap and discussion of difficult situations with fellow head-teachers and use of common sense are among the major methods used in acquisition of administrative skills and knowledge for school management (Dennison and Shenton, ibid.). Maranga (1993) argues that a great deal of ineffectiveness and inefficiency in education that is so common in African countries is due to lack of formal preparation of institutional heads. Everard (1986) while lamenting on the lack of formal preparation of school heads observes that schools and firms together with employees deserve better than to be governed by "amateurs" however gifted they could be.

Craft (1996) outlines reasons for undertaking professional development as being improvement in performance, extend the experience of individual for career development or promotions, to promote job satisfaction, develop an enhanced view of the job, enable the individual to anticipate and prepare for change and to clarify the whole school's policy. Craft (ibid.) further outlines methods of professional developments as self directed study, receiving on the job coaching, mentoring or tutoring, school based and off-site courses, workplace counselling, job-shadowing and

rotation, using distance learning materials, membership of a working party or task group among others. Armstrong (ibid.) notes the objectives of management development as increasing effectiveness of organisations by

i.   Improving the performance of the manager by seeing that they are clearly informed of their responsibilities and by agreeing with the specific key objectives against which their performance will be regularly assessed.

ii.   Identifying managers with further potential and ensuring that they receive the required development, training and experience to equip them for senior posts within their own location and elsewhere in the organisation.

iii. Assisting chief executives and managers throughout the organisation to provide adequate succession and create a system whereby this is kept under regular review.

Woodall and Winstanley (1998) recognizes that management is a skill and behaviour that can be developed and whose purpose is primarily oriented towards developing individuals in ways which are complimentary with organization and its objectives and appropriate for meeting the individuals own career and development needs.

Smith and Dodds (1997) observes that team-working skills are rated increasingly highly in surveys aimed at predicting future development needs of mangers. Leadership development should be a priority which people development specialists need to tackle since leaders now function through teamwork, empower rather than control and create an environment in which decisions can be made rather than making decisions themselves (Smith and Dobbs,ibid.).Leaders also create shared visions and are seen as role models in living the value systems underpinning the vision. moreover they invest heavily in development and motivation of their people (Osborne. 1996).

Ouston (1993), Erant (1993) and Thomas (1994) suggested that school effectiveness might be enhanced if first the necessary competencies of leaders can be identified and second, they are then developed in individuals.

Decenzo and Robbin (1999) observes that with proper management, managers will become confident that they have competencies to complete their jobs successfully. Derek and Law (1996) shows that, for most schools, professional development is a combination of meeting three kinds of needs namely the individual needs, the departmental needs and whole institutional needs which is best done through continuos professional development. Reynolds and Cuttance (1992) notes that there is increasing recognition of the need for training school heads particularly the provision of training before individuals take up headship. Baker (2000) observes that any self-respecting organization will offer induction training to new employees and people preparing for promotion to enhance their productivity.

Osborne (1996) notes that when someone needs training it means there is a gap between the person's actual and required performance as illustrated in Figure 1.The figure illustrates the gap in performance that can be described as performance discrepancy. To identify training needs in this case requires the parties involved to describe what is meant by actual and required performance highlighting whether training needs discrepancies are due to knowledge and skills, or it is about differences due to personality clashes (Osborne ibid.).

Figure 1:The performance gap curve.
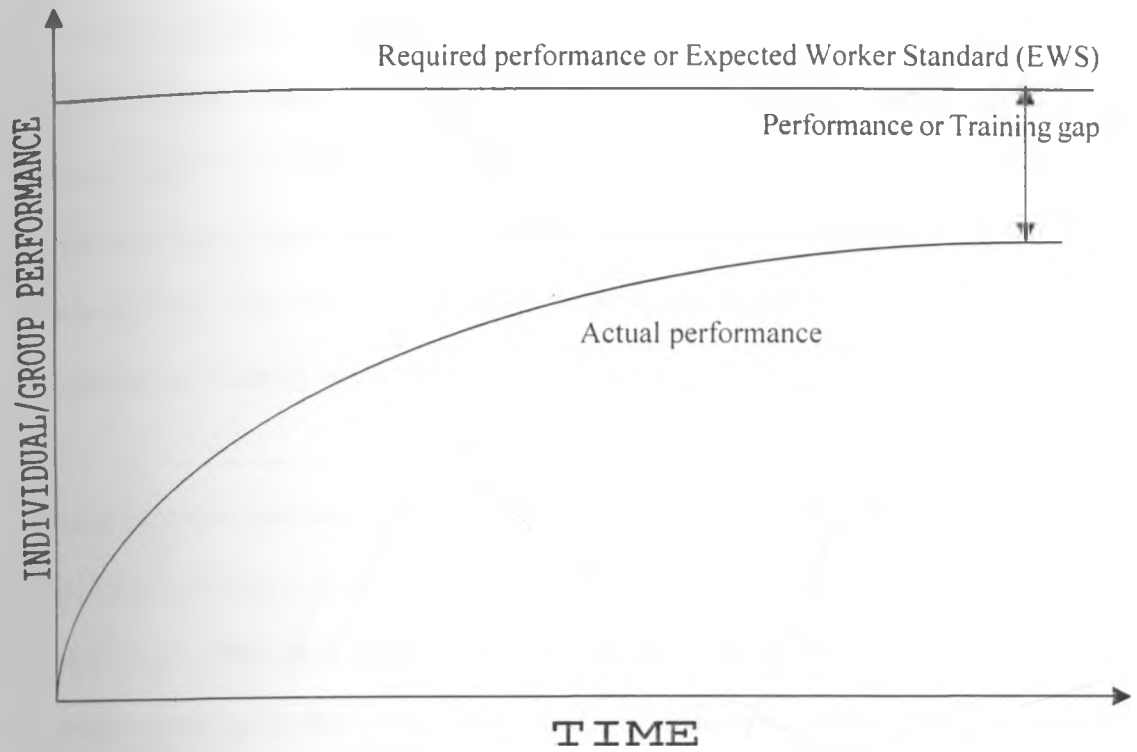
Source: Adapted from. Osborne D. (1996). Staff training and assessment, New York: Cassell.

2.1 Status of secondary school principal-ship development in Kenya and the world.

Effective management of a school depends on the efforts of a number of agencies that are closely interlinked. The regional or the provincial office, district office, the local community and the school staff, all play a part in the daily operation of the school with the head being the pivotal link in this network and. ultimately, plays the most crucial role in ensuring school effectiveness (Commonwealth secretariat, 1997). This role is however, complex and demanding as it involves management of financial, human and material resources in a dynamic situation affected by many internal and

external forces a situation frequently made more difficult by decreasing levels of government funding, in real terms, at a time of increasing demands for education (Commonwealth Secretariat, ibid.)

The secretariat further notes that school heads in Africa are in a difficult position, being expected to deliver 'better quality' education in a period of diminishing resources and in spite of the complexity of problems surrounding the majority of school heads, very few countries have seriously addressed issues relating to their appointment, training and support.

Most countries continue to appoint heads from within the ranks of senior classroom teachers with little or no preparation for the onerous and complex task of school headship (Muya, 1996). It is indeed amazing that school heads in Africa have achieved any success at all given this background. Handy, in Dadey and Harber (1991) describes this situation well when he says:

> "Given all the difficulties that schools have to cope with as organisations. I find it truly inspiring that so much good is achieved by so many of them. I also find it encouraging that so many teachers still aspire to be head of such a complicated and difficult organisation as a school." Page 62.

The need for training and support for heads is probably far stronger in Africa than in more developed and better-resourced education systems as the cost to the system of school management by trial and error can be considerable.

The Presidential Working Party on Education and Training for the Next Decade and Beyond report of 1988 noted that heads of educational institutions are appointed from

serving teachers most of whom had no prior training in institutional management (Republic of Kenya, 1988). The Commission of Inquiry into Education System in Kenya report (1999) pointed out that there is enormous political interference in the appointment of principals and education officers and that in most cases experience, academic and professional qualifications for the job do not count. Muya (1996) observes that in many countries, one cannot be a school head unless one has undergone an educational management course at the graduate level, usually masters. In United States of America prospective heads must pass a professional examination on educational leadership, which is also a requirement for other cadre of education personnel such as school inspectors (Muya, ibid.).

In Mexico pre-service training of educational managers is given prominence by ensuring that training needs are addressed fully (Farrand, 1987). In Malaysia principals though recruited from serving teachers are conscious of their handicap as school managers and took personal initiative and with institutional help to remedy them (Hamdan, 1981). In Britain selection of head teachers is a painstaking effort aimed at recruiting the best with educational qualifications, teaching experience and good communication skills being highly regarded as recruitment criteria (Taylor, 1978). Nicholson (1989) observes that in Britain on the job training is emphasized as the most formative learning experience for headship. National professional qualification for headship (NPQH) is now considered important for appointment to head-ship position and it will become a compulsory requirement in 2007(Parkin, 2004). Mwiria (1995) carried out a study on the constraints and challenges to effective school management in Eritrea and found out that lack or limited professional training could explain some of the deficiencies in management practices of some managers.

Kareithi and Ngunjiri (2004) in a Standard Newspaper report observes that in Kenya head-ship positions have been dished out to those who bribe their way or are politically well connected irrespective of qualifications. Griffins (1994) decry lack of role models in school administration since the expansion of secondary education at independence forced appointment of unprepared and incompetent head-teachers. Researches by Mbiti (1974), Olembo (1992) and Mbamba (1992) document a general assumption that a principal does not require additional professional qualification other than those required by teachers. Mutunga (1977) in a study on current practices in the recruitment, selection, and training of Kenya secondary school heads found out that despite the significant roles played by school heads in effecting school performance, not much has been done on developing effective training programmes for them as school administrators. He further notes that no policy or efforts have been made to orient newly recruited schools heads to their positions. Maranga (1977) in a study revealed that although the ministry of education had recommended training in competency and supervisory roles for new principals, the nature of training is left to the discretion of the programme planners.

Saben (1972) observed that administrative problems that secondary schools encounter are largely due to lack of effective pre-service training. Onyango (1976), Okumbe (1987), Lodiaga (1994) and Obondo (2003) support Saben (Ibid.), pointing to a serious omission in training and induction of new and practicing principals. Sullivan (1989) noted that Kenya urgently required trained educational administrators than was the case in the field. The Presidential Working Party on Education and Training, for the Next Decade and Beyond Commission emphasized that principals were central to

successful management of education institutions. The report further noted that implementation of total curriculum is essential and therefore appointment of principals from serving teachers may not be effective in bringing forth able educational managers (Republic of Kenya, ibid.).

The sessional paper No 6 (1988) on Education and Manpower Training for the Next Decade and Beyond states, "In view of the crucial role of head of institution the government will ensure that those appointed as heads have appropriate academic qualification, experience ability, competence, integrity and initiative." Koech (1994) in a study to determine professional development of secondary schools heads found that such needs are quite varied since some had little or no exposure to professional development, while few had taken some postgraduate courses in educational management. A report on the status of teachers in Kenya acknowledges lack of managerial curriculum or special requirement set for Kenya's educators including principals prior to their appointment to the job since KESI only offered in-service courses to serving head and not the newly recruited (KIE 1993). Kinyanjui (1976) acknowledges that it has not been easy for the government of Kenya to recruit able school heads within the country, especially due to resignations of best teachers for better opportunities and promotion to administrative posts within ministry of education. He further noted that while the government has managed to recruit some able heads that are doing a remarkable job, there are cases where the appointed heads were found to be incompetent.

The head-teachers manual stipulates that the fast and rapid expansion of education has led to appointment of heads who had little experience to execute their duties

efficiently as expected of them (Ministry of education, 1979). Siringi (2000) in a Nation Newspaper report observes that the incompetence of some heads can be traced from the fact that some of them are promoted because they are well connected to appointing authorities hence they lack skills to run schools effectively and efficiently. A ministerial report suggested that in order to improve quality of management and administration in schools it is paramount to identify and train the right people to head schools (Republic of Kenya, 1998). Griffins (1994) concurs noting that identification is more important than training for the latter cannot correct a person who, although capable, is by nature greedy, dishonest, perverted and indifferent about other peoples rights. Cook (1993) notes that bad selection in filling vacant positions is not just a waste of time, it costs employers a lot of money, year after year through ineffective and inefficient leadership. The government has outlined new requirements and criteria for appointment to headship where individuals must have attended courses in educational management at KESI and deputized head of institutions for period not less than three years (Republic of Kenya. 2003).

2.2 Managerial tasks of secondary school administrators.

Every position in an organisational hierarchy is created to fulfil a certain mandate and a secondary school manager's position is no exception. Okumbe (2001) identifies six major managerial tasks of secondary school administrator namely

i. Curriculum and Instruction

ii. School plant Management

iii. Student personnel management

iv. Staff personnel management

v. Finance and business management

vi. School community relations. communication and negotiation techniques

From these tasks the core purpose of head-ship is to provide leadership and direction for continuous improvement of the school.

Knight (1997) recommends that for a new head to be effective in these managerial tasks he needs to carry out a SWOT (strengths, weaknesses, opportunities and threats) analysis on the school. This will give a thorough audit of the school's present situation and aid the new head in formulating a school development plan. In the development plan the strengths will be maximised, weaknesses eliminated, opportunities exploited and threats averted. Evetts (1994) looks at the process of becoming a head as adult socialisation into a managerial identity and style realised in each encounter with the above managerial tasks of the school administrator.

2:3 Conceptual Framework

The conceptual framework of this study (figure.1) is based on the concept of management development and progression in adapting to new job environment. It's presented as a socialisation process where new mangers adapt to their new work environment and job requirements.

1: Pre -arrival stage. This stage explicitly recognises that each individual manager arrives with a set of organisational values and attitudes and expectations covering work to be done. For instance in many jobs particularly high-skilled and managerial jobs. new members will have undergone a considerable degree of prior socialisation in training and in school.

2: Encounter stage. Here individuals confront the possible dichotomy between their expectations and their jobs, their co-workers, supervisors and the organisation in general. This represents the reality of things. If expectations prove to have been more or less accurate. the encounter stage merely provides affirmation of the perceptions generated earlier. However. this is often not the case hence where expectation and reality differ. new mangers/employees must undergo socialisation. This socialisation will detach them from previous assumptions and replace them with organisation's pivotal standards. Socialisation cannot solve all the expectation differences hence at the extreme some members may become disillusioned with actualities of their jobs and resign. Its hoped that proper selection including realistic job preview would significantly reduce the pre-mature disengagement of new managers/employees from their new jobs and work environment. Induction and training also greatly reduces this latter outcome.

3: Metamorphosis. The manager or new member must work out any problem discovered during encounter stage if the socialisation process is to end successfully. This may mean going through changes and adaptations which are only complete when the new manager/employee have become comfortable with the organisation and their jobs. In such situation they will have internalised the norms of the organisation and their co-workers and they understand and accept these norms. The new managers/employees can settle in their jobs. confident that they have the competence to complete their jobs successfully.

Figure 2.Conceptual Framework of the study.

```
┌─────────────────────────────────┐
│ Pre-Arrival Stage               │
│ Characterised by Managers job   │
│ inputs (Experience, Age         │
│ Academics & professional        │
│ experience, status, leaderships │
│ e.t.c)                          │
└─────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────┐        ┌──────────────────────────────────┐
│ Encounter Stage                 │        │ Turnover                         │
│ Reality of the job and work     │───────▶│ Dissatisfaction and              │
│ environment (workload,          │        │ incompatibility with jobs        │
│ responsibility, working         │        │ reality/environment leads to     │
│ conditions, organizational      │        │ premature departure from the job │
│ structure e.t.c)                │        │                                  │
└─────────────────────────────────┘        └──────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────┐
│ Metamorphosis Stage             │
│                                 │
│ Full adaptation to job and work │
│ environment                     │
└─────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────┐
│ Outcome                         │
│                                 │
│ Stability, productivity and     │
│ commitment in the job           │
└─────────────────────────────────┘
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CHAPTER 3

RESEARCH METHODOLOGY

The chapter presents the research methodology used in identification of managerial challenges facing newly recruited secondary school principals in Kiambu district. It describes the research design, area of study, target population, sample and sampling procedures. instrumentation, piloting,. data collection procedures and data analysis techniques.

3.0 Research Design

The study adopted the ex-post facto research design. Best and Kahn (2001) says that ex-post facto design is used when it is impracticable and unethical to arrange occurrence hence an analysis of past events or of already existing conditions may be only feasible way of causation. The design was appropriate because such factors as age, sex, academic and professional qualifications. teaching experience cannot be manipulated.

3.1 Area of study

The area of study was Kiambu district one of the seven districts of central province of republic of Kenya. Administratively it's divided into five divisions (Githunguri, Lari, Kiambaa, Limuru and Kikuyu) and were all covered under the study.

3.2 Target Population

The target population consisted of twenty-seven newly recruited principals in Kiambu district a list of which was obtained from the District Education Officer Kiambu district. These principals had less than two-year experience since their appointment. Cole (2002) observes that the learning curve of a new manager or employee will start to smoothen out after two years on the job when the he comes to grips with and adjusts to the new job environment.

3.3 Sample and sampling procedures

Purposeful (judgmental) sampling was applied in this study. Purposeful sampling refers to a non-random (non-probability) sampling technique in which participants are selected for a study because of some desirable characteristics (Beins, 2004). The application of this technique identified a total of twenty-seven newly recruited secondary school principals in Kiambu district. These principals had less than two years experience since appointment hence they had desirable characteristics for the study. According to Mulusa (1990) leaving out any case from such a small population could eliminate useful data hence the entire sample will be used in the study.

3.4 Research Instruments

The study employed questionnaire and interview schedule to collect data. The questionnaires were administered to newly recruited principals while an interview schedule was used to solicit information from ministry of education officials at district and at ministry's headquarters. The researcher developed the instruments and subjected them to validity and reliability tests. The questionnaires consisted of three sections

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Section 1. The items elicited background information of the respondents that is demographic data such as age, gender, academic and professional qualification, training and teaching experience.

Section 2. Sought information related to managerial challenges in various tasks of educational managers.

Section 3. Consisted of open-ended questions in relation to experiences of the newly recruited principal in their new positions.

The interview schedule for education officials sought in-depth information about appointment and induction of newly recruited principals. Two education officials in-charge of secondary school administration were interviewed one at district level and the other at ministry's headquarters.

3.5 Instrument validity

Validity is defined as the degree to which a test measures what it purports to measure. Validity of the instruments will be tested through the face and content validity. The instrument must first and foremost appear to cover the relevant content of what is being measured. Content validity was done by the use of the results of pilot study. Experienced graduate supervisors in the department of educational administration and planning appraised the instruments and Pre-testing was also done.

3.6 Instrument reliability

According to Borg and Gall (1986) reliability refers to the degree to which test scores are free from measurement errors that is the level of internal consistency or stability of the measuring device over time. To establish reliability piloting was carried out. Split-half method will be used during piloting. This involves randomly splitting the

instruments into halves one containing odd numbers and the other even numbers. Each item from the two groups will be computed and scores correlated. The co-efficient (r) will be obtained through Pearson Product Moment. Since the co-efficient so computed will not reflect the reliability of the whole instrument the Spearman Brown Prophecy Formula (below) will be used to ensure full reliability (Mugenda and Mugenda. 1999).

$$re = \frac{2r}{1+r} \quad where$$

re= the reliability of the original test and

r=   the   reliability   co-efficient   resulting   from   correlating   the   scores of the old items with the scores of the even items. The co-efficient computed was 0.98 hence the Instrument was reliable.

3.7 Piloting

Piloting was done to enhance the validity and reliability of the instruments. Mulusa (1990) recommends a pilot sample of ten percent of the total sample. For purpose of this study this piloting was done form similar population in the neighbouring Thika district since the sample of newly recruited secondary school principals in Kiambu district was small to provide the piloting sample. Thika district was chosen since it has similar social economic set-up as Kiambu district and it was initially part of it.

3.8 Data collection procedure

A research permit was obtained from the ministry of education. science and technology. Copies of the permit granted were then be presented to relevant authority

such as DEO Kiambu district who further issued clearance letter to visit the schools under the study. The researcher contacted the principals through a letter and thereafter made arrangement for actual school visits. The researcher then administered research instruments. Confidentiality was assured to all respondents.

3.9 Data analysis techniques

Data analysis started by ensuring that results from the research instruments was sorted out to reveal preliminary errors. Responses in the questionnaires was tabulated, coded and processed by computer using SPSS computer package. Data from open-ended questions was processed by first categorising responses for each item then it was edited, coded and reported through descriptive narrative. Descriptive statistics was used to analyse the responses. Analysis of data was accomplished by use of frequencies, percentages and means. Thereafter the research report was complied, drafted and edited before presentation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0   Introduction

This chapter presents the analysis of the data collected and its interpretation in relation to the objectives and aims of the study. It includes descriptions of the various participants' responses in the study, their view and observations of managerial challenges facing newly recruited principals in Kiambu district. In view of the stated objectives and research questions, the chapter also presents the suggested solutions to these challenges

4.1   Report on the data

Table 1:   Questionnaire   Return   Rate
N= 27

Respondent Category	No. of questionnaire returned	Percentage
Principals	27	100%

The questionnaires return rate was very high at 100% as the total sample of 27 principals kindly responded. This is explained by the fact that the researcher was able to personally meet all the principals. The interview schedule for Education Officers at district and at MOEST Headquarters was also successful.

Table 2:   Gender distribution of Respondents.
Females N=9   Males N=18

Gender Category	Frequency	Percentage
Female	9	33.3%
Male	18	66.7%
Total	27	100%

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The data showed that there are more male newly recruited principals than female who made for one third of the total.

Table 3 : Age distribution of respondents

Due to the sensitivity involved in inquiries into people's ages, the study sought to find out the age of the respondents by categorizing them into clusters. The data revealed the following

Females N=9   Males N=18

AGE CATEGORY IN YEARS	Female		Male	
	Freq	**%**	**Freq**	**%**
Below 30 yrs	0	0	0	0
30-34	1	11.1%	3	16.7%
35-39	4	44.4	6	33.3
40-44	4	44.4	4	22.2
45 and above	0	0	5	27.8
TOTAL	9	100%	18	100%

The data shows that the newly recruited female principals were younger compared to the male counterparts. All female principals except one are within age brackets 35-44 years, while 27.8% male principals are over 45 years.

Table 4: Academic qualifications of Respondents

Females N=9   Males N=18

Highest Academic Level	Female		Male	
	Freq	%	Freq	%
Diploma in Education	2	22.2%	6	33.3%
Bachelor of Education(Arts)	7	77.8%	7	38.9%
Bachelor of Education(Science)	0	0	0	0
BA plus PGDE(Arts)	0	0	2	11.1%
Plus PGDE(Science)	0	0	3	16.7%
Masters Degree	0	0	0	0
Any other	0	0	0	0
Total	9	100%	18	100

The data gathered shows that all principals are professionally trained and there is no significant difference between the females and males principals qualification. The qualifications are however varied. All female principals are either Diploma in Education holders (22.2%) or Bachelor of Education (Arts) holders at 77.8%. Significantly no female or male principals holds Bachelor of Education (Science). Majority of male principals are Bachelor of Education (Arts) holders at 38.9% and Diploma in Education holders at 33.3%. The lack of science-based principals could not be immediately explained from the data available.

Table 5: Experience of Respondents as class teacher

To find out the length of experience of the principals as class teachers and Deputy principals data was collected and summarized below

Females N= 9   Males N=18

Experience in years	Female		Male	
	F	%	F	%
Below 1 year	0	0	0	0
1-4 years	0	0	0	0
5-9 Years	6	66.7	4	22.2%
10-14 Years	2	22.2	9	50.0%
15 above	1	11.1	5	27.8%
Total	9	100%	18	100%

It emerges that all the newly recruited principals had experience as class teacher. Most female principals have served as class teachers between 5-9 years at 66.7% compared to 22.2% of male principals. Majority of male principals served for between 10-14 years at 50% compared to 22.2% female principals. It is significant that 27.8% of male principals had served for one to fifteen years compared to 11.1%female principals. This disparity could be explained by the higher academic qualifications of the female principals, which resulted in their being promoted to principals sooner than their male counterparts.

Table 6: Experience of Respondents as Deputy Principals

Females N= 9   Males N=18

Experience in Years	Females		Males	
	Freq	%	Freq	%
Below 1 year	4	44.4	5	27.8
1-4 years	5	55.6	13	72.2
5-9 years	0	0	0	0
10 and above	0	0	0	0
Not applicable	0	0	0	0
Total	9	100%	18	100%

The data revealed all newly recruited principals had served as Deputy Principals. For Females principals 44.4% served below 1 year compared to 27.8% male principals. The majority of male principals at 72.2%had served for a period of between 1-4 years compared to 55.6% for the female principals. Significantly none of the categories had served for a period of over 4 years as Deputy Principals. This is quite appropriate, as the terms of service require a deputy Principal to serve for period of at least 3 years before being considered for promotion to headship.

Table 7: Attendance of managerial courses by newly recruited principals prior to appointment as principals.

Females N= 9   Males N=18

| | Female | | Male | |
Course attended	Freq	%	Freq	%.
1. Financial Management for Heads of Department (KES1)	6	66.7%	11	61.8%
2. Supervision courses for Heads of Department	5	55.6%	14	77.8%
3. Induction courses in Educational Management	5	55.6%	13	72.2%

The data shows that the attendance of courses prior to appointment was not at all inclusive since only 66.7% female principals against 61.1% of male principals trained for financial management for Heads of department course. For supervision course for heads of department 55.6% female principals against 77.8% male principals attended. For induction course in educational management 55.6% female principals against 72.2% male principals attended. The data indicates that the attendance of courses prior to appointment to principalship did not cover all the respondents hence existence

of managerial skills gap in a large percentage of respondents. The courses also did not

cover all the six major tasks of educational administrator.

Table 8 : Attendance of managerial courses by newly recruited principal after
appointment as principals.

Females N= 9   Males N=18

	Female		Male	
Course attended	Frequency	Percentage	Freq	percentage
1. Financial Management (Central Province)	8	88.9%	17	94.4%
2. Procurement Procedures (Kiambu District)	7	77.8%	15	83.3%

The data shows that only two courses (Financial Management and Procurement

Procedures) were attended after appointment of respondents to principalship. Despite

this. these courses showed high attendance rate 88.9% for female principals against

94.4% for male principals for financial management course while 77.8% female

principals against 83.3% male principals attended procurement procedures course.

Table 9:   School by type

N=27

Type of school	Frequency	Percentage
Girls Boarding	0	0
Boys Boarding	0	0
Mixed	26	96.3%
Boys day	0	0
Mixed Boarding Day	0	0
Mixed Boarding	0	0
Girls Day	1	3.7
TOTAL	27	100%

Almost all schools headed by respondents were mixed day 96.3% while only 1 or 3.7% was Girls Day. This corresponds with the fact that majority of schools in Kiambu are mixed day and the purely boys or girls are mostly Private or National boarding schools whereby it would be unwise to have newly appointed managers placed in complex administrative positions.

Table 10: School by student enrolments

N=27

No. of Students	Frequency	%
Below 100	2	7.4%
101-201	18	66.7
201-300	6	22.2%
301-400	1	3.7
401-500	0	0
501-600	0	0
601-700	0	0
701 & above	0	0
Total	27	100%

Most school enrolment, where newly recruited principals were posted was within the ranges 101-200 students with at 66.7% and 201-300 students with at 22.2%. Only three schools were outside this range, 2 within the range below 100 and 1 within the range 301-400. This indicates that most newly recruited principals are posted to head single streamed schools and sometimes the newly established schools with minimal student enrolment.

Table 11: Reasons for Managerial Challenges Facing Newly Recruited Secondary School Principals

N=27

	REASONS	FREQ	%
1.	Un co-ordinated induction process to headship position	27	100%
2.	Poor background training in managerial skills	27	100%
3.	Lack of experience as acting principal	27	100%
4.	Influence of the previous principal/Dealing with previous principal's influence	26	96.3%
5.	Shortages of adequate physical facilities	26	96.3%
6.	Students who cannot pay School Fee/Lack of finance	26	96.3%
7.	Geographical location of the school	25	92.6%
8.	Lack of support from Education Officers	25	92.6%
9.	Lack of support by parents PTA/BOG	25	92.6%
10.	Negative attitude towards small and upcoming local schools	24	88.9%
11.	Discrimination on account of where the principal comes from as preferences is on local persons to head "their" school	24	88.9%
12.	Irregular inspection of schools	22	81.5%
13.	Freeze on teacher recruitment	19	70.4%
14.	Lack of head's autonomy in decision making	19	70.4%
15.	Lack of opportunities for further managerial training	19	70.4%
16.	Community fragmentation along political party lines/ Political patronage	17	62.9%
17.	BOG. PTA tuff wars	15	56.6%
18.	Over enrolment leading to overcrowding in classrooms	14	51.9%
19.	Lack of balance between teaching and school administration as the principals suffer administrative overload.	7	25.9%
20.	Ladies newly recruited to principalship looked down upon as being incapable of managing school by P.T.A, sponsors. students or BOGs	1	3.7%

Table 12: Recommendations for enhancing pre-service training of potential Principals

N=27

	RECOMMENDATIONS	FRE	%
1.	Introduction of a mandatory national qualification for aspiring heads of Secondary schools	27	100%
2.	Mandatory pre-service training in education administration following a comprehensive curriculum.	27	100%
3.	National policy of deployment, appointment and promotion of Educational administrators be implemented. through out the country	26	96.3%
4.	Elaborate development programmes for headteachers be put in place.	26	96.3%
5.	Conflict resolution and strong training in guidance and counseling should form a major component of pre-service training.	24	88.9%
6.	Expanding the content of school administration component of the Bachelor of Education degree at University	23	85.2%

Table 13: Recommendation of other methods preparing future/prospective principals other than pre-service programmes

N=27

	RECOMMENDATIONS	FREQUENCY	PERCENTAGE
1.	Head of department tenure/Deputy headship tenure	27	100%
2.	Elaborate induction programme through workshops, seminars and conferences	27	100%
3.	Establishment of school administrator development centers that offer advisory and support to new and		

	practicing principals.	25	92.6%
4.	Development of detailed new principals manuals (For trouble Shooting) as a reference guide to new principals/Production of self-instructional materials	25	92.6%
5.	Adoption of a system of "New head mentor" whereby an experienced and successful headteacher will "adapt" a specified number of new heads and work with them to enhance their managerial skills	23	85.2%
6.	Shadowing programme where practicing principals take active role in preparing deputy principals for principalship	19	70.4%
7.	Networking where experienced principals support new Principals especially under Kenya Secondary School Headteachers Association	17	62.9%
8.	Comparative studies in secondary school administration where new principals visits successfully run schools	15	55.6%
9.	Comprehensive orientation of new principal to the school community especially to stakeholders such as PTA, BOGs. Sponsor and local administration.	10	37%
10.	Devolution in responsibility of training to district levels to make them responsive to individual and dispersed needs of individual regions.	9	33.3%
11.	Timing of the KESI Course should be such that they are offered prior or immediately after the headteacher is appointed to the position.	8	29.6%
12.	Peer-coaching arrangement where new principals form "clubs" to brainstorm problems facing them.	8	29.6%

4.2 Analysis of Education Officers responses

The interview with Education officers at Kiambu district and MOEST headquarters enriched the research with in-depth information about the status of challenges that newly recruited principals faced in their new roles. The two officials each had extensive experience in secondary school administration spanning over five years. The two officials gave the Researcher freedom to probe deeper into issues on the managerial challenges, policies used in appointing and promoting teachers to principalship. Both officials identified age, educational qualification, professional qualification and experience in leadership position (senior teacher, head of department and deputy headship) as being essential to promote individuals to the principalship position.

The officers also concurred that newly recruited principals experienced problems in all tasks of educational management. They singled out finance and business management, student personnel management task areas as the most problematic for the heads in their new roles. They recommended that these tasks areas be given special attention when training newly recruited principals. They also noted that despite the existence of National policy on appointment, deployment and training of school managers in Kenya the process of recruitment, training and development is still mired in problems. They singled out the lack of finance and poor implementation as the major hindrance to realizations of this policy's noble objectives. They observed that with proper implementation of this national policy the problems faced in secondary school would be greatly reduced. They further observed that the induction programme of newly recruited principals should follow naturally from recruitment and selection but said this was not the case on the ground .The induction programme

should be very comprehensive involving workshops, seminars, conferences and elaborate feedback and evaluation mechanism. They observed that such a programme would give the newly recruited principal the confidence skills and knowledge to navigate their new world. They also noted that KESI courses for new heads came too long after they had assumed their new positions as to be of any major help in settling them in the new position.

4.3   Analysis of the Data question by question

To realize the objectives of the study and answer the research questions, formulated answers were sought via analysis and data received from the respondents. The under - lying quest for the research questions was to identify the managerial challenges encountered by newly recruited principals. The following are the responses to the research questions.

Q1.   Do newly recruited principals face managerial challenges in performing their duties as a result of their gender? To answer the question the Researcher compared the perceived difficulties in educational administrative tasks of males to those of the female (Table14). The data was analysed using percentages and the following were findings.

Table 14: **Managerial challenges encountered by Newly Recruited Principals by gender category** The Respondents were to indicate the frequency with which, they encountered managerial difficulties using the rankings below:

1. Very frequently   2. Frequently encountered   3. Rarely encountered   4. Never encountered

Females N=9 Males N=18

Administrative task of Education Administrator	Very frequently				Frequently				Rarely				Never			
	Female		Male		Female		Male		Female		Male		Female		Male	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1. Curriculum and instruction	4	6.3	3	2.4	7	11.1	20	15.9	9	14.3	18	14.3	43	68.3	85	67.4
2. School plant management and general administration	30	33.3	58	32.2	29	32.2	61	33.9	4	4.4	8	4.4	27	30	53	29.4
3. Student personnel Management	19	35.2	37	34.3	13	24.1	28	25.9	18	33.3	36	33.3	4	7.4	7	6.5
4. Staff personnel management	22	35	43	34.1	9	14.3	23	18.3	12	19	17	13.5	20	31.7	43	4.1
5. Finance and business management	68	63	14.6	67.6	12	11.1	11	5.1	16	14.8	37	17.1	12	11.1	22	10.2
6. School community relations	0	0	0	0	40	44.4	80	50	29	32.2	62	34.4	21	23.3	38	21.1

(a) Curriculum and instruction

For the various aspects which ensure the management of curriculum and instruction 4% of male principals said that they very frequently experienced difficulties while 3% of female principals said the same, 11.1% of the female principals said they experienced difficulties frequently against 15.9% of male principals. Of the total 14.3% of male principals against 14.3% of female principals rarely experienced difficulties while 68.3% of female principals and 67.4% male principals never experience these difficulties. From the above information it is clear there is only slight variations in managerial difficulties by female compared to male principals in the tasks of curriculum and instruction.

(b) School plant management and general administration. This task area ensures that the school runs smoothly on day-to-day basis. In this task area 33.3% of female principals said they encountered challenges very frequently against 32.25 of male principals. while 32.2% of female principals said they encountered challenges frequently against 33.9% male principals. of the total 4.4% of male principals against 4.4% of female principals rarely experienced challenges. while 30% of female principals and 29.4 % male principals never experienced these challenges

(c) Student personnel management. This task involves student welfare, discipline guidance and counseling, examinations and student appraisal. In this task 35.2% of female principals said they experienced challenges very frequently against 34.3% of males principals. 24.1% female principals said they experienced challenges frequently against 25.9% male principals. 33.3% female principals said they rarely experienced challenges against 33.3% male principals while

7.4% female principals said they never experienced challenges against 6.5% male principals.

(d) Staff personnel management. The task involves, personnel recruitment, selection and orientation, staff development, supervision and inspection of staff, discipline and code of conduct, staff welfare services and staff meetings and seminars. In this task 35% female principals said they frequently experienced challenges against 34.1% male principals. 14.3% female principals said they experienced challenges frequently against 18.3% male principals while 19% female principals rarely experienced challenges against 13.5% male principals. Finally 31.7% female principals said they never experienced challenges against 34.1% male principals.

(e) Finance and business management. This task involves Accounting and Auditing procedures, Budget Management, Procurement, Investments, Inventory control, Fee collection, Banking and Book keeping. In this task 63% female principals said they experienced challenges very frequently against 67.6% of male principals. 11.1% of female principals against 5.1% of male principals responded to experiencing challenges frequently. 14.8% of female principals said they rarely experienced problems against 17.1% of the male principals while 11.1% female principals against 10.2% of male principals said they never experienced challenges.

(f) School community relation. The task involves public relations, issues concerning the PTA and school sponsors, local administration, legal issues and general school relationship to the community. Remarkably 0% female principals against 0%male principals said they experienced challenges very frequently while 44.4% female principals against 50% male principals said they

experienced challenges frequently 32.2% of the female principals said they rarely experienced challenges against 34.4% male principals. Finally 23.3% female principals said they never experienced challenges against 21.1 male principals.

Q2.   What are the strategies the newly recruited principal, employ in coping with managerial challenges they encountered? The respondents were asked to identify the strategies they employed in coping with managerial challenges they faced. Below is a summary of their responses

Table 15:   Strategies employed by newly recruited principals in coping with
           managerial challenges faced.

N=27

	Strategy	Frequency	Percentage
1.	Consulting experienced secondary school principals	27	100
2.	Consulting educational authority at district and provincial levels	27	100
3.	Making reference to policy guidelines as issued by Ministry of Education and Teachers Service Commission	27	100
4.	Consulting educational texts and journals on educational management and administration	27	100
5.	Attendance of Kenya Secondary Schools Heads Association meetings and seminars	25	92.6
6.	Forging a team based management style/Inclusive Management style (creating team spirit in schools)	22	81.5
7.	Creating an avenue for student and teachers to appraise		
8.	the principals to provide feedback on his/her performance.	20	74.1
9.	Pursing further education in educational management	9	33.3

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10.	Tactful disciplining especially in dealing with student		
11.	Personnel	8	29.6
12.	Trial and error.	1	3.7

Q3.   What areas should be prioritized in training and induction of newly recruited secondary school principals? To answer the question the researcher analysed the data on perceived difficult areas in educational administration as experienced by newly recruited principals. The respondents were to indicate the frequency with which, they encountered managerial difficulties using the rankings below

1. Very frequently

2. Frequently

3. Rarely

4. Never

Table 16: Concentration of managerial challenges as per tasks of educational administration.

N=27

Task	Very frequently		Frequently		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Curriculum and instruction	7	3.7	27	14.3	27	14.3	129	67.7
2. School plant management and general administration	88	32.6	90	33.3	12	4.4	80	29.6
3. Student personnel management	56	34.6	41	25.3	54	33.3	11	6.8
4. Staff personnel management	65	34.4	32	16.9	29	15.3	63	33.3
5 Finance and business Management	214	66	23	7.1	53	16.4	34	10.5
6. School community relations	0	0	120	44.4	91	33.7	59	21.9

Finance and business management administrative tasks ranks first at 66% as the most frequently encountered challenge of the newly recruited principals. It is followed by student management at 34.6%, staff personnel management at 34.4%, curriculum and instructors at 3.7% and finally school community relations at 0%. It is remarkable that school community is ranked first as the most frequently encountered challenge at 44.4% followed by school plant management general administration at 33.3%, student personnel management at 25.3% staff personnel management at 16.9%, curriculum and instruction at 14.3% and finally finance and business management at 7.1%. School plant management and general administration ranks first at 4.4% as most rarely encountered challenge. This is followed by curriculum and instruction at 14.3%, staff personnel management at 15.5%, Finance and business management at 16.4%, student personnel at 33.3% and finally school community relations at 33.7%. For curriculum and instruction tasks 67.7% respondents indicated that they never encountered challenges followed by 33.3% for staff personnel management, 29.6% for school plant and general management. 21.9% for school community relations. 10.5% for finance and business management and finally 6.8%for student personnel management. From the above trend it emerges that the following tasks need to be prioritized as ranked below in the training and induction of Newly recruited principals.

1. Finance and Business Management

2. Student personnel management

3. Staff personnel management

4. School plant management and general administration

5. Curriculum and instruction

6. School community relations.

Q4. What are the ideal, educational and professional qualifications for newly recruited secondary school principals? To answer the question the researcher collated the views given by the newly recruited principals with those given by Education Officers to arrive with these ideal qualifications.

1. Educational qualifications. The minimum qualification should be a Bachelor of Education preferably coupled with higher qualification in educational administration. All respondents 100% agreed on these requirements. The Respondents notes his will give the potential administrator the necessary skills to execute the duties of secondary school administrator.

2. At least five years continuous post qualification experience preferably as a graduate teacher according to the job levels below.

    i. Three years as class teacher. This level will expose the potential principal to theory and philosophy of teaching. It will also accord the individual insight to appreciate challenges encountered at classroom level by both students and teachers. It will expose the individual to aspects of class/student management. psychology of class environment and temperatures.

    ii. At least 2 years as Head of Department. This level will expose the individual to a higher levels of management since it entails a degree of staff management at department level recommending procurement of departmental requirements. induction of new member of department,

time-tabling, designing appropriate teaching as per curriculum and assigning of duties to members of the department.

    iii. At least 3years as Deputy Principal. This level exposes the individual to increased supervising roles and gives the opportunity to hand-on experience in educational administration. The individual will also get a holistic view of the school. It is expected that the incumbent principal will delegate duties to the Deputy Principal to prepare him/her for increased leadership responsibilities. It is remarkable that 100% of the respondents supported these requirements. They noted that all these levels of leadership help the teacher as they form a suitable learning experience

3.   The potential principal must have attended KESI courses in educational management as either as Head of department or Deputy principal. This will increase the competence of potential principal. It will also expose them to better leadership styles in educational management. This requirement was supported by 100% of the respondents.

4.   A clean record of service that can stand professional and moral scrutiny where the individual continuously act within the code of ethics of the teaching profession. All respondents (100%) supported this requirement.

5.   Exemplary performance as recorded by performance appraisal done on individual over the years served at various levels of responsibility. This will demonstrate if the individual possess the needed qualities of Head teacher. All respondents (100%) supported this requirement.

Q5.   What is the official government policy in recruitment, training and induction

of newly recruited secondary school principals? To answer this research question the researcher sought the input of Education Officers in charge of Secondary school administration at both the district level and at MOSET headquarters. Both Education Officers answered affirmatively to the existence of a government policy on appointment. deployment and training of school Administrators and Managers in Kenya since 1999 aimed at among others

1. Allowing schools access to the services of talented school managers and administrators.

2. Providing standards for guiding aspiring school administrators to prepare and compete for school management positions.

3. Increasing the participation of major stake holders in identification, training and development of pool of competent and committed school managers

4. Providing a guide for the code of ethics in gauging the performance and productivity of school managers.

5. Providing sustained corporate culture in the spread of good practice in school management.

6. Increasing the ease and flexibility of transferring. expanding and maintaining value adding school management packages and capabilities that is commensurate to increased demand in education.

7. Revamping the capacity of public schools to respond to the human resources development needs during the next millennium.

8. Encouraging the culture of self-appraisal of performance and productivity in relation to the customer demands among all school managers.

9. Facilitating succession management in the school management and administration.

This process is activated when the Teachers Service Commission advertises for the vacant principals position. The criteria for recruitment of educational managers outlines the requirements in terms of educational and professional qualification experience and results of performance appraisals. On deployment the criteria is based on seniority of individual as deputy principal/head of department. Gender balance and placements outside the individual's locality are also to be considered.

In training the policy emphasis in-service training in educational management starting with the class teacher. Head of Department. Deputy Principal and the Principal. KESI Certificate in Educational management is to be a mandatory requirement for appointment and deployment of secondary school head teachers in Kenya. The policy then advocates for component on professional support services where such bodies as KSSHA shall be required to compile and promote adherence to a code of conduct to be observed by all its members. The policy also encourages increased levels of peer supervision. The component is also to offer guidance and support of budding Headteachers. Deputy Head teachers and Heads of Department. Subject Associations are required to support school based teacher development. The education officers notes that the policy is meant to identify capable teachers who are to be developed to become effective and efficient executive managers in schools leading to successful achievement of goals and objectives of education. On a sad note the Education officers noted that the policy is bedeviled with problems of resources scarcity and lack of proper co-ordination hence its vision is yet to be fully realized.

4.4 Summary of Data Analysis

The study achieved its set objective of examining the managerial challenges facing newly recruited principals in Kiambu District. The areas in which the newly recruited principals are adequately prepared were identified while the converse was also done. The challenges faced by the newly recruited principals were identified as well as ways of overcoming the same. The major areas lacking in adequate preparation include curriculum and instruction, student personnel management and school community relations. There is lack of clear ministerial training guidelines or programs into which the newly recruited principals should enroll. The training if ever done is usually much later after appointment.

The study identified various ways of solving the problems encountered by newly recruited principals which include introduction of mandatory qualifications for aspiring heads. mandatory pre-service training in educational administration following a comprehensive curriculum. full implementation of national policy on deployment. appointment and promotion of educational administrators, ensuring elaborate development programmes for head teachers. strong training in Guidance and Counseling as well as conflict resolution and expansion of content of school administration of Bachelor of Education degree at the University level. Most importantly the need to continuously offer refresher courses and consultation forums for headteachers was found to be most useful for newly recruited principals.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMEDATIONS

5.0   Introduction

The chapter presents the summary of the study. the Research finding, conclusions, recommendations and suggestions for further study.

5.1 Summary of the study

The purpose of the study was to investigate what managerial challenges newly recruited secondary school principals in Kiambu district faced in performing their jobs. Ultimately the research aimed at establishing a basis for recommendations and interventions for easing skill deficiency and experience gap faced by newly recruited principals to enable them perform efficiently and effectively. The objective of the study therefore was to identify the level of professional training in educational management of newly recruited principals. identify the managerial challenges facing them and make recommendations for their remedy. It also aimed to determine whether the performance of these principals was affected by their gender and determine the effect of lack of professional training in educational administration on their performance. The literature review in chapter two focused on concept of management development. status of principal ship development in Kenya and the world and finally on the major managerial tasks of secondary school administrators. The conceptual framework was based on the concept of management development and progression in adapting to new job environment. In chapter there the research design adapted for the study was Ex-post facto. The instrument used to collect data

was a questionnaire administered to newly recruited principals and consisted of three sections.

Section 1. Elicited background information of the respondents

Section 2. Sought information related to managerial challenges faced by the respondents and sector

Section 3. Consisted of open-ended questions on the experiences of the respondents in their new positions. The interview schedule was used to obtain in-depth information on appointment and induction of newly recruited principals Instrument validity and reliability was established through piloting. The analysis of the data was undertaken using frequencies. percentages and means. Ranking of educational management task arrears was done using mean score to determine which areas showed prioritized training and inducting newly recruited principals.

After analysis of data from respondents (newly recruited principals and Education Officials) the following was apparent

1. There are more male principals newly recruited at 66.7% against females at 33.3%. It is also noteworthy that in general the females are younger within the age bracket 30-39 years compared to their male counter parts. who have strong presence in the age of 45 plus.

2. All newly recruited principals are academically and professionally qualified as they are mainly holders of Diploma in Education and Bachelor of Education degree. There is no significant bias towards specific gender in these qualifications.

3.   All newly recruited principals have experience as class teachers, head of departments and deputy principals. The experience does not show any significant bias toward any specific gender.

4   The attendance of managerial courses by newly recruited principals depicted an interesting situation. Three types of courses all by KESI namely Financial Management for Head of Departments, Supervision Course for Heads of Departments and Induction Course in Educational management are listed as the main courses attended by respondents before appointments and for which majority attended. There are only two courses listed by respondents as having been attended after appointment namely Financial management course (Central province) attended by 88.9% female principals and 94.4% male principals. The other course is Procurement Procedures (Kiambu district), which registered an attendance of 77.8% for female against 83.3% male principals. This goes along way to demonstrate the managerial training of newly recruited principal is negligible (almost nonexistent) as it only covers some aspects of secondary school administration.

5   The data reveals that almost all schools at 96.3% are mixed day with only 3.7% being girls day and all have population of less than 300 students. Asked to comment on this trend the education officials said that newly recruited principals are deployed in small schools which act as "nurseries" or training ground and are progressively deployed to bigger schools depending on their performance and experience.

6   The data also revealed that all newly recruited principals faced managerial challenges in all tasks of educational administration. Finance and business

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management. student personnel management and staff personnel management tasks were identified as the most problematic. It is notable that these managerial challenges do not show specific gender bias.

7   The data reveals that the newly recruited principals recognize their inadequacy in managerial issues and gave a myriad of list of the reasons behind this scenario. Significantly three reasons got universal acknowledgement as being the major reason behind this state of affairs. These were uncoordinated/haphazard induction process to leadership position. poor background training in managerial skills and lack of experience as acting principals.

8   The data further revealed that just as the principals were aware of their problems they did possess various suggestions that they thought would save new principals these problems. Introduction of a mandatory National qualification for aspiring heads of secondary school and mandatory pre-service training in educational administration following a comprehensive curriculum were given as the most effective in enhancing pre-service training of potential principals. They also suggested elaborate programmes for preparing future principals other than pre-service which translate to what they would like to see as national policy on recruitment. selection deployment and induction of school principals in Kenya.

9   The data also revealed that the newly recruited principals had actually evolved mechanisms for coping with the managerial challenges they faced. The principal identified four strategies as being the most significant namely:

        i.   Consulting experienced secondary school principals.

ii.   Consulting educational authority at district and provincial levels.

iii.   Making reference to relevant educational documents

iv.   Consulting educational texts and journals on educational management and administration.

10   The data revealed the existence of national policy on appointment, deployment and training of school administrators and mangers in Kenya since January 1999. It is significant to note that the Education Officials acknowledged that the implementation of the latter has never been effected fully due to poor funding and lack of co-coordinated effort to streamline its implementation.

11   The data also revealed a situation where after appointment and deployment a newly recruited principal is left to his/her own devices in unraveling the maze of his/her new role. There is glaring lack of a comprehensive induction programme that would go a long way to ease the managerial challenges that face new principals.

5.2   Recommendations

1.   Establishment of national qualification criteria for Heading in secondary schools. This should offer training that leads to a certification and or accreditation to a professionally recognized programme.

2.   Development of a comprehensive management development programme for newly recruited principals that can operate within a national centralized

organization while operating at a decentralized level at provincial and district level.

3. Encouraging schools to become learning societies or organisations to ensure that the development of educational administration is sustainable. This should involve encouraging head-teachers and other educational administrators to do self-learning to enhance their work and careers.

4. Establishment of an appraisal system for educational administrators. This will help evaluate performance of individuals help in consideration of future training and development needs while improving standards of management in schools.

5. Funds should be made available to cater for the training and development of educational administrators without leaving the individual schools to bare the burden. The administrators can serve anywhere in the country hence its unfair to individual school shouldering the burden, only to have the administrators transferred or redeployed. This will force them to start over all again at net loss to school in terms of finance.

6. Establishment of head-teacher support groups (HTSG) to improve management practices in the locality through school-school Networking. The purpose of HTSGs should be to sustain good practice and use the network as a vehicle for interaction and sharing of ideas and experience. Such a support-group will support good management at grass-root level.

7. Since majority of the Newly Recruited Principals are males this might lead to a negative influence on female participants at all levels of education system. This problem can be countered by putting in place a deliberate

effort to encourage and support female participation in educational management.

8.   Establishment of educational leadership development resource center as repository of up-to-date educational management books, journals and manuals. All educational administrators for self-improvement should easily access the resource centre.

9.   Educational management courses especially by KESI should address management problems of a specific and realistic nature that are of personal interest to the participants and of importance to the educational institution. Courses should also have a clear formulation of targeted end result that can be documented and evaluated.

5.3   Conclusions of the study

From the findings the following conclusions were arrived at.

First the newly recruited principals are gender biased since there are more male than female newly recruited principals. This was attributed to the fact that fewer women seek administrative positions, which was not the case for their male counterparts. It is also apparent that the newly recruited female principals are in a younger age bracket than the male principals and this might be an indication that more females may be joining administrative ranks.

Secondly all newly recruited principals are both academically and professionally qualified to hold principalship positions. This leads to the conclusion that any problems arising in the course of their work are neither professionally nor academically based but are due to inadequate managerial skills. The newly recruited

principals are well versed in curriculum and instruction and an attempt is being made to train them in finance and business management, staff personnel management as well as school plant management and general administration. Not much attempt has been made to train them in student personnel management as well as school community relations. This explains why most newly recruited principals have serious problems taking up their duties and responsibilities as they are left to prop in the dark using trial and error methods in making crucial decisions in the main educational management tasks. The placement of newly recruited principals in "small" schools which are taken to be "nurseries" awaiting their promotion to bigger schools means that they are allowed to make mistakes at small-school level which is a serious cost to these schools. This call for proper pre-appointment in-service training and induction to help them overcome these hurdles even in these so-called "nurseries."

Finally the MOSET should place equal emphasis on the management of both small and big schools by ensuring that equal emphasis is placed on the level of qualification of both new and current principals. All schools have communities that expect to get value added to their educational investments, which are highly jeopardized by ineffective and inefficient newly recruited principals through no fault of their own. Therefore the rational policy on appointment, deployment and training of school administrators and managers in Kenya that has been in place since 1999 should be fully implemented. This will be only possible if the government commits itself through adequate funding and proper co-ordination. To complement this a comprehensive induction programme for Newly Recruited Principals should be put in place, which would go along way in easing the managerial challenges that face them.

5.4   Suggestions for further research

Based on the findings of the study, there are areas that need to be studied in order to improve the training and induction of newly recruited principal

1.   This study could be replicated elsewhere in another district. Such a study would generate generalization that could be used in policy formulation, decision-making and sustenance of further academic interest and debate in problems and perspectives of training and inducting newly recruited principals.

2.   Ways of raising the quality of the teacher-training curriculum especially in educational administration to equip them with skills in current management practices.

3.   The modalities of implementing and sustaining the national policy of appointment, deployment and training of headteachers in the public secondary school in Kenya should be investigated further.

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Appendix- A
Letter to Respondents

Mwaura Kamwati
P.O. box 14198-00100 GPO
Nairobi

Dear Respondent.

I am a post-graduate student at Faculty of Education, University of Nairobi conducting a study on "Managerial challenges facing newly recruited secondary principals in Kiambu district."

You have been selected to participate in the study and therefore I would very much appreciate it. if you would kindly assist me by responding to all the items in the attached questionnaire. Your name and that of your school need not appear in the questionnaire. This information will be confidential and will be used for academic research only.

Your co-operation will be appreciated.
Thanks in advance.

Yours sincerely
Mwaura Kamwati

Appendix- B

Principal's Questionnaire

This questionnaire is designed to gather information on managerial challenges facing newly recruited secondary school principals in Kiambu district of Central province.

All responses will be treated with confidentiality.

SECTION I Put a tick (✔) against the appropriate response

1. Please indicate your sex

(1) Male [ ]

(2) Female[ ]

2. Indicate the type of school that you head from these options

(1) Girls Boarding   [ ]

(2) Boys Boarding   [ ]

(3) Mixed Day   [ ]

(4) Boys' Day   [ ]

(5) Mixed Boarding/Day   [ ]

(6) Mixed Boarding   [ ]

3. What are the total number of students in your school?

(1) Below 100   [ ]

(2) 101-200   [ ]

(3) 201-300   [ ]

(4) 301-400   [ ]

(5) 401-500   [ ]

(6) 501-600   [ ]

(7) 601-700   [ ]

(8) 701 and above   [ ]

4. How many years did you serve as a classroom teacher before appointment as Principal?

(1) Below 1 year   [ ]

(2) 1-4 years   [ ]

(3) 5-9 years   [ ]

(4) 10-14 years   [ ]

(5) 15 and above   [ ]

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5.Indicate the number of years you served as Deputy principal

    (1) below 1 year   [ ]

    (2) 1-4 years   [ ]

    (3) 5-9 years   [ ]

    (4) 10 and above   [ ]

    (5) Not applicable   [ ]

6.Indicate the age category that applies to you

    (1) Below 30 years   ( )

    (2) 30-34 years   ( )

    (3) 35-39 years   ( )

    (4) 40-44 years   ( )

    (5) 45 and above   ( )

7.Indicate your academic qualification from options below

    (1) Diploma in education   ( )

    (2) Bachelor of education(Arts)   ( )

    (3) Bachelor of education(Science)   ( )

    (4) BA plus PGDE(Arts)   ( )

    (5) BSc plus PGDE(Science)   ( )

    (6) Masters degree(please specify area of specialisation)--------------------------------

    (7) Any other(please specify)--

8.Before appointment to principal's post, were you required to attend a personal interview?

    (1) Yes ( )

    (2) NO ( )

SECTION 2

Kindly express your opinion as freely as possible and with honesty. How often have you encountered difficulties in these managerial tasks? Put a number in the appropriate column using the following key

Very frequently - 1

Frequently.   - 2

Rarely.   - 3

Never.   - 4

1.Curriculum and instruction

   (1) Formulation and co-ordination of goals-

   (2) Selection of curriculum materials-

   (3) Determining appropriate staff facilities-

   (4) Formulation and producing instruction objectives-

   (5) Control of instructional methods-

   (6) Time-tabling -

   (7) Supervision and inspection-

2.School plant management and general administration

   (1) Establishment and implementation of policies in school-

   (2) Provision and acquisition of quality teaching facilities-

   (3) Maintenance and repair of school plant equipment-

   (4) Sale. lease and purchase of equipment. land and structures-

   (5) Utilisation of building and other school property -

   (6) Definition and philosophy of planning and evaluation process-

   (7) Organisational structure. placement. fiscal stability and its relationship with
        other units-

   (8)   BOG and scope of their responsibility-

   (9) Setting the evaluation and performance standards-

   (10) The learning process and programmes-

3.Student personnel management

   (1) Guidance and counselling -

   (2) Student appraisal -

   (3) Delivery of health care services-

   (4) Examinations and their administration

(5) Discipline and code of conduct-

(6) Control of social welfare activities-

4.staff personnel management

(1) Personnel recruitment, selection and orientation-

(2) Staff development-

(3) Supervision and inspection of the staff-

(4) Staff discipline and code of conduct-

(5) Transfer, promotion and contract negotiation-

(6) Staff welfare services-

(7) Staff meetings and seminars-

5.Finance and business management

(1) Accounting procedures-

(2) Auditing procedures-

(3) Budget preparation and management-

(4) Procurement procedures-

(5) Allocation of resources-

(6) Investments-

(7) Acquisition of public and non-public funds-

(8) Inventory control-

(9) Fee collection-

(10) Banking -

(11) Receipting-

(12) Bookkeeping-

6.School community relations

(1) Public relation programme-

(2) Community power structure present and past in relation to school-

(3) School community contract schedules-

(4) Community economic structure-

(5) Establishment of PTA-

(6) The responsibility, scope and role of school sponsors-

(7) School's relationship to the community-

(8) School and changes in the community-

(9) School and local administration-

(10) Legal issues in school administration-

SECTION 3

1. What courses in educational management have you attended

(a) Prior to appointment as principal

   i. --

   ii. ---

  iii. ---

  iv. ---

   v. ---

(b) After appointment as principal

   i. --

   ii. ---

  iii. ---

  iv. ---

   v. ---

2. In your opinion as a principal, what criteria should be used to select principals?

   i. ------------------------------------

   ii. ------------------------------------

  iii. ----------------------------------

  iv. ------------------------------------

   v. ------------------------------------

3. To what can you attribute the managerial challenges you have encountered so far as a principal?

   i. ---

   ii. --

  iii. --

  iv. --

   v. --

  vi. --

 vii. --

viii. --

  ix. --

   x. --

4.What strategies have you being using to overcome these managerial challenges?

i. --

ii. --

iii. --

iv. --

v. --

vi. --

vii. --

viii. --

ix. --

x. --

5.What recommendations would you give towards enhancing effective pre-service training of potential principals?

i. --

ii. --

iii. --

iv. --

v. --

vi. --

vii. --

viii. --

ix. --

x. --

6.Suggest other methods of preparing principals other than pre-service

(a) Current principals

i. --

ii. --

iii. --

iv. --

v. --

(b) Future/prospective principals

i. --

ii. --

iii. --

iv. --

v. --

The interview is designed to solicit MOEST's officials' suggestions on strategies of helping newly recruited principal cope with the managerial challenges in their new positions.

Q1.How long have you been in service as officer in-charge of secondary school administration? -----------------------Years.

Q2.As education officer what do you think is the ideal pre-service training for potential secondary school administrators?

i.   --

ii. --

iii. --

iv. --

v.   --

Q3.Should certificates, diploma, degrees biased in educational administration during pre-service training be taken into account when appointing new principal?

(Yes)----------------(No)-------------------

Please explain your answer --

Q4.Should potential principal's age be taken into account during appointment?

(Yes)----------------(No)------------------

Please explain your answer---

Q5. (a) Should a potential principal serve in the following before being appointed?

	(Yes)	(No)	(Number of years)
i. Class Teacher			
ii. Subject head			
iii. H.O.D			

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iv. Senior teacher--

v. Deputy principal--

(b) If yes please give reasons for teaching, H.O.D and Deputy principal's experience.

i. --

----

ii. --

----

iii. --

Q6. (a) Should there be a principal's induction programme immediately after appointment? (Yes)--------------------(No)----------------------------

(b) Give reasons for your answer if yes

i. --

ii. --

iii. --

iv. --

v. --

(c) Indicate areas requiring most attention in the induction programme

----

(d) If your answer to Q6 (a) is No please explain-------------------------------------

----

Q7. Are you aware of problems Newly Recruited Principals face on appointment due to their being new on the job?

                                                        Yes   No

(a) Financial and business management

(b) Curriculum and instruction

(c) Student personnel management

(d) Staff personnel management

(e) School plant management and general administration

(f) School community relations

Q8.Suggest some effective methods of preparing principals other than pre-service training.

i. ---

----

ii. ---

----

iii. ---

----

iv. ---

----

v. ---

Thank you for your input.

Appendix- D
Time frame for the study

Phase	Month
1. Proposal writing and presentation	May/June-04
2. Instrumentation	
(a) Pilot testing	July-04
(b) Refinement of the instruments	July-04
(c) Administration of questionnaires	July-04
3. Data analysis	August-04
4. Write-up	August-04

Budget

Budget for the study

Item	Cost (ksh)	
1.Secretarial services		
a.Typing proposal	1000	
b.Typing final copy(project)	2000	
c.Typing and photocopying questionnaires	1500	4500
2.Stationery		
a.writing materials	1000	
b.Duplicating papers	500	
c.Pens	200	
d.computer diskettes	300	2000
3.Travelling costs		
a.To pre-test questionnaires	1500	
b.Administratering questionnaires	2000	
c.Collection of questionnaires	2000	
d.Tc consult supervisors	1000	6500
4.Computer data analysis	8000	8000
5.Binding costs		
a.Binding proposal	1500	
b.Binding project	2000	3500
Total cost		24500

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 334411
When replying please quote

Ref. No **MOEST 13/001/34C 238/2**
and date

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040–00100
NAIROBI

...3.rd..August,.2004.., 20......

Kamwati Mwaura
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Please refer to your application for authority to conduct research o "A study of Managerial Challenges that newly recruited Secondary School Principals face in Kiambu District". This is to inform you that you have been authorized to conduct research in Kiambu District for a period ending 31st December, 2004.

You are advised to report to the District Commissioner and the District Education Officer. Kiambu District before embarking on your research projects.

You are further expected to deposit two copies of your research report to this Office upon completion of your research project.

Yours faithfully

B. O. ADEWA
FOR: PERMANENT SECRETARY

Cc
The District Commissioner
Kiambu

The District Education Officer
Kiambu District