

**A STUDY ON PREPARATION OF SCHOOL PRINCIPALS  
AND IMPLICATIONS ON THEIR ADMINISTRATIVE  
PERFORMANCE IN VIHIGA DISTRICT - KENYA**

**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

This project is dedicated to my parents, Mr. Tito Iravo and Mrs. Esther Malimo, whose undying love, prayers and encouragement enabled me to attain education.

My wife Joyce Amuhaya and children Brenkah, Mercy, Tonny and Terrick, niece Lilian for undying patience and instrumental in the accomplishment of this feat.

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## ABSTRACT

Principals play a key role in achievement of educational goals and objectives in schools. The quality of schools depends largely on their leadership. It is said, “schools are as great as their principals? They are charged with the responsibility of managing their respective schools to ensure that educational aims are achieved. In spite of their very fundamental role, literature shows that principals are basically trained for classroom management and not school management. Yet the duties and responsibilities of a classroom teacher and a school manager (principal) are not synonymous. There was no empirical evidence to show whether principals in Vihiga schools faced any problem in performance of school management tasks as a result of inadequate training in school management hence the need for this study.

The purpose of the study was to find out what problems principals faced in performing the six main tasks of school management, which were related to inadequate managerial preparation. The study also sought to establish principal’s views on the reasons for the problems, ways which principals had used to cope with the problems and their (principals) recommendations on how to overcome the identified problems. It was also the intention of this study to find out from principals their recommendations on the training of current and future principals.

A total sample of 44 principals from 84 public secondary schools in Vihiga District was involved in the study. The sample comprised of principals from 8 Boys boarding schools, 8 Girls boarding schools, 8 mixed boarding/day schools and 20 mixed day schools. The sample was selected using a three



stage sampling procedure. At the initial stage, proportional stratified sampling technique was used to ensure equal representation of each of the 4 divisions in Vihiga District. The second stage was to stratify the cluster of schools in each division into Boys/Girls/Mixed/Boarding/Day schools and sample them again to ensure each stratum was represented. Simple random sampling method was used where more schools met the selection criteria. In a situation where only one school met the selection criteria, purposive sampling technique was used. Data was collected using a questionnaire to 44 principals who were sampled to represent the target population. This sample was 52.4%.

The researcher carried out interview with the Ministry of Education, Science and Technology officials. Three key officers who by virtue of their duties in relationship to secondary school administration were interviewed as scheduled by the researcher. Two officers were interviewed from Vihiga District (the area of study) and one senior Deputy Director of Education based in Nairobi. This enabled the researcher to obtain the in-depth information about the general picture of inadequate managerial training.

It was also necessary for the researcher to carry out document study at Kenya Education Staff Institute to establish the authenticity and credibility of the contingencies put in place in training and in-servicing principals to ensure provision of adequate managerial training to secondary schools principals. The researcher obtained the training prospectus and current programmes in place which helped the researcher to conclude, principals face problems in performance of their administrative tasks as a result of inadequate preparation.

The data was analysed using frequencies and percentages and summaries. The majority of the principals faced problems in performing all the six main tasks of school management. The problems faced by principals cut across all categories of schools. The most problematic task for principals was financial management. Most principals lacked technical skills in Financial management. In conclusion there was need to recognize that there is clear difference between the preparation process of a school teacher and one of a school principal (manager). The roles are not synonymous.

The principals' preparation process should focus on the three management skills namely technical, human relations and conceptual. The principals should be prepared through pre-service, in-service and on-the-job. Seminars/workshops should be used as forums for consultations in understanding the new change, challenges, policies and others in educational management.

To ensure proper management of secondary schools the researcher suggests proper training of secondary schools principals in managerial skills. The researcher also recognizes the variant environment under which principals perform their duties which the conclusion of this study did not overlook. More researches could be carried out on the effects of other secondary schools actors (Sponsors, Communities, legal policies, B.O.G's, P.A.T's and others) in the proper management of schools.

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## LIST OF ABBREVIATIONS

<b>B. O. G.</b>	-	Board of Governors
<b>C.C.E. A</b>	-	Commonwealth Council of Educational Administration
<b>C. I. S</b>	-	Chief Inspector of Schools
<b>D. E.</b>	-	Director of Education
<b>D. E.O.</b>	-	District Education Officer
<b>D. I. S</b>	-	District Inspector of Schools
<b>J. A. B.</b>	-	Joint Admission Board
<b>K E S I</b>	-	Kenya Education Staff Institute
<b>K. I. A</b>	-	Kenya Institute of Administration
<b>K. I. E.</b>	-	Kenya Institute of Education
<b>K. N. E. C.</b>	-	Kenya National Examination Council
<b>M. O. E. S. T.</b>	-	Ministry of Education, Science and Technology
<b>P. D. E.</b>	-	Provincial Director of Education
<b>P. T. A.</b>	-	Parents, Teachers, Association
<b>T.S.C.</b>	-	Teachers' Service Commission
<b>U. K.</b>	-	United Kingdom
<b>U. S. A.</b>	-	United States of America

# CHAPTER 1

## INTRODUCTION

### 1.0 Background to the study

Principals of secondary schools are charged with the responsibility of managing their respective secondary schools on a day to day basis and ensuring that educational aims are achieved. They therefore occupy a vital position of leadership as they lead their teams of teachers, students, non-teaching staff, parents and the communities towards the accomplishment of educational goals which to a large extent depends on proper school management under the guidance of the school principals. It was therefore necessary to look seriously into problems principals were facing in the performance of their duties which were related to inadequate managerial training.

Moehlman (1940) and Okumbe (1998), agree that functions of managers are primarily the same whether they are front-line managers or top executives of an organization. The managers are needed in organizations to convert disorganized resources of people, machines and money into useful plan leading to accomplishing of organizational goals and objectives. Newman and Warren (1977) specifically observe that managers are activating elements in an organization and they therefore plan, set goals, organize resources, mobilize required means of production, co-ordinate activities both within the enterprise and outside it towards a common objective. Such, then are the functions of principals who as far as individual schools are concerned are the top executives.

Organizations train their managers in three basic skills which are important at all administrative levels, for effective and efficient performance of management roles. These skills as identified by Okumbe (1998) in a school are:-

- a) Technical skills (specialized knowledge and proficiency in a specific activity for example financial management, office management, scheduling, purchasing construction and maintenance).
- b) Human relation skills (being able to work with people on one to one basis and in group settings to accomplish secondary school goals).
- c) Conceptual skills (being able to relate the school to the environment. Each school must be integrated internally among its departments and externally with its environment).

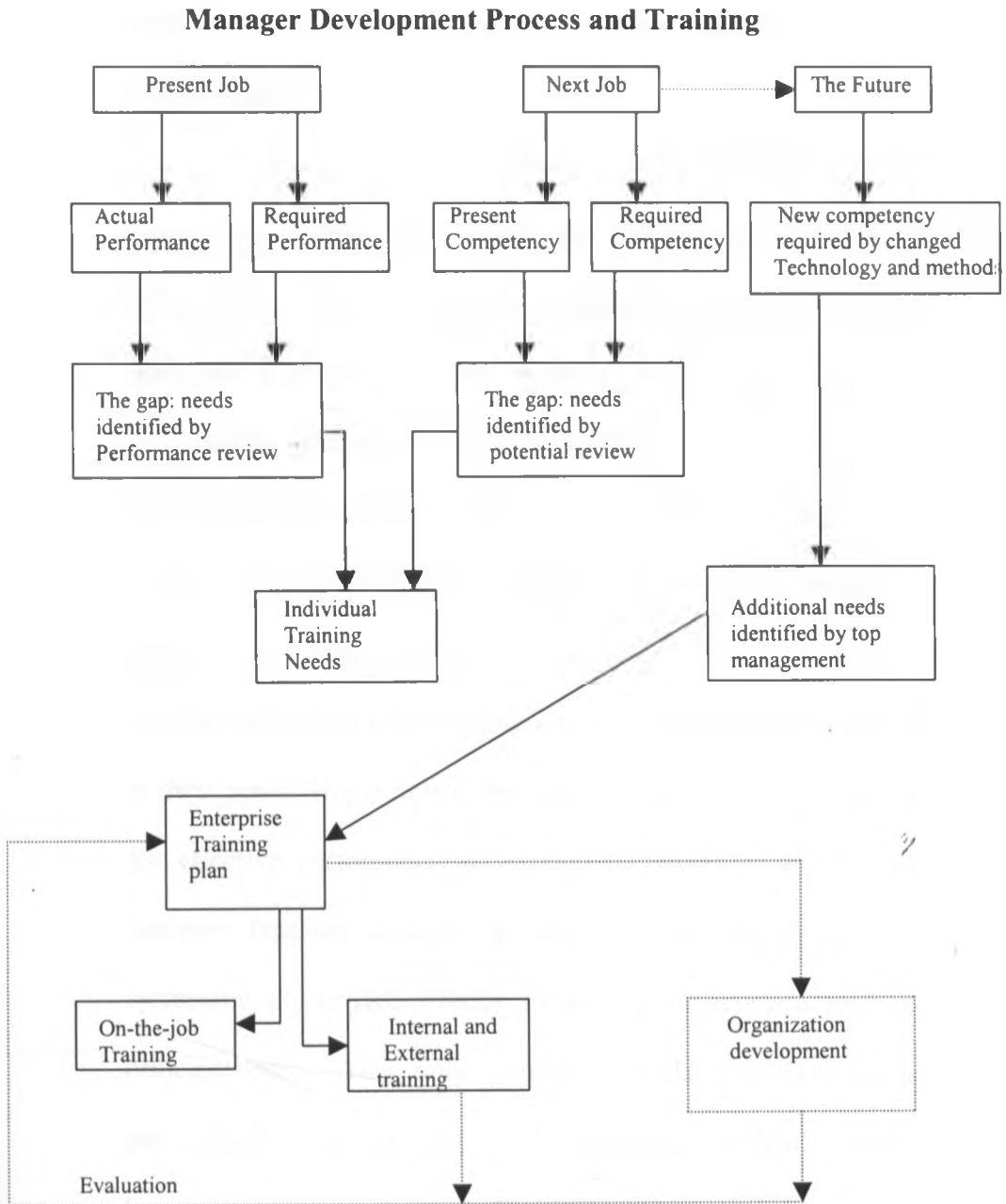
Unlike other organizations, Ministry of Education, Science and Technology does not have a policy which requires principals to undergo training in management. In Kenya for example all provincial administrators have to undergo training in public administration before any deployment or promotion.

Training of managers whether in government business or education equips them with relevant knowledge, skills and techniques necessary for performance of their duties. Kathryn and David (1991) in support of the necessity of managerial training observe that it helps trainees understand the roles and responsibilities; enhances managers with capacity to make better managerial decisions and improves job performance.

According to Wehrich and Koontz (1993), before specific training and development programmes are chosen , three kinds of needs must be considered. The needs of the organization include such items as the objectives of the enterprise, the availability of managers, and turnover rates. Needs related to the operations and the job itself can be determined from job descriptions and performance standards. Data about individual training needs can be gathered from performance appraisals, interviews with the job holder, tests, surveys, and career plans for individuals. The steps in the manager development process, focus first on the present job, then on the next job in the career ladder, and finally on the long-term future needs of the organization. The steps in managers development, which are relevant to the principal development process and training are depicted in figure 1.



Figure 1:- performance measured against verifiable objectives and performance in carrying out key managerial activities.



Adapted from John W. Humble, *Improving Business Results* [Maidenhead, England; McGraw – Hill Book Company (UK), Ltd., 1968], Pg.421.

Training is therefore crucial for effective and efficient performance of managerial functions by principals. However the researcher did not overlook the fact that training is only one of the many factors which could lead to better performance.

In appreciating the importance of training administrators in public service, the Kenya government has maintained the training of the public administrators, but the training of educational administrators does not seem to have been a priority until very recently. The Kenya Institute of Administration (K.I.A) was established in 1961 to facilitate training local people who would become future administrators in independent Kenya. Even after the Africanization process was completed, the continued existence of the Kenya Institute of Administration was justified by the Adu Commission (1964) because training is a career-long activity, which governments can neglect only at their peril. This points to the importance of training which is indispensable for effective performance of managerial duties in any school. In Kenya, however, teachers appointed to become principals are not given formal and systematic pre-service training in managerial skills to prepare them for the principalship. The only course secondary school teachers cover in administration is one unit in undergraduate studies. This course covers knowledge deemed necessary for 'any' secondary teacher to know and is not as such, adequate preparation for principalship where they are even promoted to high levels of educational management.

In other countries such as Canada, Britain, United States of America, Ghana, Nigeria those who wish to become principals must have managerial training (Ovarrd,1966; Mutunga, 1978; Nicholson, 1989).

The Kenya government gave thought to training of educational managers in 1978. A study committee which wrote the report of the review into Kenya Institute of Administration (the Maina Report, 1978) also noted that educational administrators are originally trained for teaching and not necessary for administration.

The committee therefore reported a serious deficiency of administrative training among educational administrators and thus the necessity for establishing KESI.

KESI started operating in 1982, although it was legally established in 1988, under legal notice No.565. It is charged with the responsibility of organizing and conducting training for educational administrators and managers of both primary and secondary schools aimed at improving their performance. The chances of these principals getting in-service training are rather limited in view of the large numbers that KESI has to handle. According to republic of Kenya, statistical abstract 2000, at present we have over 17,611 primary school heads, and over 3,234 secondary schools heads. KESI seems to be the only institution meant to give in-service training to principals. While KESI has this almost impossible job, it has limitations of staff funds, facilities and time.

KESI offers in-service training to practising principals. The training is generally offered only once to each principal, and the duration of the course is

about two weeks. There does not seem to be any systematic procedure of selecting those principals who should attend the KESI courses. Ideally, all teachers should have chance to attend the courses, but this is not so. It thus seems to be for the “lucky few”. KESI in-service training would have been effective if it came after pre-service training and is followed by more regular in-service training. One wonders also whether an in-service course lasting two weeks can be said to be adequate or can satisfy the requirements for the complex functions of a school principal.

It was against this background that the researcher wished to look at the Kenyan case with regard to training of principals. The Ministry of Education Science and Technology has no laid down policy regarding the training of principals. Most principals are appointed without formal preparation. It is assumed that a principal does not require any additional professional qualifications other than those required of teachers (Mbiti,1974; Olembo,1977; Mbamba,1992). Mbiti goes to point out that responsibilities of a classroom teacher and those of a principal are not synonymous. He (Mbiti , 1974:48) observes:-

“Many teachers have and will be given principalship without any formal training..... When a teacher is picked out to be a principal, he/she will find her/himself in a difficult world altogether, with new responsibilities, commitments, new problems and in most cases less free time”.

From the above quotation it is obvious that school leadership poses different challenges from those of a classroom teacher. This calls for adequate systematic professional training in education administration as a pre-requisite for effective leadership in addition to learning on the job. It seems the current

practice of appointment of principals is at variance with legal notice No.565 and sessional paper No.6 which adopted Kamunge Report calling for training of educational managers.

### **1.1 Statement of the Problem**

There are indications that a large number of secondary school principals in Kenya experience numerous managerial problems (Mbamba,1992; Griffins,1994). These problems seem to relate to the fact that principals are appointed from among teachers whose training is mainly focused on classroom management and not on school management. There is an assumption that good classroom practitioners or music teachers or drama teachers and so on make good administrators. This assumption nourishes the deception that educational administration be it at school or systems level can be equated with teaching (Newton,1985). It is apparent from prevalent literature (Mbiti,1974; Olembo,1977; Newton,1985; Mbamba,1992; Griffins, 1994 and Okumbe, (2001) that functions, responsibilities and duties of a principal go beyond those of a classroom teacher or subject teacher.

Literature shows that the only courses prospective undergraduate teachers were given in local universities covered one unit in educational administration. This course was basically an introductory course to educational administration and therefore did not adequately equip teachers for performance of administrative tasks. Further teachers do not automatically become principals upon graduation. The lapse of time erodes the little knowledge acquired hence need for additional managerial training.

The current in-service training programme at Kenya Education Staff Institute (KESI) seems to have shortcomings. Some of the shortcoming at KESI include shortage of training staff, lack of funds to organize regular in-service courses, too short in-service training for two weeks and lack of a systematic process of selecting those to be trained.

On-the-job-training requires a carefully controlled (free of suspicion) and supervised apprenticeship with actual responsibilities increasing with time. This may not be the situation in our Kenyan Public secondary schools, where ordinary teachers are elevated to the ranks of head of departments, deputies and principals basically on account of efficiency and effectiveness in classroom teaching. According to David and Ellison (1992) such principals run schools on trial and error basis. To perform the duties effectively and efficiently the principal requires training in technical, human and conceptual skills. The intentions of this study was therefore to establish the problems principals were facing in performing their administrative tasks which were related to inadequate managerial training.

In January 2002, Teachers' Service commission (TSC) moved 800 principals in the republic in what was said to be an effort to improve secondary school administration (Teacher Weekly No.1 Dec. 29- Jan 11,2002). In Western province 34 principals were transferred by the government and 3 others deployed as Head of Departments in a bid to improve the management of schools from January, 2002 (East Africa Standard, Dec. 29,2001).

From the District Education officer's Report (Jan, 2002), Vihiga District has been experiencing various problems in school management

between 1998 and 2001. Principals of secondary schools have been transferred or re-deployed as a result of mismanagement. This prompted Hon. Musalia Mudavadi then Minister for Agriculture who is also area Member of Parliament representative (in the Daily Nation, May 4, 1999) to state that he will not defend any headteacher of secondary school in Vihiga District involved in mismanagement of school.

School mismanagement violates many educational administration tasks as mentioned above. Principals who mismanage schools create a big burden to the government and the society, not to mention the wastage experienced due their malpractice. In the foregoing disclosure it was imperative that mismanagement of secondary schools in Vihiga District was a serious problem on the government and the society. One major question that continued to puzzle leaders, administrators, parents and communities in Vihiga District was, how were school principals prepared for the jobs and whether this preparation of secondary school principals had implications on their administrative performance? These problems which faced principals as a result of inadequate managerial training were what the researcher wished to establish.

No study had been done on the phenomenon of preparation of secondary school principals and implications on the administrative performance in Vihiga District and even in Western Province. However some studies have been done within some Districts in Western Province and in other areas in the Republic of Kenya. These studies have been on administrative problems encountered by secondary school heads, administrative problems facing headteachers of secondary schools, headteachers and teachers

perception's of the role of secondary school headteacher. It was therefore important for this study to investigate problems encountered by principals in performing the six main tasks of school administration as a result of inadequate preparation in secondary school administration.

### **1.2 Purpose of the study**

The main purpose of the study was to find out what problems principals were facing in performing the six main tasks of school management, which were related to inadequate managerial preparation. The study also sought principals views on the causes of the problems, how the principals coped with the problems, and recommendations on how to overcome them. The study invited principals to recommend training that was required for the current and future principals.

### **1.3 Objectives of the study**

The objectives of the study were:-

1. To establish the level of professional training in educational administration of the school principals.
2. To find out the professional experience in educational administration of the principals.
3. To find out whether it was necessary for the school principals to receive pre-service training in managerial training prior to appointment.
4. To establish what criteria was being used in appointing one to principalship
5. To gather information on problems faced by the principals which were related to training background and implications on their administrative performance.



6. To find out some suggestions to possible solutions which affected the performance of school principals as a result of inadequate managerial training.
7. To solicit from Ministry of Education officials suggestions on areas where principals required training, the nature of training, duration of training, practical experience before being appointed to principalship.

#### **1.4 Research Questions**

The following research questions guided this study:-

1. Do principals face problems in performing the six main managerial tasks (finance, curriculum, student, staff, physical facilities and community)?
2. What problems do principals face from lack of adequate training in each of the six main managerial areas?
3. What are the causes of the identified managerial problems encountered by principals in each of the six main task areas ?
4. What ways and means have principals used to cope with the identified problems in each of the six main task areas ?
5. What recommendations do principals give for overcoming the identified problems in each of the six main task areas ?
6. What ranking order should emphasis be placed during principals training in the six main managerial tasks.
7. What recommendations do principals give regarding training of both current and future principals ?
8. What recommendations do Ministry of Education, Science and Technology officials give regarding training of both current and future principals ?

9. What are the Ministry of Education, Science and Technology officials views on the effective methods of preparing school principals.
10. What are the educational managerial training programmes being offered to serving principals by Kenya Education Staff Institute ?

### **1.5 Significance of the study**

The study was significant in the sense that although a lot of research had already been done in education, relatively few studies had focused on investigation of problems principals faced in the performance of their duties as a result of inadequate managerial training.

It was hoped that this study would contribute valuable information that points to importance of adequate formal preparation of principals. This would especially help those charged with principals preparation, like Kenya Education Staff Institute (KESI) and faculties of education in various universities determine a suitable curriculum. It was also hoped the study would provide valuable information to the Ministry of Education Science and Technology which is mainly charged with improvement and maintenance of standards in schools with a view to re-evaluating the policy of preparing school administrators. It would also enhance the process of preparing principals to function more effectively, thus improving the management of schools.

### **1.6 Assumptions of the study**

The assumptions of the study were:-

- i. Pre-service and on-the-job training by frequent in-service training and regular seminars results in effective and efficient school management.

- ii. The principal who has been trained in school management understands his/her duties and responsibilities better.
- iii. Training of principals contributes significantly to the reduction of administrative malfunctions.
- iv. Training of principals is an investment that pays dividends for any educational system.

### **1.7 Limitations of the study**

The researcher would have ideally liked to conduct the study in more than one district thus covering a variety of areas. However, as a self sponsored student, finance was a major constraint. This constraining factor however did not make this study less valuable. It only implied that any generalization of the findings must be done with caution. The other constraining factor was the time allowed within which the study was to be completed.

### **1.8 Delimitations to the study**

The study was conducted in Vihiga District which provided a rich variety of rural circumstances and context for managerial problems. It provided all types of schools (Boys, girls, Mixed) old and new and a fair representation in enrolment (high, medium, low); Principals with a wide scope of principalship experience and backgrounds; a fair balance of headship distribution by gender and accessibility of schools through both public and private transport.

The population of the study comprised principals of secondary schools in Vihiga district only, who were the central focus of the study. The researcher appreciated that there were other sources that offered valuable information regarding training of principals and the administrative problems they faced due

to inadequate managerial preparation. These sources included interviews with the Ministry of Education, Science and Technology officials at Nairobi and Vihiga; document study from Kenya Education staff Institute (KESI). However there could be more sources to be incorporated in further research, as diversifications of this study would have made it unmanageable.

### **1.9 Definitions of significant terms**

**Administrative:** Is involving the management of secondary schools or school business affairs.

**Administration:** Is to provide instruction to co-ordinate the activities and efforts of the members of the school towards accomplishment of common goals and objectives.

**Conceptual skills:** Is the executive ability to relate the organization to the environment both externally and internally.

**Human Relations skills:** Is the executive ability to work effectively with people, individually and group settings.

**In-service Training:** Is short training given to those already in a profession with an aim of refreshing or updating participants on a subject or changes in it.

**Implications:** What is not openly stated for example, cuts in educational spending can have far-reaching Implications for the future of school management.

**Management:** Is a process of setting and achieving goals through planning, organizing, controlling, staffing, communicating, directing, evaluating, and co-ordinating in an organization or institution. The manager has to work with and through people.

**On-the-job-Experience:** Is Learning as one performs a particular job, largely by trial and error, experimentation and practice.

**On-the-job-training:** Is a training that requires a carefully controlled and supervised apprenticeship with actual responsibilities increasing with time.

**Performance:** The ability to operate efficiently in achieving the successful management of schools.

**Pre-service Training:** Is the training given before one commences the job

**Preparation:** Is a training course that prepares one for a good career performance in school management.

**Principal:** Is a secondary school executive who is charged with the responsibility of overall running of a school.

**Technical skills:** The understanding and proficiency in the performance of a particular activity in a particular type of occupation. This includes knowledge of finance, office management, scheduling, purchasing, construction, and maintenance.

**Training:** Is instruction in job skill related areas, given to principals before and after the appointment to enable them to manage school effectively.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter contains the literature reviewed for the study. It is organized under the following sub headings: General concept of administrative Tasks, Educational Approaches of school Administration, Contingency Theory and Application to School Administration, Administrative Task Expectations of the Principals, impact of Training of Secondary School Principals. The chapter ends with a summary of the literature reviewed and theoretical frame work.

#### 2.1. General concept of Administrative Tasks

Many experts have argued that administration consists of a set of persistent tasks which must be accomplished in an organization if the organization is to survive and be effective. Experts in educational administration have come up with administrative tasks in educational organizations. The development of these tasks should be useful for the development and evaluation of professional improvement in the secondary school administration. The primary purpose of the study was to find out what problems principals were facing in performance of their duties which were related to inadequate managerial training.

#### 2.2. Educational Approaches to school Administration

The principal is responsible for the overall management, control and maintenance of standards in the school as specified in the Education Act (1968). A principal is therefore accountable for all that happens in the school. The principal has charge over a community of teachers and students and it is to him that they look for guidance and direction. The principal plays a leadership

role of steering the school community towards realization of education goals. The school principal must ensure smooth running of the school by calling in the advice of others but still retain decision-making, by delegating responsibilities but knowing what is happening in all departments in the school. This study hoped to establish the problems principals faced in performance of their duties that were related to lack of adequate managerial training.

Kochhar (1988) emphasizes the importance of the principal whom he notes as the key stone in the arch of school administration and has the steering wheel in his hands. Kochhar asserts that the principal should be a group leader who knows how to involve people, arrange conditions and initiate processes that bring out the best in each participant, that is teachers, non-teaching staff, students and the community. The principal stimulates the team she/he works with, co-ordinates their efforts, plans what to be done, directs the finding of solutions to common problems of the institute and evaluates performance to get reason for failure or success. Ozigi (1977) emphasizes that the school reputation largely depends on the principal who can make or mar the school.

Kochhar (1988:125) continues to assert:

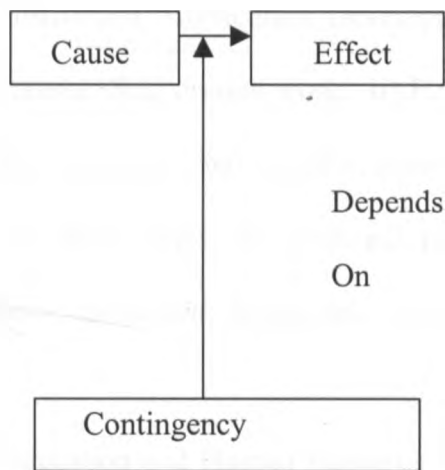
Schools are bad or good, in a healthy or unhealthy mental, moral and physical condition flourishing or perishing, as the principal is capable, energetic, of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principal have charge of them. It is said: "The school is as great as the principal because everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching ....., human relationship, bear the impress of his/her personality". Schools do not become great because of magnificent building but because of magnificent principals.

The principal therefore occupies a very significant office in any educational system. For him/her to be effective she/he needs among others: drive, energy, vision, personality and professional competence. He/she further requires a motivated and co-operative staff as well as an enabling relation between school and community.

### 2.3.Contingency Theory and Application to School Administration

Administration tasks practice depends on circumstances that is a contingency. Contingency theory recognizes the influence of given solution on organizational behaviour patterns. There is no one best way to do things. Difficulty in determining all relevant contingency factors and showing their relationships can be very complex, as shown in figure 2.

**Figure 2:- Illustration of Administrative Contingency**



Adapted from Weinrich and Koontz, Management a Global Perspective 10<sup>th</sup> Edition (McGraw- Hill Inc.1993). Approaches to management pg.47.



#### **2.4. Administration Tasks Expectations of the Principal**

A principal performs a variety of tasks some explicit and others implicit. According to Mbiti (1974) the principal's main task is to make the school's purpose clear to everyone, to ensure that the necessary equipment and monetary resources are available for school use to motivate his/her staff, students and parents, to provide a lively spirit as well as excellence in work performance.

Okumbe (2001) concurs with Sergiovanni et al. (1980), that administrative tasks which all educational administrators attend to are:- (i) Curriculum and instruction; (ii) Student personnel, (iii) Staff personnel, (iv) School plant or physical facilities, (v) Business management; (vi) Staff development; (vii) School-community relations; (viii) Evaluation.

Kochhar (1988) observes that the principle duties of the principal are:- i) Supervision of Instruction, Curriculum Development and Improvement, Co-curriculum programme, Registration work; ii) First-rate teacher; iii) Manager of the school plant, equipment and supplies, school business and school office. iv) In addition to these duties, the principal prepares the school calendar, purchases necessary equipment, books and supplies and distributes teaching work.

Ministry of Education and Human Resource Development, Kenya (1999), states that the headteacher is responsible for all matters pertaining to the smooth running of the school, for example; i) School Development planning,

ii) Management of the curriculum, iii) Management of people; iv) Management of Resources; v) Stewardship of the school; vi) Teaching; vii) Secretary to the school parents Teachers Association (P.T.A)/ Board of Governors; viii) Liaising with the local education offices that is District Education Office DEO, TSC, KNEC, KIE, PDE, and JAB; ix) Working with Headteacher Support Groups.

Ozigi (1977) more comprehensively defines the principals operational areas:- i) Curriculum Development and programme instruction, ii) Student personnel, iii) Staff personnel, iv) School community relationships, v) Equipment and physical facilities, vi) Finance, vii) Record keeping, viii) Extra curriculum activities.

Ree (1975) in his study, Task expectation for elementary supervisor role as expressed by elementary teachers and supervisors' found out the expected tasks for the elementary supervisor apply to principals too. These are:- i) Curriculum Development, ii) Organizing for Instruction, iii) Providing staff, iv) Providing facilities, v) Providing materials, vi) Arranging for in-service education, vii) Orienting New staff, viii) Relating special student services, ix) Developing public relations and x) Evaluating instruction.

Lipham and Hoer Jr. (1974) identified the following task areas of a principal:- i) Instructional program ii) Staff personnel; iii) Student personnel, iv) Financial and physical facilities v) school community relationship.

Campell, et al (op.cit.) identified six task areas of a principal which are:- i) Curriculum implementation, ii) Student personnel management, iii) Staff

personnel management, iv) Finance and business management, v) School community relationship, vi) Provision and maintenance physical facilities.

It seems from the above writers that there is no clear cut definition of principals role/tasks as various authorities have identified different tasks. However, there seems to be a consensus among the various writers discussed in this section and others the researcher came a cross. This is the taxonomy development by Campell, et al (Ibid) and others as follows:- i) Curriculum Implementation ii) Student Personnel Management iii) Staff Personnel Management iv) Finance and Business management v) School community Relationship vi) Provision and maintenance of Physical Facilities. This study focused on these six tasks. The following is an overview of the same.

**a). Curriculum Implementation.** According to Campell et al (Ibid) this task entails determining the educational objectives for developing a programme of instruction, selecting and making available instructional materials and evaluating the instructional programme. The principal must ensure that teaching and learning takes place.

Principals in Kenyan secondary schools have to develop a programme of instruction, assign teaching duties to teachers, avail instructional materials and evaluate, both the teaching programme and teaching effectiveness, and do a follow up. They (principals) guide teachers in selecting instructional materials, conduct demonstration lessons and observe lessons taught by teachers.

**b). Student Personnel.** Mbiti (1974) asserts that the principal must chart out his/her course with the child (student) at the centre. Ozigi (1977) concurs with

Mbiti (Ibid) when he observes that the student is at the centre of the educational process. Whatever activities take place in the school should therefore have student as the focal point.

Campell, et al (op.cit), Mbiti, (Ibid) and Ozigi, (1977) look at the student personnel task as entailing the following duties; i) Making student inventory, ii) Student accounting, iii) Taking care of students interests and rights, iv) Ensuring that instruction takes place, v) Giving health, guidance and counselling services, vi) Maintaining disciplinary standards, vii) Giving career guidance, viii) Identification of students individual problems and helping to sort them out. This study focused on establishing problems faced by principals in performing the roles specified above due to lack of adequate managerial training.

**c). Staff Personnel Management.** The principal must ensure she/he has adequate staff, both teaching and non-teaching to man various school programmes. Teachers are employees of the Teachers Service Commission (TSC) which posts them to schools. The schools Board of Governors (BOG) are involved in the recruitment process. The principal can influence the B.O.G. and the Commission to give him/her not only the number of teachers she/he requires, but the 'right' (qualified) ones to teach the various subjects in the schools. The principal is expected to assign duties to the staff, orient new ones, motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development. The principal must therefore ensure that she/he has motivated and devoted teaching team. She/he must

work very closely with the staff, both teaching and non-teaching to achieve instructional objectives. Karugu (1986:7) notes that:

Reformers may build schools, make changes in the structure and the curricula, recommend or prescribe methods or aids but in the end, everything will depend on teachers who will be responsible for applying them.

Campell, et al (op.cit.) emphasize that principal must make clear the channels of communication and the basis for promotion. The principal should encourage her/his staff members to develop themselves through studies, in-service training and writing. She/he should also recommend 'deserving' one for promotion. The principal must provide for staff participation in formulation and operation of school policies. The principal should look at teachers as partners, allies and colleagues and must therefore consult with them often.

This study was therefore to establish problems principals faced in performing the staff personnel tasks due to lack of adequate training in human relations skills, required to enable them to perform this task effectively.

**d). Finance and Business Management.** Reeder (1946), Osview, et al in Gauerke and childress (1967), Heald, et al (1968), Campell, et al (op.cit.) all agree that this task entails drawing out a budget showing three basic plans:-

- i. Educational plan – which shows the purpose, aims and objectives of the school, identifies and costs the necessary programmes, activities, services, personnel and facilities needed for the realization of educational goals.

- ii. Expenditure plan - translating educational programmes into costs under various vote heads for example salaries, tuition and boarding, school equipment and stores to mention but a few.
- iii. Income plan – which identifies sources of income for example, grants, fees, harambee, donations.

The principal must control expenditure through proper maintenance of accounts books and auditing. The study identified the problems faced by principals in performing the finance and business management task due to lack of adequate training in technical skills needed to enable them to perform this task effectively.

**e). Provision and Maintenance of Physical Facilities.** Campell, et al (Ibid) the principal should ensure buildings, grounds, equipment needed and incidental to instruction are provided. The plant exists to facilitate instructional programme and the principal must ensure it is kept safe, in good sanitary conditions, attractive and in readiness for teaching and learning.

The principal should have maintenance programme so that when the equipment wears off, roofs leak, desks are broken, the necessary repairs can be done in time. This study incorporated this aspect in order to shed some light on the problems principals faced in performing this task due to lack of adequate training in technical skills needed for its performance.

**f). School Community Relationships.** Campell, et al (ibid.) emphasize that education is a public venture and it will be no better than the community want to have it. Mbiti (1974) stress that the school is not an island but part of the community where it is located and students are part of that community. The

school according to Mbiti, should reflect as far as possible the nature and aspiration of the community. The principal should involve, the community in school activities (drama, games, speech days, harambees, share utilities) and the school, in community activities (walk for hunger, tree planting day, administration barazas). The principal should also develop and maintain channels of information between the school, its personnel and the community (for example political and community leaders) and help students develop values and attitudes necessary for improvement of society.

The principal has a duty to disseminate information about the school to the community, which includes, surrounding community, parents, other schools, politicians, ministry of education, the inspectorate and curriculum developers. This study set out to establish the problems faced by principals in performing the above mentioned tasks: The problems were related to lack of adequate training in human relations skills.

### **2.5. Impact of Training of Secondary School Principals**

It seems that although a lot of research has been done in education, with quite a number of studies focusing on the role and administrative problems facing principals, the area of preparation or training of principals is rather an impoverished one. However, the importance of training administrators cannot be over emphasized be it in industry, public service or in educational institutions, as their (administrators) quality to a large extent determines an organization's failures or success. The Report of the Commission of Inquiry into Public Service structure and Remuneration Commission (The Ndegwa Commission, 1970) concluded that training was a necessary component of any

effort aimed at raising the efficiency and productivity of public service. The same can be said of secondary school administration.

The Report of Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (The Kamunge Report, 1988) also emphasized that principals were central to successful management of educational institutions and implementation of the total curriculum. The report points out that in spite of their importance, principals were appointed from among serving teachers most of whom had no prior training in institutional management. The lack of training adversely affected management of educational institutions and maintenance of quality and high standards of education. The report made the following recommendation which was adopted in Sessional Paper No. 6 (1988;46)

“In view of the crucial role of heads of institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence, integrity and initiative”.

The Kamunge Report (1988) recommended that Kenya Educational Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions so that they can gain necessary competencies. This study made an effort to identify those who had benefited from the KESI course and also sought to establish whether they faced problems in performing their duties with regard to the six tasks. The study also sought the views and existing policies from those charged with the responsibilities of preparing/training the principals in secondary schools administration.

David and Ellison (1992;14) noted the following;



“In an industry, staff at all levels would undertake training on how to deal with clients on face to face basis and on telephone but in education, the staff are usually left to learn by trial and error.”

This implies that there is need for training educational administrators. It seems at the moment, they are running educational institutions on “trial and error” basis.

Mbamba (1992:2) asserted the following regarding the need for training educational administrators in Africa:

Viewed as a profession or discipline, educational Management is relatively young on the African continent. Professional educators have for long time managed their educational system ....., But they have very much depended by and large on their educational background and on-the-job experience out of which they are expected to acquire knowledge, skills and attitude needed to manage the educational systems effectively and efficiently. Available evidence shows that it is lack of formal or other training in managerial skills, which has been largely responsible for the great deal of inefficiency and ineffectiveness observed in performance of many educational systems in Africa.

The above quotation underscores the need for managerial training for principals.

Mutunga (1978) in his study which focused on “Current Practices in Recruitment, Selection, Training and Retainment of Kenyan school Principal” asserted that unlike other countries like Britain, Canada, Australia, Ghana and Nigeria, as far as Kenya is concerned, the training of school principals and potential school principals had so far been neglected inspite of the fact that functions of principals whether in Kenya or elsewhere were basically the same. He observed from his study that there was no particular degree nor certificate required for principalship or administrative training and experience before one is appointed to principalship. Emphasis had been placed on the view that

secondary school administration question or problems could be dealt with by the principals “growing – up” in the system and learning how things were done. He concluded by advocating systematic formal training for secondary heads in addition to on-the-job-experience (“growing-up”).

Lovett (1993;7) was concerned about helping principals overcome on-the-job obstacles to learning, concurs with Mutunga (1978). They observed that:-

What emerges from practice and research is paradoxical: Principal is most valuable sources of learning is on-the-job experience, yet reality of that experience is seriously limited as a vehicle of learning. Clearly principals need systematic strategies for learning from their on-the-job reality by recognizing and overcoming its constraints.

Thus on-the-job experience on its own was not adequate as a mode of training for principals. There was need for systematic formal training.

Obonyo (1984) concluded a study “A survey on Administrative problems encountered by secondary school heads in Bondo, siaya District, Nyanza”. She noted that educational leaders are appointed without formal training, with an underlying assumption that school leadership is a matter of ‘common sense and experience’. She came to a conclusion that though principals performed their tasks and spent time on them. They were not equipped with the right approaches in decision making, guiding the personnel and instructional supervision, establishing good report with the community and ability in financial management.

Mbiti (1974), stressed that poor educational administration could wreck the most ambitious and progressive curriculum design. There was therefore need for principals preparation in administration and implementation of curriculum.

Newton (1985) looked at training of educational managers as indispensable to effective and efficient running of schools. He asserted that Third world countries needed to consider the wisdom of continuing to appoint the school administrators on the basis of their experts in teaching and not in administration. He further noted that if excellence was an overriding aim in education, then educational managers should be trained. He (1985:97) asserted:

The assumption that good classroom practitioners make good administrators may not always hold. It may nourish deception that educational administration, be it at school or the system level is to be equated with teaching.

Olembo and Maneno (1991) asserted that the assumption in the past that a teacher with academic qualifications and right personality could become a head and pick up administrative side of his work as he went along was reasonably correct. This was so because the management function of the principal was relatively straight forward and could be undertaken by a well educated man or woman without special training for his/her roles as a manager. However assumption was no longer valid because of the increasing : size of schools and their complexity of organizations; expectations (parents, students, MOEST, and the community) have for big schools, and the realization that a newly appointed head is moving from one kind of job to a different one.

Olembo and Maneno further noted that while there had been very successful principals without systematic training in education management, the rate at which teachers were being recruited into administration of education in this country called for some basic training in management. They noted that there had been incidents of financial mismanagement and indiscipline which could have been avoided had the principals been properly trained.

Mbamba (1992) noted that socio-economic changes and emergent needs within the African continent has among other things made education more complex. Consequently the management of the educational institutions demanded sophisticated skills that would enable managers to steer systems effectively. Mbamba further noted that there was need for each African country to establish, institutionalise and reinforce training of educational managers. He (1992; 2) observed:

“Lamentably over the last first few decades in the African situation, experience without relevant training and qualifications has been venerated as being equal if not superior to formal training in the management of these institutions”.

Mbamba therefore advocated formal managerial training which could be beefed up with experience in the service.

According to a former Director of Education Ministry of Education, Kanina (1987;iii), when a teacher is appointed a principal, it is assumed that he/her knows what is expected, implied in the following quotation:-

“An assumption is made that a teacher has or posses the knowledge required to help with the many and varied educational and personal problems with which he will be confronted”.

Republic of Kenya 'National Policy on selection , Appointment, Deployment and Training of school Administrators and Managers in Kenya Ministry of Education, Education circular No.1/99 (1999) emphasized the need to train school heads. Teachers have to pass accounts and management course before they are promoted to school heads. Serving heads should sit the exam (accounts and management) if they want to retain their jobs. It was not clear to what extent the Ministry of Education Science and Technology had put into practice this policy, hence the need for this study.

A seminar held in South Africa in December 2000 (the theme was "Challenges Facing Educational Institutions") and attended by some principals from Kenya, discussed among others the plight of management of African schools. School administrators needed skills in resource allocation, forward budgeting and planning, staff appraisal. Lack of analytical concepts among principals in the developing countries was a factor leading to declining standards of education in African continent. Though in Africa countries, schools had become complex organizations, mainly because of diversified curricular reforms, such changes had not met with training strategies for principals who were in the frontline of implementing the expected changes. Management of schools was not an issue of devotion to duty but whether principals had 'adequate skills' that would enable them to run schools effectively. Principals were recognized opinion leaders in their communities and they therefore require skills to effect good community relations. The conclusion reached at the seminar "unless the Ministries of Education in Africa give relevant training to principals such institutions will continue facing

problems of one kind or other". There was therefore need to provide pre-service training, in-service and seminars or workshops to principals to add to experience. Hence the need for a study such as this one which established problems principals faced in performing their managerial tasks which were related to their training background.

In Nigeria the preparation of school managers has three patterns with the first two having strong elements of courses in educational planning, administration and curriculum supervision. Nwagwu (1991) outlines the course offered to educational administrators in Nigeria as follows: One year professional training given to holders of first degree in different subject disciplines leading to a post Graduate diploma in Education, a composite first degree course which concurrently incorporate education courses and subject disciplines courses. Masters degree in Educational Planning and Administration. There are also "Sandwich programmes" for serving principals offered by all the Universities in Nigeria which enable them to upgrade their professional qualifications. These programmes are compulsory and are offered through in-service training and it is possible to attain a Masters Degree in Educational Administration and Planning or a Postgraduate Diploma in Education.

In Belgium school system, in-service training has been the formal mode mostly used for training principals of both state and private schools. Principals have therefore been appointed without pre-service training. However, in 1974, authorities of private schools (attended by 50% of secondary principals) started a "start-service" or pre-service programme for two year period in addition to

the in-service programme. The first year concentrates on administrative and financial topics whereas the second concentrates on pedagogy and didactics.

In France, those who become principals are trained before the appointment. This pre-service training started as a two-day seminar in 1971, then was expanded to three months in 1974. This training is aimed at developing, technical, human and conceptual skills in management. There is emphasis on, on-the-job training, as those appointed to principalship must have been teachers for at least five years and be over thirty years old. In-service training has been in existence longer than pre-service.

In Britain, Nicholson (1989) there is emphasis on-the-job training as the most formative learning experience for headship. Those appointed to headship must have acquired skills as head of departments, house teachers, and others, but deputy principalship is the most crucial. Majority of those appointed to principalship must have been Deputy principals for five years and the average age is 40-45 years. In addition to having degrees (first, second and some with doctorates) they should have managerial training leading to the following competencies:- i) Knowledge of educational policy ii) Problem analysis iii) Organizational ability iv) Decisiveness v) Leadership vi) Oral and written communication. There was no clear evidence from the foregoing literature that the above approaches of training/preparation of principals were being addressed in Kenya, thus underscored the need for this study.

In the United States of America (U.S.A) each state has requirements for secondary school administration over and above those of a classroom teacher and each state retains its own standards. However, majority require a Master's

Degree in Education (Ovarrd, 1966; Mutunga,1978). The American Association of Administrators has made 2 years of Post-Graduate administrative study as a prerequisite for full membership of their association from which the appointment of secondary school principals is made.

Farrand (1987) attached a study, "An Analysis of the Tasks of principals and their Deputies in 12 Mexican secondary schools and the implications for training". Farrand noted that a recognition of the importance of the work of principals in the developed countries had been followed by provision of training to meet the needs that had been identified. It was important to find out whether this was true in Kenya.

Newell (1987) in her study "Professional Development and In-service needs of principals in the management of Inadequate Teacher Performance", stated that evaluating teacher performance was one of the most important supervisory tasks of the principal. This major responsibility required that principals make judgement regarding the quality of instruction and effectiveness of instructional personnel. Principals therefore need to know how to assist inadequate teachers. This is particularly crucial in Kenya where some teachers are not trained. Newell noted that this concern motivated state legislative in the United States of America to start training programmes that would assist administrative personnel in improving their knowledge and skills in teacher evaluation. In-service training is offered in Kenya by Kenya Education Staff Institute (KESI) though not all principals have benefited from it. This study sought to establish whether principals faced problems in evaluating student, staff personnel which were related to training background.



## **2.6.Summary of Literature Review**

The foregoing sections of this chapter have underscored the role of the principals as managers of schools and also outlined various approaches and theories associated with their preparation. It came out clearly that for effectiveness and efficiency, the principals require systematic formal training in technical, human relations and conceptual skills in addition to on-the-job training. The need therefore for pre-service, on-the-job and regular in-service training, frequent seminars or workshops cannot be overemphasized.

Despite the plethora of taxonomies, emphasis on this study was placed on the following six tasks in filling the gap in the preparation of school principals:

i) Finance and Business Management ii) Curriculum Implementation iii) Student Personnel Management iv) Staff Personnel Management v) Provision and Maintenance of Physical Facilities vi) School community Relations. The review of the known studies did not reveal thorough preparation of secondary schools principals and implication on their administrative performance in which Vihiga District was experiencing high mismanagement of secondary schools in the recent times. Emphasis was therefore placed on these six main administrative tasks in the construction of the research instruments outlined in paragraph 3.6 in chapter 3 of this study.

## **2.7.Theoretical Frame-work**

The theoretical framework adapted for this study is derived from concurrence with what Katz (1995) and educator and business executive identified as the three skills any administrator needs which are:-

- a) Technical skills (technical-know-how) which refers to specialized knowledge and proficiency in a specific activity. Surgeons, engineers and accountants have technical skills in their respective occupations. A principal therefore requires such skills in curriculum implementation, Financial management, Provision and maintenance of Physical Facilities.
- b) Human Relation skills which refers to the managers ability to work with, understand and motivate other people either as groups or individuals. A principal needs these skills as he works with staff, students, parents, Board of Governors, Parents Teachers Association, Ministry of Education Officials, The Inspectorate, Politicians, Religious Bodies (Non governmental organizations), and the community at large.
- c) Conceptual skills refer to the managers mental ability to co-ordinate and integrate all the organizations interests and activities. She/he must see the organization as a whole and understand how its parts depend on each other and, how a change in any given part can affect the whole organization. The manager must therefore integrate the organization internally among its department and externally with the environment. The principal must facilitate co-ordination of his/her school with other schools, the community, the ministry of Education and even to the international community.

Therefore training of manager whether in government, business or education equips them with relevant knowledge, skills and techniques necessary for performance of their duties. Mbamba (1992) in support of the

necessity of management training observe that it helps trainees to understand their roles and responsibilities; enhance their capacity to make better managerial decisions focused on the (process of decision making, entire area of business activity, nature of organisation structure, information for decision) and improve job performance and productivity.

Organizations give pre-service training to their managers in the above mentioned skills. Pre-service training is seen as ideal in preparation of managers for their new roles and responsibilities. Principals responsibilities are different from those of a classroom teacher thus calling for pre-service training. However, pre-service is not the only way principals can acquire the three skills as pointed out earlier; in-service and on-the-job training also help in developing the skills.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0. Introduction

This chapter included the research methodology used in the study. It is divided into the following sub-headings: Research Design; Target Population; Sampling procedure and Sample Size; Research Instruments; Data collection procedure and Data Analysis Techniques.

#### 3.1. Research Design

In conducting this study, descriptive research was used and it entailed field survey. The information/ data collected was to answer questions concerning the current preparation of school principals and determined the way principals are trained.

Field survey was used in order to collect data from the serving principals in Vihiga District. This was to determine the current status of the preparation of principals in regard to their administrative duties. This therefore provided a self-report on which quantifiable information was obtained from the sample on which the researcher described, explained and measured the problems principals faced in performance of their duties due to lack of adequate managerial preparation.

#### 3.2. Target Population

The study was conducted in Vihiga District which is one of the districts in Western province of the Republic of Kenya. It has a population of over 498,883 people. It is 563km square and the density per square kilometre is 886

persons. The district borders the following districts:- Nandi to the North, Kisumu to the East; Siaya and Butere-Mumias to the South and Kakamega to the West. It is divided into 4 administrative divisions and has 4 political constituencies namely:- Tiriki (Hamisi), Sabatia, Vihiga and Emuhaya.

Vihiga District had 84 secondary schools. This implied that we had 84 principals, the target population this study was based on. Number of secondary school students in Vihiga District was over 21981. The following types of secondary schools were found in this district:- i) 8 Boarding Boys Schools. ii) 14 Boarding Girls Schools. iii) 13 Mixed Boarding / Day Schools iv) 49 Mixed Day Schools.

### **3.3. The Sampling procedure and Sample Size**

Using clusters of secondary schools in each of the division in Vihiga District, a three stage sampling procedure was employed to sample the 44 principals in order to ensure that the principals selected represented the large group of principals in each of the division. The second stage was to stratify the cluster of schools in each of the division into categories of schools that is girls, boys and the types of schools which are girls boarding, boys boarding, mixed boarding and day and mixed day. This schools were sampled again to ensure that each stratum was represented. Simple random sampling was used where more than one school met the selection criteria. In a situation where only one school met the selection criteria, purposive sampling technique was used in order to allow the researcher to use the selected school with the required information in respect to the objectives of this study. In this respect the researcher used all the 8 Boys Boarding secondary schools in Vihiga District

which are not equally distributed in the 4 divisions. Tiriki has 3 , Sabatia has 2, Vihiga has 1 and Emuhaya has 2.

A sample of 44 principals was drawn from the target population of 84 principals in the secondary schools in Vihiga District. The researcher therefore worked with a sample size of about 52.4%. According to Airy, et al (1972) in descriptive research, a sample of between 10% and 20% is acceptable. It covered the 4 divisions of Vihiga District and comprised of the following: i) 8 principals from 8 boys boarding schools ii) 8 principals from 14 Girls boarding schools iii) 8 principals from 13 Mixed boarding /day schools. iv) 20 principals from 49 Mixed Day schools. 20 principals were used from 49 mixed day schools because of the large number of mixed day school which were found in Vihiga District. Also it allowed fair representation of mixed day schools in the sample drawn. There were 10 female and 22 male principals in the sample, aged between 30 years and 55 years with headship ranging from 3 years to 14 years.

### **3.4. Research Instruments**

The major instruments used to collect the data for the study were Questionnaire, interview and document study.

Following is a brief description of each instruments:

- a) Questionnaire for secondary school principals. It contained the background information of the secondary schools in the study. Section –A which sought principals data (age, sex, qualification, experience, training) and criteria used in appointing them to principalship. Section – B gathered information on problems faced by principals which were

related to training background and suggestions of possible solutions. It was appropriate and questions for each respondent were framed the same way (see appendix A).

- b) Interview with the Ministry of Education, Science and Technology official (see appendix B). This enabled the researcher to obtain the in-depth information about general picture of the problems that principals faced as a result of inadequate managerial training. Three officials were interviewed who because of their duties were directly responsible for the secondary schools administration both at the Ministry's headquarters – Nairobi and at the district level – Vihiga. Depending on the officer, the researcher was free to probe further where necessary on the requirements in preparation of school principals, policies used in appointing, promoting teachers to principalship and general problems principals faced as a result of inadequate training in managerial skills in the six main task areas.
- c) Document study at KESI (see appendix - C) – Nairobi. The researcher carried out document study to establish authenticity and credibility of the contingencies put in place by those charged with training of principals in ensuring the provision of adequate managerial training to secondary school principals. The researcher was provided with the training prospectus in educational management and the current overview of headteachers' in-service courses in educational management since 1981 – modular approaches and school to school net working and clusters

(see appendix D) . The exact number of secondary schools principals who have undergone the above in-service course was not established. However the researcher was informed quite a number of people (including educational officers, school principals, primary heads , deputies of both secondary and primary schools, head of departments and others) have been in-serviced in educational management, EMA (1). Educational management course EMA (2) was being developed for senior management course in educational management.

#### **3.4.1. Instrument Reliability**

After obtaining the research authorisation (see appendices E and F) the researcher piloted the instrument (questionnaire) to 12 principals who were drawn from the sample of 44 principals. Three principals (from mixed day schools) were picked at random from each sample obtained from each of the 4 divisions used who were not included in the final sample of 32 principals.

The purpose of piloting the instrument was for the researcher to find out whether the respondents found it clear, precise and comprehensive enough from the research point of view and whether the responses given fulfilled the research objectives, thus enhancing content validity. The piloting also enhanced the reliability (dependability, accuracy) of the instruments, since the responses from the respondents indicated whether the instruments measured what they purported to measure.



### **3.4.2. Instrument validity (Questionnaire for principals)**

From the respondents errors in the instrument were noticed. Some questions were found to be ambiguous or unclear. They were omitted, eliminated or reframed. From the analysis of the pilot study the instrument (questionnaire) was revised and utilised for the collection of data for the purpose of this study.

### **3.5. Data Collection Procedures**

The researcher personally visited the sampled secondary schools and made prior arrangement with the principals on the most appropriate date and time for the visit. During the visit, the researcher created rapport with the respondents (principals) and the purpose of the research was explained. The respondents were then requested to fill in the questionnaire for the researcher to collect after one or two weeks or depending on the both parties understanding. Some kept their promises but others had to stay with the questionnaire for more than three to four weeks. Most of the information requested was provided by the respondents as expected by the researcher.

An interview and document study was conducted and carried out respectively as a follow-up on the relevant authorities to provide deeper insight into the findings. The researcher conducted the interview successfully with the educational officials concerned with secondary schools administration both at the Ministry of Education , Science and Technology Headquarter - Nairobi and at Vihiga District. The researcher was also exposed to programmes/modalities of in-servicing and training of principals for educational management at KESI - Nairobi.

### 3.6. Data Analysis Techniques

The data on the problems encountered by principals in performing the six main tasks of school management was analysed through frequencies and percentages which were tabulated. It was also quantified and summarised in frequencies and percentage. The data on the causes of the identified managerial problems, strategies used by principals to cope with the identified problems, recommendations for overcoming them and for training current and future principals was summarised.

The interview data was used to supplement and provide the in-depth information which was obtained through questionnaire. This data was discussed and analysed through the same procedures as that of the questionnaire instrument.

The document study data was used to confirm the existing programmes /modalities available for in-servicing the current principals and training the future principals in school administration.

The results of the analysis of the questionnaire, interview and documents studies were used to make recommendations on the nature and appropriate training for the current and future principals.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.0. Introduction

The purpose of the study was to find out what problems principals faced in performing their duties as a result of inadequate managerial preparation. This chapter contains a report on the data collected from the field and its subsequent analysis. It is sub-divided into the following sub sections: Questionnaire Return Rate, Report of the Data and Data Analysis.

#### 4.1. Questionnaire Return Rate

A sample of 44 principals was drawn from the target population of 84 principals. All of the questionnaires administered (12 for piloting and 32 for research) were all received. This represented 100% return rate of the questionnaire which was intended to give a general picture of the problems the principals were facing in the process of performing the six managerial tasks. According to Treece and Treece (1977), a questionnaire that produces 75% of 85% response rate has done extremely well.

Consequently the researcher carried out interview on all the 3 targeted education officers in charge of secondary schools administration at Nairobi and Vihiga from the Ministry of Education Science and Technology as was expected. The document study was done at Kenya Education staff Institute- Nairobi. This was the only institute used/ regarded as the resource centre.

## 4.2 Report of the Data

This study was carried out in Vihiga District Western province of Kenya. The district though relatively small compared to the other 7 districts found in the province, has the highest number of secondary schools. Students attendance ratio is almost equal for both girls and boys. Female and male principals/teachers are well represented. At the time the study was carried out the district had 4 administrative divisions with a total of 84 public secondary schools whose distribution by division and type of secondary school is shown in Table 4.2.1. below.

**Table 4.2.1 Distribution of Secondary Schools in Vihiga District Administrative Division.**

	DIVISION	TYPE OF SCHOOLS				TOTAL
		Girls B	Boys B	Mixed B/D	Mixed D	
1	Tiriki	5	3	1	13	22
2	Sabatia	4	2	4	12	22
3	Vihiga	3	1	4	9	17
4	Emuhaya	2	2	4	15	23
	Total	14	08	13	49	84

**Key** – B stands for ‘Boarding’

- D stands for ‘Day’

**Source:** Vihiga District Education Statistics office, 2002.

Forty-four secondary schools representing 52.4% of the population were randomly sampled for this study. As Table 4.2.1 shows all the secondary schools above were public schools under the Ministry of Education Science and Technology of the Republic of Kenya. Education is an important factor in development. All over the world, countries have invested much in education. Its returns are both private and social. The social and economic development of any country depends in its investment in education. It is through education that individual talents are harnessed and utilised for the whole sale development of the society. The wealth of a given nation constitutes how schooled the/her citizens are, Von (1968). Kenya like any other country in the world has a large portion (about 40 %) of its budget allocated to education every year, 2002/2003 Estimates of Recurrent Expenditure, of the Government of Kenya.

The concern here is that secondary schools in Vihiga District – Kenya are facing the problem of mismanagement as a result of inadequate preparation of principals in the six main task areas in school administration. If solutions to this problem are not established, then the Vihiga community and Kenya stands to suffer from its enormous effects. The parents in this district have through fund raising spirit built secondary schools shown in Table 4.2.1 above. This is to ensure that children from this district go through secondary education. The Kenya Government provides though not completely adequate teachers in all the schools in the District.

The principals were asked to provide the characteristics of schools they were heading in terms of type of school, students enrolment and staff

distribution by gender. The background information was to assist the researcher in generalising the study findings to the sample population. Relevant data is presented in Table 4.2.2 below was analysed through frequencies and percentages.

**Table 4.2.2: Characteristics of schools used in the study**

<b>Type of school</b>	<b>No. of schools N=32</b>	<b>Percentage</b>
Girls Boarding	8	25.0
Boys Boarding	8	25.0
Mixed Day	8	25.0
Mixed Boarding & Day	8	25.0
Total	N=32	100.0
<b>Enrolment of students</b>		
<b>No. of students enrolled</b>		
<b>Percentage</b>		
<b>By sex N=11,173</b>		
Girls	5028	45.0
Boys	6145	55.0
Total	N=11,173	100.00
<b>Staff distribution</b>		
<b>No. of staff members</b>		
<b>Percentage</b>		
<b>By sex N=631</b>		
Female	234	37.1
Male	397	62.9
Total	N=631	100.0

The findings from the data in Table 4.2.2 indicated that the sample was composed of 25% for each type of secondary schools used. There were more

enrolment of boys 55% than girls 45% while there were 37.1% female teachers and 62.9% male teachers.

The researcher also asked the principals personal data regarding their age, sex, academic qualifications, headship experience and the criteria used for their appointment to headship. This data was sought to provide background information on the principals which enabled the researcher to establish the calibre of principals in the study sample. Related data is represented in Table 4.2.3. It was analysed through frequencies and percentages.

**Table 4.2.3: Principals Personal Data and Criteria used for their appointment**

<b>i) Age of Principals</b>	<b>No. of Principals</b>	<b>Percentage</b>
<b>years</b>		
30 – 35	4	12.5
36 – 40	8	25.0
41 – 45	12	37.5
46 – 50	5	15.6
51 – 55	3	9.4
Total	N = 32	100.0
<b>ii) Gender of the Principals</b>	<b>No. of Principals</b>	<b>Percentage</b>
Female	10	31.3
Male	22	68.7
Total	N = 32	100.00

<b>iii) Academic Qualification of the principals</b>	<b>No. of Principals</b>	<b>Percentage</b>
M. Ed.	2	6.2
M.sc./M.A with education	Nil	Nil
B. Ed.	25	78.1
B. Sc/B.A . with education	2	6.3
Others	3	9.4
Total	N = 32	100.0
<b>iv) Headship Experience years</b>	<b>No. of Principals</b>	<b>percentage</b>
Below 3	6	18.7
3 – 6	11	34.4
7 – 10	11	34.4
11 – 14	4	12.5
Total	N = 32	100.0
<b>v) TSC Appointment Criteria</b>	<b>No. of principal</b>	<b>percentage</b>
Deputy principal	28	87.5
Teaching Experience	32	100.0

The findings from the table 4.2.3 shows that majority 62.5% of the principals in the study sample were 41 years and above. There were 68.7% male principals and 31.3 % female principals 90.6% had studied education up to university level. The teaching experience 100% of all the principals ranged 3 to 14 years. 87.5% of the respondents had been appointed to headship after serving as Deputy principals while 100% had served as teachers (teaching



experience) About 18.7% principals had served below 3 years ranging between 4 months and 3years.

The researcher also asked the principals to indicate the preparation they went through that is pre-service, in-service and on-the-job training. It was necessary in this study to establish empirically whether principals had been prepared for their job as school managers. Literature showed that preparation for classroom teaching had been assumed to be synonymous with preparation for school management. Data related to preparation of principals is presented in Table 4.2.4. It was analysed through frequencies and percentages.

**Table 4.2.4: Modalities of principalship preparation**

<b>Variable</b>	<b>No. of principals</b>	<b>percentage</b>
i) <u>Pre-service training</u>		
a) Trained in educational management skills		
Yes	1	3.1
No	31	96.9
Total	N = 32	100.0
b) Trained in educational administration during undergraduate (1 unit course)		
Yes	29	90.6
No	3	9.4
Total	N = 32	100.0

Variable	No. of principals	percentage
<u>ii) In – service – training</u>		
Yes	19	59.4
No	13	40.6
Total	N = 32	100.0
<u>iii) On-the-job-training</u>		
Trained through other		
Administrative experiences		
Deputy principal	27	84.4
Head of Department	20	62.5
Senior Teacher	9	28.1
Career Teacher	11	34.4
Games Teacher	14	43.8
House Teacher	19	59.4
Subject Head	28	87.5
Music Teacher	10	31.3
Drama Teacher	10	31.3
Class Teacher	27	84.4

The findings from the table 4.2.4 indicate 96.9% of the principals in the study sample had no training in educational management. Data showed that 90.6% had training in educational administration during their undergraduate courses. During undergraduate courses, prospective teachers are exposed to a one-unit course which is basically an introduction to educational administration. A notable feature is that although all prospective teachers are

exposed to the one-unit course in educational administration during their undergraduate, not all of them acknowledge it as a preparation for headship. It was acknowledged by 90.6% of the study sample. Most of the respondents had on-the-job training gained through experience which ranged from 1 – 25 years. Most of the principals had on-the-job training through serving among others as subject teachers 87.5%, class teachers and deputy principals had equal percentage 84.4%, followed by having served as Head of department 62.5% before appointment to principalship.

The researcher asked the principals whether the pre-service training prepared them adequate/inadequate for their current responsibilities. Majority (96.9%) of the principals indicated that they had not received pre-service training in educational management. Despite all principals having been exposed to the one unit course in educational administration during their undergraduate programme, 90.6% of the principals in the study acknowledged it as Pre-service preparation for educational administration career though they indicated that it was inadequate as: It was too sketchy and elementary. It lacked adequate content on management skills.

The researcher asked the principals whether they thought the in-service training was sufficient in preparing them for the six main administrative tasks. The 19(59.4%) principals who had trained through In-Service indicated that its content was relevant to responsibilities in the following ways: It gave them basic information in general school administration . It helped principals gain knowledge in task areas. Principals shared experiences which enhanced their confidence and Principals got a chance to learn from carefully selected case

studies and It made a good attempt to school administration which fairly prepared the principals in their headship responsibilities.

Out of those 19 (59.4%) principals who had had In-service training, 14(73.7%) indicated that the In-service programme was inadequate. The duration was too short leading to a crash programme. This led to superficial coverage of the otherwise comprehensive content. It was not timely as it came after most principals had made numerous mistakes over years. It was not given on a regular basis. This led to lapse of the little knowledge acquired with time. Due to its irregularity, it failed to keep to date with emerging problems in school management. This failed to address the complexity, ever expanding and the dynamic society of secondary schools. The programme was quite congested. This led to no good grasp for the content for meaningful implementation. The programmes came during school days which led to many principals/deputies/head of departments from not attending. It required more research in some areas and more on organisation in school administration.

The researcher asked the principals to indicate how they were appointed to principaship. All the respondents indicated that they had learnt how to manage schools through their experience on-the-job which was the most effective mode of preparation as it exposed them to practical school management issues. The principals however expressed. It was a 'trial and error' (sink or swim). It is a deep-end shocking experience. The principalship ladder through other administrative experiences such as class teacher, head of department, Deputy principal. was useful in preparation for principalship. Some principals do not expose fully their deputies to school administration tasks.

The researcher asked the principals view on pre-requisites for efficient headship. This question was intended to establish from the principals the 3 administrative responsibilities they found most useful in principalship preparation. These 3 administrative responsibilities were ranked, Deputy principal by 84.4% respondents; Head of Department by 62.5% respondents and Class-teacher by 84.4% respondents. Most of the respondents indicated that they were appointed to principalship because of the experience in teaching and being a deputy principal. The TSC required professional qualification in teaching and experience in teaching, head of department, deputy principals. Knowledge in in-service training was an added advantage.

This has been a report on the background information of principals, their schools characteristics, the selection and preparation of principals. What follow is an analysis of the data in relation to the research questions asked in this study.

#### **4.3 Analysis of the Data Question by Question**

There are six main tasks that principals perform in school management according to literature. It was the intention of this study to find out whether principals faced any problems in performing the tasks, which were related to inadequate managerial preparation. The researcher asked the principals to indicate whether they faced problems arising from lack of adequate training in managerial skills in the six main task areas.

**Question 1: Do principals face problems in performing the six main managerial tasks (finance, curriculum, student, staff, physical facilities and community) ?**

Data collected on problems principals faced in performing the six main tasks is presented in Table 4.3.1. It was analysed through frequencies and percentages.

<b>Task Areas</b>	<b>Problem faced</b>	<b>No. of Principals</b>	<b>Percentage</b>
		<b>N = 32</b>	
1.Financial management	YES	32	100
	NO	0	0.0
2.Curriculum Implementation	YES	29	90.6
	NO	3	9.4
3.Student Personnel management	YES	30	93.8
	NO	2	6.3
4.Staff Personnel management	YES	27	84.4
	NO	5	15.6
5.Physical Facilities	YES	26	81.3
	NO	6	18.8
6. School Community Relations	YES	27	84.4
	NO	5	15.6

The general findings drawn from the questionnaire in the above table is that principals faced problems in all the six main tasks. 100% had problems in Financial Management; 90.6% Curriculum Implementation; 93.8% in Student

Personnel Management; 84.4% in Staff Personnel Management; 81.3% in Physical Facilities and 84.4% in school Community Relations.

The researcher also asked the principals to list/write down; the problems faced, some of the ways and means they use to cope with the problems and give the recommendations in overcoming the problems in their performance of the six main administrative tasks. The relevant data collected is presented in the following tables 4.3.1a, b, c, d, e, f.

**Question 2: What problems do principals face from lack of adequate training in managerial skills in financial management?**

The common problems cited by the respondents were presented in table 4.3.1a. The data was analysed through frequencies and percentages.

<b>Problems</b>	<b>No. of Respondents</b>	<b>Percentage</b>
	<b>N = 32</b>	
i)Lack of Financial management skills	29	90.6
ii)Lack of Funds	5	15.6
iii)Dishonesty Bursars	5	15.6
iv)Lack of planning and priority making skills	11	34.4
v)Unqualified Accounts personnel	7	21.9
vi)Misappropriation of funds	13	40.6

The findings from the above table shows that the dominant problems cited by the majority (90.6%) of the respondents to the questionnaire was lack of Financial management skills. Misappropriation of funds had 46.6% while

lack of planning and priority making skills had 34.4%. Unqualified accounts personnel had 21.9% and both lack of funds, dishonesty bursars had 15.6% respectively.

**Question 3: What are the causes of the identified managerial problems encountered by principals in financial management ?**

Some of the reasons principals listed for the problems encountered were summarised. These included inadequate pre-service and in-service training; lack of induction for newly appointed principals; community negative attitudes and poor payments of fees; lack of financial management skills; fees structure guidelines; books of account not audited in time.

**Question 4: What ways and means have principals used to cope with the identified problems in the financial management ?**

The strategies used by principals to cope with Financial Management problems were summarised. They are: Hard work and close follow-up of all Financial transactions on daily basis for example banking and withdrawal slips, purchases, receipts and payment vouchers. Frequent consultations with relevant Government sections to seek advises from the District Auditors and enlisting community support in funding. Attending In-service training in order to acquire accounting skills

**Question 5: What recommendations do principals give for overcoming the identified problems in their financial management?**

Recommendations given by the principals on how to overcome problems was summarised and they include pre-service training in financial management skills: enlisting community/parents support in fund raising and



fees payments. Regular auditing of the books of accounts in order to detect cheating by the bursars. Regular In-service training in policy planning and accounting for both principals and bursars/accounts personnel and proper induction of newly appointed principals and accounts personnel. Accounts for the funds viament only through the Board of Governors and avoid delayed audit reports.

**Question 2: What problems do principals face from lack of adequate training in managerial skills in curriculum implementation**

The problems faced by principals in curriculum implementation was analysed through frequencies and percentages. The data presented in Table 4.3.2b. below.

<b>Problems</b>	<b>No. of Respondents N = 32</b>	<b>Percentage</b>
i)Lack of knowledge to interpret the Curriculum	12	37.5
ii)Overloaded Curriculum and sudden frequent changes	8	25.0
iii)Inadequate Human and capital/ material eg. text books resources.	10	31.3
iv)Lack of commitment on part of Teachers and students	11	34.4
v)Ineffective curriculum supervision by principals and the Inspectorate	22	68.8
vi)Lack of clear policies in evaluation and syllabus coverage	8	25.0

The findings from the above table shows that the major problem faced by principals in curriculum implementation was ineffective curriculum supervision by principals and the Inspectorate (68.8%) . Lack of commitment on part of Teachers and students had 37.5% and 34.4% respectively. Inadequate Human and capital or material resources had 31.3%, while Overloaded Curriculum an sudden frequent changes and lack of clear policies in syllabus coverage and Evaluation had equal percentage of 25% each.

**Question 3: What are the causes of the identified managerial problems encountered by principals in curriculum implementation ?**

Reasons principals listed for the problems encountered were summarised as follows; Policies regarding subjects in the current systems of education not clearly defined. Little or no consumption at all by policy makers on the sudden curriculum innovation and changes. Curriculum changes ignore both Human and Physical resources; students and society needs. Imbalance in training subject specialists leading to shortage of science language teachers and frequent teacher turnover due to HIV/AIDS. Lack of principals in providing the right skills/environment for learning/curriculum development due to inadequate proper communication between the principal education officers. Lack of training in curriculum implementation and evaluation by the principals and teachers often absenting themselves from lessons. Frequent closures of schools due to strikes as a result of student unrest, poor school management. Appointing principals who do not have enough experience in teaching. Lack of learning materials for example text books, laboratories and equipment and

many other. Bad location of schools. Failure to carry regular internal inspection by principals on syllabus coverage and content.

**Question 4: What ways and means have principals used to cope with the identified problems in the curriculum implementation ?**

Strategies used by principals to cope with the problems in curriculum Implementation were summarised as follows: openness to consult with successful principals, specialists in curriculum Developers and Inspectors. Enlisting the support of competent time-tabling staff who give attention to all curriculum areas and staff dedication in curriculum Implementation and supervision. Proper delegation or appointment of staff to head of Departments responsibilities and having abilities to follow up all curriculum related areas for implementation. Applying knowledge gained through experience as a principal in guiding proper implementation of the curriculum. Creating team-work spirit among teaching staff and involving staff, B.O.G. , P.T.A. in sourcing for the relevant materials and equipment for learning. Curriculum implementation. Limit sending away students for fees to avoid time wastage. Being in school always to supervise the teaching staff and create effective way of evaluating students.

**Question 5: What recommendations do principals give for overcoming the identified problems in the curriculum implementation ?**

Recommendations given by principals on how to overcome problems cited were summarised. Proper co-ordination and networking between the principal and other relevant authorities charged with curriculum development and innovations. Regular consultation between curriculum implementers and

inspectorate. In-service training programmes in curriculum implementation. Employment of teachers to fill the shortage of teachers in some subject and replace those of whom are retiring and dying due to HIV/AIDS. Proper delegation of responsibilities and follow-up of all curriculum related matters.

**Question 2: What problems do principals face from lack of adequate training in managerial skills in student personnel management ?**

The problem cited by the respondents were analysed through frequencies and percentages. The data is presented in table 4.3.1c. below.

<b>Problems</b>	<b>No.of Respondents</b>	<b>Percentage</b>
	<b>N=32</b>	
i. General discipline (alleviant, strikes, truancy drug abuse etc)	32	100.0
ii. Family problems (parental concern, deaths etc)	11	34.4
iii. Society problems (peer groups, corruption etc)	12	37.5
iv. Poor rapport between principal and Students (poor relationship between principal, teacher, students, community)	11	34.4
v. Over-enrolment (inadequate facilities)	3	9.4
vi. Drop-out (poverty)	4	12.5
vii. Sickness and Absenteeism (death of parents)	6	18.8
viii. Poor leadership (personnel management skills)	28	87.5
ix. Poor academic performance (wrong attitudes)	8	25.0

The findings from the above table indicated that general discipline had 100% of the respondents and poor leadership cited by 87.5% of the respondents. Society and family problems had 37.5% and 34.4% respectively.

25% and 18.8% for wrong attitudes and poor leadership was respectively. 12.5% and 9.4% were problems related to poverty and over-enrolment.

**Question 3: What are the causes of the identified managerial problems encountered by principals in student personnel management ?**

Reasons principals summarised for the problems encountered included: Students demanding for their needs for example food, learning facilities and materials resulting into low self esteem. Students not motivated in education because of lack of employment after school/education. Lack of qualified matrons, caterers, to take care of students. Poor results and disorganized academic programmes leading to poor performance of students examinations. Poor leadership styles such as autocratic and weak prefects body leading to students being rebellious, drunkards. Lack of trust leading to low spirit team work of teaching staff and students. Low standards of discipline in the school or poor disciplinary measures undertaken to correct deviant students. Poor communication skills and management skills leading to poor rapport between principal, teaching staff and the students. Lack of knowledge in human resources management which renders principal unable to consult and have dialogue or listen to students problems to avoid strikes in the school. Peer pressure leading students to drug abuse and negative attitude towards education. Students growing in homes without discipline contributing to lack of respect, being violent. Students stress starting from home life and societal problems for example drug trafficking, rebellious society. Lack of adequately qualified guidance and counselling personnel in schools which leads to rampant indiscipline.

**Question 4: What ways and means have principals used to cope with the identified problems in student personnel management ?**

Strategies used by principals to cope with main problems in the student personnel management were summarised as follows; Principals making an effort to know the student personnel in their institutions, strength, weaknesses and problems. Sympathy, empathy and sensitivity in handling students problems. Proper delegation of duties to staff and students and putting in place proper administrative skills. Enlisting both staff and students (including prefect body) in discipline issues to develop good rapport between principal, teachers and students. Changing students attitudes by use of open forums, external resource personnel for guiding and counselling programs. Creating effective communication systems in the school administration and addressing student on parades. Being a role model to serve as a good example to both teachers and students by keeping promises and be firm in decision making. Being democratic by involving all stakeholders in handling students problems and listening to their grievances.

**Question 5: What recommendations do principals give for over coming the identified problems in the student personnel management ?**

Recommendations summarised by principals on how to overcome problems cited include training principals in guidance and counselling, human relations and communication skills, regular in-service courses to keep abreast with student personnel problems recognition of students rights/issues in time before damages are done sensitivity to changing life values, empathy sympathy and trust in handling students problems.

**Question 2: What problems do principals face from lack of adequate training in managerial skills in performing the staff personnel management ?**

The problems related to staff personnel Management were analysed through frequencies and percentages as shown in the table 4.3.1d. below.

<b>Problems</b>	<b>No. of Respondents N=32</b>	<b>Percentage</b>
i. Low morale	20	62.5
ii. Inter-personal conflict	11	34.4
iii. Staff shortage and turnover	12	37.5
iv. Staff indiscipline	15	46.9
v. Staff personnel problems (eg domestic)	15	46.9
vi. Co-operation	9	28.1
vii. Poor Relationships	26	81.3
viii. Poor communication	5	15.6

The findings from table 4.3.1d. above shows the most dominant problem is poor relationships between the principal and the teaching subordinate staff cited by 81.3% respondent's. Low morale was 62.5% while staff discipline and personal problems have 46.9% each followed by staff shortage and turnover 37.5%. Interpersonal conflict, co-operation and poor communication had 34.4%, 28.1% and 15.6% respectively.

**Question 3: What are the causes of the identified managerial problems encountered by principals in performing the staff personnel management.**

Summarised reasons principals listed for the problems encountered were: Poor remuneration and incentives for teaching staff; staff stress and

differences in personalities. Teachers feeling that the principal has favourism in dealing with staff. Inadequate principal – staff contact due to lack of time and poor manpower planning while training teachers. Turnover or death of both teaching and subordinate staff due to HIV/Aids.

**Question 4: What ways and means have principals used to cope with the identified problems in performing the staff personnel management ?**

Strategies used by principals to cope with the problems cited in staff personnel management were summarised as follows: Good management of human resources through enlisting strategies such as good back-up from the Board of Governors (B.O.G) and the Parents Teachers Association (P.T.A) in handling staff welfare matters. Having dialogue with the staff and being accessible to them at all times. Empathy and sympathy in dealing with staff problems. Portraying good ethics at work and being first to show commitment in the work in order for the staff to emulate. Regular checking and supervision of staff performance in order to detect the shortcoming in the work performance.

**Question 5: What recommendations do principals give for overcoming the identified problems in performing the staff personnel management ?**

Recommendations by principals on how to overcome problems cited were summarised. They included: Management with a human face and training principals in personnel management. Creating participatory opportunities where principals share experiences on handling staff personnel matters. Teachers service commission should recognize and reward teachers talents so as to boost their morale



**Question 2: What problems do principals face from lack of adequate training in provision and management of physical facilities ?**

Data related to problems faced in provision and maintenance of physical facilities was analysed through frequencies and percentages as represented in the table 4.3.1e. below.

Problems	No. of respondents	Percentage
<b>N=32</b>		
i. Lack of adequate facilities (classrooms, labs, Dormitories, libraries, workshops, etc)	12	37.5
ii. Lack of funds	17	53.1
iii. Poor maintenance of facilities	17	53.1
iv. Lack of games/sports related facilities	5	15.6
v. Lack of skills in planning	15	46.9
vi. Vandalism / theft	7	21.9

The findings from table 4.3.1e above indicated equal percentage (53.1%) of the respondents faced the problems of lack of funds and poor maintenance of facilities. Lack of skills in planning contributed 46.9% followed by lack of adequate facilities 37.5% and vandalism/theft had 21.9% while lack of games/sports related facilities had 15.6%

**Question 3: What are the causes of the identified managerial problems encountered by principals in provision and management of physical facilities ?**

A summary of the reasons principals listed for the problems encountered were: Lack of government grants and parents being overburdened.

Change of school status from day to boarding or provincial, national school or from single to double stream with undue consideration to facilities. Stealing of the school property and damages due to discipline of the students, staff and over-enrolment of students, changes in school curriculum without putting in place adequate facilities

**Question 4: What ways and means have principals used to cope with the identified problems in provision and management of physical facilities ?**

Strategies used by principals to cope with the problems cited were summarised: Enlisting the support of the board of Governors and parents Teachers Association in acquisition of facilities and raising funds. Ensuring that there is honesty and commitment in the use of funds through close follow-up. School employing competent artisans for maintenance. Borrowing some equipment from neighbouring schools and even doing practical exams in their laboratories. Regular inspection of school plant and authorization of repairs, renovations and being strict in finances meant for maintenance and provision of physical facilities in the school.

**Question 5: What recommendations do principals give for overcoming the identified problems in provision and management of physical facilities ?**

Recommendations by principals on how to overcome problems cited were summarised. They included: Good public relations with the staff, students, board of governors, parents Teachers Association, and the community to create an enabling environment to attract funding and payment of school fees; identification of funding sources such as income generating activities.

Adequate follow-up on the use of funds and always take stock of the school plant at every end of term.

**Question 2: What problems do principals face from lack of adequate training in school community relations**

The data on problems faced by principals in performing school community Relations Task was analysed through frequencies and percentages as shown in table 4.3.1f. below.

<b>Problems</b>	<b>No., of Respondents</b>	<b>percentage</b>
	<b>No.=32</b>	
i. Poor relations between the school and the Community	13	40.6
ii. Failure of the school to involve itself in community affairs	8	25.0
iii. Role conflict between the B.O.G and P.T.A	9	28.1
iv. Drug/Alcohol peddling by the community to students,	9	28.1
v. Hostility by the community to the school principal	19	59.4

Findings from the table above shows the main problem as hostility by the community to the school principal cited by 59.4% of the respondents to the questionnaire, 40.6% of the respondents cited poor relations. Role conflict between the Board of Governors and parents teachers association had equal percent 28.1%. Also the Drug/Alcohol peddling by the community to student

and staff personnel had 28.1%. Failure of the school to involve itself in community affairs and community in the school offers had 25%.

**Question 3: What are the causes of the identified managerial problems encountered by principals in school community relations ?**

A summary of the reasons principals listed for the problem encountered were Undue interference by the community in the decision making process in the school. Schools not serving the local community for example National and provincial schools. Community stealing, selling drugs or harassing students, befriending girls or boys. Lack of dialogue between the school and the community and school isolating itself from community affairs and vice versa. Principal overstaying in one school (station) for too long loses trust by the community. Lack of competent/educated B.O.G and P.T.A members to handle matters of the school and community. Poor public relations and community demanding the right to be involved in the affairs of the school.

**Question 4: What ways and means have principals used to cope with the identified problems in school community relationships ?**

Strategies used by principals to cope with problems cited was summarised and included; School creating an air of openness, dialogue and consultation with the community. Establishing working committees which include community members and support from both Board of Governors and Parents Teachers Association. Attend local administration barazas and use them to arrest the peddlers of drugs and alcohol to students. Use guidance and counselling experts/teachers, religious, women groups and other community based organizations to educate community about the importance of school in

their locality. Be positive to the community plight, allow them during the school functions and also attend their functions.

**Question 5: What recommendations do principals give for overcoming the identified problems in schools community relations ?**

Recommendations by principals on how to overcome problems were summarised. Involving community members and local administration in planning school projects . The school should be involved in community affairs such as helping poor, sick, orphans, less fortunate. Forums should be created enabling principals to meet and share views/ experiences on handling school community related problems. Principals should not overstay in one school for more than five years.

In conclusion, the general view of all the respondents was that training of principals in the six main tasks was necessary

Literature showed that principals were appointed from teachers whose training was basically focussed on classroom teaching and management. The underlying assumption in this practice is that classroom management and school management demands are synonymous. The study therefore intended to find out the respondents views on whether principalship placed any special demands on a teacher appointed to head a school. The study also sought to establish whether there was need for principals to be prepared for school management.

**Question 6: What ranking order should emphasis be placed during principals training in the main six management tasks ?**

Principals have come to grips with actual problems in the fields of school management while performing the six main tasks. The researcher therefore assumed that they were well placed to give invaluable guidelines on what should be emphasized in the principals' training programme. The researcher asked the principals sampled to acknowledge whether they faced problems in performance of the six main tasks areas. If Yes, they were to rank the order in which emphasis should be laid on during principals training on the six task areas. Related data is presented in table 4.3.2 which was analysed through frequencies, mean and rank.

Number of respondents N =32

Task areas	Rank order by Respondents	Total	Mean	Rank
1. Finance Management	2121212111121111311111112111214	44	1.4	1
2. Curriculum Implementation	131112143241323111232331131132141	5	2.0	2
3. Student Personnel Management	32313333242323416324222123124333	85	2.7	3
4. Staff Personnel Management	45414542533544212556461154153422	112	3.5	4
5. Physical Facilities Management	645166656556555144443542645146655	145	4.5	5
6. School Community Relations	56615456466466615665652666165566	159	5.0	6

**Key: 1 for greatest emphasis and 6 for least emphasis.**

The ranking from the table above shows that the respondents mean placed the greatest emphasis in principals training on Financial Management Task followed by Curriculum Implementation. Student and Staff Personnel

Management were ranked 3<sup>rd</sup> and 4<sup>th</sup> respectively. Physical facilities maintenance, provision management was ranked 5<sup>th</sup> while School Community Relations was ranked 6<sup>th</sup>.

#### **Elaboration of the Rank order by Principals was summarised**

The respondents gave the following explanation for the rank order;

**a) Finance Management:** It is the basis of school management and difficult to handle other tasks without finances. It is a technical area in which principals had no training. It is a tricky area where mismanagement landed principals in jail and loose of confidence from the community. Teaches on appointment to principalship handle huge amounts of money which they have not handled before in their career. Finance is essential for any system to operate and once well managed schools gain much more in meeting their objectives

**b) Curriculum Implementation:** It leads to the realization of educational objectives. It is the major objective of the school hence requires a technical know how to be able to explain to the teachers who are the implementers by the principals. If it is well managed performance of the students will improve and teachers needs to understand the curriculum before anything else for proper supervision and evaluation.

**c) Student personnel management:** Students are the centre of school business and the school cannot exists without students.

**d) Staff Personnel Management:** They are important in implementing the curriculum offer supportive services which compliment to proper learning environment.

**e) Physical Facilities:** For a school to realise its operations, it requires provision of physical facilities and their maintenance.

**g) School Community Relations:** School community co-operation is required for funding and provision of facilities and to boost harmony between the school and the community.

15 (46.9%) of the respondents indicated that no task should be viewed as greatest or least for the purpose of proper school management. They indicated that the entire six tasks were interconnected /interlocked/ complementary and should be seen as a package in a principals training programme. Accordingly, the ranking should be seen as superficial since lack of efficient and effective management of the six tasks may lead to failure on the principals part.

**Question 7: What recommendations do principals give regarding training of both current and future principals ?**

All the respondents to the questionnaire indicated that principals needed to be trained for performance of the six main tasks of school management. The researcher sought recommendations for training current and future principals basically because they had practical experience of problems in the field of school management. The principals were also well placed to give recommendations as they knew the shortcomings of their own preparation process for principalship. The data was summarised.

The recommendations for current and future principals were that future principals should be given pre-service in school management. In-service training should be the main form of training current principals. On the job



training should be emphasized as it is the most effective way of learning school management. Formal pre-service training in school management to last for at least one academic year. Establish curriculum covering the six main task areas and office management, communications skills, legal matters in education and educational policies and planning. Bachelor of education programme to incorporate all aspects and be taught by relevant, experienced lectures and experts or authorities in professional or specialised areas.

Training of Current Principals. Regular In-service courses to keep abreast with the educational trends and also exchange of experiences. It was also suggested that two weeks be set for training in each task area in school management. Content should remain the same and be offered by KESI as it is comprehensive enough but should incorporate comments from participants and principals to be given opportunities to suggest areas in which they require inservice. Follow-up should be made to ensure particulars are implementing the knowledge acquired and more emphasis be put on financial management task and education policies.

The KESI courses to be made mandatory and be divided into management units. More room be created for discussions and participants should be examined on areas covered. The courses should come in time before appointment to principalship. On-the-job training, all the respondents indicated that experience as a principal provided the most effective way of learning school management. Through proper induction of newly appointed principals forum for familiarisation was necessary.

**Question 8: What recommendations do Ministry of Education, Science and Technology officials give regarding training of both current and future principals ?**

Interview to the Ministry of education, Science and Technology Officials views on pre-requisites for efficient principalship was to establish whether preparation, age, experience, special demands, induction, training in school management were regarded by the Ministry of Education, Science and Technology as useful in preparing the secondary school principals. Also the study sought any other effective methods of preparing principals, reasons for training principals and when should the training start, opinion of the officials on existing preparation of principals and their recommendations as regard pre-service training of future principals and the training to be offered to the current principals. The data was discussed and summarised.

All the respondents interviewed indicated that the above mentioned variables were necessary considerations for efficient principalship. They had served as education officers between 5 years to 20 years and were teachers, deputy principals and principals before appointed to the current positions. The researcher sought to find out by interviewing the education officers whether they thought it was necessary to train secondary schools principals. The response was 100% Yes. Should the certificates, diplomas, degrees biased in educational administration during pre-service training be taken into account when appointing/promoting principals? All the respondents indicated Yes. The explanation given was that training in educational administration and supervisory techniques during pre-service training should be taken into account when appointing or promoting principals. The main reasons given by the

officials for consideration of the pre-service training was that it improved competence, better leadership styles and to understand what entails in the curriculum implementation and to know student and teacher characteristics. To evaluate the kind of leadership styles appropriate for motivational factors and role model as classroom teacher.

Researcher, should the age be taken into account during principals appointment? All the respondents viewed age as a pre-requisite for efficient principalship. The main reason education officials gave in support of age was that age generally was associated with maturity, experience and provide confidence to student, staff and community of the school. However they recommended meritorious approach to be given emphasis when appointing the principals.

The interviewed education officials indicated that a principal should, before appointment serve as classteacher for 2 years; head of Department for 2 years, Deputy principal for 3 years and have KESI training stage one. Also they proposed that an experienced class teacher who has KESI training upto an Advanced management workshop or has masters/Ph.D. qualification in educational management could be appointed to principalship straight without serving as a head of department or deputy principal. Teachers also who attend part-time school-based educational management courses in universities leading to the awards of diploma and degree in educational management, could be appointed to principalship after serving as classteacher, head of department and deputy principal respectively. The researcher asked the principals, should a principal serve as a classteacher, head of department and deputy principal before appointment?

**a) Teaching Experience:** All the respondents indicated that teaching was a mandatory stage in preparation to principalship. Because one understands the theory and philosophy of teaching as a practicing teacher and in a position to appreciate unique problems, which faced teachers in classroom. Learn student management while, in class, handling disciplinary matters, dealing with counselling and guidance, issues and other school activities; learn staff temperaments, weaknesses and strengths, workloads, aspirations. Should be aware of curriculum implementation and what it entails. Should know the school community and their aspirations; be aware of the problems of the lack of funds, the adequacy/inadequacy of school facilities and resources Also should have a “feel” of running the school while she/he is on duty.

**b)Head of Department experience:** The officials interviewed indicated that the experience as a Head of department was a pre-requisite for efficient principalship. The main reasons given were as follows. It exposed the incumbent to Management of staff in his/her department. Supervision of curriculum Implementation in the department. Running a ‘small school’ within a big school thus complementing and supplementing the duties of a principal in such ways as delegation of duties to departmental staff. Recommending purchases in the department, orienting new teachers designing the kind of teaching which is appropriate in his/her department, setting examinations in the department ,time-tabling and assigning duty to teachers

**c) Deputy principalship experience:** According to the education officials the deputy principal experience was important before appointment to principalship. The management and decision-making process in the school in

the absence of the principals enables the deputy to pick a few things /grips of school management. Principals' tasks such as student and staff personnel management, curriculum implementation, school community issues and others delegated to deputy principal assist as resource capacity to the deputy. It was also pointed by education officials interviewed that deputy principalship experience was especially useful where one served for a reasonable period of not less than 3 years under a principal who gave the deputy principal a chance to have a "feel" of running the school thus providing managerial growth.

All the respondents interviewed indicated that principals faced problems in the performance of the six main Tasks areas. They concurred that principals lacked management skills in finance management, curriculum implementation, student and staff personnel, provision and maintenance of physical facilities and school community relations. The relevant data collected is presented in Table 4.3.5 below.

<b>Task Area</b>	<b>Problem faced</b>	<b>No. of Principals</b>	<b>Percentage</b>
		<b>N = 3</b>	
Finance management	YES	3	100.0
	NO	-	-
Curriculum Management	YES	3	100.0
	NO	-	-
Student Personnel	YES	3	100.0
	NO	-	-
Staff Personnel	YES	3	100.0
	NO	-	-

Facilities Provision	YES	3	100.0
	NO	-	-
Community Relations	YES	3	100.0
	NO	-	-

From the table above 100% of the respondents indicated that principals faced problems in all the six main administrative tasks of the school management.

**Question 9: What are the Ministry of education, Science and Technology officials views on the effective methods of preparing school principals ?**

This study sought to establish effective methods of preparing the secondary school principals. The data was summarised and all the officials interviewed concurred that the effective methods of preparing principals were:

1. University qualification be the basis of preparing secondary school principals both teaching and educational administration qualification.
2. KESI courses should be conducted regularly to provide the practical applicability of school administration and new challenges<sup>3</sup> in school management.

All the respondents interviewed indicated that training in management skills was necessary for efficient management. Good leadership styles and improved professional administration are necessary for a school principal preparation. Principals were informed on their tasks and role expectations; guided principals on how to perform the specific roles and gave principals confidence in performing their duties. It provided to the principal's knowledge in financial curriculum, legal aspects, procurement, personnel.

When should the training be given? This question intended to establish ministry of education science and Technology officials' views on the appropriate time for training principals. This would give insight into future and current principalship preparation programmes. The officials indicated that training should be given before appointment that is Pre-service training programmes; Through regular in-service programmes after appointment and while on-the-job training programmes.

Should there be a principals induction programme soon after appointment? All the respondents interviewed indicated that induction process was necessary for principalship preparation. A principal should undergo induction after appointment because currently university training does not adequately cover education management. Among the reasons given in support of induction were: through induction the newly appointed principal was introduced to the new duties / responsibilities and schools/ station's culture; Was given guidance on changing curriculum implementations and gained confidence to take up new challenges of principalship got a chance to exchange views and experience with the outgoing principal on how to handle problems such as drug abuse, student and staff stress

All the interviewed officials indicated that principals need to be trained for performance of the six main tasks of school Management. The researcher sought recommendations for training current and future principals from the ministry of Education, science and Technology Officials basically, because they had come across or were familiar with the problems principals faced in the field of school management. The education officials were also better placed to

give recommendations, as they are concerned with the preparation process for principalship. The information gathered was summarised. Future principals should be given pre-service training in school management starting from college. The programmes at the pre-service training be reviewed such that two semesters should be set aside for school administration courses to include all the aspects of educational management, supervision, instructional inspection, evaluation, communication, public relations and legal matters in education. In-service training should be the main form of training current principals. This should be done regularly through KESI courses, seminars and workshops. The programme should be mandatory for current principals for upward mobility. Programmes have been designed in stages and principals would undergo such training, be awarded certificates after proper follow-up. For promotion in the school administration the current principals would have fulfilled the requirement/s stage/s before promotion to senior positions. On-the-job training should be emphasized as it is the most effective way of learning school management, old and new challenges in school administration, exposure and practical way of handling the school climate, culture, organization, political and power.

**Question 10: What are the educational managerial training programmes being offered to serving principals by Kenya Education Staff Institute ?**

This study sought to establish training programmes offered to serving principals by Kenya Education Staff Institute. The general objectives of the KESI training is to strengthen the managerial and planning capacity of various cadres of Educational personnel through continued and expanded in-service



training and staff development. Also to facilitate performance skills improvement for quality educational services in Kenya. The documents collected were studied by the researcher and the following was observed.

As mandated by the Legal notice number 565 of 1988, by the Government, KESI has been in existence for about 15 years. From the prospectus collected, teachers are appointed to become principals before being given formal and systematic pre-service training in educational management. Pre-service course (one unit in educational administration) offered at the university, offer cognitive skills only and little if any management skills. The in-service courses are organized during school holidays (April and August) every year. The participants meet the cost of training and the in-service workshops are carried at a central place in every 8 provinces and also at the districts levels. Currently about 75% of the secondary school principals have attended the KESI stage one induction course lasting 2 weeks and each participant has been awarded certificate of attendance in Educational management EMA (1).

The researcher was provided by KESI (see the details in the attached appendix D) with programme stage one induction course lasting 2 weeks. This in-service training targets Principals, Deputy Headteachers and Head of Departments which focus on the school as an organization- school Goals and Objectives. Managing a school (Guiding principles) and resources. School and community welfare and Linkages.

KESI has yet to develop professional (equivalent to degrees) courses for advanced levels to train Headteachers, Deputy Headteachers and Heads of Departments who do not have pre-service training in educational management.

This study sought to find out whether the principals faced problems in performing the six main tasks of school management, as a result of inadequate managerial preparation during teaching profession course at the Kenyan local universities

## CHAPTER 5

### SUMMARY OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.0. Introduction

This chapter provides, Research Summary, Research findings, Conclusions, Recommendations and Suggestions for further Research drawn from the analysis of the data in chapter 4. The study had set out to establish what problems principals faced in performing the six main tasks of school management, which were related to inadequate managerial preparation. The study also sought to establish principals views on the reasons for the problems, ways which principals had used to cope with the problems and their (principals) recommendations on how to overcome the identified problems. It was also the intention of this study to find out from principals, their ranking of managerial skills, their recommendations on the training of current future principals. Data was collected using a questionnaire (see appendix - A). The researcher also interviewed the Ministry of Education, Science and Technology officials regarding the preparation of principals (areas principals required training): the nature of training recommendation, duration of training, and practical experience required for one to be appointed to principalship. The documents study from KESI were used to establish the in-service programmes or modalities of training offered by KESI to current principals. Data was

collected using an interview schedule and document study guideline (see Appendices B and C).

### 5.1. Research Summary

Majority of the principals were mature, aged 40 years and above. They were professional teachers having studied education up to university level and had reasonable teaching and deputyship experiences. The picture that emerged from the personal data of principals was that the principals not only had a wide range of teaching and deputy headship experience but also were seasonal principals with experience ranging from 3 years to 14 years. This experience was wide enough to provide deep insights into managerial problems and measures for dealing with them.

The preparation of principals was in form of pre-service and on-the-job training. On-the-job training in this study included experience in other administrative responsibilities such as class-teacher, head of department and deputy principal.

**a)Pre-service training:** The majority of the principals had been exposed to the one unit course in education administration which was elementary, sketchy and lacking in managerial skills content. They had no pre-service training in educational management skills since the undergraduate and most of postgraduate programmes in education are basically designed to produce classroom teachers and lecturers. It was therefore not a wonder that respondents viewed it as lacking in management skills content necessary for preparation of principals and educational management.

**b)In-service training:** The majority of the principals had in-service training. An interesting observation though 75% had been in-serviced for 2 weeks and issued with certificates of attendants most of the principals still faced problems in educational management. Ideally, in-service courses should be frequent with a view to refreshing and /or updating the participants on the subject or changes in it and not preparation or training for management skills.

Other shortcomings of the in-service course as expressed by the respondents were: i) too short a duration leading to a crash programme ii) not timely sometimes coming after principals had made numerous mistakes over the years iii) lacking an evaluation system to asses whether principals had grasped the content iv) failing to address emerging problems in school management as it was not frequent enough.

**c)On-the-job training:** All the respondents indicated that principals learnt how to manage schools through practical experience as principals. They expressed the view that on-the-job training was the most effective mode of principalship preparation as it moved from theoretical to practical school management issues. The main finding was that on-the-job learning experience involved 'trial and error' 'sink or swim' experience. The connotation was the principals had little or no guidance on how to manage schools and they had to struggle to keep 'a float' through thick and thin.

In summary all the three modes of principalship preparation had some shortcomings hence the inadequacy in preparation of principals in the necessary management skills.

However it emerged that good outcomes would be guaranteed if the three modes of principalship preparation were improved. Pre-service training would be more effective if it would provide adequate content on management skills during teacher training at the university. In-service training on the other hand needed to be made mandatory to ensure uniform exposure of all principals, have a balance between duration and content to be covered, have an evaluation system to enable facilitators to know whether or not they were achieving their objectives and levels/stages relevant of professional qualifications in educational management to be used/based on when promoting principals to senior cadres in school administration. On-the-job training called for proper induction of newly appointed headteachers. Successful experienced principals shared experiences and views with other principals. This could be frequent enough to address emerging issues on school management. For those rising-through-the-ranks, delegation of both responsibility and authority would be very helpful. While delegation responsibility was in itself a useful step towards gaining managerial skills, delegation of authority gave the incumbent a chance to practice decision-making which is crucial in management.

## **5.2. Research Findings**

The main findings were that:

- i. Majority of the principal faced problems in all the six main task areas.
- ii. The problems faced by principals cut across all categories of secondary schools (Boys/Girls/Mixed/Boarding/Day). They also cut across age and experience range of the principals.

- iii. The most problematic task was Finance and Business management. Curriculum Implementation, Pupil personnel management, Staff personnel management and Provision and Maintenance of Physical Facilities were rated second and equally difficult.
- iv. In general principals in Vihiga District faced problems in their administrative performance as a result of inadequate preparation.

**Summary of Implications of training Principals based on the problems they face in performing the main Tasks of school management.**

Principals require training in:-

1. Technical skills such as budgeting, accounting, book-keeping, auditing, expenditure control so as to become competent financial managers of schools.
2. Public relations so as to efficiently handle parents, school community at large, relevant authorities such as the Ministry of Education, Science and Technology, Inspectorate, Teachers' Service Commission, Kenya National Examination Council, Board of Governors, Parents Teachers Association and Sponsors.
3. Human relation skills to enable to manage pupil and staff personnel matters.
4. Counselling and guidance skills so as to manage pupil/staff stress and disciplining issues.
5. Conceptual skills to enable them to co-ordinate the school with other schools, the community and the Ministry of Education and internationally.

### **Recommendations for the training of current and future principals**

The main recommendations were that principals should be trained using all the three modes of training , pre-service, in-service and on-the-job. While it is possible to train future principals through pre-service before appointment and in-service and on-the-job after appointment. Current principals can be trained basically through in-service and on-the-job training. The following are the recommendations:-

#### **a) In-service Training**

- i. Duration should be adequate for coverage of all task areas that is two weeks for each task area.
- ii. The content should cover all the task areas and incorporate comments from participants.
- iii. The programme should be made mandatory.
- iv. In-service programme should put more emphasis on financial management task.
- v. Participants should be examined on areas covered during the course.
- vi. In-service should be made more timely as it sometimes comes after principals have made mistakes over the years.
- vii. It should be made more regular.
- viii. The programmes/modalities offered should incorporate junior, middle, advanced levels to conform with the present cadres in principalship.
- ix. Trainers should include the current KESI trainers, successful principals, experts in different but relevant fields like accounts, medical, legal.



- x. KESI to be expanded to specialize in Educational management Institute like the (K.I.A) Kenya Institute of Administration.

#### **b) On-the –job Training**

- i. Proper induction as per the needs of the individuals next job/promotion and institutional
- ii. Principals net working with other principals to exchange views on school management.

#### **c) Pre-service Training**

- i. An established curriculum covering management skills in the six task areas and other relevant information.
- ii. Adequate time ranging from 2 semesters to 1 year to cover the curriculum in training institutions.
- iii. A variety of trainers to handle the various relevant needed areas for example successful educators, doctors, accountants, personnel managers.
- iv. Universities faculties of education to get involved in preparation of principals at certificate, diploma, post graduate diplomas and degrees in educational management.

### **5.3 Conclusions**

The main purpose of the study was to establish what problems principals faced in performing the six main tasks of school management, which were related to inadequate managerial preparation. Based on the findings , the following were the conclusions of the study.

1. Most principals faced problems in performing all the six main tasks of school management. The problems were related to inadequate management preparation.
2. There is need to recognize the fact that there is a clear difference between the preparation process of a school teacher and one of a school manager (principal). Their roles are not synonymous.
3. The continuing practice of managing schools through experimental method ('trial and error' / 'sink or swim' 'deep-end-learning') is an expensive one and it calls for attention.
4. Training of secondary school principals in the six main Task areas was paramount.

#### **5.4.Recommendations and suggestions for further research**

The following recommendations include some of the recommendations that were made by the respondents in the study.

1. Training of principals should be done at three levels namely pre-service, in-service and on-the-job in such away that the three modes complement each other.
2. Various universities in Kenya should consider introducing courses at graduate level and undergraduate in school management.
3. In-service training should be made mandatory, regular, longer in duration, organized in field facilities.
4. Principals should be trained in technical skills such as budgeting, counting, book-keeping, auditing and expenditure control during pre-service and on-the-job training programmes.

5. Age, teaching, administrative experience and training in management should be considered before a teacher is appointed principal.
6. There should be sandwich courses for principals leading to postgraduate diploma or masters or Ph.d. degrees in school management.
7. User friendly literature on all school management tasks should be availed to teachers to assist them in learning school management.
8. Frequent curriculum changes and content overloading should be minimized. In the event of change, it must be followed promptly by an in-service course for principals who will then organize in-house-in-service for their teachers.
9. Training of principals should emphasize Human relation skills to help them cope with personnel problems. Guidance and counselling skills should also be emphasized as they are crucial in handling personnel problems.
10. On-the-job training should include internship or practicum as practised in other professions such as law, teaching and medical.

The suggestions for further research. This study should be replicated using secondary schools that are running well in Kenya in order to establish how their principals are prepared and the problems they face in school management. The schools which have management problems could possibly borrow a leaf from the well run schools on the preparation process for principals. Also because of other factors affecting the smooth running of secondary schools administration in Kenya today, more research or studies could be carried out on attitudes/problems of the sponsors, communities, outdated policies, affecting educational management.

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2. Your Sex Female ( ) Male ( )

3. Your Academic qualifications

Ph.d ( ) M.Ed. ( ) M.S.C/M.A. /with education( )

B.Ed ( ) B.SC./B.A./with education ( ) DIP/SI ( )

Any other (Please specify)

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

4) For how long have you served as:- (i) Deputy Principal  
.....years

(ii)Principal.....years

5. What would you give as some of the demands by TSC. before any one is appointed to principalship ?

i).....  
...

ii).....  
.....

iii).....  
.....

6. Prior to your appointment as a principal, did you receive any pre-service training in educational management skills? Yes ( ) No ( ). If Yes indicate the level/s.....  
.....

7. a). Have you had professional training in educational administration ? Yes ( ) No ( ). If yes indicate how many units.....

8. Have you taken any in-service courses in Educational Administration from (KESI) Kenya Education staff Institute? Yes ( ) No ( )

9. a). How many years have you served as? (Please fill the appropriate).

Class – teacher .....years. Subject Head .....years Club teacher...years

Game teacher.....years    House teacher....years.    Career teacher...years

Head of Department ...years. Senior Teacher ... years

10. Explain whether the pre-service training prepared you adequate/inadequate for your current responsibilities as a principal in terms of :-

i) Duration

.....

ii) Content

.....

iii) Organisation

.....

iv) Trainers

.....

v) Frequency

.....

vi) Timing.....

11) Did the one unit on educational administration during your undergraduate training prepare you adequately for your present position as a principal ? Yes ( ) No ( )

12. Do you think the in-service courses are sufficient enough in preparing you for principal's administrative tasks? Adequately ( ) Partially ( )

Please explain/ Commend in terms of:-

i) Duration

.....

ii) Content

.....

iii) Organisation

.....

iv) Trainers

.....

v) Frequency

.....

vi) When it should start.....

13. You were appointed to principalship because:-

- a) You applied for the position ( )
- b) You were promoted because of your teaching experience ( )
- c) Your experience as a deputy principal ( )

14. Please indicate the 3 administrative responsibilities you consider to be useful in principal preparation.

- i).....
- ii).....
- iii).....

**SECTION - B**

This section is designed to gather information on problems facing principals which are related to training background and suggestions of possible solutions.

Please tick ( ) in the appropriate space or fill in the necessary information.

**1. Task 1: Finance and Business Management?**

a) As a principal you are aware of the problems principals face arising from lack of adequate training in managerial skills in finance and business management? Yes ( ) No ( )

If yes, list the common problems:-

- i).....
- ii).....
- iii).....

b) What are the probable reasons for these problems:

- i).....

ii).....  
.....

iii).....  
.....

c) Please list some of the ways and means you use to cope with the problem:-

i).....  
.....

ii).....  
.....

iii).....  
.....

d)What are some of the recommendations you would give in overcoming the problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

**2. Task 2.- Curriculum Implementation**

As a principal you are aware of the problems principals face arising from lack of adequate training in managerial skills in curriculum implementation:

Yes ( ) No ( )

a) If yes, list the common problems.

i).....  
.....

ii).....  
.....

iii).....  
.....

b) What are the probable reasons for these problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

c)Please list some of the ways and means you use to cope with the problems:-

i).....  
.....

ii).....  
.....

iii).....  
.....

d)What are some of the recommendations you would give in overcoming the problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

**3.Task 3.- Student Personnel Management?**

a) As a principal are you aware of the problems principals face arising from lack of adequate training in managerial skills in student personnel management?      Yes (    )    No (    )

If Yes, list the common problems.

i).....  
.....

ii).....  
.....

iii).....  
.....

b)What are the probable reasons for these problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

c) Please list some of the ways and means you use to cope with the problems:-

i).....  
.....

ii).....  
.....

iii).....  
.....

d)What are some of the recommendations you would give in overcoming the problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

**5. Task 4 – Staff Personnel Management?**

a) As a principal are you aware of the problems principals face arising from lack of adequate training in managerial skills in Staff personnel management?  
Yes ( ) No ( )

If Yes, list the common problems

i).....  
.....



ii).....  
.....

iii).....  
.....

b)What are the probable reasons for these problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

c)Please list some of the ways and means you use to cope with the problems:-

i).....  
.....

ii).....  
.....

iii).....  
.....

d)What are some of the recommendations you would give in overcoming the problems?

i).....  
.....

ii).....  
.....

iii).....  
.....

**5. Task - 5 Physical Facilities**

a) As a principal are you aware of the problems principals face arising from lack of adequate training in managerial skills in physical management?

Yes ( ) No ( )

If Yes, list the common problems

i).....  
.....

ii).....  
.....

iii).....

b)What are the probable reasons for these problems?

i).....

ii).....

iii).....

c)Please list some of the ways and means you use to cope with the problems:-

i).....

ii).....

iii).....

d)What are some to the recommendations you would give in overcoming the problems?

i).....

ii).....

iii).....

**6. Task 6 – School Community Relations?**

a) As a principal are you aware of the problems principals face arising from lack of adequate training in managerial skills in School community relations?  
Yes ( ) No ( )

If Yes, list the common problems

i).....

ii).....

iii).....

b)What are the probable reasons for these problems?

i).....

ii).....

iii).....

c) Please list some of the ways and means you use to cope with the problems:-

i).....

ii).....

iii).....

d)What are some of the recommendations you would give in overcoming the problems?

i).....

ii).....

iii).....

7. In your view, is training of principals in performance of these six tasks necessary? Yes ( ) No ( )

If yes, in which rank order should emphasis be placed during principals training on these tasks areas?

a) Finance and Business management..... ( )

b) Curriculum Implementation management..... ( )

c) Student management ..... ( )

d) Staff management..... ( )

e) Physical facilities management..... ( )

f) School community relations ..... ( )

**N/B:** Please use (1) for greatest emphasis and (6) for least emphasis.

Kindly elaborate on your rank order

.....  
.....

If NO, kindly explain

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

8. In view of your experience as a principal, what will you recommend as the best ways of training current and prospective/future principals?

a) Current principals in terms of:-

i) In-service training.....

.....

ii) On-the-job training.....

.....

iii) Timing of the training.....

b) Future principals in terms of:-

i) Teacher training.....

.....

.....

ii) Pre-service training.....

.....

iii) On-the-job training.....

.....

iv) Regular in-service training.....

.....

## APPENDIX - B

### MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY OFFICIALS INTERVIEW SCHEDULE

#### A STUDY ON PREPARATION OF SCHOOL PRINCIPALS AND IMPLICATION ON THEIR ADMINISTRATIVE PERFORMANCE IN VIHIGA DISTRICT- KENYA

This interview was designed to solicit Ministry of Education's officials suggestions on areas where principals require training, the nature of training recommendation (pre-service, in-service, or on-the-job training), duration of training, practical experience required before appointing principals.

1. How long have you been in service in your current position as an Educational officer/Manager/.Inspector/ Director?  
.....years.

2. a) Did you have teaching experience before your appointment as an educational Officer/ Manager/ Inspector or Director? YES ( ) NO ( )

b) If Yes, what teaching experience did you have before your current appointment:

i).....?..... years

ii).....years

iii).....years

iv).....years

v).....years.

3. As a n educational Officer/ Manager / Inspector or Director, do you think a principal of secondary school should be trained in educational administration?  
YES ( ) NO ( )

4. Should the certificates, diplomas, degree biased in educational administration during pre-service training be taken into account when appointing/ promoting principals? YES ( ) No ( )

Please explain briefly

.....

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

5. Should a principal's age be taken into account during the appointment ?  
 YES ( ) NO ( )

kindly give reasons for your answer

- i).....
- ii).....
- iii).....
- iv).....
- v).....

6. a) should a principal serve in the following before being appointed?

- i) Classteaher                      YES ( ) NO ( ) ..... years
- ii) Subject head                      YES ( ) NO ( ) ..... years
- iii) Head of Department              YES ( ) NO ( ) ..... years
- iv) Senior Teacher                      YES ( ) NO ( ) ..... years
- Deputy Principal                      YES ( ) NO ( ) ..... years

b) If Yes. please give reasons for teaching, head of department and deputy principal experiences.

- i).....
- ii).....
- iii).....
- iv).....
- v).....

7. Should there be a principal's induction programme soon after appointment?  
 YES ( ) NO ( )

If Yes, kindly:-

a) Give reasons why.

- i).....
- ii).....
- iii).....
- iv).....
- v).....

**b) Indicate areas that need induction**

- i).....
- ii).....
- iii).....
- iv).....
- v).....
- .....

**c) If NO, please explain**

- i).....
- ii).....
- iii).....
- iv).....
- v).....

8. Are you aware of problems principals face on appointment/ during service that arise from lack of training in managerial/ skills in the following tasks areas?

TASK	YES	NO
a. Finance Management	( )	( )
b. Curriculum Management	( )	( )
c. Student Management	( )	( )
d. Staff Personnel	( )	( )
e. Physical facilities	( )	( )

f. Community Relations ( ) ( )

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

i) .....

ii) .....

iii) .....

iv) .....

v) .....

10. Why is it necessary to train principals

i) .....

ii) .....

iii) .....

iv) .....

v) .....

11. When should training of principal start?

.....

12. In your opinion what form of training would you recommend for current and prospective principals:

a). Current

i) .....

ii) .....

iii) .....

iv) .....

v) .....



b). Future / prospective ?

i).....

ii).....

iii).....

iv).....

v).....

## APPENDIX - C

### MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY DOCUMENT STUDY GUIDELINE: KENYA EDUCATION STAFF INSTITUTE (KESI)

#### A STUDY PREPARATION OF SCHOOL PRINCIPALS AND IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE IN VIHIGA DISTRICT-KENYA

This document study guideline was only to assist the researcher to verify some information provided by the school principals as regard their preparation as administrators of secondary schools in Kenya (Vihiga District), from KESI Director.

The documents provided or exposed to were ONLY meant for the researchers course M.ED. Degree in Administration and Planning, University of Nairobi Project. The document collected/ exposed to are treated confidential.

1. How long has the KESI been existing? Period  years

2. As an institution charged with Training of secondary school principals,

How many principals are there in our Kenyan secondary schools? NO.

3. Organizations train managers in basic skills which are important at all administrative levels for effective and efficient performance of management roles. Is there any policy which requires school principals to undergo training in management? YES ( ) NO ( )

Please explain your answer

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

4. Is it true that in Kenya, teachers are appointed to become principals before being given formal and systematic pre-service training in managerial skills ? TRUE ( ) FALSE ( )

Kindly explain your answer

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

5. KESI (Kenya Education Staff Institute) is responsible for organizing and conducting in-service training for educational administrators and managers of both primary and secondary schools. What are the chances of all this education administrators and managers in getting in-service training when KESI has limitations of staff, funds, facilities and time?

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

6. What are the in-service programmes offered at KESI that prepare principals for the position of leadership?

Course Topics	Methods used	Duration
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

## APPENDIX - D

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT  
KENYA EDUCATION STAFF INSTITUTE

### OVERVIEW OF HEADTEACHERS' INSERVICE COURSES IN EDUCATIONAL MANAGEMENT SINCE 1981 - MODULAR APPROACHES AND SCHOOL TO SCHOOL NET WORKING AND CLUSTERS

In-service Training Activities Targeting Headteachers, Deputy Headteachers and Heads of Departments focus on Four major Areas, namely:-

AREA ONE	<i><u>THE SCHOOL AS AN ORGANIZATION - SCHOOL GOALS AND OBJECTIVES</u></i>
DURATION/CONTACT TIME 2 DAYS	School as an Organisation School Philosophy and Objectives Clarification of Values, Mission, Goals, Mandate, Motto Styles of Management.
REFERENCE TEXT Com-Sec MODULE ONE SEVEN	Needs Identification School Planning, School Mapping, etc Job Analysis, Description and Specification Time Management School Governance – Education Act, Committees, Boards Of Governors, Parents Associations (PTAs)
AREA TWO	<i><u>MANAGING A SCHOOL – GUIDING PRINCIPLES</u></i>
DURATION/CONTACT TIME 2 DAYS	Management in Education Organization and functions of Government The Role of School and Concept of its Management – Leadership.
REFERENCE Com-Sec MODULE 2	Working with other People - Human and Public Relations, Communication Techniques, Delegation, Decision Making. Problem solving Management of Change
AREA THREE	<i><u>MANAGING SCHOOL RESOURCES</u></i>
	Human Management/Teacher Management and support. Selection, Recruitment, Deployment, Motivation, Supervision, Appraisal, Development, Discipline, Records, Managing Meetings, Industrial Relations – Role Of TSC, KNUT, Head, School Governors in Staff Matters.

### Teacher Induction/Retirement Education

Managing the Curriculum, Teaching and Learning Resources emphasising the establishment of the School Curriculum (Roles of Inspectorate, KIE, KNEC, TACs, Zonal Subject Panels, etc) Time tabling, Teaching and Learning Resources, mobilization and Use, Continuous Assessment and Examinations, Testing and Record-keeping, managing Text-books, School Libraries, Media and low-cost Teaching/Learning Aids Resources Maintenance

Physical Planning and Development – Tuition, Boarding, Recreation and Sanitation Facilities/School Mapping School Plant and Maintenance – Fencing, Cleanliness, Security of Premises, etc.

Financial Management and Control - emphasize sources of funds; Planning, Budgeting, Mobilization of School Finances, Financial Transactions, Bookkeeping, Expending and Accounting for school funds, Auditing School Accounts Books, Internal Monitoring Arrangements, Financial Statements for PTA-AGM, MOE, etc Integrity, Prudence and Transparency/Good Stewardship. Involvement of Partners; Entrepreneurship Development/ Corporate Ventures.

Time Management – Programming of School Activities And Events

- Appropriate Time Use
- Discipline
- Stress Management

Monitoring and Evaluation of School Effectiveness

Indicators rationale, techniques, programming and use of Findings of monitoring and evaluation.

Children's Progress Reports and Their Use.

Operational Research and Evaluation Techniques

Task Force/Brainstorming Committees

Making your Case

DURATION 4 TO 5 DAYS

#### REFERENCE

Com Sec MODULES 3, 4, 5 and 6 KESI Handouts. MOE Accounting Manuals Government Financial Order Audit & Exchequer Act Heads Manual Circulars, etc

Management Information Systems/Computers in Schools.

AREA FOUR

SCHOOL AND COMMUNITY WELFARE AND LINKAGES

DURATION 15 DAYS

Role of Provincial Administration in School Management (DC)

REFERENCE

Public Health and Nutrition Management in Schools (include HIV/AIDS Awareness campaigns)

Use Specialist/Guest Speakers/Professionals In the field

Family Life Education  
Social and Cultural Mobilization

KESI Courses +

School Functions and Ceremonies (Refer to booklet By G W Griffin et al of 1988)

KSSHA

Politics of Running a School/Community Leadership

KCPA

OPEN FORUM Questions raised by Participants and Exchange Visits

NPHA

STUDY TOURS by Participants and Exchange Visits

Seminars and

CASE STUDIES ON MANAGEMENT SYSTEMS

Conferences

ELSEWHERE FOR COMPARISON PURPOSES

PART-TIME/FULL

Industrial Attachment – Focus on Spread of GOOD

TIME UNIVERSITY

PRACTICE

CERTIFICATION

Stage One Induction Courses to last a total of 2 weeks to 4 weeks lead to a Certificate in Education Management EMA(1)

Stage Two Middle Management Courses to last 4 – 12 weeks plus 3 weeks of Job Attachment The Courses lead to the award of a Certificate in Education Management EMA(2),

Stage Three. Advanced Management Workshops to last 1 week to 12 months or Masters/Ph.D level. Some universities offer part-time school-based Further Education and Training Packages which do not take you physically away from your Work Station. Courses lead to the award of a Professional Certificate in Education Management EMA3, EMA 4, EMA 5 or to a University Diploma and Degree locally and out of the country

APPENDIX - E

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. MOES&T 13/001/32C 59/2

and date



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

18th April, 2002

Mike A. Iravo,  
University of Nairobi,  
P.O. Box 30197,  
NAIROBI.

Dear Sir,

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on "A study on preparation of school principals and implications on their administrative performance in Vihiga District. I am pleased to inform you that you have been authorised to conduct research in Vihiga District for a period ending 30th September, 2002.

You are advised to report to the District Commission and the District Education Officer, Vihiga District before embarking on the study.

You are further advised to avail two copies of your research findings to this office upon completion of your study.

Yours faithfully,

  
A.G. KAARIA  
FOR : PERMANENT SECRETARY/EDUCATION

cc

The District Commissioner,  
Vihiga District.

The District Education Officer,  
Vihiga District.

*Notes*  
*W. Webb*  
DISTRICT COMMISSIONER  
VIHIGA  
23/4/2002  
  
Principals/Headteachers,  
VIHIGA DISTRICT  
Please assist him  
*(W. Wushan)*  
23/4/2002  
DISTRICT EDUCATION OFFICE  
VIHIGA DISTRICT

APPENDIX - F



**UNIVERSITY OF NAIROBI**  
**COLLEGE OF EDUCATION AND EXTERNAL STUDIES**  
**FACULTY OF EDUCATION**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"

Telephone: KARURI 32021 & 32016

P.O. BOX 30197  
NAIROBI  
OR P.O. BOX 92  
KIKUYU, Kenya

Our Ref:

10th April, 2002

The Permanent Secretary,  
Ministry of Education  
NAIROBI

Dear Sir,

RE: RESEARCH PERMIT

This is to certify that Iravo Amuhaya Mike E/55/P/8009/99 is a student in the Department of Educational Administration and Planning. He has registered for Master of Education degree in the department. At the moment he is ready to collect his data.

I would appreciate if you could assist him apply and be issued with research permit.

Yours faithfully,

DR. GEORGE N. RECHE

Chairman, DEPT. OF ED. ADMINISTRATION & PLANNING

