Analysts seeking the reasons behind the exponential growth in demand for education after the attainment of political independence in Kenya in 1963 have attributed such growth to a number of factors. Chief among these was the perception that education could serve as vehicle for socio-economic advancement (Ayot 1992 and Sifuna, 1990).

The high demand in education resulted in mushrooming of schools at all levels leading to such challenges as lack of qualified teaching and administrative personnel, availability of schools which could cope with the increased demand in education, lack of teaching and learning facilities among other challenges. One of the most adverse effects of such unplanned for growth was that the most competent classroom teachers found themselves thrust into arena of educational administration without the prior preparation for the same (Republic of Kenya 1973:10, 1976:123 1999:225, Maranga 1993:19 and Onyango 2001).

In the light of the said background, management of educational institutions in general and secondary schools in particular has been an issue of concern as noted in Government reports and research studies (Republic of Kenya 1976, 1988, 1999 and 2001). Such challenges have been besetting schools and yet the government views education as the vehicle for attaining its national development programmes and realisation of goals for social equality, economic equity, social justice and national development (Bogonko 1992, Sifuna 1990 and Otiende, et al. 1992).

Moreover, the emphasis in provision of quality secondary school education lies in the fact that it forms a crucial phase between the world of work and entry into middle level colleges and university education. The much investment by individuals and the Government is because of the high expectations that people have on the possible impact of education.
It is expected that through education, the government can meet the National goals of education that among other things aim at promoting: (I) National unity, (ii) National development, (iii) Individual development, (iv) Self-fulfilment, (v) Social equality (vi) Respect and development of cultural heritage, and (vii) International consciousness (Republic of Kenya, 1999: 26)

The much importance attached to education has made all the Government Education commissions to emphasise consistently the need to ensure effectiveness and efficiency in management of educational institutions (Republic of Kenya 1976: 123, 1988: 111 and Republic of Kenya 1999: 225). Effective school management has attracted a lot of attention from parents and guardians because without it schools cannot post very good results in national examinations. The concern for good grades in national examinations stems from the use of grades as criteria for securing admission into professional courses in public universities both locally and abroad. The parents have therefore demanded to be involved in planning for effective instructional programmes as well as keenly following the performance of their children. The positive aspect about the desire for involvement in management of schools is borne out of a healthy desire and concern to see effective management of institutions for the overall good of children.

Such keenness in following what is happening in schools is also borne out of the heavy investment that parents are bearing in providing quality education for their children. Moreover, a number of reports have indicated that the Government is spending over a third of its annual budget on education and hence the concern because education is consuming a greater part of the country’s annual budget than any other public enterprise (Eshiwani 1992, Republic of Kenya 1994).

In the recent years, management of some secondary schools has raised concern from both the public and the Ministry of Education leading to appointment of an inquiry into causes of student unrest and indiscipline (Republic of Kenya, 2001). Concern over the performance of secondary school head teachers in
their administrative and management duties has been expressed by various stakeholders. Alleged cases of mismanagement and misappropriation of funds have been cited (Republic of Kenya (1988), (1998), Karani et al. (1995) and Daily Nation July 4, 1998).

Some of the Management and administrative shortcomings have occurred even among some of the head teachers who had undergone in-service training organised by KESI or during the annual Head teachers’ conferences. In commenting on the educational expenditure vis-à-vis the quality of management that was prevailing in schools by then, Olembo (1977: 29-30) aptly noted that:

The public has invested a lot in education of its young people in this country. If this education is not entrusted in the hands of well-trained head teachers, there is no guarantee that maximum production can be expected. A poor and developing country like Kenya cannot afford to waste its meagre resources [through mismanagement].

The stated sentiments are a true reflection of the feelings of the stakeholders that management of resources needs calls for well-trained and seasoned school managers who can ensure that such institutions can realise institutional and national objectives of education. This is because professional and research findings tend to cite high correlation between the nature of management offered by the head teachers and the quality of results in national examinations (Nxumalo, 1992). Similarly, Eshiwani (1983) in a study on factors influencing performance of primary and secondary schools noted that some head teachers who were heavily involved in private business mainly mismanaged schools due to divided attention and hence the schools performed poorly.

The divided attention in some head teachers’ lives between school management and private business created management problems due to such divided loyalties stemming from multiple responsibilities. Makau (1987:115) expressed similar sentiments and noted that respondents in a study conducted ranked lack
of dedication and professional commitment among head as the fourth among fifteen general causes of poor academic standards.

The Manual for Secondary school Head teachers (1987:1) lists the duties of a secondary school head teacher as overall running, controlling and maintaining the school. The public and the Ministry of Education, Science and Technology expect head teachers to carry out supervision of teaching and non-teaching staff by co-coordinating curriculum implementation through the choice of subjects on offer in any given year. This places head teachers in management positions since as the executive officers in charge of schools they are involved in planning, organizing, staffing, coordinating, controlling, budgeting and evaluation.

To be able to discharge the roles of a head teacher, the Presidential Working Party on Education and Manpower Training noted the essence of management training to avoid the adverse effect on performance of schools due to lack of management training on educational managers (Republic of Kenya, 1988:109). The Kamunge Report (1988) recommended that those appointed to be head teachers should have appropriate academic and professional qualifications, experience, ability, integrity, initiative and competence because such will determine the way the school head perceives one’s role. (Rheece and Nyagura, 1989:311), in stressing the above sentiments underscored the role of a head teacher in providing consistent standards and professional experience as well as setting expectations for teachers and the community.

Eshiwani (1992:124) postulates that head teachers can influence the overall performance and tone of a school. Consequently, such head teachers need to be very well educated and have a wide range of experiences in managing schools that are located in both rural and urban areas. Such head teachers need to be sensitive to cultural aspirations and political values of the society in which they operate in and serve.

While there is a consensus on the necessity for prudent and effective management of schools, a number of government reports have indicated management of schools as being below Government and

Cases of poor disciplinary procedures have occurred, sometimes leading to legal tussles between the affected parents and Boards of Governors or Boards of Management. Sporadic reports of use of excessive force in caning of students and in view of numerous complaints, the Government banned corporal punishment in all schools (Republic of Kenya, 2001). Apart from the Government authored reports, there is usually an outcry when the Kenya National Examinations’ Council releases examination results, owing to poor performance.

Head teachers and teachers have been targets of public censure for poor performance. At times, the blame turns nasty with some disenchanted parents evicting some head teachers from their offices for alleged incompetence and poor academic results. Cases of related to dissatisfaction with examination results include (Onditi 1996:24, Daily Nation Team March 1, 1996:1, Daily Nation Correspondent 1995, March 25:18, Kiaye, 1996, April 20).

Although Kenyans seem to be overly preoccupied with performance in national examinations, the correct position would be to examine performance of schools in a broader sense than just focusing on examinations. The focus in evaluation of schools needs a holistic approach that fosters holistic growth of the learners.

Head teachers in general face limitations, which impede their managerial effectiveness and efficiency. The key among these is lack of appropriate management preparation in terms of training. Onyango (2001) and Irungu (2002) found that the public universities and Diploma training colleges had prepared the current crop of head teachers primarily to be teachers and not to be administrators. The lack of training contributed to their inability to manage change in a rapidly changing world.
Kowalchuk (1990) supports the stated sentiments by noting that school Principal-ship is constantly changing due to increasing expectations, pressures and responsibilities, factors that need to be addressed during the planning and execution of professional development programmes. A number of educationists have pointed out the inadequacy of appointing officers to take up higher responsibilities without the commensurate preparatory training.

The Kenya’s permanent secretary, Ministry of Education in 1970 noted that “Even with the best will in the world, no new and inexperienced officer can find a way about an office without careful induction into what normally goes on there” (Republic of Kenya, 1970: 10). The implication of the fore-going observation is that educational administrators and managers require adequate preparation before and after appointment to positions of responsibility. Such a necessity stems from the fact that head teachers were initially prepared on matters of pedagogy rather than institutional management (Miklos1974, Ogunniyi, 1974, Mbamba, 1992 Maranga1993).

In stressing the need for training of educational administrators, Orwa (1986) observed that heads of educational institutions had very little knowledge in financial management. Such lack of knowledge had far-reaching ramifications in that some unscrupulous account clerks and bursars could misappropriate or embezzle school funds without detection by head teachers.

The unfortunate situation is that head teachers are ultimately held responsible for such misappropriation and yet some of them are simply victims because of lacking adequate knowledge in basic accounting; hence the art of blaming the victim.

In situations where training was not provided to educational administrators, Dennison and Shenton (1989) noted that such officers resorted to learning on-the-job using trial and error methods,
networking with their professional colleagues on resolving issues of administrative concern, reading any available literature on school management and use of common sense.

A number of research studies have decried the lack of preparation and systematic induction into educational administration as the major cause of poor administrative performance among administrators (Ogunniyi 1974, Maranga 1977, Mbamba 1992 and Koech1994). Pareek and Rao (1981) in their discussion on the challenges facing educational planners and administrators found that the administrators lacked basic knowledge on planning, planning concepts and they indicated lack expertise in general and specific areas of their operation.

In particular, administrators and planners lacked skills to secure and manage financial resources as well as being unable to anticipate and manage change. A number of factors make the in-service training and professional development of educational administrators imperative.

A number of scholars have noted that Educational Administration and Management as a discipline is not adequately covered during pre-service training since the focus is on pedagogy rather than on institutional management (Ogunniyi1974, Maranga 1977 and 1993, Koech 1994 and Onyango 2001). Moreover, there is need for new knowledge, skills and attitudes required for coping with new challenges as well as reforms in education (Boles and Davenport 1975, Beardwell and Holden1994, Kalai 1998 and Republic of Kenya 2001).

The Government of Kenya and a number of educationists both locally and abroad have noted that principals and teachers need to be equipped with new forms of knowledge to respond to advances in technology (Republic of Kenya 2001), Ogunniyi 1974, Maranga 1977 and 1993).

Wanga (1984) in explaining the role of head teacher in school administration noted that educational administrators in Kenya had gone through a number of administrative phases. The 1950s were
characterized by Administration by Imitation, while the period between 1963-1985 was referred to as the phase of Administration by Innovation due to the fact that African head teachers had taken over schools which were previously managed by European and Asian principals and hence the necessity to innovate. From 1980s, some systematic and regular training started taking place among educational personnel after the establishment of Kenya Education Staff Institute in 1981.

One of the major impediments to school management is that experience as an effective classroom teacher is given prominence when appointing head teachers by the Teachers’ Service Commission (Maranga, 1993). While it is logical to expect a seasoned teacher to be able to guide school programmes effectively, it is imperative to note the need for paradigm shift. It is erroneous to assume that head teachers can learn educational management tasks through trial and error. Unlike other professions and public endeavours, teaching and its coordination entails moulding of fragile lives whose destiny can be adversely affected for life due to poor management or inappropriate classroom management practices. Expert opinion and research findings indicate that there are some inherent weaknesses in learning educational management and administrative tasks on the job. Long (1973: 4) pointed such weakness by asserting that “It is no longer possible to believe that practical experience constitutes valid management training; (This is because) too many costly mistakes can occur while experience is being acquired, and in any case, the experience can vary greatly”

Moreover, Olembo (1977) pointed the need to train head teachers due to:

1. Increased student population, which has continued to compound head teachers’ responsibilities in terms discipline and general administration. The number of teaching and auxiliary is highly specialised and requires a highly qualified head teacher.
2. The individual and national expectations from the educational system are greater and more complicated than before, requiring highly qualified head teachers to implement a curriculum that adheres to the national objectives of education.

3. Knowledge explosion, brought about by modern technology demands that head teachers have to be very qualified to discriminate positively the knowledge that is applicable for the students in line with the individual and national goals of education.

It is important to note that the role of head teachers is so central in effective operation of schools that their recruitment, appointment and training should be a well thought-out exercise and not haphazardly done in a non-professional manner. This is because head teachers are responsible for creating of conducive teaching and learning environment (Campbell, et al. 1983: 4, Griffin, 1994:2 and Mbiti1974: 48). The pivotal role of a head teacher in general school management is aptly captured by Mbiti (1974:48) who contends that “The chief executive of a school is the headmaster. The success of school depends on how effective the headmaster (head teacher) is as an administrator”.

Griffin (1994: 2) also stresses that the success or failure of a school depends on the head teacher. He further posits that institutions fail to achieve academic, practical and ethical excellence because most of the head teachers are unable to offer adequate guidance. Some head teachers fail to offer professional guidance due to certain limitations. There are those who are alumni of lowly-rated schools and for want of a better knowledge and skills continue to recycle the management malpractices that they witnessed during their school days or as classroom teachers.

The other possible reason for under-performance in management duties could be that head teachers lack professional role models who can inspire them to excellence in management of educational institutions. The major underlying reason for such failure is lack of preparation, which means that individual
head teachers lack appropriate knowledge for functioning as administrators. McCleary and Hencley (1970: 10) contend, “Many administrative failures in secondary schools result from inadequate understanding of the nature of administration and lack of technical knowledge and essential skills”.

From the foregoing observation, it is evident that there is a strong belief among researchers that many head teachers fail to function effectively due to lack of adequate preparation. This line of thinking is supported by a World Bank Report on education (1987:37) that underscored the fact that administrative effectiveness is hindered by lack of leadership skills, duplication of work co-ordination, lack of discipline and excessive centralization.

In the same vein, Maranga (1993:19) contends that a great deal of inefficiency in African educational systems can be attributed to lack of training.

The role of a head teacher is so crucial that all care need to be taken in appointing the right people and exposing them to the requisite training programmes. As the United States Congress Committee Report (1970:305) noted:

In many ways, the school principal is the most important and influential individual in any school. He or She is the person responsible for all the activities that occur in and around the school... The principal’s leadership sets the tone of the school, the climate for learning, the level of professionalism and the morale for teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative and child centred place, if the students are performing to the best of their ability, one can usually point to the principal’s leadership as a key to success.

On realising the crucial roles that head teachers play in realisation of effective school leadership, a number of in-service training providers made efforts to redress their administrative shortcomings among
head teachers in Kenya. Lodiaga (1994:2) noted that the Ministry of Education, the Kenya National Union of
Teachers and Secondary school Heads’ Association organised training programmes at the national, provincial
and district level for head teachers between 1957 and 1980. Such efforts were necessary because there was no
institute given the mandate of regular orientation, and induction of newly appointed head teachers.

Laudable as such efforts were, such programmes lacked standardised content, were erratic
and hence unable to meet head teachers’ administrative training needs (Olembo and Lodiaga 1992 and
Lodiaga, 1994:2). Lack of adequate preparation and appointment of some head teachers for non-professional
reasons has been cited as one of the major impediments to effective performance of head teachers in their
administrative and management roles. This stems from the fact that, head teachers in Kenya are appointed
from practising deputies, experienced teachers and graduates who have served for a minimum of three
years (Republic of Kenya: 1999 a).

While professional consideration would ideally be top on the list in recruitment, there are other
issues like religious affiliation where school sponsors demand a faithful of theirs to head their sponsored
school in order to preserve and perpetuate their religious traditions (Kenya Episcopal Conference, 2000).
Politicians also influence appointment of head teachers with a view to gaining political mileage or maintaining
the same in some schools that they consider as strategic for their political (Republic of Kenya 1999: 225 b).

It is out of such glaring malpractice and lack of coordinated training that the Government of
Kenya in conjunction with World Bank came up with the idea of establishing Kenya Education Staff

In spite of the many training programmes that Kenya Education Staff Institute (KESI) has
organised for educational personnel, vast numbers of officers are yet to undergo induction courses in
Educational Management. In highlighting the dangers of lack of training, Ogunniyi (1974: 12) noted that such
officers are usually impervious to change and usually depend on established procedures rather than being intellectually flexible and innovative. Such administrators and managers view dynamic members of staff with mistrust, suspicion and as a threat.

As a result, such managers stifle talent rather than promote the same. Appropriate and requisite training can correct such anomalies. However, it is important to note that research evidence exists where some training programmes did not lead to changed job-performance of the course participants. Ilove (1979:57) postulates that “Even though the general outline of the program may remain the same year after year, its content must be continuously adapted to changing conditions. The staff must be alert to check continuously on the merit of the program by studying the degree of success of its graduates by getting an estimate of strong and weak points”

This demands constant monitoring and evaluation to ensure that the training programmes in place are addressing issues that are of current critical concern to course participants. This can ensure that the training programmes address only the concerns of head teachers by keeping abreast with the developments in the field and the discipline.

Commenting on head teachers who had undergone the KESI in-service programmes, the then Director of the institute noted that “Some of the head teachers who have undergone KESI programmes in educational management are neither practicing the principles nor are they able to respond to questions during interviews ... on topics/areas covered in such courses. The certificates, which such head teachers carry indicate that they have covered critical aspects of Educational Management”. (Lodiaga, 1994:2)

From the foregoing observation, there is a possibility that though the topics covered might have been relevant to secondary school administration and management, scanty coverage might have made such head teachers unable to respond to questions posed as expected. Moreover, it is possible that the training
The society places very high demands on the performance of secondary school head teachers. The underlying assumption in such expectations is that the necessary authorities objectively identified and adequately prepared head teachers for their roles. However, studies on educational management and observations by government reports have indicated a different scenario where head teachers have scanty or no preparation before their appointment.

The Government of Kenya Report on Education and Manpower Development (Kamunge Report 1988:111) observed that ‘Heads of institutions are appointed from serving teachers most of whom had no prior training in institutional management. Such lack of training adversely affects effective management of educational institutions and maintenance of high quality standards of education and training’.

A number of scholars support the foregoing sentiments. It is in light of such observations that professional development programmes for head teachers are emphasised before assuming their official duties and after. Secondary school head teachers have undergone in-service training programmes and received professional support services from the Teachers’ Service Commission as the employer, the Inspectorate division of the Ministry of Education as well as the Directorate of Education operating through the Provincial Education Office as well as the District Education Office.

The Government of Kenya in conjunction with the World Bank through the fifth credit facility established Kenya Education Staff Institute (KESI) in 1981. The institute got its legal mandate through Legal Notice No. 565 of 1988 to provide Management training to educational personnel, the bulk of whom are head teachers (Republic of Kenya, 1999).
It is worthy noting that KESI has not been able to reach all its clients with its in-service training programmes because of financial and staff limitations. Wagman (1976) in a study to determine the professional growth needs of school business administrators in Massachusetts noted that there is need to expose administrators to diverse training programmes and experiences in order to enhance their professional performance.

Such Continuous professional development programmes are necessary in enabling head teachers to keep abreast with emerging issues, changes and trends in educational leadership so that they can address their daily challenges as administrators. Although adequate and relevant training is very critical in effective management of educational institutions, constant evaluation is imperative to determine whether it is appropriate in content, duration, mode of delivery and whether it is meeting the intended objectives. Such observation is necessary in light of research evidence and professional observations that indicate that head teachers are still grappling with some challenges even in areas and topics that they covered during training programmes organised by KESI, the Kenya Secondary School Heads Association conferences, in their pre-service training or any other forum.

Cases in point include what Orwa (1986) pointed out that head teachers had very little understanding of financial management and basic accounting. One may plausibly argue that by then KESI had not exposed many of the head teachers to its training programmes. However, even Okumbe (1987) found that many head teachers’ approaches to supervision were wanting and dwelt more on faultfinding than clinical supervision. A study conducted by Morumbasi (1993) reiterated on the head teachers’ challenge in financial management, an aspect repeated by Koech (1994), Kalai (1998) and Onyango (2001).

In view of the above shortcomings in head teachers’ administrative roles, there is need to critically evaluate the educational management practices in secondary schools and their implication for in-
service training not only of the head teachers but the entire educational personnel. Moreover, a need exists to
create a school-based planning and performance checks to ensure that schools operate in a certain level of
autonomy rather than depending always on officers from the Ministry of Education for direction.

The anticipated autonomy would however need to be informed by a research on the current
educational practices on all spheres of secondary schools based on their strengths and weaknesses.

1.2 Statement of the problem:

“A study of Educational Management practices in Secondary schools and their Implications for in-
service training of Head teachers: A survey of Kitui and Machakos Districts, Kenya.”

1.3 Objectives of the study:

The study sought to identify various strengths and weakness in practices that secondary schools
engage in, as reflected in Self-appraisal reports. The rationale for such identification is to make
recommendations for client-tailored training programmes for educational administrators. The study had the
following objectives:

1.3.1(a) To find out whether significant differences existed in secondary schools’ Educational Management
practices in Curricular Design and Planning and School categories (i.e. provincial, district and private
secondary schools).

1.3.1(b) To find out whether significant differences existed in secondary schools’ Educational Management
practices in Curricular Design and Planning between schools under head teachers exposed to management
training by Kenya Education Staff Institute and head teachers who lacked such exposure.
1.3.2.(a) To find out whether significant differences existed in secondary schools’ Educational Management practices in Curricular Transaction and Evaluation and School categories, i.e. provincial, district and private secondary schools).

1.3.2(b) To find out whether significant differences existed in secondary schools’ Educational Management practices in Curricular Transaction and Evaluation between schools under head teachers exposed to management training by KESI and those who lacked such exposure.

1.3.3.(a) To find out whether significant differences existed in secondary schools’ Educational Management practices in Research, Development and Extension and School categories, i.e. provincial, district and private secondary schools).

1.3.3(b) To find out whether significant differences existed in secondary schools’ Educational Management practices in Research, Development and Extension between schools under head teachers exposed to management training by KESI and those who lacked such exposure to training.

1.3.4. (a) To find out whether significant differences existed in secondary schools’ Educational Management practices in Infrastructure and Learning Resources and School categories, i.e. provincial, district and private secondary schools).

1.3.4(b) To find out whether significant differences existed in secondary schools’ Educational Management practices in Infrastructure and Learning Resources between schools under head teachers exposed to management training by KESI and those who lacked such exposure to training.

1.3.5. (a) To find out whether significant differences existed in secondary schools’ Educational Management practices’ mean scores in Students’ support and progression and School categories, i.e. provincial, district and private secondary schools).
1.3.5(b) To find out whether significant differences existed in secondary schools’ Educational Management practices in Students’ support and progression between schools under head teachers exposed to management training by KESI and those who lacked such exposure to training.

1.3.6. (a) To find out whether significant differences existed in secondary schools’ Educational Management practices in School Management and Organisation and School categories, i.e. provincial, district and private secondary schools).

1.3.6(b) To find out whether significant differences existed in secondary schools’ Educational Management practices in School Management and Organisation between schools under head teachers exposed to management training by KESI and those who lacked such exposure to training.

**1.4 Significance of the Study:**

1.4.1 In light of the foregoing observations, the essence of this study was therefore to unearth those common practices in management of secondary schools and their relative effectiveness so that improvements can be suggested and the best practices highlighted for adoption by different educational institutions. Such information can be instrumental in induction of newly appointed head teachers in light of their core-functions. This undertaking is borne out of the identified lacuna in that most of the studies on assessment of management practices in secondary schools had a piece-meal approach that did not identify the impact of certain institutional dynamics educational practices.

This study sought to fill the gap by self-Appraisal Reports that rated most of the aspects relating to management tasks rather than focusing on fragmented aspects of management at the total exclusion of the rest of management.
1.4.2 The essence of this study is to identify the main trends in management practices so that schools can take the initiative to plan their own operations within the broad purview of policy guideline rather than operating at the bare minimum, which leads to mediocrity. To improve the operation of educational institutions, schools need to be informed by research rather than being over-dependent on their professional colleagues and depending on limited number of Quality Assurance Officers (inspectors) from the Ministry of Education, Science and Technology.

1.4.3 Although a large number of secondary school head teachers have undergone in-service training by Kenya Education Staff Institute at colossal amounts of public funds, the impact of such training programmes remains a matter of conjecture. There is no research evidence indicating whether schools under trained head teachers exposed to management training by Kenya Education Staff Institute (KESI) are better managed or not. This study therefore seeks to establish the actual management practices of secondary school head teachers who have under-gone in-service training programmes organised by Kenya Education Staff Institute (KESI) and their counter-parts who have not received such training. The essence of the comparison is to design a guideline for appropriate training in order to ensure that such future programmes are client-tailored to address the actual head teachers’ challenges as they face them in their day-to-day work situations.

1.4.4 This study will provide information on the strengths, weaknesses opportunities and threats to management of secondary schools with a view to identifying redress mechanisms for the weaknesses and enhancing the existing strengths. Such information would be invaluable to Kenya Education Staff Institute, and universities that offer Post Graduate programmes in Educational Administration and Management for curriculum review in light of current trends.
1.4.5 Finally, the study seeks to shed light on head teachers’ perceived effectiveness based on the experiences from the developing countries since much of the literature on school effectiveness has its origin in research studies conducted and based on experiences from the developed world.

1.5 Basic Assumptions of the Study:

This study holds the following basic assumptions:

**School-based initiatives are more likely to succeed than externally imposed ones:**

1.5.1 This study assumes that school improvement programmes stand a better chance of succeeding if and only if they have the input from within the school rather than being dictated in form of directives or policies. It is light of this that this study adopts a self-appraisal approach so that a school can evaluate its performance and chart its way forward without depending on the Ministry of Education officials for directives but only for professional guidance.

**Head teachers play a pivotal role in school effectiveness and efficiency:**

Head teachers play a very critical role in management of schools. The levels or standards of performance in many aspects of the school could be taken to be a true reflection of head teacher’s initiative, resourcefulness and leadership or lack of the same.

**Pre-service training for head teachers inadequate in changing times:**

This study assumes that given the focus of pre-service training on preparing teachers for teaching and not for administrative and management roles, many secondary school head teachers were inadequately prepared for their roles. Because of rapidly changing work requirements and technological innovations, it is no longer possible to depend on experience or learning through trial and error method. This study therefore assumes that systematic training programmes are necessary for effective task performance.
1.5.4 Need for induction and subsequent constant professional support:

Secondary school head teachers require initial preparation before assuming office and regular in-service training programmes as well as constant support services irrespective of their level of education, administrative experience, age, sex, and student population and whether they are in-charge of day or boarding schools.

1.5.5 Head teachers’ adequate preparation can address management challenges:

Proper administrative preparation of the current and prospective head teachers supplemented with timely support services can make secondary school head teachers into effective administrators. Training programmes will be of relevance to secondary school head teachers if only they can address their administrative deficiencies.

1.6 Scope of the study:

This study focused on 168 public and private secondary schools in Kitui and Machakos districts, Kenya. Such schools were categorised as private, district and provincial schools. The study focused on Kitui and Machakos districts (now five administrative districts) consisting of both rural and urban-based schools with a view to determine the actual causes of management and administrative practices in which secondary school head teachers engage. Out of the 168 schools, 110 were selected for this study by use of stratified sampling procedure.

1.7 Limitations and Delimitations of the study:

1.7.1 A truly representative study on Educational Management practices would ideally have focused on a sample that is representative of all Kenyan schools. How ever, this study focuses on head teachers in two districts due to limited research funds and time. Moreover, it is designed in such a way that the overall school
processes will be involved thus examining what actually happens in the day-to-day life of most members of a school.

1.7.2 To get an overall picture, an in-depth questionnaire was designed to ensure that all the six criteria of assessing management operations are taken into consideration. Moreover, the sample of the study within the district will be representative enough by use of stratified sampling.

1.7.3 This study was confined to secondary schools and any attempts to generalise the findings to any other level of education can be done with the appropriate caution.

1.8 Theoretical Frame Work

The genesis of the quest for better-managed schools can be traced to management schools of thought that emerged in the industrial world. As a result of scientific, human relations and behavioural movement, educational institutions in general and secondary schools in particular have noted the necessity of having efficient and effective school based planning and management. The desire to do things better especially in the place of work has led to numerous research efforts. The most notable ones are reflected in management schools of thought that dominated the work place for the better part of the last century. Fredrick Taylor in his Principles of Scientific Management became one of the earliest proponents of efficiency in the place of work. Okumbe (1998:21) notes that the genesis of Taylor’s concerns and recommendations was the observations that:

a) Management had no clear concept of worker management responsibilities.
b) Virtually, no effective work standards were applied.
c) No incentives were used to improve labour performance.
d) Systematic soldiering existed on every hand.
e) Management decisions were based on intuition or rule of thumb or experience.
f) Workers were ineptly placed at tasks for which they had little or no ability or aptitude.
g) Management disregarded the obvious truth that excellence in performance and operation would mean a reward for both management and labour.

Because of Taylor’s experiments (time motion studies), he advocated that in the place of work there was necessity for:

a) **A large daily task:** each person in the establishment high or low should have a clearly defined daily task laid before him or her. The carefully circumscribed task should require a full day’s effort to complete.

b) **Standardised conditions:** the worker should be given standard conditions and appliances to complete the task with certainty.

c) **High pay for success:** high pay should be attached to successful completion of an assigned task.

d) **Loss in case of failure:** failure should be personally costly to the individual worker.

e) **Expertise in large organisations:** as organisations become increasingly become large and sophisticated, tasks should be made so difficult as to be accomplished by first-rate man.

Taylor’s work has been criticised for its narrow physiological focus and ignoring of psychological and sociological factors in the place of work (Owens, 1991 and Okumbe 1998).

It is evident that performance in work could be enhanced even after ignoring psychological and some sociological variables. Another proponent of efficiency in the classical theories was Fayol who formulated fourteen “principles of management”. Luther Gullic and Urwick are other classical managers whose main contribution is in outlining administrative functions using the acronym “POSDCORB”- i.e. planning, organising, staffing, directing, coordinating, reporting, and budgeting.
Other prominent contributors in scientific management include Gilbreaths who worked on Taylor’s ideas to develop methods of task analysis in order to fulfill a task (Okumbe 1992). Max Weber is known for his bureaucratic model while Gannt is famous for formulation of a timeframe to accomplish tasks in what is currently referred to as Gantt charts (Drucker, 1974: 200).

The next phase of management marks what is referred to as the human relations movement, which was pioneered by Mary Packer Follet. According to Follet, the fundamental problem in all organizations was maintaining dynamic and harmonious relationships (Iloy and Miskel, 1978:7). She postulated that conflicts are healthy for an organisation if well handled.

The next set of research in organisations was the Ohio Leadership Studies in which people in various organisations were asked to describe their leaders. Two major behaviour categories were labelled as consideration and initiating structure (Ubben and Hughes, 1997:3). Consideration was defined as the degree to which a leader acts in a warm support and shows concern for subordinates. Being approachable, accepting suggestions, looking out for the welfare of subordinates, consulting with subordinates before making decisions and other similar qualities comprise this quality.

Initiating structure was defined as the degree to which leaders define and structure their own roles and those of their subordinates. Examples of specific behaviours in this category include criticising unsatisfactory work, letting subordinates know what is expected of them, maintaining definite standards of performance, offering new approaches to problems and other similar qualities. In a school setting, these two assumptions on leadership are still very applicable in the sense that a head teacher offers professional guidance on issues that may be unclear to subordinates and teachers.

The Michigan studies of early 1950s made behavioural comparisons between ineffective and effective managers (Ubben and Hughes, 1997). From the reviewed literature, effective managers had a task
orientation that focussed on such administrative functions as planning, coordinating and facilitating work. This however did not occur at the expense of good interpersonal relations. Effective managers were more likely to treat subordinates considerately and allow some degree of autonomy in deciding how to conduct their work and at what pace. Importantly though, is the fact that effective managers set high performance goals for subordinates and used group methods for supervision. Also discovered was that high morale (defined as the total satisfaction a worker gets from a work situation) does not necessarily result in high productivity.

However, the kind of managerial practice that results in high productivity also tends to result in high morale. This study will therefore examine educational management practices in secondary schools and determine whether significant differences exist between those schools that are rated as effective and those that are rated as ineffective in terms of the management practices employed by head teachers. Blake and Moulton formulated a managerial grid based on two dimensions i.e. Concern for people and concern for production (Owens 1991). The managerial grid is important in that it can assist in formulation of skill-based training. It is also important in that it can be used in identifying factors that might stand in the way to effective management in an institution. From the foregoing analysis of effective performance in places of work, it emerges that situational considerations are not taken into account. According to Fieldler, leadership effectiveness is a combination of three variables namely; (i) leader-member relations (ii) task structure and (iii) power position.

The major contribution of Fieldler is positing that there is no given best way of leadership but what matters most is examining a given situation and acting accordingly (Okumbe, 1998). In pursuit of excellence in management of educational and other institutions, Ubben and Hughes (1997: 5) recommend the situational leadership theory promulgated by Hersey and Blanchard that has four distinct leadership styles. These are telling, selling, participating and delegating. Each is viewed as appropriate style depending on the particulars of the situation. The key variable in the situation is what Hersey and Blanchard call the “maturity”
of the workgroup, which is defined as the readiness to face the task facing the group. (Readiness might include attitude as well as the ability).

Highly mature groups respond best to delegation, immature groups respond to a high degree of direction (telling). As the groups grow in maturity, the leader is most effective by next by selling the group, then as greater maturity occurs, by engaging in practices that call for greater participation. Hersey and Blanchard’s guiding principle is that subordinates acquire greater experience, ability, and commitment to the tasks that confront them; better productivity will be attained through greater sharing of decision-making. The foregoing theory is plausible given that it supports other theories that advocate for power sharing through delegation and which can result in more productivity.

House (1974) in Okumbe (1992, 1998) and Owens (1991) identified four categories of leader behaviour. Supportive leadership is the leadership that includes considering the needs of the subordinates, displaying concern for their welfare, and creating a friendly climate in the work unit. Directive leadership lets subordinates know what they are expected to do, gives specific guidance, asks subordinates to follow rules and procedures, formulates schedules and coordinates the work.

Participative leadership is consultative and takes subordinates opinions and suggestions into account when making decisions. Achievement oriented leadership sets challenging goals, seeks performance improvements, emphasizes excellence in performance, and shows confidence that subordinates will attain high standards. It is important to note how closely related this combination of categories relates to certain correlates of effective schools: climate, clear expectations, and emphasis on excellence and decision-making practices.

It has been noted that leader behaviour has an impact on subordinates’ performance (Republic 1988:111, 1999:225 and Mbili1974: 48). According to Ubben and Hughes (1997), in situations where there is
role and task ambiguity, directive leadership that clarifies roles and tasks will increase motivation and performance because it will increase the expectancy of subordinates that their performance will lead to higher performance.

Supportive leadership behaviours are the most likely to increase satisfaction and performance in situations where the tasks to be accomplished are tedious, boring or stressful. Achievement oriented leadership results in subordinates who have more confidence in their ability to attain high goals, and thus increases the likelihood that there will be serious and sustained effort. According to House in Ubben and Ilughes (1997), two situations make participative leadership appropriate:

a) When the subordinates are assigned challenging task that is also ambiguous and
b) In other tasks when subordinates have a high need for independence or are anti-authoritarian in their personalities.

In exercise of leadership or management, there are those who are likely to be innovators whereas others are maintainers of the status quo. In a school setting, transactional leadership, there are transactions involving the school and the larger society and between the head teacher and the members of the teaching and non-teaching staff, not to forget the students. Leaders get things done by task clarification, rewarding and motivating those whom performing in line with the expectations of the school as an organisation.

Transformational leadership however goes beyond maintenance of the status quo. As the name suggests, transformational leaders use their knowledge, skills and their perceptions to work inside and outside the school organisation. Their work is aimed at mapping new directions, securing resources and refocusing existing resources. They also use their knowledge to respond to realities that are unstable or unpredictable. This in essence means that transformational leadership requires that head teachers be astute in reading the signs of changing times and adjusting accordingly. It will demand that school leaders who are flexible,
knowledgeable and willing to advance themselves professionally by attending renewal programme to keep abreast with current trends in school leadership and management.

Efficiency and effectiveness of head teachers like that of many other types of managers can be enhanced through formal and informal preparation. Formal preparation can be acquired through pre-service and in-service training programme whereas informal training can be acquired through on-the-job training. In western countries, pre-service and in-service training programme have been organised for head teachers while on-the-job experience and occasional in-service training programme have been have been the main mode of preparing head teachers in many developing countries (Esp 1985, Orwa 1986, Mbamba 1992 and Maranga, 1993).

1.9 Conceptual Framework:

Training of managers, whether in government or the private sector has the main aim of equipping them with the relevant knowledge, skills and the requisite attitudes, which are necessary for effective administrative and managerial task performance. According to reviewed literature, there are three skills, which managers require for effective and efficient performance of their roles (Roe and Drake1974, Walker, Farquhar and Hughes 1991 and Okumbe, 1998). These skills are in line with what Katz (1955) formulated for business operations. These are the human relations skill, the technical skill and the conceptual skill.

The human relations skills: refer to the manager’s ability to work with and understand and motivate other people either as groups or as individuals. A principal needs such skills to be able to work with members of staff, students, parents, Boards of Governors, Parents Teachers’ Association, Ministry Of Education officials, religious bodies, Non-Governmental Organisations and the community at large.
The technical skill (technical know-how) refers to specialised knowledge and proficiency in particular activity. A principal of a school requires skills in curriculum and instruction, student personnel, staff personnel, the school plant (physical facilities), school community relations and finance and business management. Appropriate training in this area is important in that the school head has to provide the technical guidance in curriculum implementation by using the latest instructional supervision techniques in order to promote effective teaching and learning processes. Moreover, the head teachers have to offer professional guidance in policy matters to newly appointed teachers as well as keeping the morale of the experienced upbeat. As part of the management team, the head teacher has to plan and ensure proper mobilization, use and accounting of funds. To be able to execute the stated roles as expected, head teachers need training in books of accounts such as the cashbook, ledger, journal, receipt books, commitment register, stores ledgers, and inventory and payment vouchers.

The conceptual skills refer to the manager’s mental ability to co-ordinate and integrate all organisation’s interests and activities. It also refers to a head teacher’s ability to visualise the organisation as a whole and understand how different parts depend on each other and how change is likely to affect the whole organisation. As such, the head teacher requires training to be able to integrate the internal and external parts of the organisation with a view to realizing the aims and the goals of the organisation and the individuals therein. It is therefore pertinent that the head teacher considers all the organizational aspects in order to manage effectively. These three skills will constitute the theoretical framework for training of secondary school head teachers so that head teachers can be proficient in their Management task areas. The conceptual skills are summarised as shown in figure1:
Figure 1: Conceptual framework on head teachers’ management tasks and training

<table>
<thead>
<tr>
<th>Implications: Skills required</th>
<th>Task areas:</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service of head teachers</td>
<td>Human skills</td>
<td>Working with and through people, team building, reviewing and agreeing on school plans</td>
</tr>
<tr>
<td>Conceptual skills</td>
<td>Planning, coordination of all school activities within departments, budgeting and outside environment</td>
<td></td>
</tr>
<tr>
<td>Technical skills</td>
<td>Financial management, office management &amp; curriculum implementation</td>
<td></td>
</tr>
</tbody>
</table>

The next section is an outline of the significant terms used in this study.

1.9 Definition of significant terms:

**Educational Management practices:** In this study refer to tasks performed by head teachers on regular basis to enable secondary schools to realise the set objectives as well as realising the national goals of education. Such practices involve planning, organising, staffing, directing, coordinating and budgeting and Evaluation (POSDCORB&E). The study has adopted the list provided by the Indian National Assessment and Accreditation Council (2002) with the necessary changes to suit the Kenyan situation. The list Management is presented:

1. Curricular Design and planning (diverse activities aimed at planning for teaching and learning);

2. Curricular Transaction and Evaluation (implementing the actual teaching and evaluating efficiency and effectiveness of teaching);

3. Research, Development and Extension (School community Relations);
4. Infrastructure and Learning Resources (physical facilities);

5. Student Support and Progression (Student support services);


Secondary school: In this study, a secondary school refers to a formal post-primary learning institution where a minimum of 10 students receive regular instruction from eighth to twelfth grade (form one to form four) under the direction of a head teacher, director or any other recognised officer.

Head teacher: in this study refers to a secondary school teacher in-charge of all other teachers and support staff and given a mandate for the general supervision of general school operations and day-to-day programmes. The public refers to such officers as principals, head masters or headmistresses.

Management training: in this study refers to exposure to in-service training conducted by Kenya Education Staff Institute (KESI). While many other forms of management training exist, this study focused on two groups of head teachers, exposed to training by KESI and those who lacked such exposure.