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1.0 Research Abstract

Scholars, policy makers and practitioners in education unanimously recognise the dire need for effective and efficient management of educational institutions. Effective management becomes a necessity if most of the developing countries are to realise their national goals of education. Translating the foregoing goals of education into a reality calls for planning at both the policy level and institutional level. Planning and educational standards at both institutional and national level have been unsatisfactory in majority of the cases as attested to by a number of studies. Morumbasi (1993), Koech (1994), Wachira (1996), Kalai (1998), Koech report (1999), Onyango (2001) and Irungu (2002) attributed worsening professional underperformance in secondary schools to appointment of head teachers without systematic preparation for their managerial roles, rapidly changing management environment, dwindling resources among other factors. Given the foregoing