CHAPTER 5:

5.0 Summary of Research Findings, Conclusions and Recommendations

This chapter presents a summary, conclusions and recommendations on a study that set out to find out the Educational Management practices in secondary schools based on some specified variables. The study further aimed at establishing the implications of the ratings of management practices in secondary schools for training of head teachers. The study evaluated different schools based on the ratings of their practices in different management tasks that are part of the operations of every school on a day-to-day basis.

From analysed data, research findings and the study objectives are discussed and interpretations on implications made. Conclusions and recommendations that are pertinent to this study are made based on analysed data.

5.1 A summary of the whole study

This study analysed various practices in secondary school administration and management that make some schools to excel in different spheres of a school while others fail to make impact or make little impact on students’ lives. The study underscored the crucial role played by educational administrators in general and head teachers in particular. Since schools differ in many respects, success of an institution is heavily dependent on the level of innovation of a head teacher in terms of being able to harness both human and material resources for realisation of institutional goals and national goals of education. Under this section, the major highlights of the study will be presented.

Such highlights include a summary of the salient issues dealt with in each chapter, the
challenges that are impeding effective school management in the six management task areas. Finally, the
findings of the study were discussed in light the objectives of the study and pertinent conclusions and
recommendations were drawn in light of available data.

Chapter one set the background for this study by highlighting the shortcomings in
management of education and the measures that the Ministry of Education, Science and Technology (Kenya)
has taken in conjunction with other stakeholders to redress such shortcomings. Appointment of head teachers
without adequate professional preparation and subsequent regular support was identified as a matter of
particular concern among head teachers. The role that Kenya Education Staff Institute (KESI)) has been playing
in addressing the managerial shortcomings was explored. The effectiveness of Kenya Education Staff Institute
(KESI) in-service programmes has been shown as being a matter of concern since it was based mainly on mere
conjecture than any recent research.

The significance of this study was underscored as establishing criteria for school-based planning and
with the intention of enabling head teachers to take charge of management rather than depending on external
guidance from Ministry of Education officials, whose services are limited by their numbers. A case for head
teachers’ innovation, school-based planning and implementation of programmes was argued for to redress the
current external over dependence on supervision by Ministry of Education officials. The study underscored
overall school appraisal as key to ensure overall quality enhancement of an academic community. The role of
head teachers in success of educational programmes through the professional development model was put
forward as central. The schools under study had little in terms of organised and long-range planning. This
however needs to the beginning point where educational institutions stipulate their essence for their existence
apart from just mere transmission of knowledge. This was largely missing with an exception of four
institutions. The first chapter also defined the significant terms related with this study.

Chapter 2 was a critical review of literature related to effective schools’ movement; the role of school managers in institutional effectiveness, the role of staff development in enhancing the competence of educational practitioners and general evaluation of training programmes aimed at equipping school principals with the requisite knowledge, skills and attitudes. The particular issues addressed include an evaluation of the dynamics at play in appointment of head teachers. The many non-professional issues that come to the fore in appointment of head teachers formed part of the reviewed literature. The professional ramifications of appointing some head teachers on such non-professional grounds were examined.

This study critically evaluated the role played by Kenya Education Staff Institute (KESI) in-service training programmes since the vast majority of head teachers were teachers with no preparation for educational administration and required preparation for effective task performance. The study also explored further the challenges that have faced the institute impeding its commitment to the fulfilment of its mandate. An analysis of the management tasks in educational institutions was done in relation to the practices engaged in by head teachers in effective educational institutions.

Chapter 3 examined the research methodology. The survey design was used for this study since it involved exploration of many aspects, which were hitherto unexplored together in a single study. This study targeted the 168 secondary schools that had twelfth grade (form four) candidate classes in Kitui and Machakos districts in 2001-2003. By use of stratified random sample, 110 schools were sampled for this study. The research instruments used for this study were Self-Appraisal Report (Questionnaire type), which was validated through a pilot study in five schools. By use of Teachers’ Service Commission Form A (S), (Appendix) E, the researcher was able to authenticate the information presented in Self-Appraisal Report. The study also used a
questionnaire to explore the challenges facing Kenya Education Staff Institute (KESI) in fulfilling its training mandate. The data analysis procedures involved tabulation of frequencies and percentages. By use of percentages, institutional weightings secondary schools were differentiated depending on the six managerial parameters.

Financial management and dealing with human and public relations emerged as the major areas of weakness from the reviewed literature in educational management. The role of head teachers in school effectiveness was explored mainly from writings of effective schools’ movement and other research studies. The literature review also focused on appraisal of management training Programmes. A key finding emerged from reviewed literature that programmes need to be client-tailored so that they can address the real issues of concern in school settings rather than being exposed to theoretical and abstract ones. Competencies associated with effective head teachers, priority-training areas for effective functioning, educational managers’ preferred training approaches and variables that may affect head teachers performance in management tasks have been explored.

5.2 Discussion and interpretation of the major findings from the study objectives:

This study formulated objectives to establish whether secondary schools differed in management practices based on the Self-appraisal Report, formulated by National Assessment and Accreditation Council (India) and modified for the purposes of this study to suit the Kenyan settings. The objectives were outlined and the findings are discussed as follows:

1.(a) The computation of all the quantitative items in Curricular Design and Planning showed that the obtained F value (61.427) is greater than the degrees of freedom at 5 percent level of significance since the critical point
is 3.07. As such, it is held there is significant difference in secondary schools’ educational management practices in Curricular Design and planning among school categories. This was evident even in pair-wise comparison of group means school categories.

A study by Okumbe (1987) indicates differences in matters related to curriculum supervision. Owens (1991:33) noted that effective schools require a planned coordinated curriculum that treats students’ educational needs holistically and increases time spent on academic learning. The school principal will therefore need to cultivate those aspects that promote effectiveness like time management, instructional management, supervision and institutional planning (Kalra, 1997: 23).

These findings differ from the ones of Uppasani et.al (1991) in one aspect in that the current study found a cross-section of schools that was ineffective in certain aspects of management as opposed to Uppasani et. al who found all schools efficient and effective in their operations. The current study however agrees with that of Uppasani et al (1991) in that the correlates of efficiency of a head teacher were found to be planning, implementation of curricular and co-curricular activities, good relationship with the staff and the community as well as providing extra facilities for students. The findings are equally supported by Campbell et al (1983: 4) who point out that the essence of administration is to facilitate teaching and learning. As such, the role of head teachers in curriculum and instruction is to ensure effective management through appropriate delegation to the members of the teaching staff (Bell and Rhodes, 1996:6).

1. (b) A Subsidiary objective in Curricular Design and planning sought to find out whether significant differences existed between Curricular Design and Planning scores between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI)) and those who lacked such management training. The calculated t (4.778) is greater than the tabulated t (1.980) hence it was held that a significant differences exist in schools under head teachers exposed to management training compared to those
schools whose head teachers lacked such exposure. Since no study had been done in Kenya comparing head teachers exposed to management training and those who lacked such exposure comparisons were made with other countries where such studies had been conducted.

The findings of the present study are in conformity with those of Keys (1989) who sought to find out programme participants’ perceptions after attendance of Administrative Leadership Development programme in Saskatchewan. Keys (1989) found that the participants’ needs were met through the programme. The participants also indicated that Administrative Leadership Development Programme conformed to the guidelines for effective in-service programmes. The principals who participated in the programme expressed appreciation of the leadership programme, because according to them, the programmes made them to produce real and identifiable changes in their places of work.

The foregoing observations partly reflect the findings of the current study because head teachers indicated numerous areas that management training by Kenya Education Staff Institute did not adequately meet their professional development needs.

The stated views are in line with Hariri (1982) in a study to determine the adequacy of Educational administrators’ preparation in Saudi Arabia who found that the training of participants did not account for any significant variations in the proportion of dependent variables of (a) competence of principals as perceived as teachers. Howell (1990) found that the Illinois administrators’ Academy (IAA) did not significantly benefit Northern Illinois’ principals in terms of their professional development. The principals noted that the academy was a viable concept but it did not effectively meet principals’ professional development needs.

The current study is supported by Ilaresh (1985) who found that many principals indicated that they had attended education institutes and academies because of their perceived need of professional growth. Principals expressed a desire to learn specific skills, which they could apply in their jobs. The state-sponsored
institutes were the least preferred mode of professional development because they tended to be prescriptive in outlook.

2. (a) The test of differences between group means in Educational Management practices in secondary schools in Curricular Transaction and Evaluation and School categories showed significant differences. The obtained F value (46.204) was greater than the critical value 3.07 with 2 and 107 degrees of freedom at 5 percent level of significance. Hence, there is significant difference in secondary schools’ educational management practices in Curricular Transaction and Evaluation across school categories. The findings are supported by proponents of effective schools who postulate that the outstanding principals:  (i) Develop and maintain a healthy climate in which to work and learn; (ii) Emphasize good instruction; (iii) Regard personnel evaluation as good means of instructional improvement; (iv) Seek means to help their staff members to grow professionally; (v) communicate effectively with staff members, students and the community; (vi) Exercise honesty and straightforwardness in communication rather than withholding information; (vii) They know and accept their own strengths and limitations; (viii) Recognise and reinforce others who do outstanding work (Linda et al. (1987:72-76).

One aspect that the evaluated studies did not address was that of school categories, possibly due to geographical differences and differences in systems of education from the country under survey.

2(b). The findings on Educational management practices in Curriculum Transaction and Evaluation between schools under head teachers exposed to management training and those not exposed to such management training by Kenya Education Staff Institute (KESI) showed significant differences. The findings indicated that the calculated t (5.486) is greater than the tabulated t (1.980) hence it was held that significant differences existed in Curriculum Transaction and Evaluation between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) and those not exposed to such training.
programmes. One of the most probable reasons for such differences could be that head teachers exposed to Kenya Education Staff Institute (KESI) were some of the most experienced and had professional records of accomplishment. The other differences could be accounted for by lack of exposure to management training of head teachers in private schools in that aspects regarding Curriculum Transaction are part of the Kenya Education Staff Institute (KESI) curriculum hence the differences.

The findings could also be attributed to availability of qualified teachers in public schools and head teachers’ guidance, part of which stems from their experience and training in management among other factors. In addition, differences between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) could be explained in terms of the available facilities in most of the schools under head teachers exposed to management training. Financial resources from different well-wishers and donations in terms of teaching and learning materials could account for the differences in implementation and evaluation of teaching. Finally, the supervision practices of head teachers could also account for the way the schools engaged in different Curriculum Transaction and Evaluation practices. Studies by Maranga (1977), (1993) and Okumbe (1987) support the view that the supervision practices could affect curriculum implementation.

3(a) The third objective sought to find out whether significant differences existed in aggregate mean scores in Educational Management practices in Research, Development and Extension based on School categories (provincial, district and private secondary schools). By use of one-way Analysis of Variance (ANOVA), a comparison was made between the 20 private schools 45 district and 45 provincial schools. The obtained F value (16.115) was greater than the critical value 3.07 with 2 and 107 degrees of freedom (df) at 5 percent level of significance. This meant that significant differences existed in secondary schools’ educational management practices in Research, Development and Extension based on school categories. This was evident
further evident even in the pair wise comparison of group means of school categories.

A number of studies point to importance of school community relations as underscored in this study. Mbiti (1974) underscores the imperative of cordial relations between schools and the surrounding communities while Sidhu (1996) notes the interdependence between societies and schools. Mbamba (1992) also supports the foregoing sentiments of schools forging contacts with the communities around them. Ubben and Hughes (1997:50) aptly note that the entire school community is involved in the process of education and that a high performing school requires a broad-based community support, which will come from communities that are well informed and well engaged in educative processes that go on in the school.

One missing aspect in most of the research findings reviewed was the absence of research in secondary schools. The same case applied in the present study. The mean scores in Research, development and extension indicated low ratings virtually in all schools under survey.

3(b) The comparison of schools’ findings on management practices in Research, Development and Extension based on head teachers’ exposure to management training by Kenya Education Staff Institute (KESI) showed some significant differences in the group mean scores. The findings indicated that the calculated t (2.278) was greater than the tabulated t (1.980) hence it was held that significant differences existed in aggregate scores of schools in Research, Development and Extension scores between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) and the schools under head teachers who lacked such exposure to training.

4 (a) The fourth objective of the study sought to find out whether significant differences existed in Infrastructure and Learning Resources’ aggregate mean scores based on school categories (i.e. provincial, district and private secondary schools). The obtained F value (64.127) was greater than the critical value of 3.07 with 2 and 107 degrees of freedom (df) at 5 percent level of significance. As such, the study held that
significant differences in secondary schools’ educational management practices in Infrastructure and learning Resources based on school categories. This was further evident even in pair wise comparison of group means of school categories. The 20 private secondary schools had a group mean of 54.5000, while the 45 district schools had a group mean of 55.0000. The provincial schools had the highest mean of 70.4603. Whereas no studies had examined school categories as a variable, other studies had more or less similar findings. A case in point was Mittal (1990) whose intensive study of the higher secondary school buildings in the states of Himachal Pradesh, Karnataka, Madya Pradesh and Orisa focused on the quality of the buildings, the suitability of such facilities for curricular and co-curricular activities, hygienic conditions and their expansion potential. The findings of the study indicated that Bihar and Karnataka states had adequate portion of land but the rest of the states had unsatisfactory boundary walls and poor buildings, coupled with poor, inadequate ventilation and lighting. The science laboratories in Bihar had poor lighting and inadequate water. Quite an alarming percentage of schools did not possess separate library rooms in all the four states. The drinking water facility and toilet facilities were quite unsatisfactory in all the four states. These findings are in agreement with the items that were examined under the current study in that a scarcity of resources was a major constraint in secondary schools under survey.

Dean (1995) notes that educational resources are scarce and this poses certain challenges on the head teacher or the principal in terms of identification, organisation and use in order to ensure maximum educational out-put. The management of material resources entails sound planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials (Onyango, 2001:42), a skill that was found to be largely low among head teachers based on available infrastructure and learning resources.

4(b). The second objective in the fourth criterion sought to find out whether significant differences existed in Educational Management practices in secondary schools in Infrastructure and Learning Resources’
aggregate mean scores between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) and schools under head teachers who lacked such exposure to management training by Kenya Education Staff Institute (KESI). The findings indicated that the calculated t (3.997) is greater than the tabulated t (1.980); hence it was held that significant differences existed in aggregate mean scores of schools in Infrastructure and learning Resources practices between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) and those not exposed to such training programmes. Among the possible factors for the differences in schools could be economic ability of the school sponsors, date of school establishment, the school categories and head teachers’ level of innovation.

5(a) The fifth objective of the study was to find out whether significant differences existed in Educational Management practices in secondary schools’ aggregate mean scores in Student support and progression services based on school categories (private, district and provincial secondary schools). The obtained F value (114.753) was greater than the critical value 3.07 with 2 and 107 degrees of freedom (df) at 5 percent level of significance. Consequently, this study held that significant differences existed in secondary schools’ educational management practices in Student support and progression services based on school categories. A survey done throughout the country by presidential commission of inquiry on Totally Quality Education and training found good practices, though the study did not indicate whether school categories were a major factor in the practices engaged. The study further pointed the need for peer counselling in schools.

5(b) The second objective in the fifth criterion sought to find out whether significant differences existed in Educational Management practices in secondary schools in Student support and Progression services’ aggregate mean scores between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) and those under head teachers who had not been exposed to such training. The findings indicated that the calculated t value (8.150) is greater than the tabulated t value (1.980) hence it was
held that significant differences exist in aggregate mean scores of schools in Students’ Support and progression services’ scores between schools under head teachers exposed to Kenya Education Staff Institute (KESI) in-service training and those not exposed to such training programmes. No study existed showing findings in the students’ welfare services as resulting from exposure to management training as found in this study.

6(a) The sixth objective of the study sought to find out whether significant differences existed in Educational Management practices in secondary schools’ scores in School Organisation and Management based on school categories (private, district and provincial secondary schools). The obtained F value (68.718) was greater than the critical value 3.07 with 2 and 107 degrees of freedom (df) at 5 percent level of significance. As such, this study held that significant difference existed in secondary schools’ Educational management practices in School Organisation and Management and school categories. The findings were also supported by the group means which were as follows: private schools (64.8571) district schools (73.9048) and provincial schools (78.1587). The foregoing findings have been partially supported by some previous studies. Such studies have indicated that some forms of training can bring about some changes in performance of head teachers, while others may not bring any significant differences. Heck (1992) in a study to determine the relationship between training conducted by Indiana Principal Leadership Academy (IPLA) and the resultant performance and practices of graduates found that 84 percent expressed great satisfaction with the training. None of the respondents expressed total dissatisfaction with the programme. The study concluded that IPLA had continued to have impact on public schools through the training it offers to school principals. Such findings reflect the ones of the current research with an exception of not having grouped schools into different categories.

In a related study conducted by Hallinger and Anast (1992) the respondents expressed satisfaction over the quality of instruction and the multi-dimensional approach adopted to achieve the objectives of the
learning content in the programme. Respondents appreciated the applicability of knowledge gained and expressed that they preferred the initial presentation of the materials followed by group discussion, which focused on practical aspects of their jobs.

The study by Hallinger and Anast (1992) was supported in its findings by Hecks (1992), which noted that Indiana Principal Leadership Academy provided safe, supportive learning environment, which fostered a sense of closeness among the programme participants. The major difference with the foregoing studies from the current one is that none of them had explored findings between schools based on their categories or their head teachers’ exposure to management training.

6(b) This study sought to find out whether significant differences existed in Educational Management practices in School Organisation and Management based on whether head teachers had been exposed to management training by Kenya Education Staff Institute (KESI) or not. The findings indicated that the calculated t value (9.341) is greater than the tabulated t value (1.980). Hence, significant differences existed in School organisation and Management practices between schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) and those not exposed to such training programmes. The findings are in agreement with the group mean scores. However, none of the previous studies has explored management practices based on school categories or head teachers’ exposure to management training.

7. (a) When the six Management Task areas were computed based on ratings of management practices, the scores showed the following order of ratings from the highest to the lowest:

(1) Student Support and progression
(2) Curriculum Transaction and evaluation
(3) School Organisation and Management
(4) Curriculum Design and Planning
The comparison of overall findings based on school categories indicated that schools’ overall scores had differences based on categories. The provincial schools had the highest means and post-hoc tests indicated very high differences between private schools and provincial schools. However, the differences between district and provincial schools, though evident were not very high as per the post-hoc tests. The comparison of differences between schools based on head teachers’ exposure to management training by Kenya Education Staff Institute (KESI) also showed significant differences.

In view of the above findings, schools need to engage in systematic planning, borne out of visionary and innovative leadership rather than haphazard operations meant to maintain the status quo in schools. In view of the foregoing observations, this study concludes that schools secondary schools had reasonably high Management practices with an exception of six schools, whose ratings were “Unsatisfactory” based on low ratings of their scores in management practices in the six management task areas.

5.3: A comparison of characteristics of effective and ineffective schools:

The comparison of schools based on the effective ones and the non-effectives based on their management practices had some consistent findings. The practices were as follows:

1. The effective schools had clear and uncompromised admission policy as opposed to ad hoc admission policy that allows even those who are not qualified to join such schools; a position supported by Khader (1992) in a study to determine the reasons for better performance by private schools over public schools in Mysore. Khader (1992) found that private high quality schools had effective management systems and low teacher-student ratio. At the other extreme, private and public low-
quality schools had weak management systems and open-door admission policy, which affected results despite the low student-teacher ratio. These findings concur with the present study. Mary (1990) similarly found institutional planning, leadership, organisation, curricular programme, co-curricular activities, system maintenance, system renewal, investment and innovations as crucial factors.

2. Effective schools engaged in personalised student attention unlike the mediocre and low-quality schools where learning is group rather than individually based activity. Mary (1990) supports the foregoing findings.

3. Highly rated schools had student-friendly policies with consideration of students’ input rather than having the mentality that a student is only a passive recipient in the teaching learning process. Observations by Mulford (1987) attest to the foregoing findings.

4. In effective schools, teachers, students and the community Acknowledged responsibility for results in co-curricular and in national examinations instead of denying responsibility and shifting blame. Sammons, Hillman and Montimore (1995) carried out an in-depth analysis and review of literature on effective schools, which supported the foregoing findings.

5. Effective schools were characterised by availability of adequate teachers, teaching, learning and other resources as opposed to lowly rated schools where the stated resources were not only scarce but are underutilised.

6. Effective schools engaged in linkages with agencies for students’ financial support, psychological and spiritual well-being while ineffective schools had inadequate teaching and learning resources coupled with limited professional and student interactions that promote learning.
7. Effective schools engage in regular appraisal of learning and management systems as opposed to ineffective schools had irregular and at times total lack of appraisal of learning and management systems, a position supported by Onyango (2001).

8. Effective school had definite efforts to engage in induction as well as staff development programmes whereas the lowly rated schools in Management practices left professional development programmes to individual teachers’ initiative.

9. The highly rated schools in Management practices had enlightened and functional Boards of Governors or Management as opposed to the lowly rated schools that had semi-illiterate members of Boards of Management that were either virtually controlled by the schools sponsors (proprietors in some cases) or were just mere rubber stamps of school programmes.

10. The highly rated schools had a culture of excellence in co-curricular and curricular activities among teachers and students whereas in some lowly rated schools there was a culture of pessimism, fatalism and a survival mentality among students and teachers.

11. In the highly rated schools, one of the common features was a high-level head teacher commitment backed by all stakeholders as opposed to lack of support from the stakeholders even when the head teacher could be committed.

12. Whereas highly rated schools had clearly designed working plans, some of the lowly rated schools had performance of work on ad hoc basis. In most of the cases, teaching and support staff (personnel) were treated with empathy in highly rated schools as opposed to casual and insensitive treatment of personnel in the lowly rated schools.
In a bid to determine whether certain variables have an influence on characteristics of effective schools, this study examined whether there any common patterns on presence or absence of characteristics of effective schools based on school category.

As initially postulated, the findings indicate that the independent variable of school category had an effect on presence of characteristics of effective schools. As stated in other cases, the provincial schools topped the other schools while private schools had the least frequencies regarding availability of such characteristics. On examination of whether the availability of characteristics of effective schools were influenced by such variables like head teachers’ gender the findings did not seem to reflect any particular patterns regarding characteristics of effective educational institutions based on gender. Perhaps this could have been because of the disproportionate numbers between the males and the females. This study therefore concludes that there is no significant difference between secondary schools’ Management challenges and gender. When secondary schools’ characteristics of effective schools were compared between those head teachers who had attended management-training programmes organised by Kenya Education Staff Institute (KESI), there were notable patterns. The head teachers who head teachers had attended in-service training organised by Kenya Education Staff Institute (KESI) tended to have better ratings in existence of characteristics of effective schools. This study therefore concludes that characteristics of effective schools are affected by attendance or non-attendance of Kenya Education Staff Institute (KESI) in-service training programmes. This implies that head teachers who have not attended in-service training organised by Kenya Education Staff Institute (KESI) or programmes of equivalent status need to do so. It is worthy noting that leadership in secondary schools is not just about certain specific attributes of secondary school principals or head teachers but it is important to underscore the role played all the stakeholders (Mbiti, 1974: 48, Griffin, 1994:2, Sammons et al, 1995 and Onyango, 2001: 38).
5.4: Secondary school head teachers’ Common Administrative and Management challenges:

After the analysis of the six management tasks criteria that were used for this study, it emerged that schools had some common management challenges. The challenges were examined in light of their implications for training of head teachers. The most common management challenges that cut across all variables are listed below:

1. Financial management emerged as the major areas of weakness from the reviewed literature in educational management. Such sentiments are supported by studies by Orwa (1986), Morumbasi (1993), Koech (1994), Wachira (1996), Kalai (1998), Onyango (2001) and Irungu (2002). None of the above studies established that head teachers required training in fraud detection although the study by Orwa (1986) made such implications by noting the need to assist head teachers to be able to foil any attempts to defraud schools by any fraudulent Accounts clerks.

2. Inadequate training in financial management, a factor that is supported by Morumbasi (1993), Koech (1994) Wachira (1996), Kalai (1998), Onyango (2001) and Irungu (2002). The need for training in dealing with financial Management challenges and writing proposal for donor funding indicates that head teachers are awaking to the reality that the traditional modes of financial school programmes are no longer sufficient hence the need to be more proactive in financial mobilisation and management. Such a finding was largely missing in earlier studies.

3. Dealing with conflicting stakeholders' demands was observed in a study by Kalai (1998) and documented by the Kenya Episcopal Conference (2000). The study pointed challenges in dealing with leaders who subscribe to different political parties at an era transition from single party rule to multi-party politics in the early 1990s.
4. Dealing with limited school facilities, findings that are reflected by a study by Mittal (1990). Mittal's study concurs with the present the current study in that the study's findings reflected inadequate facilities such as poor buildings, inadequate ventilation, and poor laboratory lighting and inadequate water.

5. Dealing with school debts, a factor occasioned by limited skills in financial management, irregular payment of school fees among other factors. None of the reviewed studies has shown implications of the stated challenge in the Kenyan context.

6. Dealing with human and public relations as well as involving stakeholders in management of change, supported by studies on decision-making that suggest that the more effective head teachers tend to involve different stakeholders in decision-making more than those head teachers who do not (Njoka, 1985 and Ndambuki 1986). Moreover, Kalai (1998) established human and public relations as one of the key challenges that faced secondary school head teachers.

7. Dealing with personnel issues and discipline as well as interpreting legal aspects of Education, also supported by a study by Kalai (1998) that pointed a similar need. The ban of the cane in all schools in line with the children's Act of (2001) has aggravated the situation. The issue of legal training becomes necessary among high school principals owing to the need for constant update on policy guidelines to enable head teachers to keep abreast with the requirements of the Ministry of Education, Science and Technology. The ban of the cane in all schools in line with the children's Act of (2001) has aggravated the situation.

8. Inculcating a culture of excellence in management of educational institutions

9. Increasing rates of drug abuse by students, findings that are supported by Kimanthi (2003), Ciakuthi (1999) and Karatu (1989), and thereby necessitating preparing head teachers to be able to identify the telltale signs of students who could be abusing drugs. Such identification will help head teachers to arrange for assistance before students could self-destruct and wreck lives of other students as has
been evident in cases of violence in schools coupled with arson.

10. Counselling students on HIV and AIDS and Disaster and Crises Management.

It was evident that creating a culture of excellence in schools is one of the most daunting challenges for secondary school head teachers in that 83.6 percent considered it one of those areas where their competence was very low. The rest of the issues are closely related to financial management as well as general aspects of administration and management such as participative management as well as management of change.

5.5 Conclusions of the study:

1(a) this study found significant differences in educational management practices in Curricular Design and planning based on school categories. It was therefore concluded that categorisation of schools influenced the practices engaged in by schools. This was also evident from the F ratio as well as the sample means of all the three categories of schools compared.

1(b) The findings of Curricular design and planning indicated that the calculated t value was greater than the tabulated t, hence indicating significant differences between schools based on head teachers’ exposure to management training. This study therefore concludes that head teachers’ exposure to management training has effect on the kind of practices that secondary schools engage. Even in cases where other variables could account for the differences, the consistency seems to suggest a significant difference based on exposure or lack of exposure to management training.

2(a) The findings from the second criterion seeking to establish whether significant differences existed in Educational Management practices in secondary schools in Curricular Transaction and Evaluation and school categories indicated significant differences in secondary schools’ educational management practices in Curriculum Transaction and Evaluation mean scores across school categories. This study therefore concludes
there is significant difference in secondary schools’ educational management practices in Curricular Transaction and Evaluation across school categories.

2(b) significant differences were found in aggregate scores of schools in Curricular Transaction and Evaluation, leading to the conclusion that schools under head teachers exposed to management training by Kenya Education Staff Institute (KESI) had higher scores in this criterion when compared to those who lacked such exposure to management training. This study therefore concluded that significant differences existed based on exposure to management training.

3(a) significant differences existed in secondary schools’ educational management practices in Research, Development and Extension based on school categories. This was evident even in comparison of group mean scores among school categories. This study therefore concludes that school categories are a determining factor in the kind of management practices engaged in various schools, leading to the conclusion that school categories affected management practices that were in different schools.

3(b) The comparison of schools’ findings on management practices in Research, Development and Extension based on head teachers’ exposure to management training by Kenya Education Staff Institute (KESI) showed some significant differences in the group mean scores. This study therefore concludes that exposure to management training by Kenya Education Staff Institute (KESI) does make some difference in the ability to liaise with surrounding communities and in engaging in practices that promote schools

4 (a) The obtained F value was greater than the critical value 3.07 with 2 and 107 degrees of freedom (df) at 5 percent level of significance. As such, this study concludes that significant differences existed in secondary schools’ educational management practices in Infrastructure and learning Resources based on school categories. Provincial schools had higher mean scores than the other two school categories.
4(b). This study concludes that that the sponsoring agency plays a key role in the available learning resources and physical plant, and not simply exposure to management training. Exposure to management training aids only in proper utilisation of available resources while innovation and public relations helps head teachers in procuring the required resources.

5(a) significant differences existed in Educational Management practices in secondary schools’ aggregate scores in Student support and progression services based on school categories (private, district and provincial secondary schools). As such, this study concluded that significant differences existed in secondary schools’ educational management practices in Student support and progression services based on school categories owing to staff availability and training that greatly brings about some differences.

5(b) significant differences existed in Educational Management practices in secondary schools in Student support and Progression services’ aggregate mean scores between schools under head teachers exposed to management training by (KESI) and those under head teachers who had not been exposed to such training. This study therefore concludes that exposure to management training had some impact on the kind of practices in which schools engaged. This is borne by the statistical findings as well as the results in national examinations.

6(a) significant differences existed in Educational Management practices in secondary schools’ scores in School Organisation and Management based on school categories (private, district and provincial secondary schools). This study concludes that there is significant difference in secondary schools’ Educational management practices in School Organisation and Management and school categories. Post-hoc tests indicated differences especially between private schools and provincial ones.

6(b) significant differences existed in Educational Management practices in School Organisation and Management based on exposure to management training by Kenya Education Staff Institute (KESI). The
5.6 Professional Recommendations:

From the findings of this study, it was evident that some of the schools had relatively low ratings in management practices.

1. Existence of inclusive education was very low in that only seven provincial schools engaged in the practice. The schools that engaged in the practice were mainly the highly rated in terms of performance in national examinations as well as their approach to students’ holistic development. This study therefore recommends that all schools make provision for including students with non-conventional abilities by having the necessary physical infrastructure as well as adopting the right attitudes towards such students. Academically gifted students, borderline gifted students and those with physical and visual challenges need to be accommodated in conventional schools by making teachers exposed to ways of handling such issues.

2. Head teachers, counselling teachers and teachers in general need training on dealing with gifted students, students with borderline intelligence among other challenges that face a minority of students in secondary schools. A need also exists for schools to be exposed to different ways of using peer counsellors as well as using participatory management and counselling practices.

3. This study found that majority of schools lacked definite ways of identifying academically gifted students and helping them in areas of their giftedness. This study therefore recommends that Guidance and Counselling teachers along with other teachers be sensitised to ways of identifying and providing professional support to gifted students especially in academic areas. To nurture gifted
students in areas of their giftedness, the Ministry of Education, Science and Technology (Kenya) needs to appoint trained officers in Guidance and counselling to coordinate and streamline counselling services from the school level to the national level.

4. Syllabus coverage was one of the most critical issues that faced most of the schools. Only 19 schools (17.3 percent) had completed the syllabus before candidates could sit for the twelfth grade (form four) examinations, while 91 schools (82.7 percent) cited broad syllabi as the main cause of non-coverage of syllabus. This study therefore recommends that curriculum experts explore the possibility of separating such subjects as English language and Literature in English as well as Kiswahili language and Literature in Kiswahili (Fasihì), as the case was previously to afford subject teachers adequate time for each subject. The foregoing recommendation is borne out of observations that indicated that teachers in languages spend most of their time teaching literature and thereby giving scanty coverage to linguistic aspects. A need also exists for experts to explore modalities of ensuring effective syllabus coverage in Geography and Sciences. Moreover, schools need also to evaluate their management practices to facilitate syllabus coverage.

5. This study found that the existent appraisal and supervision practices were irregular and erratic in many schools. Consequently, professional laxity abounded and some teachers kept their records perfunctorily just to fulfill their professional obligations. Head teachers therefore need to develop appropriate professional enhancement interactions that can make teachers to be prepared for future responsibilities. This requires head teachers to play roles of being professional mentors as well as giving departmental heads the mandate to induct and guide their professional colleagues. This is because in some cases, some heads of departments are presumed to be creating alternative centres of power when they begin to show increased interest and become aggressive in executing their roles.
6. This study noted that there was lack of an all-round evaluation of school programmes and educational practices with an exception of Teachers’ Service Commission Staff (returns) forms. In light of this, this study recommends that the Ministry of Education, Science and Technology formulate a comprehensive Quality Education Services Guidelines (QESG) for assessing the quality of educational programmes on a regular basis.

a) This form of assessment can adopt a Self-Appraisal Report approach, validated by a team of external assessors, preferably practising head teachers who are in charge of schools that are highly reputed for their high quality educational programmes.). The Ministry of Education can use such guidelines for registration of new schools as well as being a yardstick for constant appraisal.

b) The Quality Education Services Guidelines formulated can serve as a basis for determining School Excellence Index (SEI) for use by head teachers as the school-based inspectors as well as by officers on routine and other inspections.

7. None of the district and provincial schools engaged in any systematic marketing programmes for their schools, unlike the private schools that had 16 (80.0 percent) out of the 20 schools engaging in the practice. Public schools need to devise ways of reaching out more to different interest groups in the community whose support is critical essential for effective resource mobilisation. It is also imperative for Boards of Management to explore possibilities of contacting alumni of schools with a view to forming vibrant alumni associations that can assist schools by moral and material support.

8. From the findings of this study, there is need for head teachers to involve different interest groups in supporting school programmes. Among the groups that can be contacted for such purposes are rotary clubs, communities surrounding schools, alumni, religious organisations and donor agencies. Such groups can decrease the problem of deficit budgets considerably if they are convinced that the
resources that they contribute are to be well utilised for a worthy cause. Increase the level of funding especially for students from disadvantaged areas and families since education is a basic human right that the Government should seek to provide.

9. From the observations made by head teachers, many interested parties interfered with appointment of school heads. Whereas such stakeholders have their right to suggest their preferred choices, it would be necessary to allow Teachers’ Service Commission the leeway of executing its professional role of making such appointments. Such appointments need to be made after considering all the necessary dynamics that come into play in appointments of head teachers to ensure competence in performance of management tasks.

10. From the survey conducted, it emerged that some of the public schools did not have adequate teaching staff especially in sciences and languages. A unique phenomenon however was that some schools lacked teachers in humanities and they could not get them due to the current trend of people opting for subject combinations that can guarantee them of jobs. This study recommends that the Teachers’ Service Commission can forward its Human resource requirement needs to the Ministry of Education so that the universities train the appropriate required numbers to avoid wastage. Moreover, some subjects need to be combined in such a manner that teachers can be assured of a job in more than one sector so that if the Teachers’ Service Commission does not absorb teachers, they can work with Non-Governmental Organisations or in private schools. To offset staff imbalances, Teachers’ Service Commission can stick to staffing norms in line with Curriculum-Based Establishment that defines the student-teacher ratios. Man Power Development Approach can also address the matter. The Teachers’ Service Commission needs to work closely with universities regarding work force development needs since it was evident that some subjects that used to have more graduate teachers are beginning to
experience shortage and yet the number of students pursuing such courses may not match the demand in a few years to come.

11. From the findings of this study that aimed at finding out the ratings of management practices in secondary schools, six schools (5.5 percent) had scores between 55 and 59 percent. Owing to the low scores on educational management practices, this study recommends sensitisation and training programmes on all technical aspects of educational management for head teachers by Kenya Education Staff Institute (KESI)) before assuming office and after. In-service training for head teachers should incorporate among other aspects school-based planning, financial management, among students, management of human resources, school-community relations and labour legislation in relation to educational institutions. Such sensitisation and training should seek to empower educational personnel at school levels to adopt pro-active approaches to their operations rather than being over-dependent on external supervision by Ministry of Education officials.

12. Only 11 provincial schools had financial and material support from their alumni while the rest of the 99 schools did not engage in the practice. The cited reason was that most of the recently established schools had alumni who were not very highly placed in society to contribute to their former schools financially. This study therefore recommends that head teachers’ exposure to current ways of resource mobilisation rather than relying on fees from students as the only source of revenue for their schools.

13. This study sought to establish the challenges that face in management of their task areas. It emerged that management tasks related to technical management in areas like management of finances, personnel, and resource mobilisation from different sectors and interpreting legal aspects in relation to management of education posed the greatest challenges. This study therefore recommends that
The universities that have departments of Educational Administration, Planning and Curriculum Development consider offering advanced courses in financial management at post-graduate level. This among other things should focus resource mobilisation, entrepreneurial approaches to management of finances, Educational management, policy, and legal aspects of education.

14. The Ministry of Education needs to strengthen the staffing at the District Education offices by posting officers who are well versed with management and policy issues in order to be of help to secondary school head teachers. Such officers should also be in such high grades that they could command respect from secondary school head teachers and teachers. In the past, some of the officers in such offices used to be overlooked by head teachers or just be informed of what was happening as a matter of courtesy due to their low input and professional guidance.

15. From the findings of this study, there is need for appointment of competent and experienced officers to offer professional guidance and manage District Education offices. There was a notion that having officers whose grade was lower than most principals made such officers to operate out of inferiority complex rather than being objective in their dispensation of their professional roles. It was also noted that experience in teaching secondary schools would provide a distinct advantage to officers working at district education offices since they can be of help to head teachers in their management challenges.

16. It emerged from the study findings that 18 respondents (17.5 percent) lacked a Bachelors degree in Education, the minimum requirement for appointment of head teachers. Although the Diploma in Education holders were relatively more experienced and took longer before appointment to positions of headship than their graduate counterparts, it is imperative that the Teachers’ service Commission insists on a minimum of a Bachelors’ degree for appointment of head teachers. The
practising head teachers can undergo school-based programmes such as those organised by public universities as a way of professional development. Others can also opt for External degree programmes by University of Nairobi, the Open-Learning programmes conducted by Kenyatta University or other credible universities as a way of upgrading themselves. Moreover, it is imperative that the Ministry of Education sets a specific academic criterion for appointment of head teachers. This should apply to both head teachers in public as well as in private schools since private schools were under the leadership of head teachers who were non-educationists as well as people of low academic standing. Moreover, this study further recommends that Ministry of Education, Science and technology pay special attention to inspection of secondary schools in order to maintain quality in educational standards. Posting of qualified competent and adequate number of inspectors in districts by the ministry of Education Science and Technology can redress the challenge.

17. Thirty-six schools (32.7 percent) lacked mechanism of ensuring strategic planning in their schools, a vital management approach missing in schools. This study therefore recommends exposure of secondary school head teachers to all aspects of planning in order to ensure professional management of educational institutions.

5.7 Recommendations for Further Research:

1. This study was confined to only two districts (now five districts) of the country owing to limited funds and its nature of examining schools from a holistic view. In light of this, the efficacy of this study’s findings can be tested by replicating it on a broader sample that cuts across different parts of the country or any other part of the world. Such a study can examine principals across the different regions of the country and include all categories of schools for a holistic and a more representative
study that can give a true reflection of the situation in the whole of Kenya. Including of national schools would further shed light on the Management practices in a broad spectrum of variables.

2. The findings of the head teachers who had been exposed to in-service training by Kenya Education Staff Institute (KESI) had institutional scores that pointed to some possible effect of training by Kenya Education Staff Institute (KESI). A study therefore needs to be conducted to determine the organisational practices and levels of effectiveness of schools under head teachers before training and after training to establish whether there is a possible effect of training on school organisational practices. Moreover, a study can be conducted to compare organisational climates of schools based on a number of variables like: (a) Trained and untrained head teachers by Kenya Education Staff Institute (KESI) (b) Levels of Education (c) School Sponsorship, (d) school location, (e) highly performing schools versus lowly rated schools in national examinations among other variables.

3. A study needs to be carried out to determine head teachers’ or college principals’ leadership styles and Organisational climates as perceived by different stakeholders. Such a study can also establish whether there is any relationship between different types of organisational climates and effectiveness as measured by some specified indicators.

4. A study needs to be carried out to determine head teachers’ or college principals’ leadership styles and students’ academic achievement, self-concept and academic maturity levels among students.

5. A study needs to be carried out to determine head teachers’ or college principals’ leadership styles and teachers’ Job satisfaction levels, morale and commitment to their work.

6. This study also recommends a research to determine the efficacy of various performance management and improvement strategies in both primary and secondary schools. This stems from the
need to avoid making schools experimental grounds of all manner of educational fads and management trends.

7. This study recommends conducting of a study or a series of studies to evaluate:

i) The impact of various problem solving and decision-making processes in secondary schools, colleges and universities on organisational effectiveness and levels of employees’ commitment in such organisations.

ii) The impact of different Communication approaches on staff morale

iii) The impact of different Resource allocation practices on departmental functioning and levels of teachers’ satisfaction

iv) The impact of reward disbursement patterns on teachers’ levels of satisfaction

v) The impact of various Human resource practices on retention and teachers’ perceptions of their schools’ organisational climates

vi) Strategic management practices and their perceived impact on schools’ pace of growth

vii) The impact of various Conflict resolution approaches on students’ and teachers discipline

viii) The existing Organisational development approaches and their perceived impact on effectiveness of different school processes (a return of Investment evaluation).

9. A study needs to be conducted to establish alternative modes of financing secondary school education so that the goal of Education for All (EFA) can become a reality. Such a study can be of a comparative nature by exploring alternative modes of financing secondary school education in developing countries, its challenges and possible ways of dealing with such impediments. This is borne out of the fact that financial management has continually been expressed as a challenge by school principals. The
challenge mainly stems from unavailability of resources as well as lack of adequate training for majority of school principals.