

Constraints Principals Face in Enhancing Democratic School Governance in Kenyan Public Secondary Schools

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Abstract

In Kenya, democratic school leadership is becoming increasingly important as elsewhere in the world as one way of fostering democracy in the society. The Ministry of Education has come up with policies on how to enhance democracy at the school level but school principals still face major challenges in fostering democracy in the daily running of their schools. This study set out to establish the challenges principals face in enhancing democratic school governance in Kenyan Public Secondary schools. The study utilized cross-sectional descriptive survey strategy that employed mixed methods approach. The target population of the study was all principals and senior teachers, of all the 122 public secondary school in Baringo County, Kenya. The study sample was selected using stratified sampling, simple random sampling and purposive sampling techniques. Data was collected by use of questionnaire and interview schedule and were analysed both qualitatively and quantitatively.

Key Words: Democratic School Governance, Principals, Constrains, Secondary Schools

Full text: <https://www.eajournals.org/journals/british-journal-of-education-bje/vol-5-issue-7-july-2017/constraints-principals-face-enhancing-democratic-school-governance-kenyan-public-secondary-schools/>