Full Length Research Paper

Human resource management: challenges for head teachers in Public Secondary Schools in Kenya, a case study of Kakamega East District

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Management of human resource in public secondary schools by headteachers in Kakamega East District has raised serious concerns, leading to some of the head teachers being rejected, redeployed, penalized and physically harmed, yet human resource management is critical to schools' ability to achieve their goals. In Kakamega East District, an average of 6 head teachers (21%) have been penalized annually because of disputes related to staff management over the last three years. The challenges for headteachers in human resource management and how to effectively cope with them in Kakamega East District were yet to be established. The purpose of this study therefore, was to establish the challenges for headteachers in human resource management in public secondary schools in Kakamega East District. The study design adopted was a descriptive survey. The study population consisted of 28 headteachers, 426 teachers and 200 support staff. Questionnaires and interview schedule were used to collect data. Quantitative data from questionnaire was analyzed using descriptive statistics in form of percentages, frequency counts and means. Qualitative data from interviews was organized into themes and sub-themes. The study established that the challenges for headteachers were: incompetent selection panels, inadequate funds, lack of qualification, interference from sponsors, community and politicians, old age, inadequate investigation of allegations and ignorance in appraisal techniques. The study concluded that challenges for headteachers were; remuneration, motivation and inadequate funds. The study recommended that: the Ministry of Education take over full payment of support staff. The findings of the study are significant to the Ministry of Education, Ministry of Labour and Headteachers in devising strategies appropriate in human resource management in public secondary schools so as to minimize the challenges.

Keywords: Human resource management, challenges, head teachers, public secondary schools, Kakamega East District, Kenya.

INTRODUCTION

The question of human resource management in education has posed a great challenge to the whole world. In the United Kingdom, according to Lingdale (2007) succession planning is embedded in the local authority's overall approach to the training and development of all staff in schools. This is because as at September 2007 there were 57 headteachers (40%) aged between 50 and 60. Twenty two of these head teachers were aged between 55 and 60 and 35 between

50 and 54. These figures confirm the need for both short and long term action to support recruitment and retention of headteachers. The United Kingdom local authority's strategy is to secure ongoing professional development of existing headteachers, who due to restructuring may need to apply for alternative posts within (or outside) the local authority; develop future leaders in the short and longer term identifying potential and providing relevant leadership training based on needs analysis; sustain the current high quality of leadership across Shropshire schools; promote school leadership as a realistic, sustainable and satisfying career choice and maintaining a balance of leaders that reflect the diversity of the

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school workforce. This is the strategy of retention and research in school leadership and staff development. It is emphasized that leadership development should be a series of well connected activities both in school and offsite; leadership development combines a common core of personal competencies of leadership with customization according to the role and context; and that leadership development is clearly focused upon developing the characteristics of exceptional leaders.

Lingdale (2007) gives four stages of the journey to leadership: developing exceptional practice, learning about exceptional leadership, developing the skills of exceptional leadership and finally, embedded exceptional leadership within institutions and across networks. In Minnesota, USA, Feritzgerald (2007) described the Growing Gap: Minnesota's Teacher Recruitment and Retention Crises. Minnesotans expect an excellent public education system comprising of top flight teachers, administrators and staff, outstanding curriculum and high graduation rates. It is an expectation as old as Minnesota; rooted in the immigrant tradition of hard work, sacrifice and the drive to get ahead. Here mentoring in school leadership is highly emphasized. The Kenya Education Management Capacity Assessment, 2008 reported that the problem of leadership in education in Kenya is that it currently suffers from an extreme lack of commitment. Since mid-level ranks are relatively unable to translate top-level vision into clear plans and strategies, the top level leadership has to over-invest time in re-stating, re-confirming and communicating the vision. Written statements of the vision and mission as well as of the strategy, lack the clarity that is evident in verbal expression of the top leadership.

Kenya Education Management Capacity Assessment (Republic of Kenya, 2008) also reported that the functional area of teacher development, or as it used to be called 'in-service training' is an example of sub-optimal division of labour in the education sector. Four agencies are currently delivering service to teachers in this area: the Ministry of Education, Science and Technology, through its Quality Assurance and Standards Directorate, the Kenya Education Staff Institute , the Kenya Institute of Education and the Teachers Service Commission .Although some of the training differs from organization to organization, there are also significant overlaps. The target population is often the same. Each organization is responding to emerging issues with relatively little coordination, simultaneously with these overlaps. While "everybody in the ministry and beyond is training" there is a functional gap: there is no single organizational home for teacher development in the education system and there is no leadership in this area. The students' academic outcome is greatly influenced by leadership in the schools. Wekesa (1993) noted that what is required for headteachers is to set a clear vision for their schools, communicate this vision to students and staff, support it

by giving instructional leadership, resources and being visible in every part of the institution that account for students performance. The formulation and communication of the vision should involve the students, all staff members and stakeholders to avoid conflicts and make them own it. The Teachers Service Commission is mandated to perform teacher management functions, including; registration, recruitment, deployment, remuneration, promotion and discipline of teachers. It is also the duty of the Commission to maintain professionalism, integrity, and quality teaching standards in the teaching service (Teachers Service Commission, 2005).

According to the Teachers Service Commission (2007) policy on human resource management, high quality in the management of educational institutions in the country will be ensured by identifying, selecting and training the right people to head institutions. This is expected to enhance good performance in education institutions and minimize incidents of discontent and unrest. Failure to provide adequate and relevant training for institutional administrators, in the past, has led to under-performance; and this has resulted to declining education standards. Succession management is concerned with identification of critical roles and ensuring that there is current and future capacity for these to be filled through a system of openness, fairness and transparency. If these roles are unfilled or filled with staff without the required level of capability, as is the current situation, institutions may not be able to perform to the expected standards. This means effective succession management ensures flow of candidates who have the skills, knowledge and attributes to compete for vacancies in critical roles when they arise. The policy aims at providing clear and transparent criteria for identifying, selecting, appointing, deploying and training of heads of post primary institutions; and provide for effective succession management. The criteria include: qualifications for potential heads of institutions; the process for identifying and selecting heads of institutions; procedure for appointment and deployment of heads of institutions; training requirements and career progression for heads of institutions; standards for guiding prospective candidates to prepare and compete for institutional management positions with increased involvement of major stakeholders; and modalities for succession management. When the recommended policy on identification, selection, appointment, deployment and training of heads of institutions is effectively implemented, it is expected that heads of institutions will be more effective in the performance of the following duties; and in particular, the following will be expected: the organization, management and implementation of the approved institution curriculum, supervising specific teaching and learning activities in the institution as specified in the timetable, the management and control of institution resources, the management and motivation of

Table 1. Yearly estimates of penalized head teachers in Western Province

Reason for penalty	Number of Headteachers penalized per year			
	2007	**2008**	**2009**	**Total**
Mismanagement of human resource	16	19	23	58
Mismanagement of funds	15	11	14	40
Mismanagement of the school plant	01	05	03	09
Total	32	35	40	107

Source: Provincial Staffing Office, Western Province, Kenya (2009)

Table 2. Yearly Estimates of penalized head teachers in Kakamega East District

Year	No. of Cases
2007	5
2008	6
2009	7
TOTAL	18

Source: District Human Resource Office, Kakamega East (2009)

the human resource in the institution, the management and maintenance of the institution facilities, plant and equipment, materials and textbooks, serving effectively as the secretary to the Institution Board of Governors and the Parents Teachers Association..

The job of head of institution is extremely challenging and there is need for the Ministry of Education and the Teachers Service Commission to develop viable strategies and mechanisms on teacher motivation and morale which would cater for the following: induction of new teachers, continuous in-servicing of teachers to update their competence, commitment and capability, specialized in-service to cope with curriculum changes and reforms, retirement preparation as part of succession management plan, status recognition, personal safety and security in the work environment, protection against losses and risks at the workplace. Institution management system should enhance and support the work of the teacher in the class, the system should have structures and resources which ensures the following dynamic and progressive aspects: bring about humanization of the teachers work and environment, democratize the decision-making process, ensure effective implementation of approved conditions of service and addressing of grievances, provide socio-economic emancipation of the teaching profession through systematic and continuous teacher education and staff development programmes and empowerment of women teachers.

According to the annual staff returns obtained from the Provincial Staffing Office, Western Province in Kenya, 107 headteachers have been penalized for various reasons over the last three years. Fifty eight headteachers have been penalized because of mismanagement of human resource, 40 headteachers

have been penalized because of mismanagement of funds and 9 headteachers have been penalized because of mismanagement of the school plant.

As shown in Table 1, an average of 20 head teachers are penalized in Western Province annually due to mismanagement of human resource while 14 headteachers are penalized for mismanagement of funds. An average of 3 head teachers are penalized because of mismanagement of the school plant. The number of headteachers penalized because of mismanagement of human resource has been rising since 2007 out of which 18 of these cases were reported in Kakamega East District.

As shown in Table 2, an average of 6 headteachers have been penalized annually because of human resource management disputes in public secondary schools in Kakamega East District over the last three years with the highest number recorded in the year 2009. This number of penalized headteachers has been rising since the year 2007. Therefore, the gap indicated in Table 2 necessitated a study to establish the challenges for head teachers in human resource management in Kakamega East District.

Research questions

The following research questions guided the study in relation to Kakamega East District Public secondary schools Human Resource Management.
i   What challenges do head teachers face in recruitment of teaching and support staff?
ii   What challenges do head teachers face in motivation of teaching and support staff?
iii   What challenges do head teachers face in maintenance of teaching and support staff discipline?
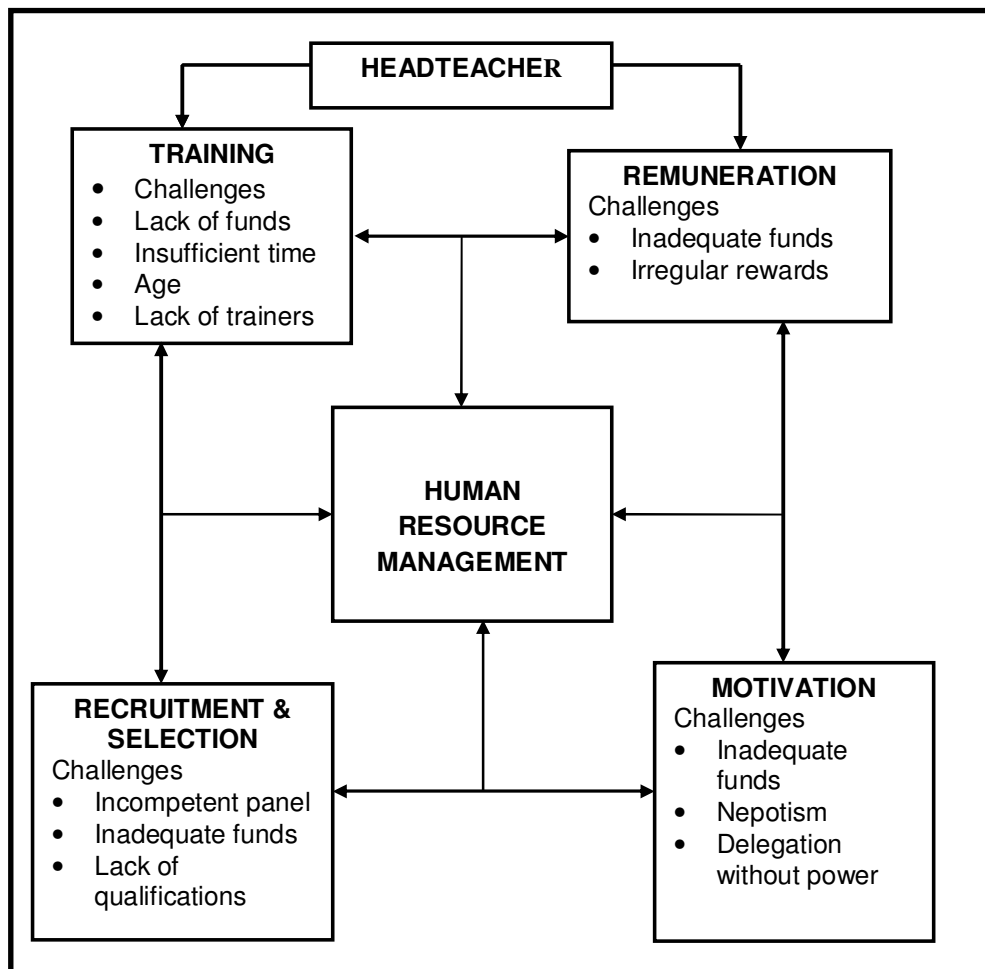
Figure 1. A conceptual framework showing challenges faced by Head teachers in the management of human resource in schools

Conceptual framework

The conceptual framework postulates that the head teacher while trying to manage human resource they recruit and select, remunerate, train, motivate, discipline and appraise their staffs. While performing these functions, recruitment and selection based challenges, remuneration based challenges, training based challenges, motivational based challenges, discipline based challenges and appraisal based challenges may arise. Successful recruitment and selection requires competent selection panels, qualified and experienced potential employees and funds. When these factors are lacking they present recruitment and selection based challenges such as inadequate funds, incompetent selection panels and lack of qualifications in the potential job holders that make the management of human resource difficult for headteachers. The job holders that have successfully been selected need to go through the first form of training (induction) and thereafter continuous on-job training for efficient service delivery. Training requires funds, time and trainers. When these factors are lacking, they present training based challenges such as lack of funds, insufficient time and lack of trainers which make the management of human resource difficult for headteachers. The headteachers are charged with the responsibility of remunerating the support staff and Board of Governor employed teachers. Headteachers require funds regularly to be able to carry out this function. When funds are lacking, irregular and delayed payments become challenges for headteachers that make the management of human resource difficult. The staffs need to be motivated to work hard and efficiently always. Headteachers require funds, need to delegate duty, need to give rewards and promotions to their staffs. When the function of motivation is not carried out well, it presents motivational based challenges such as delegation without power, lack of funds and nepotism which make manage-

Table 3. Challenges for Head teachers in Recruitment of Teaching and Support Staff as indicated by Head teachers (n=25)

Challenges	SA		A		UD		D		SD		MR
	f	%	f	%	f	%	f	%	f	%	
Incompetent selection panels	2	08	7	28	0	0	8	32	8	32	2.48
Inadequate funds	6	24	15	60	0	0	1	4	3	12	3.80
Lack of qualifications	3	12	14	56	0	0	4	16	4	16	3.32
Inadequate training	0	0	5	20	0	0	8	32	12	48	1.92
Interference from sponsors	6	24	7	28	0	0	7	28	5	20	3.08
Interference from the community	5	20	9	36	2	8	6	24	3	12	3.28
Interference from the politicians	6	24	7	28	2	8	6	24	4	16	3.20

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, MR=Mean Rating, f=frequency, %=Percentage

ment of human resource difficult. A disciplined staff will report on duty punctually and regularly. Headteachers need time, funds and competent disciplinary panels in order to discipline their staffs. When these factors are lacking, discipline based challenges are presented such as incompetent disciplinary panels, lack of adequate investigations and victimization which make human resource management difficult for headteachers. Evaluation of employee performance needs to be done continuously by headteachers for the purpose of identifying strengths and weaknesses and building on the strengths while minimizing the weaknesses. In order to successfully carry out staff appraisal, headteachers need funds, competence, openness and objectivity. When these factors are lacking they present appraisal based challenges such as incompetence, low level of training, subjectivity and lack of funds which make the management of human resource difficult for headteachers. When applied to this study, the conceptual framework shows how the headteachers in their attempt to cope with the challenges in human resource, that is, recruitment and selection, motivation, discipline and appraisal related challenges, influence the aspect of human resource in public secondary schools.

METHODOLOGY

The purpose of this study was to establish challenges for headteachers in management of human resource in public secondary schools in Kakamega East District. The study adopted a conceptual framework that enabled it to focus on challenges that headteachers face in the management of human resource in public secondary schools. The study adopted descriptive survey research design.   The study population consisted of 28 headteachers, 426 teachers and 200 support staff. Twenty five headteachers were selected by saturated sampling technique while 141 teachers and 75 support staff were selected by simple random sampling technique to constitute the study sample.   Questionnaires and interview schedule were used to collect data. Face

validity of the instruments was established by experts in the Department of Educational Management and Foundations, Maseno University. Reliability of the instruments was established by administering them in three schools in a pilot study whereby the inconsistencies noted were corrected. Quantitative data from questionnaire was analyzed using descriptive statistics in form of percentages, frequency counts and means. Qualitative data from interview was organized into themes and sub-themes as they emerged.

RESULTS

Research question 1

What challenges do head teachers face in recruitment of teaching and support staff? Headteachers and teachers were asked in the questionnaire to indicate the challenges for headteachers in recruitment of teaching and support staff. The responses were as shown in Tables 3 and 4.

As shown in Table 3 the greatest challenge for headteachers in recruitment and selection of staff was inadequate funds as this challenge had a Mean Rate of 3.80. The others were: lack of qualifications 3.32; interference from the community 3.28; interference from politicians 3.20; and, interference from sponsors (3.08. Incompetent selection panels and inadequate training were minor challenges as they had a mean rate of 2.48 and 1.92 respectively which was below 3.Teachers were asked in the questionnaire to indicate their views on the challenges for headteachers in recruitment and selection of teaching and support staff. The responses were as shown in Table 4.

As shown in Table 4, the greatest challenge for headteachers in recruitment and selection of staff as indicated by teachers was interference from the community as this challenge had a mean rating of 3.42. The other challenges were: inadequate funds 3.24; interference from sponsors 3.23 and interference from politicians 3.08. Incompetent selection panels 2.86, lack

Table 4. Challenges for Head teachers in Recruitment of Teaching and Support Staff as indicated by Teachers (n=141)

Challenges	SA		A		UD		D		SD		MR
	f	%	f	%	f	%	f	%	f	%	
Inadequate funds	32	22.7	44	31.2	17	12.1	22	15.6	26	18.4	3.24
Lack of qualifications	19	13.5	34	24.1	17	12.1	38	27.0	33	23.4	2.77
Incompetent selection panels	11	7.8	42	29.8	26	18.4	40	28.4	22	15.6	2.86
Inadequate training	7	5.0	29	20.6	25	17.7	35	24.8	45	31.9	2.42
Interference from sponsors	34	24.1	34	24.1	28	19.9	21	14.9	24	17.0	3.23
Interference from the politicians	27	19.1	32	22.7	31	22.0	27	19.1	24	17.0	3.08
Interference from the community	33	23.4	47	33.3	26	18.4	20	14.2	15	10.6	3.45

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree MR= Mean Rating, f=frequency, %=Percentage

Table 5. Challenges for Head teachers in Motivation of Teaching Staff as indicated by Headteachers (n=25)

Challenges	SA		A		UD		D		SD		MR
	f	%	f	%	f	%	f	%	f	%	
Inadequate funds	13	52.0	10	40.0	1	4.0	1	4.0	0	0	4.40
Mistrust hindering delegation	0	0	7	28.0	2	8.0	7	28.0	9	36.0	2.28
Lack of mentors	2	8.0	10	40.0	3	12.0	8	32.0	2	8.0	3.08
Lack of recognition	2	8.0	4	16.0	1	4.0	9	36.0	9	36.0	2.24
Lack of teamwork	0	0	1	4.0	2	8.0	15	60.0	7	28.0	1.88
Failure to secure promotion	0	0	7	28.0	2	8.0	9	36.0	7	28.0	2.36

KEY: SA=Strongly, Agree A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, MR= Mean Rating, f=frequency, %=Percentage

Table 6. Challenges for Head teachers in Motivation of Teaching Staff as indicated by Teachers (n=141)

Challenges	SA		A		UD		D		SD		MR
	f	%	f	%	f	%	f	%	f	%	
Inadequate funds	43	30.5	46	32.6	11	7.8	26	18.4	15	10.6	3.54
Mistrust	27	19.1	33	23.4	15	10.6	36	25.5	30	21.3	2.94
Lack of mentors	21	14.9	45	31.9	21	14.9	35	24.8	19	13.5	3.10
Lack of recognition	36	25.5	40	28.4	7	5.0	43	30.5	15	10.6	3.28
Failure to secure promotion	21	14.9	36	25.5	28	19.9	39	27.7	17	12.1	3.04
Lack of teamwork	20	14.2	34	24.1	8	5.7	52	36.9	27	19.1	2.77

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, MR= Mean Rating, f=frequency, %=Percentage

of qualifications 2.77 and inadequate training 2.42 were minor challenges since their mean rating was below 3 indicating negative opinion

Research question 2

What challenges do head teachers face in motivation of teaching and support staff? Headteachers and teachers were asked in the questionnaire to indicate the challenges for headteachers in motivation of teaching and support staff. The responses were as shown in Tables 4.6, 4.7, 4.8 and 4.9.

As indicated in Table 5, the greatest challenge for headteachers in motivation of teaching staff as indicated by the headteachers was inadequate funds as it had a

mean rating of 4.40 followed by lack of mentors 3.08. Mistrust 2.28, lack of recognition 2.24, failure to secure promotion 2.36 and lack of teamwork 1.88 were minor challenges according to the headteachers response. This is because they had a mean rating of below 3. Teachers were asked in the questionnaires to indicate their views on the challenges for headteachers in motivation of teaching staff. The responses were as shown in Table 6.

As shown in Table 6, the challenges for headteachers in motivation of teaching staff according to the teachers were: inadequate funds 3.54, lack of recognition 3.28, lack of mentors 3.10 and failure to secure promotion 3.04. Mistrust 2.94 and lack of team work 2.77 were minor challenges as their mean rating was below 3.0.

Teachers were asked in the questionnaires to indicate their views on the challenges for head teachers in Motiva-

Table 7. Challenges for Head teachers in Motivation of Support Staff as indicated by Teachers (n=141)

Challenges	SA		A		UD		D		SD		MR
	f	%	f	%	f	%	f	%	f	%	
Irregular rewards	40	28.4	41	29.1	21	14.9	27	19.1	12	8.5	3.50
Inadequate funds	29	20.6	46	32.6	17	12.1	31	22.0	18	12.8	3.26
Limited training opportunities	37	26.2	57	40.4	15	10.6	22	15.6	10	7.1	3.63
Old age	24	17.0	42	29.8	11	7.8	43	30.5	21	14.9	3.04
Insufficient time for training	25	17.7	44	31.2	15	10.6	39	27.7	18	12.8	3.13
Lack of recognition	26	18.4	42	29.8	18	12.8	38	27.0	17	12.1	3.16
General neglect	21	14.9	31	22.0	15	10.6	51	36.2	23	16.3	2.83

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, MR= Mean Rating, f=frequency, %=Percentage

Table 8. Challenges for Headteachers in maintenance of Teaching Staff Discipline as indicated by head teachers (n=25)

Challenges	SA		A		UD		D		SD		MR
	f	%	f	%	f	%	f	%	f	%	
Incompetent disciplinary panel	1	4.0	2	8.0	3	12.0	9	36.0	10	40.0	2.00
Inadequate investigations	0	0	4	16.0	2	8.0	8	32.0	11	44.0	1.96
Fear of victimization	0	0	8	32.0	1	4.0	5	20.0	11	44.0	2.24
Interference from community	4	16.0	7	28.0	0	0	7	28.0	7	28.0	2.76
Interference from politicians	6	24.0	8	32.0	1	4.0	5	20.0	5	20.0	3.20
Interference from sponsors	4	16.0	8	32.0	0	0	7	28.0	6	24.0	2.88
Inadequate staff	5	20.0	8	32.0	1	4.0	5	20.0	6	24.0	3.04

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, MR= Mean Rating, f=frequency, %=Percentage

tion of support staff. The responses were as shown in Table 7.

As shown in Table 7, the greatest challenge for headteachers in motivation of support staff as indicated by teachers was limited training opportunities as this challenge had a mean rating of 3.63. Other challenges were: irregular rewards 3.50; inadequate funds 3.26; lack of recognition 3.16; insufficient time for training 3.13; and, old age 3.04. General neglect 2.83 was a minor challenge since it had a mean rating of less than 3.

Research Question 3

What challenges do head teacher face in maintenance of teaching and support staff discipline? Headteachers and teachers were asked in the questionnaire to indicate the challenges for headteachers in maintenance of teaching and support staff discipline. The responses were as shown in Tables 8, 9, 10, 11.

As shown in Table 8, the greatest challenge for headteachers in maintenance of teaching staff discipline as indicated by headteachers was interference from politicians as it had a mean rating of 3.20 followed by inadequate staff 3.04. Incompetent disciplinary panel 2.00, inadequate investigations 1.96, fear of victimization 2.24, interference from the community 2.76 and

interference from sponsors 2.88 were minor challenges as they had a mean rating of less than 3. Teachers were asked in the questionnaire to indicate their views on the challenges for headteachers in maintenance of teaching staff discipline. The responses were as shown in Table 9.

As shown in Table 9, the greatest challenge for headteachers in maintenance of teaching staff discipline as indicated by teachers was interference from the community as this challenge had a mean rating of 3.58 followed by: interference from sponsors 3.39; interference from politicians 3.16; inadequate staff 3.04; and, inadequate investigation of allegations 3.01.

As shown in Table 10, the greatest challenge for headteachers in maintenance of support staff discipline as indicated by headteachers was interference from the community as this challenge had a mean rating of 3.36. Fear of victimization 2.32, lack of clear disciplinary guidelines 2.32 and more influential support staff 1.72 were minor challenges as these challenges had a mean rating of less than 3. Teachers were asked in the questionnaire to indicate their views on the challenges for headteachers in maintenance of support staff discipline. The responses were as shown in Table 11.

As shown in Table 11, the greatest challenge for headteachers in maintenance of support staff discipline as indicated by teachers was interference from the community as this challenge had a mean rating of 3.15.

Table 9. Challenges for Headteachers in maintenance of Teaching   Staff Discipline as indicated by Teachers (n=141)

Challenges	SA f	SA %	A f	A ٪	UD f	UD ٪	D f	D ٪	SD f	SD ٪	MR
Inadequate investigations	18	12.8	47	33.3	16	11.3	38	27.0	22	15.6	3.01
Fear of victimization	28	19.9	40	28.4	19	13.5	35	24.8	19	13.5	3.16
Incompetent disciplinary panel	10	7.1	26	18.4	21	14.9	50	35.5	34	24.1	2.49
Interference from community	39	27.7	50	35.5	18	12.8	22	15.6	12	8.5	3.58
Inadequate staff	26	18.4	36	25.5	22	15.6	31	22.0	26	18.4	3.04
Interference from politicians	27	19.1	39	27.7	21	14.9	40	28.4	14	9.9	3.18
Interference from sponsors	37	26.2	40	28.4	23	16.3	23	16.3	18	12.8	3.39

KEY: SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, MR= Mean Rating, f=frequent, %=Percentage

Table 10. Challenges for Headteachers in maintenance of Support Staff Discipline as indicated by Headteachers (n=25)

Challenges	SA f	SA %	A f	A %	UD f	UD %	D f	D %	SD f	SD %	MR
Fear of victimization	1	4.0	7	28.0	1	4.0	6	24.0	10	40.0	2.32
Lack of clear guidelines	2	8.0	3	12.0	4	16.0	8	32.0	8	32.0	2.32
Interference from community	5	20.0	11	44.0	1	4.0	4	16.0	4	16.0	3.36
More influential support staff	0	0	2	8.0	3	12.0	6	24.0	14	56.0	1.72

KEY: SA=Strongly Agree, A=Agree, UD=Undecided,   D=Disagree, SD=Strongly Disagree, MR=Mean Rating, f=frequency, %=Percentage

Table 11. Challenges for Headteachers in maintenance of   Support Staff Discipline as indicated by Teachers (n=141)

Challenges	SA f	SA %	A f	A %	UD f	UD %	D f	D %	SD f	SD %	MR
Lack of clear guidelines	12	8.5	38	27.0	8	5.7	54	38.3	29	20.6	2.65
Fear of victimization	17	12.1	41	29.1	27	19.1	36	25.5	20	14.2	2.99
More influential support staff	16	11.3	18	12.8	13	9.2	53	37.6	41	29.1	2.40
Interference from community	25	17.7	45	31.9	18	12.8	32	22.7	21	14.9	3.15

KEY: SA=Strongly Agree,   A=Agree, UD=Undecided,   D=Disagree, SD=Strongly Disagree, MR= Mean Rating,   f=frequency, %=Percentage

Fear of victimization 2.99, lack of clear guidelines 2.65 and more influential support staff mean rating 2.40 were minor challenges as they had a mean rating of less than 3.

DISCUSSION

Inadequate funds were found to be a major challenge for headteachers in the recruitment and selection of teaching and support staff according to the headteachers. This is because the Ministry of Education allocated less funds particularly for support staff and does not provide for teachers employed by the Board of Governors. Headteachers therefore, struggled to pay the Board of Governors teachers by use of Personal Emolument funds meant for the support staff. This resulted in shortage of funds making the support staff go for long without pay.

Infact the support staff in their interview pointed out that, "Our head teacher waits until the government releases the Free Secondary Funds to pay us."

Lack of qualification was found to be a challenge for headteachers in recruitment and selection of teaching and support staff according to headteachers. The teaching posts are advertised by the Teachers Service Commission while the selection is done by the Board of Governors whose secretaries are headteachers. The headteachers sometimes lack the qualified teachers with the right subject combinations and as a result they have to get people from elsewhere to take up the job vacancies. The support staffs are recruited from the school locality. However, those support staff with required technical skills may not be found around the school locality. As a result headteachers are forced to pick qualified people from elsewhere as the support staff in their interviews pointed out, "I was employed in this

school because nobody from around had the qualifications for the job." This however introduced conflicts between the head teacher and the community, the sponsors and the politicians who felt that only their own should be offered jobs. Therefore, interference from sponsors, the community and the politicians was a challenge for headteachers in recruitment and selection of teaching and support staff according to the headteachers. A study by Sang and Otunga (2005) on the challenges and experiences of decentralization of teacher recruitment in urban secondary schools in Uasin Gishu District found out that Board of Governor members' knowledge base on educational matters was subject to manipulation. This manipulation is what the current study found out to be interference from the sponsors, the community and the politicians as they influenced the outcome of the recruitment process.

Interference from the community was found to be a major challenge for headteachers according to the teachers. This is because most schools in Kakamega East District are district mixed day schools that were established with funds from the community. The communities would like to control everything going on in the schools to safeguard their interests. The communities liked headteachers to recruit and select people from around the public secondary schools as staff. When the reverse happened, headteachers experienced resistance from the community. Inadequate funds were also found to be a challenge for headteachers according to the teachers. Headteachers needed funds to constitute the selection panels, to advertise the support staff vacancies and to pay the employed staff. However, the money provided by the Ministry of Education is inadequate for all these functions. Interference from sponsors and politicians were found to be challenges for headteachers according to teachers. This is because the interests of the sponsors and the politicians were represented on the Board of Governors. Politicians wanted to secure chances of their re-election besides being in charge of Constituency Development Funds which are allocated to schools for development. The sponsors on the hand would like to secure their religious interests in the schools. They influenced the outcome of the recruitment and selection process to protect their interests. Those headteachers who broke ranks with the sponsors and politicians were threatened with transfers. All the respondents were in agreement that the major challenges for headteachers in recruitment of teaching and support staff were: Inadequate funds; lack of qualification; interference from the sponsors, community and politicians.

Inadequate funds were found to be a major challenge for headteachers in motivation of teaching staff according to the headteachers. As earlier mentioned, the funds allocated to the schools by the Ministry of Education are not adequate to cover motivation of teaching staff. As a result some head teachers sought extra funds from the parents through their Parents Teachers Associations and Board of Governors to motivate the teaching staff. Teaching staff needed a conducive working environment. Some schools lacked basic requirements needed to improve staff efficiency. As a result many teachers did not stay in one station for long. They sought transfer to other schools that were perceived to offer better working conditions. Lack of mentors was found to be a challenge for headteachers in motivation of teaching staff according to the headteachers. This is because headteachers who were supposed to have accumulated enough experience to guide the rest of the staff were already busy with other administrative duties. Some of the headteachers had not yet accumulated enough experience to act as mentors as they were still new in their current positions. Mentors play an important role in inducting and guiding new members of staff in their work. Muya and Mwai (1991) carried out a study on the 8-4-4 system of education and on interviewing women organization representatives, they cited the appointment of very young and inexperienced teachers without accumulated management and professional skills as a key problem in schools. The current study agrees with Muya and Mwai (1991) study since all the respondents were in agreement that schools lacked mentors, which was a major challenge for headteachers in management of human resource in public secondary schools in Kakamega East district.

Inadequate funds were found to be a major challenge for headteachers in motivation of teaching staff according to the teachers. Headteachers required adequate funds to provide basic teaching and learning resources, improve the working conditions for teaching staff, organize get-together sessions to celebrate achievement, invite motivational speakers to address the teaching staff and organize in-service training for the teaching staff. Some headteachers devised ways of raising extra funds for motivation such as reported by support staff who were interviewed, "our head teacher seeks extra funds through the Board of Governor from the parents as motivational fee for teachers who take up extra lessons in the morning, evenings and during weekends." Lack of mentors was found to be a major challenge for headteachers in motivation of teaching staff according to the teachers. This is attributed to lack of adequate accumulated experience and lack of time by the headteachers who were already busy. Many schools lacked teachers who have accumulated enough experience to act as mentors. Lack of recognition was found to be a challenge for headteachers in motivation of teaching staff according to the teachers. This is because most of the head teachers had not taken any in-service course in human resource management. Some headteachers due to the fear of sharing power with the teachers failed to recognize hard working teaching staff. Recognition of hardworking teaching staff was important in encouraging the teaching staff to continue working towards achievement of the school goal. Some of the

ways that should have been used by the headteachers to recognize the teaching staff are: praise, one- on- one conversations and recognition during special occasions. Failure by the headteachers and teachers to secure promotion was found to be a challenge for the headteachers in motivation of teaching staff according to the teachers. This is because promotions from one job group to another were only effected by the Teachers Service Commission after a successful appraisal interview attended by the teachers and headteachers. Some headteachers and teachers stagnated in one job group for long in spite of attending the interviews. The success of the teachers and headteachers in interviews was usually pegged on their achievements. The headteachers and teachers withdrew and lost self worth when they failed to make it during the interviews. They felt they had nothing new to gain or bring to their profession since they were demoralized. They resisted change and made human resource management difficult in schools.

Limited training opportunities were found to be a major challenge for headteachers in motivation of support staff according to headteachers. This is because the headteachers did not have funds to organize continuous training for the skilled and non-skilled support staff. This finding disagrees with the views of Harsey, Blanchard and Johnson (1996) that managers have to know their people to understand what motivates them; they cannot just make an assumption if they really want to increase their effectiveness. As a result, the support staffs had nothing new to bring to the school. The support staffs were likely to resist change since they were not able to gain new knowledge. The headteachers therefore waited until an opportunity arose for their support staff to train.

Irregular rewards were found to be a challenge for headteachers in motivation of support staff according to the headteachers. Headteachers depended upon the funds disbursed by the government for Free Secondary Education to reward the support staff. Sometimes the government delayed disbursement of the Free Secondary Education funds making the support staff work for long without pay. Headteachers had inadequate funds to reward the support staff well. This was attributed to the inadequate funds disbursed by the government through the Ministry of Education. The funds disbursed did not match the economic conditions existing at the moment. The headteachers resorted to other ways of paying the support staff as reported by one support staff who was interviewed, " when the term is approaching the end and the school has no money, our head teacher pays us by issuing maize, beans and a few items that have remained in the store." This is an indication of inadequate funds. Support staff that is not rewarded regularly is demoralized and is difficult to manage as some escape from duty to seek alternative ways of survival.

Old age of some support staff was found to be a challenge for head teachers in the training of the support

staff according to the headteachers. Training of the support staff is meant to boost their morale and improve work efficiency. However, headteachers could not see the need of training the old support staff who was nearly retiring. This disagrees with Torrington, Hall and Taylor (2005) who stated that whatever the form of training, an employer can develop a work force which is both capable and committed by combining training interventions with other forms of retention initiative. Headteachers should have realized that even the old staff had to be trained on new ways of working. However, most of the headteachers were new in their schools. It was difficult for the headteachers to change the school policies that had earlier been institutionalized by their Board of Governors. It was difficult to change the support as this had to be approved by the full board. The old support staffs were serving the interests of the community and any attempt by the head teacher to forcefully retire them was met with resistance from the community.

Insufficient time for support staff training was found to be a challenge for headteachers in motivation of support staff according to the headteachers. This is because the Ministry of Education issued guidelines as to the number of support staff employed. Release of some support staff for training led to shortage and lack of continuity in school routines. Most of the support staffs were free when schools closed but schools had no funds to organize for their training neither did the support staff have funds to sponsor themselves for training. Training of the support staff which was meant to improve their efficiency had been neglected because of claims that there was no sufficient time. This demotivated the support staff and made it difficult for the headteachers to effectively manage them. Irregular rewards were a challenge for headteachers in motivation of support staff according to the teachers. The time at which support staffs were rewarded depended upon the release of the F.S.E funds by the Ministry of Education. The teachers' response was in agreement with the headteachers' response. Inadequate funds were found to be a challenge for headteachers in motivation of support staff according to the teachers. The head teachers were not able to pay the support staff regularly leading to engaging in other businesses by the support staff at the expense of the school programmes.

Lack of recognition was found to be a challenge for headteachers in motivation of support staff according to the teachers. On most occasions headteachers failed to appreciate the effort of the support staff. Support staffs who were interviewed said, "Our head teacher does not consider the support staff when giving prizes to teachers for good performance. We are forgotten and feel that we are not part of the school." Most of the support staffs were demotivated because they were not recognized. This made it difficult for the headteachers to manage the support staff whose attention was divided. This study agrees with Bolton and Houlihan (2008) who reported

that individual's motives and evaluations are generally mixed and complex, but a major concern is recognition, in terms of respect, esteem and approval by others. This is because headteachers had to work hard to ensure that the support staff's attention was not divided because of unfulfilled needs. Therefore, all the respondents were in agreement that the major challenges for headteachers in motivation of support staff were: irregular rewards; inadequate funds; limited training opportunities; old age; and, lack of recognition.

Interference from politicians was found to be a challenge for headteachers in maintenance of teaching staff discipline according to the headteachers. Politicians claimed to protect the teaching staff especially those who hailed from their constituencies in order to gain political mileage. Headteachers who were firm on teaching staff discipline were threatened with transfer or even dismissal. As a result many headteachers found it difficult to maintain teaching staff discipline. This made management of human resource in public secondary schools difficult. Some teachers who were transferred on disciplinary grounds used politicians to have their transfers revoked. The headteachers therefore, became frustrated. However, according to Short and Greer (1997) schools of today require a new leadership style which must allow for timely, knowledge-based decisions. Needs of a diverse student population and the rapid pace of change require decision makers to function in a complex, dynamic environment.

Inadequate teaching staff was found to be a challenge for headteachers in maintenance of teaching staff discipline according to the headteachers. Some disciplinary actions taken against the teaching staff required absence from duty. Most of the schools were understaffed meaning that absence of a teacher interfered with service delivery. It is for this reason that headteachers struggled to retain indiscipline teaching staff in their schools. Most headteachers viewed suspension or transfer of a teacher from their schools as introducing another conflict between the headteachers and the students hence would rather avoid it. The teaching staff members therefore, became used to the headteachers' leadership style which made human resource management ineffective. Therefore, the major challenges for headteachers in maintenance of teaching staff discipline as indicated by headteachers were: interference from politicians; and, inadequate teaching staff.

Interference from the community was found to be a major challenge for headteachers in maintenance of teaching staff discipline according to the teachers. This was attributed to the fact that most of the schools were mixed day schools. As a result, they drew their students, teachers and support staff from the community. The community claimed ownership of the schools since the schools were established with funds contributed by members of the community. Most of the head teachers did

not hail from the community in which the schools were located and therefore were under close scrutiny by the community. This interfered with human resource management in schools. Interference from the sponsors was found to be a challenge for head teachers in maintenance of teaching staff discipline according to teachers. Sponsors liked to protect their religious interests in the school by fronting some teaching staff that belonged to their own denominations for leadership positions. Sometimes sponsors liked to protect their own members against disciplinary action. Sponsors also involved the schools in their functions expecting all the teaching staff to participate but when they failed, they presented conflict making management of human resource by the head teacher ineffective. Interference from politicians was found to be a challenge for headteachers in maintenance of teaching staff discipline according to teachers. Politicians had vested interests in public secondary schools because they were in control of Constituency Development Funds and would have liked to raise their political stakes in the constituency to secure re-election. The politicians were used as a shield by some of the teaching staff against disciplinary action. However, according to Wambui (2008) people should work together towards a common goal whether in an informal group or in an entire corporate division. One has to know how to build relationships, be collaborative, network and be empathetic and a good listener.

Inadequate investigation of allegations was found to be a challenge for headteachers in maintenance of teaching staff discipline according to teachers. Headteachers had not been trained to carry out investigations. In most cases, headteachers relied on hearsay which if used as evidence worked against the head teacher. When headteachers failed to prove some cases, they ended up being penalized. For instance, when a teacher was wrongfully interdicted on advice of the head teacher and it happened that the teacher was innocent after the case had been determined, the head teacher's pay was deducted to pay the teacher for period during which the teacher had been serving interdiction. This is why teachers indicated that fear of victimization was a challenge for headteachers in maintenance of staff discipline. Fear makes it difficult for the headteachers to effectively manage the teaching staff inadequate staff was found to be a challenge for headteachers in maintenance of teaching staff discipline according to teachers. This is because most district day schools in Kakamega East had one teacher for two subjects. Headteachers struggled to retain these teachers since loss of any one would interfere with service delivery in public secondary schools as replacement was not guaranteed. Headteachers tolerated some of the indiscipline teaching staff because of inadequate staff. According to the teachers' response, the major challenges for headteachers in maintenance of teaching staff disciplines were: interference from the community;

inadequate investigation of allegations; fear of victimization; interference from politicians; interference from sponsors; and, inadequate staff. This study agrees with that of Kiganya (1993) which found out that harmonious relations between the head teacher and teachers enhanced discipline among students hence the possibility of better performance. However the current study went further to establish challenges for headteachers in maintenance of staff discipline which had not been addressed by Kiganya's study.

CONCLUSION

The challenges for head teachers in recruitment and selection of staff were: inadequate funds; lack of qualifications for potential Board of Governor employees; and, interference from the community and politicians while the challenges for headteachers motivation of teaching and support staff were: inadequate funds; lack of mentors; irregular rewards; limited training opportunities; old age of some support staff; and, lack of recognition. Maintenance of the teaching and support staff discipline challenge were: inadequate investigation of allegations; fear of victimization; interference from the community, politicians and the sponsors; and, inadequate teaching staff. Challenges in appraisal of support staff were: suspicion; lack of cooperation; lack of reward based appraisal, limited opportunities for career progression; insufficient time in appraisal; and, ignorance of the support staff in appraisal.

RECOMMENDATIONS

With regard to challenges in recruitment and selection of teaching and support staff:
The Ministry of Education should provide adequate funds for training and recruitment of adequate staff;
The Teachers Service Commission should avail funds for use during the selection of the teaching staff after advertisement of the job vacancies.
With regard to challenges in motivation of teaching and support staff:
The Ministry of Education should take over full payment of the support staff
Teachers Service Commission should reduce the work load for headteachers to have enough time to attend to human resource management matters; and,
The head teachers should use alternative methods to motivate their staff when funds are inadequate.
With regard to the challenges in maintenance of teaching and support staff discipline:
The Ministry of Education should clearly define the roles of the stakeholders to avoid interference; and,
The Teachers Service Commission should be represented in disciplinary panels at the school level by

independent commissioners other than the headteachers to avoid discrepancies that lead to victimization.
With regard to challenges in appraisal of the teaching and support staff:
The Ministry of Education should provide clear guidelines on how appraisal of performance should be done at the school level;
The Teachers Service Commission should consider using other strategies in appraising the teachers to enable them to be promoted; and,
The Head teachers should make performance appraisal an open and negotiated process between them and their staffs to avoid disagreement.

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