CHALLENGES FACING PRINCIPALS ON THEIR ROLES AS HUMAN RESOURCE MANAGERS IN SECONDARY SCHOOLS IN NANDI COUNTY KENYA.

BY

CHEMUTAI EMILY

A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF HUMAN RESOURCE   DEVELOPMENT IN PARTIAL FULFILLMENT OF REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE IN   HUMAN RESOURCE DEVELOPMENT

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DECLARATION

Declaration by student

This thesis is my original work and has not been presented for a degree in this or any other University. No part of this thesis may be reproduced without prior permission of the author, and/ or Moi University.

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Chemutai Emily   Date

SHRD/PGH/10/09

Declaration by the supervisors

This thesis has been submitted for examination with our approval as the university supervisors;

....

Prof. L.S. Mulongo   Date

Department of Development studies

School Of Human Resource Development

....

Mr. L.Y. Kuto   Date

Department of Development studies

School Of Human Resource Development

DEDICATION

I dedicate my work to God who gave me good health throughout the time of this study. I also dedicate it to my parents Joel Biomdo and Alice Biomdo, my husband Isaiah Agui and my children Ruth Cheptoo, Joash Kiprotich, Boaz Kiplagat and Japheth Kibet for their patience and moral support during the research process.

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ABSTRACT

Skills and knowledge is a prerequisite for any given activity or labor to be performed. Acquisition of these skills and knowledge are significantly important because most of the function of an organization cannot be realized without them. Most literature indicates that experience and level of education are the yard stick used to appoint any principal of secondary school from professional teachers. Despite the fact that they are professionally trained as teachers, they carry out educational management roles and the roles which are meant for professionally trained Human Resource Managers (HRM). We acknowledge the multiplicity of these roles played by them though the muddling of the whole process make them face numerous challenges. This study therefore was an evaluation of current challenges faced by principals as human resources managers in secondary schools in Nandi County. The research addressed the following objectives: to establish the roles carried out by principals as Human Resource Managers in secondary schools; to identify the kind of training the principals undergo after being appointed; to determine the challenges encountered by the principals as human resource managers as they carry out their roles and to explore various ways of solving challenges faced by principals as human resource managers. The study was modeled on Burns and Stalk Contingency theory which focuses on how management system might change in response to demands of rapidly changing environment. Survey research design was used. The target population was 140 secondary school principals drawn from Nandi County. Census sampling was used to select the study sample. Data collection was done using self-administered questionnaire. Coding of responses was done using Statistical Package for Social Scientists (SPSS) for windows Version 16. Analysis of the data was done through descriptive statistics. Data was presented in form of frequency tables and charts. The study revealed that the principals as human resource managers in the learning institution experience many challenges corresponding to the day to day work of a Human Resource Manager. These included challenges on recruitment of the staff, empowerment of the staff, team management and career development because of inadequate training. These challenges therefore hinder the principal in carrying out the roles of HRM in secondary schools. This study contributes to the field of knowledge on the importance of training any labor for any activity to be performed with minimal challenges. Therefore, the study recommends human resource management courses to be introduced to any teacher training college to equip them with HRM skills.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANED	African Network for Education at a Distance
BOG	Board of Governors
HR	Human resource
HRM	Human Resource Management
LAC	Latin America and Caribbean
MBEL	Basic education and literacy
MNCs	Multinational Companies
MOE	Ministry of Education
NCSL	National College for School Leadership
SME	Small Medium Enterprises
STEM	Strategic Training of Employees Model
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Principals

A teacher who is in charge of a school**.** Head teachers of secondary schools. He is presumed human resource manager in the school. He is responsible for carrying out the roles of HRM like recruitment, managing teamwork among the staff, empowering the staff and encouraging career development among the staff.

Role of Human Resource Management

These are roles carried out by professional Human Resource Mangers. Some of the roles are: Recruitment, Empowerment and Teamwork

Recruitment.

It is the most crucial activity of personnel specialist in the organization that secures human resources. The principle purpose of recruitment activities is to attract sufficient and suitable potential employees.

Empowerment

It is a way of delegation which enable work decision to be taken as near as possible to the staff. Organizations currently take an interest in increasing the role of ordinary staff in decision making. Empowering is a means of obtaining greater employee motivation and commitment to organizational objectives.

Teamwork management

It is supervising the staff to work together and emphasizing the importance of careful selection of team members. The key factors here for individuals are not only technical or professional competence, but also the ability to work as a team member and the

possession of desirable personnel attributes such as willingness to listen, flexibility of outlook and the capacity to give and accept trust.

Career development of the staff

It is ensuring that people continually possess and acquire the knowledge and skills needed for high levels of performance. The basic ways of developing career is through self development, formal training and education, and on –the job coaching.

Training

This is the preparation of professionals to carry out their roles. Principals of secondary schools have been trained professionally as teachers and not as professional Human Resource managers. After appointment the undergo financial management training which does not help much in managing the human resource. They need to have skills and knowledge on how to manage human resource through training.

Yardstick

It is a standard used to judge how good or successful something is. Experience is the measure used to promote any teacher to be a principal of a secondary school by many countries across the world.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents relevant sections that form the basis of the study. The chapter highlights the following: background of the study, statement of the problem, research objectives and research questions, justification of the study, significance of the study, the scope and limitation of the study and theoretical framework

1.2 Background of the study

Across the world globalization has elevated the importance of human resource management development in organization. These changes have led to the notion of the human resource system as a strategic asset. Many of the arguments about processes of globalization within the HR function rest on the assumption that there has and continues to be longitudinal change in the conduct of human resource. In particular, there has been a very strong marketing, corporate communication and information technology influence on the human resource function. The human resource function is re-aligning itself in response to this process of cross-function globalization(building new alliances with these functions)creating new activity streams, new roles and skills required of the function of human resource. (Sparrow, Brewster and Harris, 2004).

In order to effectively deal with all the changes, human resource professionals must develop competencies that will allow them to carry out their roles, competences like:

flexibility, team work, communication, strategic planning, network building, client service, orientation, organizational awareness, self confidence, sharing of expertise, global and cultural understanding. In addition to increasing and sustaining technological skills relating to communication developments, HR professionals will also be required to increase their numerical and data compilations skills. As increasing demands merge to provide specific measurable results to prove effectiveness in their area, HR professionals were required to produce quantifiable results that prove that their department is delivering specified outcomes based on the objectives and goals set forth by the organization. If human resource managers won't pay enough attention to their changing role, serious consequences could result, including the deterioration or even perhaps the elimination of the human resource department. (Halcrow, 1998).

 Across the world, research findings indicate that school principals are one of the most powerful single determinants of the overall quality and effectiveness of schools (Daresh 1998). The importance of the role of school leader is continuing to expand as schools are increasingly expected to deal with a range of social and economic issues. Decentralization of educational administration has increased the responsibilities of the school principal, although this often is not complemented by appropriate training or authority (Riley,1999;Rose and Hutchings,2003;kucera and Stauffer,2003).The roles of principals are expanding , though the ministry of education or different sectors dealing with education in different countries have not made effort to ensure that the principals undergo the various training required in performing in various roles .This could enable the smooth running of the school.

There is considerable evidence that two dimensions of school administration, leadership and management, are essential to making positive changes in schools (Achilles, Keedy, & High, 1999; Jamentz, 1998; Tomlinson & Allan, 2000). The principal's job is to administer the school morally and ethically, acting as leader and manager (not leader or manager). The principal who exercises school administration has leadership and management functions, each of which lead to two sets of goals, one set for the school itself and one for the broader context in which the school functions. The principals carry out the role of managing the school material resources but the human resources management (HRM) is silent in their roles making them to face challenges. Whenever there is any in-service training, prism or seminars it is usually based on administration or on management of resource like the school finance and any other material resources. This has lead to a big challenge on management because the major resource which can allow the smooth running of the school if well managed is the human resource. This includes the teachers, the subordinate staff, the parents, the stake holders and the community surrounding the school at large.

The HRM responsibilities and roles include the following: to maintain and develop HR policies, ensuring compliance and to contribute the development of corporate HR policies, to develop the HR team, to ensure the provision of a professional HR service to the organization and manage a team of staff. It is also responsible for mentoring, guiding and developing them as a second line to the current position, to ensure timely recruitment of required level / quality of Management staff, other business lines staff, including non-billable staff with appropriate global approvals, in order to meet business needs, focusing

on employee retention and key employee identification initiatives, Provide active support in the selection of recruitment agencies which meet the corporate standard. Ensuring there is corporate branding in recruitment webs and advertisements. Should develop, refine and fine-tune effective methods or tools for selection or provide external consultants to ensure the right people with the desired level of competence are brought into the organization or are promoted. It should also prepare information and input for the salary budgets. Ensure compliance to the approved salary budget; give focus on pay for performance and salary benchmarks where available. Ensure adherence to corporate guideline on salary adjustments and promotions. It should also coordinate increments and promotions of all staff. (Mclean2004)

To develop the HR business plan and ensure appropriate communication at all staff levels. To maintain and develop leading edge HR systems and processes to address the effective management of people in order to maintain competitive advantage. To facilitate or support the development of the team members, to facilitate development of staff with special focus on Line Management, to recommend and ensure implementation of Strategic directions for people development within the organization.HR business also ensure a motivational climate in the organization, including adequate opportunities for career growth and development. It administers all employee benefit programs with conjunction in the finance and administration department. Provides counsel and assistance to employees at all levels in accordance with the company's policies and procedures as well as relevant legislation. It also oversees the central HR Administration co-ordinate the design, implementation and administration of human resource policies

and activities to ensure the availability and effective utilization of human resources for meeting the company's objectives. It is responsible for Corporate HR function, overall centralized HR administration; Counseling and Guidance cell and provide support to Managers in case of disciplinary issues. (Anshu Goyal, 2010).

The principal as instructional leaders expected to be a person who has had experience as a teacher, a person who understands how children learn and how teachers teach. In the United States, for example, "nearly 90 percent of principals ranked experience as a teacher as 'highly valuable' to their success as a principal" (Doud & keller, 1999 in fenwick, 2000).In this case it is clear that the principals of schools are appointed to the job through experience of generally working for more years as a teacher. There is no consideration whether one has qualities required for one to be a principal. Some of these qualities are acquired through a long period of training. For instance, for one to be a human resource manager which is one of the role of any principal, one need to undergo a training of not less than two years which is not the case to different principals of different countries, This make the principal to face challenges in their process of management and therefore leaving some activities falling under management uncompleted.

1.3 Statement of the problem

Skills and knowledge is a prerequisite for any given activity or labor to be performed. Acquisition of this skills and knowledge are significantly important because most of the function of an organization cannot be realized without them. Experience and level of education are the yard stick used to appoint principals of secondary schools from professional teachers as most literature indicates. Despite the fact that they are

professionally trained as teachers, they carry out both educational management roles and the roles which are meant for professionally trained human resource managers. As educational professionals, they carry out educational management roles like administration, instructional and curriculum implementation. On the other hand they carry out the human resource roles like motivation, guiding and counseling, recruitment, empowerment, teamwork management and career development. We acknowledge the multiplicity of these roles played by them though the muddling of the whole process make them faces numerous challenges. This study therefore examines the challenges faced by principals as human resource managers in secondary schools.

1.4 Study objectives

i. Establish the roles carried out by Principals as Human Resource Managers in secondary schools in Nandi County.

ii. To identify the kind of training the Principals undergo after being appointed Nandi County.

iii. To determine the challenges encountered by the Principals as human resource managers as they carry out their roles Nandi County.

iv. To explore various ways of solving challenges faced by principals as human resource managers Nandi County.

1.5 Research questions

i. What are the roles carried out by Principals as Human Resource Managers in secondary schools?

ii. What kind of training do the Principals undergo after being appointed?

iii. What are the challenges encountered by the Principals as human resource managers as they carry out their roles?

iv. What are some of the ways of solving challenges faced by Principals as human resource managers?

1.6 Justification of the study

Teaching experience appears to be the major yardstick that is being used currently to promote teachers to the rank of school Principals in the country. After drawing experiences from other countries on how Principals are trained and appointed, experience is the major measure for appointing Principals of secondary schools in Kenya, This study sought to examine the challenges facing Principals in their dynamic roles in secondary /school as human resource managers. These skills can only be acquired through human resource professional training. According to the studies drawn from different countries it is evident that the principal don't train on the new skills before they assume the new dynamic roles. The study has provided recommendations to deal with the challenges. Although studies have been conducted in human resource management, there is little research on Principals of secondary school as human resource managers. This explains

the need for present study which sought to examine the challenges facing Principals in their dynamic roles as in secondary school as human resource managers.

1.7 Significance of the study

The findings from this study will help to increase awareness to the nation, ministry of education and stakeholders for future planning and management of secondary schools by the principals. This is because the principal is the education manager and secondary school is a transition to university where a lot of wastage is experienced through those who don't join university. The study is envisaged to establish some ground to enable discussions and considerations of how the dynamic roles of Principals as human resource managers could be improved to avoid the challenges experienced which in turn affect the performance of the schools in general.

1.8 The scope and limitations of the study

The study covered secondary schools in Nandi County as a representative sample of the other schools in the country where human resource management of schools by Principals has been a challenge.

The conclusions made in the study were solely based on the responses of the sample population. It is hoped that the findings of the study will apply to all other schools in the region and country at large. Time and financial constraints would not allow more schools outside Nandi County to be studied. It was also cumbersome and expensive to carryout research in all secondary schools in the entire Nandi County. Some of the questionnaires administered were not retrieved and this was a problem.

1.9 Theoretical framework

The study was guided by System and Contingency Approach to management theory as postulated by (Burns and stalker, 1961).Organic systems are appropriate for condition of change. They stated that individual tasks, which are relevant to the total situation of the concerned, are adjusted and re –defined through interaction with others. A conceptual model of the contingency approach was developed by Kieser and Kubicek. According to the model, the formal structure of an organization defines the roles of its members in a specific way and thereby directs their behavior to a certain degree. The performance of the organization depends on the degree to which these role definitions enable members to cope with the requirements resulting from the context of the organization. Conversely, many of the difficulties in achieving a change from mechanistic to organic structures depended on employees in various roles and at various levels of the organization.

Other barriers to achieving organic structures included bureaucratic force of habit, which resulted in overload for senior management who would be consulted by employees once their erstwhile (middle) managers had disappeared in a new decentralized structure. This was described by Burns as one of the 'dysfunctional' or 'pathological' responses to structural change (Burns 1966: ix-x). The roles of the school Principals are changing. They range from administration, leadership, management of non-human resource to the management of human resource. Therefore their roles need to be adjusted and re-defined. One cannot be able to carry out HRM roles without having at least basic skills and knowledge on the same. Thus when the roles are adjusted and re-defined, they will receive the training to allow them acquire the skills and knowledge required.

1.10 Conceptual framework for the study.

The following human resource roles; recruitment of the staff, empowering the staff, managing team work and developing career among the staff is affected by the kind of training in human resource management. Therefore, the challenges faced on the roles constitute the dependent variables while the training undertaken in human resource management by the Principals constitute the independent variable.
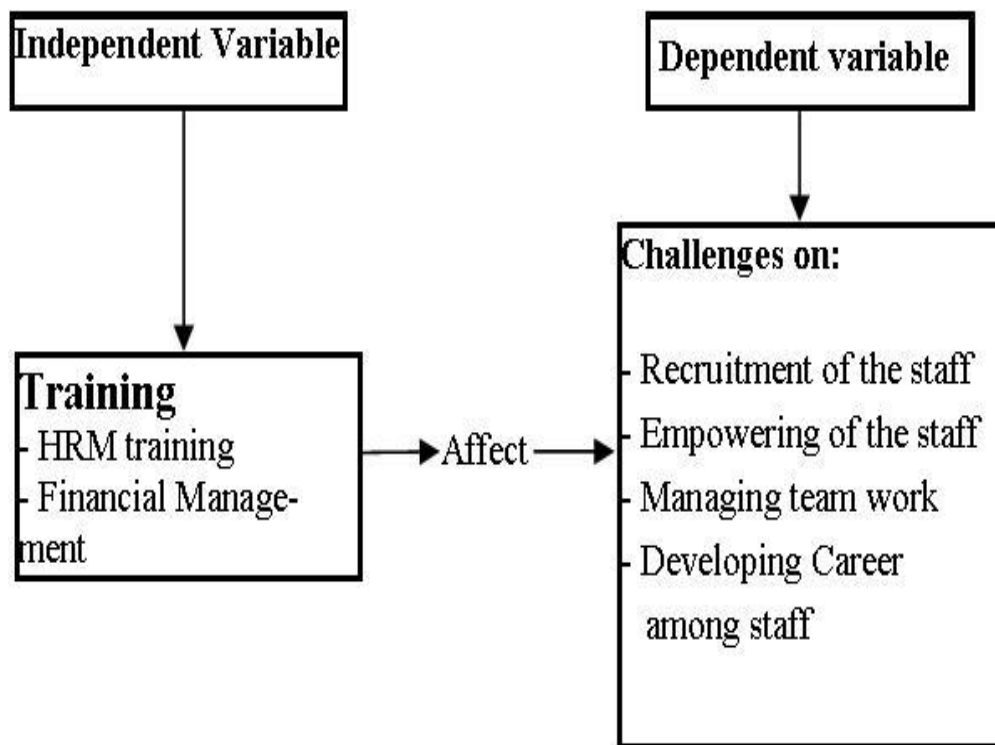
Figure 1.1: Conceptual framework for the study

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter focuses on literature related to the study. It include the background of human resource management, roles and purpose of human resource managers, key function of human resource, challenges of human resource management, general responsibilities of school Principal ,the role of school principal, training of the school principals and way forward

2.2 Background of human resource management

Human resource management (HRM) is a term used to describe a set of tasks aimed at effectively managing an organization's employees, commonly known as its human resources or human capital. HRM professionals oversee the business of managing people in an organization which includes compensation, benefits, training and development, staffing and strategic HR management. (http://www.shrm.org)

Human resource (HR) refers to the individuals who comprise the workforce of an organization, although it is also applied in labor economics for example, business sectors or even whole nations. Human resources is also the name of the function within an organization charged with the overall responsibility for implementing strategies and policies relating to the management of individuals. This function title is often abbreviated to the initials 'HR', (McLean, et al. 2004).

Human resource is a relatively modern management term, coined in the 1960s. The origin of the function arose in organizations that introduced 'welfare management' practices it also that adopted the principles of 'scientific management'. From these terms emerged a largely administrative management activity coordinating a range of worker related processes and becoming known, in time as the 'personnel function'. Human resources progressively became the more usual name for this function, in the first instance in the United States as well as multinational corporations, reflecting the adoption of a more quantitative as well as strategic approach to workforce management, demanded by corporate management and the greater competitiveness for limited and highly skilled workers, (Nadler, 1984).

HR practitioners structure staffing programs to recruit and retain the best employees by making the company competitive in terms of its attractiveness to potential candidates, so that they will choose to accept a position with and remain working for an employer. In today's competitive environment, human capital management is critically important to remain viable in the global marketplace. (http://www.shrm.org)

As a result, HR plays a pivotal role in the world—because people are truly the only thing that differentiates one business from another. Organizations may replicate processes, materials and structures of other successful organizations, but only the talent of an organization makes it unique and distinguishes it from all its competitors. (http://www.shrm.org)

HR professionals have evolved from the behind-the-scenes administrative role of the 20th century to active involvement in shaping corporate policy. Senior management recognizes the significant contributions of HR to their organization's bottom line and overall success. This shift continues in the profession. To a more significant extent than ever before, many HR roles are consequently focused equally on contributing strategically and functionally to manage the organization's talent. (http://www.shrm.org)

In secondary schools, there is no HR department therefore; it is the principal of the school who is suppose to carry out some of the above HRM responsibilities though he/she has not trained on the same. It is theoretically possible and maybe even desirable for one person, or a group of people, to assume the leadership functions and another person or group assume the management functions. Therefore, the principal is the most likely candidate to simultaneously play these two, quite different roles and the successful principal is the one who learns to balance them to improve curriculum, instruction, and other pertinent elements of the school (Achilles et al,1999)

For the principal to carry out this role simultaneously, he/she should have both the leadership and management qualities which   will assist him/her to overcome the challenges they may encounter in the process of management. Most principals do not complete most of the activities that fall under a management role much less those that fall under a leadership role. It is because they are not yet expected to be managers and leaders. Perhaps they have had little or no training and so do not recognize nor understand the importance of their role, or it may be that they have not been supported in their efforts to act as leaders for change in their schools.

2.1 Roles and purpose of human resource managers

The human resources department is widely known for conducting interviews, explaining company benefits, managing employee relations, providing career development advice and helping hiring managers with performance and productivity expectations, the profession has a much larger role in business today. (http://www.shrm.org)

Human Resources may set strategies and develop policies, standards, systems, and processes that implement these strategies in a whole range of areas. The following are typical of a wide range of organizations composition: recruitment, selection, and on boarding (resourcing), Organizational design and development , business transformation and change management , performance, conduct and behavior management Industrial and employee relations human resource (workforce) analysis and workforce personnel data management compensation, rewards and benefits management training and development (learning management). Implementation of such policies, processes or standards may be directly managed by the HR function itself, or the function may indirectly supervise the implementation of such activities by managers, other business functions or via third-party external partner organizations. (Nadler, 1984)

2.1.1 Career development

Human Resources Development can be defined as developing the most important section of any business which is its human resource. This is through attaining or upgrading employee skills and attitudes at all levels to maximize enterprise effectiveness, (Elwood,

Holton and Trott ,1996).Principals of the secondary schools are HR managers. Therefore they should be trained to acquire the skills required before they assume their new roles.

Even when an organization hires skilled employees, there is normally some level of on-the-job training that the human resources department is responsible for providing. This is because every organization performs tasks in a slightly different way. One company might use computer software differently from another, or it may have a different timekeeping method. Whatever the specific processes of the organization, human resources has a main function in providing this training to the staff. The training function is amplified when the organization is running global operations in a number of different locations. Having streamlined processes across those locations makes communication and the sharing of resources a much more manageable task. (http://smallbusiness.chron.com)

Human Resources Development is the structure that allows for individual development, potentially satisfying the organizations, or the nation's goals. Development of the individual benefits the individual, the organization-and the nation and its citizens. In the corporate vision, the Human Resources Development framework views employees as an asset to the enterprise, whose value is enhanced by development, its primary focus is on growth and employee development. It emphasizes developing individual potential and skills (Elwood, Holton and Trott, 1996). This call for the ministry of education to delegate the role of a HR manager to the principals to allow development of the staff. It is the principal who is at the ground and thus can easily tell who need development in which area.

At the organizational level, a successful Human Resources Development program prepares the individual to undertake a higher level of work, organized learning over a given period of time, to provide the possibility of performance change (Nadler, 1984). In these settings, Human Resources Development is the framework that focuses on the organizations competencies at the first stage, training, and then developing the employee, through education, to satisfy the organizations long-term needs and the individuals' career goals and employee value to their present and future employers.

Closely related to training is HR's function in professional development. But whereas training needs are centered on the organization's processes and procedures, professional development is about providing employees with opportunities for growth and education on an individual basis. Many human resource departments offer professional development opportunities to their employees by sponsoring them to visit conferences, external skills training days or trade shows. The result is a win-win: it helps the employee feel like she is a vital and cared-for part of the team and the organization benefits from the employee's added skill set and motivation. (http://smallbusiness.chron.com)

Thereafter, the organizations should provide their staff with training opportunities as one of the management practices. It is the principal who will know the training needs of his /her staff. This training will improve the skills of an individual which will then enhance performance of the organization.

2.1.2 Recruitment

Attracting, hiring and retaining a skilled workforce is perhaps the most basic of the human resources functions. There are several elements to this task including developing a job description, interviewing candidates, making offers and negotiating salaries and benefits. Companies that recognize the value of their people place a significant amount of stock in the recruitment function of HR. There is good reason for this having a solid team of employees can raise the company's profile, help it to achieve profitability and keep it running effectively and efficiently. (http://smallbusiness.chron.com)

Employee recruitment forms a major part of an organization's overall resourcing strategies, which identify and secure people needed for the organization to survive and succeed in the short to medium-term. Recruitment activities need to be responsive to the ever-increasingly competitive market to secure suitably qualified and capable recruits at all levels. To be effective these initiatives need to include how and when to source the best recruits internally or externally. Common to the success of either a well-defined organizational structures with sound job design, robust task and person specification and versatile selection processes, reward, employment relations and human resource policies, underpinned by a commitment for strong employer branding and employee engagement and on boarding strategies (Elwood, Holton and Trott ,1996).

The principals of secondary school who are presumed to be HR managers face challenges in recruiting of the school staff. This happens because they are not fully delegated the role of recruitment   and they don't know the recruiting procedure thus may end up having wrong recruits. These HR managers are placed in a management committee where

they don't have any say in recruiting process. Therefore rendering the whole process ineffective because the right people with the right qualities and skills might not be given chances for it might depend on who knows who.

2.1.3 Empowerment

Staff empowerment is frequently talked about but not always practiced in the real world of business. Empowerment does not mean giving up authority, and it certainly doesn't mean delegating all the responsibilities of management onto the shoulders of the staff. It means a big increase in business productivity and team morale and a much lighter workload for top managers. Empowerment means that the management team of a business shares some of its authority and responsibilities with team members. The aim of empowerment is to develop the intellectual capital of the business. "Higher performers are empowering. They give employees authority to use information, make decisions and act on their insights to drive change."(http://suite.com/article/delegate-to-empower)

Empowerment gives team members a greater feeling of involvement in the business. It also enriches their jobs by giving them greater scope and depth. Career Success Partners say that the employees of a business can be one of the most valuable assets the business has. They come with diverse ideas, talents and abilities, and often have a willingness to help you solve any problems facing your company. The key is to tap into that talent pool, and to get your employees working with you to make your business stronger. (How to Empower Employees', careersuccess.typepad.com)

Empowerment is a desirable management and organizational style that enables mployees to practice autonomy, control their own jobs, and use their skills and abilities to benefit both their organization and themselves. Employee empowerment is the process of allowing employees to make their own decisions and getting employees involved in helping to make decisions that affect the entire company. The benefit to empowerment is that you get an employee population that is involved intimately in the success of the company. (http://humanresources.about.com).

When managers are taken out of the day-to-day decision-making process for empowered employees, it becomes necessary to increase the amount of training for employees to help strengthen each individual's skill set. A lack of training in an empowered environment can create situations in which employees are working on intuition rather than following company policy. As a result, customers can wind up with incompatible solutions or insufficient information in answer to a question. (http://smallbusiness.chron.com)

According to employment expert Dr. Rick, writing on Evan Carmichael's marketing website, the challenges in some empowered environments can come from the managers. Some managers may not feel that their employees are competent enough to handle an empowered environment, and those managers will still maintain an employee-manager business model that can interfere with implementing the employee empowerment model. In this situation, it helps if managers work closely with their employees and gain the confidence in their employees necessary to allow the empowerment model to take hold. (http://smallbusiness.chron.com).

As employees gain more confidence in an empowered environment, they begin to feel they can take on more crucial decisions. Managers need to create clear guidelines for empowerment, or they risk the possibility that the hierarchy within the organizational structure will break down, making it difficult for them to maintain control over their employees. (http://smallbusiness.chron.com).

HR expert and author Susan M. Heath field says organizations that are committed to the ongoing growth of their employees recognize employee empowerment as one of their most important strategic methods to motivate employees. Think about employee empowerment, not as something a manager bestows on employees, but rather as a philosophy and a strategy to help people develop talents, skills, and decision making competency. This growth helps employees feel competent, capable, and successful. Competent, capable, successful people best serve your organization. (humanresources.about.com, accessed 10 June, 2010)

2.1.4 Teamwork

Teamwork is defined as the collaboration between members of a group of people with the task of accomplishing a defined objective or target. Individualism is the opposite of teamwork. Most individualistic employees prefer to work alone. It is not easy for people having this characteristic in working harmoniously with others. Training, counselling and coaching are required. To quote Marcus Aurelius: "We are made for co-operation - like feet, like hands... To act against one another, is, then, contrary to nature." Where there is lack or absence of teamwork in a workplace a lot of personality clashes and other

undesirable things occur to the disadvantage of the organization. (http://www.strategic-human-resource.com/human-resources-teamwork.html)

2.1.5 The role of the school principal

School Principals generally have responsibility in four areas:

School Management. This includes ordering supplies, ensuring that teachers are hired and assigned, information gathering and basic record keeping. In many Schools, it is viewed as the chief set of responsibilities.

External Communications. Completing reports required by the central ministry is a major task for Principals in some countries. For instance, until only a few years ago, Principals in Nepal had to complete a 52-page form for the School Administration Section of MoE and a four-page survey, collecting much the same information, for the Manpower and Statistics Section of the same Ministry, (Chapman and Dunghana, 1991). In another school, Principals until recently were required to complete a 46-page survey about their schools three times a year. Principals also share responsibility with district education officers for ensuring that ministry policies and programs are conveyed to teachers and parents.

School-Community Relations. The demands of school-community relations involve working with community councils, community development associations, parent-teacher associations, and other local organizations that have an interest in the schools (Cody, 1998). The goal for such relations is to encourage community support for the school, for teacher subsidies, facilities construction, and maintenance or for the schooling process

encouraging parents to ensure that their children do homework, send their children to school. **Instructional Supervision.** The extent to which school-level administrators regard instructional supervision as part of their responsibility varies across countries. However, one common by-product of decentralization is an increased expectation that Principal rather than inspectors will play this role. This shift toward Principals taking more responsibility for instructional supervision which has major implications on how they are trained, (Chapman and Dunghana, 1991).

For many years, all across the Latin America and Caribbean (LAC) region, schools have been dismissed as little more than a collection of classrooms, one school interchangeable with another, the smallest units in a powerful, centralized education system. School principals, traditionally mid- level managers, acted strictly as transmitters of orders and rules. With minimal authority, low prestige, and inconsistent support from the school community and the education system at large, they were overlooked as potential leaders and facilitators of change (Moura, 2000).

Over the past decade, there has been a shift in how schools are viewed by education policy makers and researchers; but perhaps more importantly teachers, parents, principals, and indeed the general public are reconsidering the purpose and goals of schools. National and international conversations about education reform suggest a need for schools to be more autonomous, more responsive to the demands and concerns of multiple stakeholders, especially at the local level (Alvairo, Arzola, Brunner, Recart &Vizcarra, 2000; Pozner, 2000; Sallan, 1998).

In part, the role of the principal is to ensure the efficient and transparent administration of the school. Many of the day-to-day management issues are very practical, but of critical importance. In many areas, working to reduce teacher absenteeism is a major priority (Halliday, 1999, Condy, 1998). Secondary school principals may also face a series of financial pressures. In Kenya, school principals ranked school fees and money matters as their principle concerns (Kitavi and Westhuizen, 1997). Some other very specific challenges include the incidence of sexual and physical abuse of girl students by teachers. School heads have a particular role to play by working to change the culture of violence and complacency and establish a more caring, participatory, and democratic school environment (Leach et al. 2000).

Schools are also increasingly expected to develop links with local communities. Parental involvement may be seen as a mechanism to increase attendance, a means of raising additional income, or as a means of creating accountability for school management. Developing good community relations is an additional burden on school leaders, particularly as the community may have no idea of what is needed in teaching and rely on the principal to explain the issues to them (Condy, 1998).

While school principals may focus on the administrative parts of their role (Kogoe 1986), there is strong evidence that they play an important part in ensuring instructional quality (Togneri 2003).In the absence of other inspection and supervision structures, the responsibility for guiding and supporting new and often poorly trained teachers may fall to the school principal (de Grauwe, 2001).

Helping teachers to develop the quality of their teaching is a difficult and lengthy process, particularly where the teachers have low levels of education (Condy, 1998). With the growing importance of school-based in-service programs, it is important that the supervision be focused on providing guidance, improving performance, and enhancing professionalism and morale, rather than simply on criticism of teachers (Craig, 1999).It was argued by (Lumby, 2003) that teacher motivation has been affected by the multiple education changes and by the wretched physical conditions in many schools. He adds that, if motivation and morale are low, then teaching and learning suffer. Therefore motivation and morale are the main factors to performance in teaching and learning. The principals have not realized that they are human resource managers therefore they are not even aware of the human resource (HR) roles like motivation.

It is the function of the managers to make sure that by all means the morale of the teachers is uplifted so as to enable the work to be carried out with a lot of interest which in turn will boost the performance of different individual in their different tasks.

The principals have not been delegated fully the responsibilities of a HR managers. You will find that the motivation of teachers will need involvement of several people after a certain performance. The principle cannot decide on his/her own on what to do on a certain performance because the board of governors (BOG) has to be involved. This becomes big challenge because the process of motivation will take long and it will lose meaning. therefore the principals should be given the mandate of performing some HR manager roles without interference for it to have meaning. It is the motivation of the

workers which will make the working condition to be conducive thus boosting the morale.

With few exceptions, instructional supervision is the function least well served by the typical allocation of responsibilities across the administrative structure of the education ministry. Teacher supervision in most Schools is the responsibility of officials operating from the provincial or (more often) district level. This removes the administrator most aware of a teacher's pedagogical skill (the principal) and assigns it to individuals removed from the school context, who visit the school only intermittently or not at all, and who often view their main role more as one of enforcing rules than of demonstrating to teachers how they could improve their teaching (Philippines, 1992).This indicates clearly that the supervision of the teachers (HR) is not done directly by the manager (principal). This is the person who is on the ground and knows more about the HR he/she is working with. The people who are sent by the ministry to come and supervise the teachers and scrutinize their work once in awhile will put the principal in problems because after every visit they are expected to take in the advice of the supervisor and implement. This may be a challenge because what is observed by the supervisor within a short period of time may not be a true picture about a situation known by the principal observing it daily. Thus the work of supervision of teachers should be fully delegated to the school principal to enable close supervision of the teachers which in turn will enhance performance.

It was observed by (Eshiwani, 1993; Okumbe 1999; Mutai, 2003) that in Kenya, there are no set criteria enumerating the skills a person should possess to qualify for appointment

as a principal. This creates a managerial gap in public schools since without basic managerial training, the principals are less likely to be knowledgeable in elementary management practices and cannot readily grasp the provisions of the Education Act.

The regular upsurge of unrests in schools puts the capability of principal in this respect in serious doubt. Although the Act confers extensive powers on the MOE over the management and regulation of education in Kenya, the day to day running of affairs in the school falls squarely on the shoulders of principal. Indeed, the Act presumes that head teachers are knowledgeable in educational management and HR management. This is a wrong assumption because for one to have management skills, one has to undertake some training on the same. It is this assumption by the ministry of education which put the principals of secondary in affix as they experience management challenges.

The Ministry of Education plays such roles as policymaking, resource mobilization, quality assurance, auditing how resources are used, field implementation, and capacity building. Principal who are also referred to as HR managers in secondary schools are not involved in the above process and they are the ones in the ground to implement as human resource management at school level. The principals are appointed by the Teachers Service Commission (TSC), and run the day-to-day administrative operations of schools. In the Kenyan context, a number of researchers have conducted research on principals training needs and made various recommendations. For example, (Okumbe, 1999) recommended that for purposes of effectiveness of school teachers, school managers, and curriculum implementers, an effective in-service training should be provided to them.

(Mutai, 2003) underscored the need for effective school management and reported that promotion of teachers to a position of responsibility should be pegged on having undergone a pre-service training on his/her new roles. However, the appointment of principals in Kenya is based on years of service, rather than on having undergone training on their roles before taking up the post. This put the principals in an awkward situation of handling roles they have not trained on. It is challenging for instance to carry out the roles of HR managers among others before undergoing the training of HR managers. It is difficult to handle individuals working in an organization without the required skills. This is the reason which makes the management of the school not fully delegated to the principal. There is BOG which carries out most of the management in schools. This call for the need of training head teachers before they assume their new roles so as to be in opposition to handle different situation and escape the challenges they encounter in their day to day activities. (NCSL, 2007).

(Ogembo, 2005) observed that appointments of principals is done on the assumption that the pre-service professional training that they underwent to prepare them for teaching, coupled with the experience that they get as practicing teachers are enough to enable them discharge their roles effectively. It is assumed that when the newly appointed heads assume office they will learn on the job and that they will attend in-service training to equip them with emerging managerial challenges. One cannot get all the skills required for management on job as assumed by the ministry. A manager has to undergo full training on management .The training of managers is a training which one undertakes for two to four years. The professional pre-service training of the principals is unsystematic

and inadequate in content and coverage on management thus cannot empower one to manage with confident, instead it renders one to undergo so many challenges when carrying out the managerial roles.

It is therefore important that training needs for school heads are addressed immediately one is appointed. This would render them effective in overcoming managerial challenges as human resource managers in schools. Principals have no formal training beyond that of teachers. On the other hand, it is clear that principals have an important role to play in assuring school effectiveness and success. Yet at the same time, most principals do not assume the leadership and management functions that are required to contribute to the improvements in learning and teaching that lead to the school's success.

2.2 Challenges faced by principals of secondary schools in management of schools.

The reality of school administration, management, and leadership frequently falls short of the ideal. (UNESCO, 1996) notes that education systems nearly everywhere are managed poorly and administered inefficiently. Despite the enormous expectations of school principals, many are not fully prepared for the task. A 1990 study of 31 African countries concluded that only three of them had comprehensive training programs in educational planning, administration, and management. Where training programs are provided, they are sometimes criticized for being unsystematic and inadequate in content and coverage, lacking follow-up, and failing to address the real needs of supervision (Degrauwe ,2001; Dadey and Harber, 1991).

Moreover, the training has tended to be focused on skills: how to budget, analyze data, or design an evaluation (Gillies ,1973; Adams, 1998), but much of the need is for strategic thinking, analysis of cross-impacts, and developing the ability to work with constituent groups. The more profound problem in the preparation of principals is that, even if they have strategic planning skills, they often lack a firm understanding of the education process. They do not know what inputs and processes can reasonably be expected to contribute to increased student learning.

It has been discovered that while some countries have been making efforts to practically train Principals of Secondary Schools, Nigeria seems to have not. Despite calls by various bodies and scholars for professional training of school heads (Obemeata, 1984; Ajayi; 1987), the country has continually been using teaching experience as the major yardstick for appointing Principals. Over the years, heads of secondary schools in Nigeria have been accused of various lapses and offences. They are said to be inefficient and accused of failing to provide direction and adequate leadership for their schools. The falling standard of education in the schools has also been attributed to the inefficiency of the principals. (Obemeat ,1984).

The secondary levels, where supervisors tend to be recruited from subject specialists who have little or no management experience (Degrauwe, 2001). The dominant tradition for identification and appointment of heads has been based on good classroom teaching, active participation in co-curriculum activities and teaching experience which has resulted into ineffective leadership and subsequently a number of challenges in institutional management (Kamotho, 2008; Republic of Kenya, 1988)

The appointment of principals by the Teachers Service Commission (TSC) is done based on experience of the teacher for example the more the numbers of years one has taught the higher the chance of promotion to principal level (Okumbe ,1999). However, the newly appointed heads usually assume their roles in the office without having undergone formal training to prepare them for their new roles.

Observation was made by (Ogembo, 2005) and said that for one to be a principal, he/she must be a qualified teacher, and must have been in an administrative post already such as a deputy principal. Although this ensures that appointees have some management experience, there are no mechanisms for tracking or monitoring how those appointed as heads performed in their earlier roles.

There is an argument by (Leithwood & Jantzi, 2004) that school leaders need to create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance, and develop and implement strategic school improvement plans. This argument highlights the place for the organizational context which is characterized by the geographical location, size of the school and the level of schooling (whether primary or secondary). All these determine what constitutes effective leadership. Successful leaders therefore need to have mastered what could be termed as the basics of school management and also be able to respond to the unique circumstances they may occasionally find themselves in.

The headship of secondary schools in Kenya is usually a product of the teaching force. Teachers, who have spent a minimum of ten years in service, are usually appointed as

principals and deputy principals of secondary schools. Thus years of experience remain the major yardstick for appointment into the position of principals' .Up to now, the secondary school system does not take administrative qualification and criteria into consideration for appointment into leadership positions in schools.

All these inefficiencies, lapse and ineffectiveness on the part of secondary school principals in Kenya are often attributed to their lack of professional training in management, as they do not possess the necessary managerial qualifications and skills needed to administer the schools. Thus promotion and seniority have failed to provide the prerequisite necessary for eligibility into managerial positions.

The weakness of school leadership is often reinforced by the mechanisms for the selection of school principals. The dominant tradition has been to recruit from within the teaching profession, often as a reward for good performance, long years of service, or ideological compatibility with the existing political orientation of government (Dadey and Harber, 1991). Principals rarely have specific training for the new responsibilities they face, especially before taking up their posts (Gottelmann-Duret and Hogan, 1998). The relatively flat structure of the teaching career provides few opportunities for people to develop leadership skills in middle management positions (Macdonald, 1999).

In recent years, there has been an increased focus on the professional development of school principals. In Burkina Faso, the Ministry of Basic Education and Literacy (MBEL) and the African Network for Education at a Distance (ANED) developed a multinational program for West African Francophone countries aimed at increasing the management

capacity of principals (Perratton et al 2002). However, development of principals is not without difficulties. Poorly designed courses may be taken up by teachers who see the qualification as providing a route out of teaching altogether (Sayed et al. 2002). Courses based on materials from outside Africa may not be relevant for schools in African communities (Sayed et al. 2002).

The fact that they continue to do so is of urgent concern because there is now considerable evidence that two dimensions of school administration, leadership and management, are essential to making positive changes in schools (Achilles, Keedy, & High, 1999; Jamentz 1988; Tomlinson & Allan, 2000). The principal's job is to administer the school morally and ethically, acting as leader and manager (not leader or manager).

The principal who exercises school administration has leadership and management functions, each of which lead to two sets of goals, one set for the school itself and one for the broader context in which the school functions.

The dramatic changes in South Africa's educational landscape since 1994 have produced major challenges for school leaders and managers, notably in respect of human resource management. (Bush and Heystek's, 2006) survey of principals shows that this aspect was perceived as a major training need.(Thurlow, 2003) shows that school managers are expected to assume greater responsibility, under difficult circumstances, for the management of all those who work in their schools.

Newly appointed principals may lack legitimacy in the eyes of teachers, who view them more as peers than supervisors.

The frequent use of seniority and ideology as the basis for promotion, in combination with lack of specific job training, often results in principals being a rather conservative group, with little motivation to innovate or support new school or classroom practices (de Grauwe ,2001, 15; Dadey and Harber, 1991). The selection system may also be more likely to favor males for leadership positions, causing a gender imbalance in this crucial role. (Gottelmann-Duret and Hogan, 1998)

2.3 Training of HR managers

HR is a key component of any organization's senior management team. Though the human resources department is widely known for conducting interviews, explaining company benefits, managing employee relations, providing career development advice and helping hiring managers with performance and productivity expectations, the profession has a much larger role in business today. There are various pathways one may choose in order to pursue the career in HR that best meets their needs. It is also important to note that HR professionals often progress to higher levels in an organization. (http://www.shrm.org).

To be able to cope with the global challenges and be relevant in the 21st century, the quality of HR staff need to be improved. The enterprise need people who know the business, understand the theory and practice of HR. Those who can manage people effectively and make change happen and have personal credibility and integrity.

Sometimes such individuals or talents may already exist within the organization but they must be identified and given additional qualitative training to sharpen their skills. In sum, the HR professionals cannot expand their role in the organization without the requisite expertise considering the current knowledge-driven operating environment. Knowledge is part of learning process. It is the accumulated experience and actionable information that exists within an organization. It is information or the capacity to take action (Nonaka and Tecce, 2001).

Formal HR education is becoming increasingly important in today's competitive job market. This increased demand for knowledgeable HR professionals prompted the Society for Human Resource Management (SHRM) to consider the type of guidance it provides to those considering HR as a profession and the type of formal education one should undertake in order to be appropriately be prepared. Just as general management careers can be greatly enhanced with graduate degrees, so can those in the field of HR management. Master's degrees in human resource management whether a Master of Science in HR with coursework in industrial relations, organizational development, organizational behavior or other specialty, or a Master of Business Administration with a concentration in HR are a vital part of preparation for an increasingly complex marketplace. These HR content areas, when taught with a focus on HR competencies and business or policy applications in the workplace, prepare one for the challenges they will encounter daily as an HR professional.(http://www.shrm.org).

At a Kenya Secondary School Heads Association annual general meeting in July 2007, principals' suggested for the newly appointed heads to be trained through Kenya Education Staff Institute so as to make them effective managers (Lucheli, 2007). They further demanded that the position of school principal ship be professionalized and a clear policy on identification, selection appointment and training of principals be set (Otieno, 2010). Some of these challenges that newly appointed principals face are therefore brought forth by the means by which principals are identified, appointed and trained which do not prepare them to become effective managers. The dominant tradition for identification and appointment of heads has been based on good classroom teaching, active participation in co-curriculum activities and teaching experience which has resulted into ineffective leader ship and subsequently a number of challenges in institutional management (Kamotho, 2008; Republic of Kenya, 1988).

2.4 The Challenges of Human Resource Management

With the ongoing changes in Human Resources Management (HRM), it's important that managers, executives and HR employees, specifically, be aware of the challenges that today's HRM team may face. While there are certainly other issues, these are common to most of any type of business or size of company and having policies in place to ensure these challenges are met head-on can make the workplace more settled and peaceful for everyone.(www.coursepark.com).

 Workplace diversity. This may consist of issues involving age, education, ethnicity, gender, income, marital status, physical limitations, religion and sexual orientation.

Understanding the challenges that may be faced by the interaction of any of these diverse groups, as well as the required openness of the company toward such groups, will help HR personnel provide assistance in training employees to work with those they may consider "different," accept that such workers may be present in the business, and agree to treat each other respectfully, even if they never come to agree with each other over various issues. (www.coursepark.com)

Change management. This is another challenge that more and more HR departments are facing. Being able to deal with their own changing roles in corporate society, in addition to the changes to other jobs and the overlapping responsibilities. Understanding that change is required is the first step toward accepting the change. (www.coursepark.com)

Compensation and benefits. With a slow economy and tightening corporate purse-strings, the issue of compensation and employee benefits is one that almost every business must deal with. The key is to present mandatory changes in such a way that employees can accept, if not necessarily agree with them while providing non-monetary morale boosting incentives whenever possible to make the changes less traumatic.(www.coursepark.com)

Recruiting skilled employees. In an era of rising unemployment, it would seem that finding qualified workers would be easier than ever but that's seldom the case. Many industries are facing dire needs for employees with acceptable skills and the required training or degree. This applies not only to health care, but also to technology and other

fields as well, causing many employers to search outside their local marketplace for workers who can do the jobs they need to be filled.(www.coursepark.com)

Training and development. This is another challenge that HR managers and personnel must deal with more frequently. With the need to cut training costs, training itself often suffers. Yet the skills an employee needs must still be taught. Many companies are meeting this challenge by providing e-learning opportunities that allow employees to receive the training they need without the expenses associated with travel, on-site trainers, hours away from their jobs and high-priced materials. (www.coursepark.com)

The role of the Human Resource Manager is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of any organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources. (Czebter, Anamaria, 2002)

With the increase in competition, locally or globally, organizations must become more adaptable, resilient, agile, and customer-focused to succeed. Within this change in environment, the HR professional has to evolve to become a strategic partner, an employee sponsor or advocate, and a change mentor within the organization. In order to succeed, HR must be a business driven function with a thorough understanding of the organization's big picture and be able to influence key decisions and policies. In general, the focus of today's HR Manager is on strategic personnel retention and talents

development. HR professionals are coaches, counselors, mentors, and succession planners to help motivate organization's members and their loyalty. (Czebter, Anamaria, 2002)

The HR manager will also promote and fight for values, ethics, beliefs, and spirituality within their organizations, especially in the management of workplace diversity. Workplace flexibility is expected to be on the rise as the future workplace, the 'virtual office' is characterized by creative and flexible work arrangements. As more employees work off-site-up to two thirds of an organization in the 21st century – there is an increase in emphasis on performance and results as opposed to the number of hours worked. In addition, off-site employees can expect to attend fewer meetings. Specified work will become much more collaborative and management will spend nearly all its time managing cross-functional work teams who enjoy a lot of autonomy. In essence, there was a movement, a trend towards a decentralized model of HR. (Czebter, Anamaria, 2002).

HR managers will have to accommodate employees in their virtual work locations and find ways to manage corporate culture, socialization and employee orientation. In order to obtain and maintain a competent workforce, they must act as organizational performance experts and shape employees behavior without face to face meetings. Another expected change in HR is the 'Global Business' concept world trade knew a major growth during the last years and there is forecasted as well the growth of international businesses, especially among small firms. Organization rely more and more organization HR specialists as the facilitators of work across borders and among different

cultures. Therefore, they must be knowledgeable of other cultures, languages and business practices. They are required to develop and manage an international workforce, maintain written and unwritten corporate polices for transportability to other cultures, keep top management informed of the costs of not paying attention to the transnational issues and provide their services to a variety of locations worldwide. (Czebter, Anamaria, 2002).

Concerning the recruitment in the above mentioned 'global business' it is important which strategy is adopted by the management. Globalization will impact HR managers by requiring new skills such as language capabilities. In order to recruit employees from other cultures, HR managers will either have to learn new languages or else they will certainly have to have foreign speakers on staff. But in order to facilitate communication among people coming from a wide range of language backgrounds, in most multinationals, it is preferred to speak English. Globalization and culture, influence businesses and HR professionals' attitudes (Czebter, Anamaria, 2002).

Organizations must take into account cultural differences that shape managerial attitudes, when developing multinational management programs. For instant, British managers value individual achievement and autonomy, whereas French managers appreciate competent supervision, fringe benefits, security and comfortable conditions, while Indian managers gives more importance of their culture and tradition. HR managers must therefore be familiar with and understand other cultural norms to promote organization diversity. An organization that recognizes and promotes cultural diversity is because it was employing the market that it serves. With increasing globalization and competition

within the market, a diverse workforce is conducive to attracting and retaining a strong client base. While competing in an international market, employees from diverse national backgrounds provide language skills and understanding of other cultures. HR professionals will also be responsible for providing cultural sensitivity training for the organizations employees and for managers throughout the entire organization. (Czebter, Anamaria, 2002).

The principals in their capacity as human resource managers also need to know how to manage a staff of different cultures, age, gender and even religion. They should be in a position to handle them in a way that they will not interfere with anyone. This will help them improve their performance as they compete with other schools. In order to effectively deal with all the changes, HR professionals must develop competencies that will allow them to carry out their roles, competences such as flexibility, team work, communication, decisiveness, leadership, strategic planning, network building, client service orientation, organizational awareness, self-confidence, sharing of expertise, global and cultural understanding, multiple language competencies. As a result of the increase in technology, innovation and globalization over the last 20 years, HR professionals around the world are forced to be more efficient, more effective and more competitive. They need to respond to the demands of global competitiveness by becoming more familiar with language skills, cultural awareness and diversity promotion. Additionally, HR professionals must be committed to continuous learning, being familiar with cutting edge communication. If HR managers won't pay enough attention to their

changing role, serious consequences could result, including the deterioration or even perhaps the elimination of the HR department. (Halcrow, 1998).

The principals as human resource managers should embrace change. This is because their roles keep on changing from the administrative and teaching roles to human resource roles. For instance in the 20th century, it was the work of the employer ,the TSC to recruit the teachers and post them to different schools. This has changed because it is now the principal to lead the BOG to recruit the teachers. This role was transferred to the principals without considering whether they are knowledgeable in this area. Therefore the principals should embrace this change by becoming more familiar with the new roles. This will enable them to escape serious consequences resulting from poor recruitment.

The use of the term 'human resources' by organizations to describe the workforce capacity available to devote to the achievement of its strategies has drawn upon concepts developed in Industrial/Organizational Psychology and System Theory. Human resources have at least two related interpretations depending on context. The original usage derives from political economy and economics, where it was traditionally called labor, one of four factors of production – although this perspective has shifted as a consequence of further ongoing research into more strategic approaches. This first usage is used more in terms of 'human resources development' of the individuals within an organization, although the approach can also be applied beyond the level of the organization to that of industry sectors and nations, (McLean, 2006).

In simple terms, an organization's human resource management strategy should maximize return on investment in the organization's human capital and minimize financial risk. Human Resources seeks to achieve this by aligning the supply of skilled and qualified individuals The capabilities of the current workforce, with the organization's ongoing and future business plans and requirements are used to maximize return on investment and secure future survival and success. In ensuring such objectives are achieved, the human resource function in this context is to implement the organization's human resource requirements effectively but also pragmatically, taking account of legal and ethical in a manner that retains the support and respect of the workforce, (Elwood, Holton and Trott ,1996).

The principals who concentrate with financial management should realize that it is their high time to deal closely with human capital. This is because when the human resource is managed well, the other areas of management will run smoothly. This is a very crucial resource which when mismanaged, may cause effect on performance.

According to (Thomas, 1992), dimensions of workplace diversity include, but are not limited to: age, ethnicity, ancestry, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, religious beliefs, parental status, and work experience. The future success of any organizations relies on the ability to manage a diverse body of talent that can bring innovative ideas, perspectives and views to their work.

The challenge and problems faced of workplace diversity can be turned into a strategic organizational asset if an organization is able to capitalize on this melting pot of diverse talents. With the mixture of talents of diverse cultural backgrounds, genders, ages and lifestyles, an organization can respond to business opportunities more rapidly and creatively, especially in the global arena (Cox ,1993), which must be one of the important organizational goals to be attained. More importantly, if the organizational environment does not support diversity broadly, one risks losing talent to competitors.

This is especially true for multinational companies (MNCs) who have operations on a global scale and employ people of different countries, ethical and cultural backgrounds. Thus, a HR manager needs to be mindful and may employ a 'Think Global, Act Local' approach in most circumstances. The challenge of workplace diversity is also prevalent amongst Singapore's Small and Medium Enterprises (SMEs). With a population of only four million people and the nation's strive towards high technology and knowledge-based economy; foreign talents are lured to share their expertise in these areas. Thus, many local HR managers have to undergo cultural-based Human Resource Management training to further their abilities to motivate a group of professional that are highly qualified but culturally diverse. Furthermore, the HR professional must assure the local professionals that these foreign talents are not a threat to their career advancement (Toh, 1993). In many ways, the effectiveness of workplace diversity management is dependent on the skillful balancing act of the HR manager.

One of the main reasons for ineffective workplace diversity management is the predisposition to pigeonhole employees, placing them in a different silo based on their

diversity profile (Thomas, 1992). In the real world, diversity cannot be easily categorized and those organizations that respond to human complexity by leveraging the talents of a broad workforce are the most effective in growing their businesses and their customer base.

2.5 The way forward

In order to effectively manage workplace diversity, (Cox, 1993) suggests that a HR Manager needs to change from an ethnocentric view ("our way is the best way") to a culturally relative perspective ("let's take the best of a variety of ways"). This shift in philosophy has to be ingrained in the managerial framework of the HR Manager in his/her planning, organizing, leading and controlling of organizational resources. There are several best practices that a HR manager can adopt in ensuring effective management of workplace diversity in order to attain organizational goals.

One of the best ways to handle workplace diversity issues is through initiating a diversity Mentoring Program. This could entail involving different departmental managers in a mentoring program to coach and provide feedback to employees who are different from them. In order for the program to run successfully, it is wise to provide practical training for these managers or seek help from consultants and experts in this field. Usually, such a program will encourage organization's members to air their opinions and learn how to resolve conflicts due to their diversity. More importantly, the purpose of a Diversity Mentoring Program seeks to encourage members to move beyond their own cultural

frame of reference to recognize and take full advantage of the productivity potential inherent in a diverse population. (Cox ,1993 and Thomas, 1992).

Many companies are now realizing the advantages of a diverse workplace. More companies are going global in their market expansions either physically or virtually (E-commerce-related companies), there is a necessity to employ diverse talents to understand the various position of the market. For example, when China was opening up its markets and exporting their products globally in the late 1980s, the Chinese companies (such as China's electronic giants like Haier) were seeking the marketing expertise of Singaporeans. This is because Singapore's marketing talents were able to understand the local China markets relatively well, almost 75% of Singaporeans are of Chinese descent and as well as being attuned to the markets in the West due to Singapore's open economic policies and English language abilities. (Toh, R, 1993).

With this trend in place, a HR Manager must be able to organize the pool of diverse talents strategically for the organization. They must consider how a diverse workforce can enable the company to attain new markets and other organizational goals in order to harness the full potential of workplace diversity. An organization that sees the existence of a diverse workforce as an organizational asset rather than a liability would indirectly help the organization to positively take in its stride some of the less positive aspects of workforce diversity.

A HR Manager needs to advocate a diverse workforce by making diversity evident at all organizational levels. Otherwise, some employees will quickly conclude that there is no

future for them in the company. As the HR Manager, it is pertinent to show respect for diversity issues and promote clear and positive responses to them. He/she must also show a high level of commitment and be able to resolve issues of workplace diversity in an ethical and responsible manner.

A HR Manager must conduct regular organizational assessments on issues like pay, benefits, work environment, management and promotional opportunities to assess the progress over the long term. There is also a need to develop appropriate measuring tools to measure the impact of diversity initiatives at the organization through organization-wide feedback surveys and other methods. Without proper control and evaluation, some of these diversity initiatives may just spit out, without resolving any real problems that may surface due to workplace diversity.

Workplace motivation can be defined as the influence that makes us do things to achieve organizational goals. This is a result of our individual needs being satisfied (or met) so that we are motivated to complete organizational tasks effectively. As these needs vary from person to person, an organization must be able to utilize different motivational tools to encourage their employees to put in the required effort and increase productivity for the company. In our changing workplace and competitive market environments, motivated employees and their contributions are the necessary currency for an organization's survival and success. Motivational factors in an organizational context include working environment, job characteristics, and appropriate organizational reward system. (Smith, 1994).

The development of an appropriate organizational reward system is probably one of the strongest motivational factors. This can influence both job satisfaction and employee motivation. The reward system affects job satisfaction by making the employee more comfortable and contented as a result of the rewards received. The reward system influences motivation primarily through the perceived value of the rewards and their contingency on performance (Hickins, 1998).

From the works of(Gaynor, 1994, Condy, 1998 and Halliday, 1999), many of the day -to –day management issues are very practical, but of critical importance. In most cases, working to reduce teacher absenteeism is a major priority. In Kenya, principals viewed school fees and money matters as their major concerns (Kitavi and Westhuizen, 1997). In another study carried by (Akpa, 1990) in Nigeria, principals ranked the responsibilities they performed in the following order: staff and students management, liaison officer, coordinating and financial management.

The study discovered that academic and instructional activities including curriculum development, teaching and instructional supervision were treated with less vigor. This finding was further supported by (Mulkeen, Chapman, DeJaeghere and Leu, 2007), who found that principals in most African countries do not have regard for instructional supervision and thus viewed it as not part of their duties. Though the principals focus more on administrative parts of their roles, there is still strong evidence to show that they play an important part in ensuring instructional quality as part of the administrative functions of the school. (Hoach lander, 2001) contends that secondary school principals need to be given the tools to reflect on the priorities, the areas of conflict and tension, the

ethical issues, as well as values, expectations, and professional issues about teaching and learning. Therefore, an important skill that all school leaders require is strategic thinking. This should play a prominent role in all training programs for school leadership.

The head of every secondary school in Nigeria is the Principal, who is regarded as the Chief Executive and responsible for all that happens in the school (Oyedeji and Fasasi, 2006). As the Chief Executive, the Principal assigns duties to those who could perform the duties, though all responsibilities still reside in him/her as the accounting officer.

However, (Obemeata, 1984) sees the Principal as a manager, administrator, an exemplary leader, counselor, a public officer, a nurse and even a messenger. In specific terms, (Arikewuyo, 1999) viewed the functions of the Principal as follow; providing leadership for curriculum development, providing leadership for instruction improvement, creating an environment conducive for the realization of human potentials, influencing the behavior of staff members and supervising instructional activities in the school system.

The (Commonwealth Secretariat, 1993) also state the functions of the Principal to include the following: Manage and deploy school resources efficiently, allocate school accommodation appropriately, ensure satisfactory standards of maintenance and cleanliness of school facilities, organize staff development in school, guide curriculum implementation and change, manage the developmental appraisal system, whole school evaluation and new integrated quality management system, create a professional ethos within the school by involving staff members in decision making, and manage restructuring and redeployment of teachers.

In carrying out these functions, (Wong and NG, 2003) contended that Principals are to demonstrate their ability to lead through: Professional knowledge, organizational and administrative competence, ability to work out a good school policy and put it into effect skill in the delegation of authority, ability to understand the professional problems of teachers and give professional guidance and ability to establish good working relationships with staff and parents. Aside, the functions outlined above, studies have also been conducted on how principals have been performing these roles. In spite of them carrying out these human resource roles, they have not been trained on the same. So this study intended to study how their lack of training in HRM affect their performance on their roles as Human Resource managers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter deals with details regarding the procedures that were employed in conducting the study. It covers key areas which include area of study, research design, population, sample size and sampling techniques, instruments, validity and reliability of the research instrument, data collection procedures and data analysis techniques and presentation.

3.2 Area of study

The research study was conducted among public secondary schools principals in Nandi County. It is one of the Counties in Rift valley Region in Kenya .The County was selected to be the study area because it borders the researchers county (Uasin-Gishu) therefore it was convenient to collect data in terms of time , distance and finance. A lot of research have been done in Uasin-Gishu county and the researcher so it better to have a new study area. The findings gave the overall picture on the challenges faced by other secondary school principals in other counties since it was not possible to cover the entire country. Research was conducted in all secondary schools in Nandi County in order to collect quantifiable information since the principals have the same characteristic with other principals in other Counties in the country.

3.3 Research Design

Survey research design was used in   this study. This type of research design covers a larger area. Therefore it was suitable for this study since all the principals of secondary schools in Nandi County were involved.

3.4 The Target Population

The Nandi County has a total of 140 public secondary schools. The sampling units in this study were secondary schools in the County where the respondents were drawn. The study targeted all the principals in the larger Nandi County.

3.5 Sample Size and Sampling Techniques

The study targeted all the principals of 140 public secondary schools in Nandi County. Therefore the sampling technique used to conduct this research was census sampling since all the principal were in the sample frame.

3.6 Type of data

The study used both primary and secondary data. Primary data was collected by use of questionnaires. Secondary data were used to depict pertinent issues as they existed before the study and as a basis to confirm or contrast findings of the study. Secondary data were also used to analyze the human resource management challenges experienced by head teachers.

3.7 Data collection instruments

In carrying out this study, questionnaires were used as research tools to collect data from the sampled respondents. The questionnaires used in data collection, comprised of both open-ended and closed ended. Closed ended questions were of dichotomous type, which required the respondents to indicate agree or disagree. Filter questions were used in the questionnaires to enable the respondents to answer relevant questions only. Completion questionnaires were administered to the sampled respondents. Self completion questionnaires were selected because they are cost effective when handling large number of widely spread respondents especially those who are literate.

3.8 Validity of the instruments

To determine the validity of the instrument, continuous consultation with experts in the department of development studies, school of human resource development, Moi University was done. This assisted in checking the relevance of the questions of the topic being studied and its suitability in collecting the required data. It also helped in assessing the clarity of the items.

3.9 Reliability of the Research Instruments

To check the reliability, the questionnaire was pre-tested through a pilot study to ascertain its reliability. The reliability test was carried out on the questionnaire, where 20 principals from Uasin Gishu County were administered with the same questionnaire. Responses were coded into SPSS version 16 and reliability coefficient, Cronbach's Alpha obtained was 0.8. This reliability coefficient was accepted as a good measure since

according to (Kothari, 2004); a coefficient of at least 0.7 comprises the criteria for a good reliability measure. Below are the tables depicting reliability analysis.

Table 3.2: Reliability analysis table

Case Processing Summary

		N	%
Cases	Valid	17	85.0
	Excluded	3	15.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.801	17

3.9 Data Processing and Analysis

The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. This step is essential in scientific and social science research in ensuring that all relevant data are captured for making comparison and analysis. Questionnaire cleaning, coding of responses, data validation, error checking exploratory analysis, tabulation and finally statistical analysis was done. Primary data collected for analysis were coded, stored, retrieved and analyzed using computer packages. The data were coded and analyzed using Statistical Package for Social Scientists (SPSS) 16.The analysis was centered on generating descriptive statistical outputs. Descriptive statistical analysis technique was used in data analysis. Presentation of data was done quantitatively in form of tables percentages, graphs and pie-charts to illustrate the description and explanations of the research findings.

3.10 Ethical considerations

A letter of research facilitation was obtained from the dean, school of human resource development. The researcher took time to explain to the respondent the importance of the study and requested them to participate in the study by giving information on the study. For the study, the researcher distributed the questionnaires to all the respondents and explained adequately to them. The questionnaires were collected on agreed dates. The researcher advised the respondent to have confidentiality by not indicating their names and details in the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONAND DISCUSSIONS

4.1 Overview

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented includes background information of the respondents and an in-depth investigation into the challenges facing principals of secondary school as human resource managers in Kenyan institutions, a case of principals in selected public secondary schools in Nandi County Kenya.

The study sought to assess the level in which these challenges affects principals of secondary school as HR managers in recruitment of the staff, to investigate the problems faced by the principals of secondary school as HR managers in managing team work in the school, to determine the challenges faced by the principals of secondary school as HR managers in developing career among the staff and identify the challenges faced by the principals as HR managers in empowering the staff.

Out of 140(100%) questionnaires administered, 121(85.8%) were retrieved and then analyzed and presented based on responses to the items in questionnaires. Descriptive statistics were used in analyzing the findings of this study and presented in frequency tables, and charts.

4.2 Background Information of the Respondents

The study attempted to obtain information from the respondents with diverse characteristics in terms of gender, level of education and age group, the duration of their appointments as principals. This study also ensured data pertaining to school category in terms of mixed or boarding, boarding boys or girls is also captured. This diversity in characteristic was captured to provide the different views of the principals in outlining the different challenges they encounter in recruitment process or career development, teamwork and empowerment since the answers are embedded on their personal profile.

4.2.1 Gender

The study looked at the gender of the respondent, who are the secondary schools principals. The findings of this inquiry are represented in the (table 4.1).

Table 4.1: Gender of the respondent

Gender	Frequency	Percent (%)
Male	74	61.2
Female	47	38.8
Total	**121**	**100.0**

Most of the respondents 74(61%) were male whereas 47(38.8%) were female. This implies that there are more male than female principals in secondary schools. This would have been due to the fact that boys boarding are headed by male teachers and majority of the mixed day and boarding also attracts more male teachers as their heads than the

female teachers. This would affect the findings because male and female are different in nature and therefore the challenges they face will differ.

4.2.2 Education Level of the Respondent

This analysis was carried out to seek the highest level of education achieved by the respondents Table 4.2 shows that graduate principals are the highest with 84(69.4%), 34(28.1%) of the respondents shows to have achieved a masters degree, and only 3(2.5%) of the respondents have a diploma (table 4.2). This implies that for one to be appointed as a head of a secondary school Principal, he/she must have graduated with a degree in any of the education disciplines.

Table 4.2: Education Level of the respondents

Edu. Level	Frequency	Percent (%)
Diploma	3	2.5
Graduate	84	69.4
Masters	34	28.1
Total	**121**	**100.0**

4.2.3 Respondent age distribution

Figure 4.1 shows that majority of the respondents were aged between 41-50 years represented by 58.7%, it was followed by the age bracket of 31-40 years old that accounted for 33.0%. The study also found out that some principals were over 51 years old as indicated by 8.3% and none of those principals interviewed in Nandi County was falling in age bracket of 20-30 years.
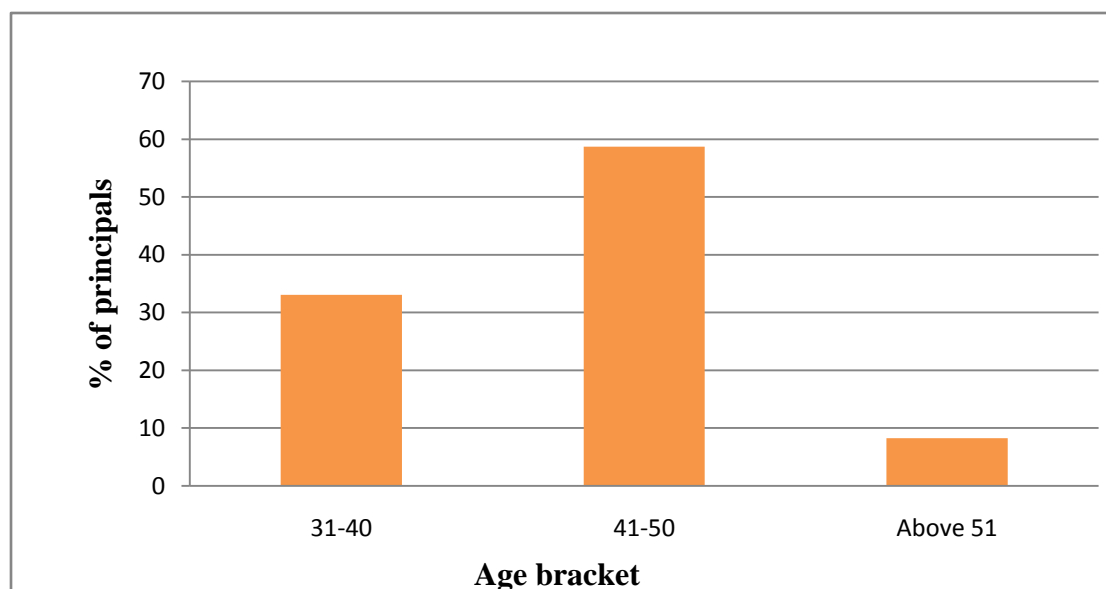
Fig. 4. 1: Age of the respondent in years

This implies that the appointment of principals is based on experience in teaching as indicated on the graph.

4.2.4 Heading duration of the respondents.

This question was sought from respondents to get the duration a particular principal has been heading. This would further help us to compare their views in relation to challenges they face in effort to display themselves as HRM of their respective schools.

Table 4.3: Heading duration of the respondents

Duration of headship	Frequency	Percent (%)
0-1	5	4.1
1-5	83	68.6
6-10	18	14.9
11 and above	15	12.4

When asked to indicate the number of years a particular respondent has been heading, majority of them indicated 1-5 years as represented by 83(68.6%), while 18(14.9%) of the respondents indicated that they have been heading for a period of 6-10 years followed by 15(12.4%) respondents who also have been heading for over 11 years. A few as shown by 4.1% respondents have been appointed as principals for a period not longer than 1 year ago (table 4.3) This implies that the management challenge tended to differ according to the duration of the headship. Those who have worked for long will have experience in handling some of the challenges unlike the newly appointed principals.

4.2.5 School Category

The study went ahead to establish the nature of schools where respondents are heading. These varied categories would eventually help to give various challenges as experienced in various schools. From figure 4.2 it's clear that majority of the schools falls under mixed day as evidenced by 44 % followed by boys boarding schools represented by 27 %, this is closely followed by girls boarding secondary school, 22 %. It's also evidenced that in Nandi County there are few mixed boarding schools, this is shown by 7 % of the respondents.

School Category

- Mixed day — 44%
- Boys boarding — 27%
- Girls Bboarding — 22%
- Mixed boarding — 7%
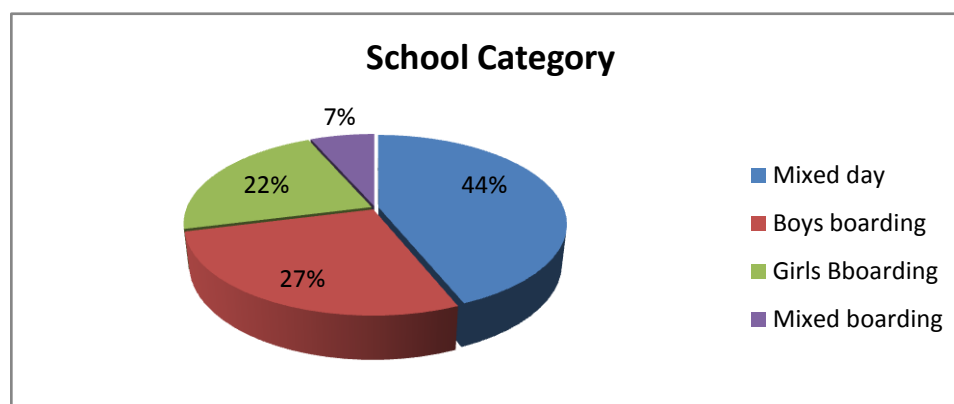
Figure 4.2 :School category of the respondents

This implies that there are more schools which are headed by male teachers than female teachers as indicated on Figure 4.2 on gender. Thus the challenges experience by the different gender differed.

4.2.6 Qualifications required for the appointment of a principals

There are different criteria used to appoint particular person as a principal, therefore the study sought to establish this fact. The result surveyed indicated that job group M is one of the strongest requirements for one to be a principal. This is shown by 49(40.8%) of the respondents specifying it. Teachers who have once served as deputy principals and those who are graduate teachers are also being seen as some of the key qualifications as alluded by 12(9.7%) and 43(35.9%) respectively. Other qualification realized to be playing some roles in the appointment of principal is that, one must be a TSC employee, should have leadership skills and must have attended KESI courses. (table 4.4).

Table 4.4: Qualifications for the appointment of a principal

Qualification	Frequency	Percent (%)
Promotion to job group M	49	40.8%
Graduate teacher	43	35.9%
Served as deputy principal for a time	12	9.7%
Attended K.E.S.I course	15	12.6%
Other qualifications	1	1.0%
Total	**121**	**100.0%**

4.2.7 Management training attended

After being appointed as the head of a particular secondary school, there is a number of management courses that one is required to attend. This study was therefore carried out to establish how Human Resource management is being incorporated in the management training of principals of secondary schools. From the figure 4.3, it is indicates that most of the respondents had a preference on financial management training. This is shown by 53.7% of the respondent. However 26.4% of the respondents have indicated that they attended human resource management courses and 10.7% of the respondents have attended other resource management and those who have not attended any of the courses is indicated by a minimal number of 9.1%. It's clear from the statistics that human resource management as a course is not being given preference over financial management and other management courses by the already appointed principals
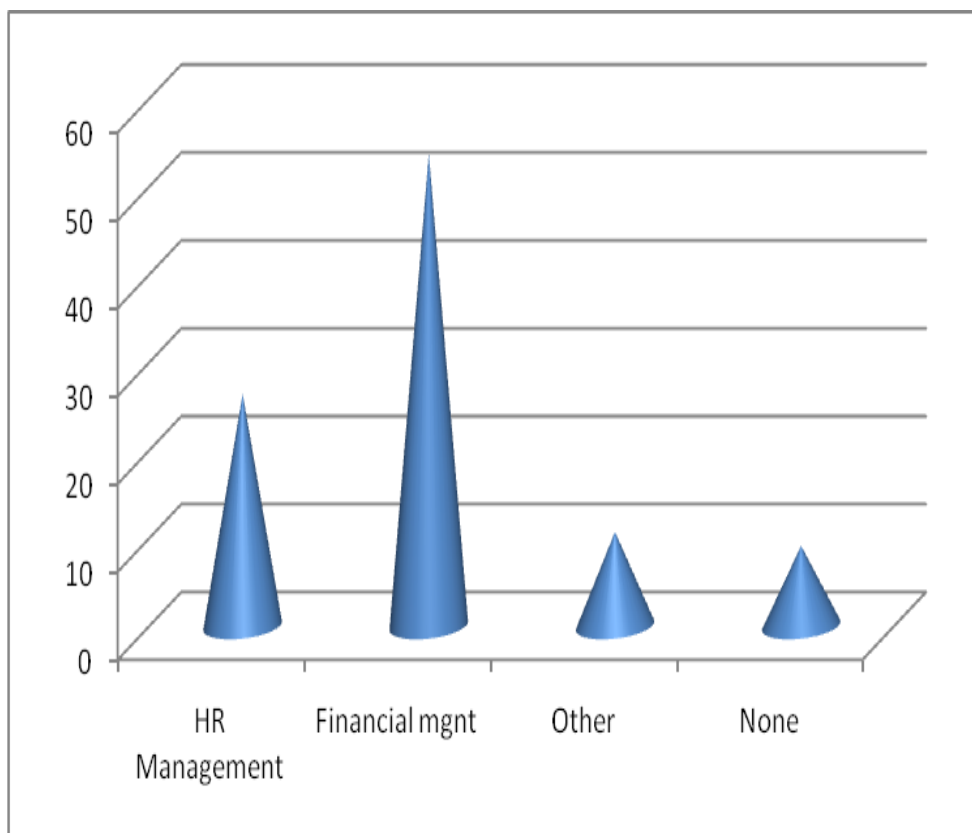
Figure 4. 3: Management training course attended by principals

4.2.8 The way training was conducted

From table 4.5, it's clearly evident that majority of the respondents only finds some of the management training possible through seminars; this is shown by 75(62%) of them indicating seminars, only 35(28.9%) indicating full course training and 11(9.1%) do not apply to any of the mode of training. This implies that majority of the secondary school principals who are human resource managers in their schools do not receive human resource management course in full after their appointment as principals. Therefore it would be hard for them to carry out their HRM roles effectively making them to encounter numerous human resource challenges.

Table 4.5: The way the training was conducted

Method of training	Frequency	Percent (%)
Seminars	75	62.0
Full course training	35	28.9
Not applicable	11	9.1
Total	**121**	**100.0**

4.3 Roles of the Principals as human resource managers in secondary schools

The study sought to establish the roles carried by the Principals as human resource managers in secondary schools. In the study, the respondents indicated the various roles of the Principals as human resource managers. This was indicated on the basis of agreement on a five point likert-scale. The primary roles identified included recruitment of staff in schools, encouraging team work among staff, empowering staff and encouraging them in developing their career.

The department of human resource in any organization or institution is charged with the responsibility of recruiting qualified and competent staff for the organization. This is usually done in a pre determined and procedural manner.

Table 4.6: Roles of the Principals as human resource managers

Role		Frequency	Percent (%)
Recruiting of staff in school	Disagree	10	8.3
	Undecided	33	27.3
	Agree	52	43.0
	Strongly Agree	26	21.5
	Total	**121**	**100.0**
Encouraging team work	Disagree	5	4.1
	Undecided	16	13.2
	Agree	70	57.9
	Strongly Agree	30	24.8
	Total	121	100.0
Staff Empowerment	Disagree	6	5.0
	Undecided	9	7.4
	Agree	43	35.5
	Strongly Agree	63	52.1
	Total	**121**	**100.0**
Encourage career development	Strongly Disagree	3	2.5
	Disagree	57	47.1
	Agree	39	32.2
	Strongly Agree	22	18.2
	Total	**121**	**100.0**

In the study, 78(64.5%) of the respondents agreed and strongly agreed that Principals are charged with the responsibility of recruiting members of staff. Those who were undecided were 33(27.3%) while those who disagreed were 10(8.3%). This clearly indicates that recruitment of the staff remains the core role of the Principals in our secondary school. Perhaps what may vary are the procedures the Principal has to follow

when doing so. Table 4.3.1 presents the summary of these findings. Therefore the principals should have a knowhow on the recruitment process so as to enable them to select qualified and competent staff. This will boost the performance and development of the institution.

Similarly, the Principal is also charged with encouraging teamwork among the staff. In the study, the findings indicated 100(82.7 %) were in agreement that the Principal is charged with the responsibility of encouraging teamwork among the members of staff and 5(4.1%) disagreed on encouragement of teamwork by the principal. This implies that the principals should ensure that the staffs work as a team for the success of the institution. For in any organization, it is the work of the human resource manager to ensure that the staff come together and pull together as a team for the success of the organization.

Further the Principals are charged with the responsibility of empowering the members of staff. Some of the ways in which a Principal can empower members of staff is by giving them the opportunity to make key decisions. In the study, 106(87.6%) of the respondents strongly agreed and agreed that the principals are charged with the responsibility of empowering staff while 6(5.0%) disagreed. This implies that the principal has a duty of creating empowering environment for their staff. This will make the staff feel comfortable and secure in their place of work. When   someone is comfortable in his or her working place, then there is no hindrance on performance. Therefore the principal as a human resource manager should ensure that he or she has that knowledge and skills on empowering people so that they can empower the staff professionally.

As to whether the Principals are charged with the responsibility of encouraging career. Development among the staff, the research findings indicated that this is a role that the Principals are not keen to. Almost half 57(49.6%) of the respondents were disagreeing to the fact that Principals as human resource managers encourage staff career development. 61(50.4%) agreed that it is their responsibilities to encourage career development of their staff. This implies that in our secondary schools, some of the Principals encourage career development while others don't do it. Therefore the staffs who are not encouraged stagnate in one level till they retire. This will make the school to have some deficiency which will hinder development. There will be no development nor progress in such an Institution because the staff is not embracing new changes. An organization which does not allow their staff to embrace change will slug behind and finally will collapse. Those who are encouraged develop themselves and they benefit both the school and themselves. Therefore it is the work of the human resource manager in any organization to encourage the staff to develop their career for the benefit of both the individual and the organization. Therefore as the principals carry out the role of a human resource manager in their school, they should ensure that they encourage the staff to develop their careers.

4.3.1 Other roles of the Principal

Other roles of the Principal include contracting employment and looking in the terms of benefits and condition of service. Also they are charged with the responsibility of fostering employee relation, managing changes in the school, and sensitizing employees on employment law and professional ethics. In the study, 24(20.0%) of the respondents

indicated that the Principals are involved in contracting employment while 30(25.2%)

indicated that their role is to look into matters of remuneration.

Table 4.7: Other roles of the Principal

Other HR roles of the H/T	Responses	
	N	Percent
Contracts of employment	24	20.0%
pay, benefits and condition of service	30	25.2%
employee relation	30	24.9%
Change management	24	20.0%
Employment law	12	9.9%
Total	**121**	**100.0%**

4.4 Management training of principals after appointment

Organizations are constantly facing new competitive challenges. School managers are

hard-pressed to learn the skills necessary to navigate their business teams around this

changing landscape. Training managers on topics such as human resource managements

is paramount to an institution's success. The study sought to identify the management

training that the Principals have undergone since their first appointment. Of importance

was also how the training was conducted. The study findings indicated that few 11(9.1%)

of the head teachers have not had any management training since employment. The rest have undergone some form of management training.

The major management training undergone by the Principals is financial management training. The Principals who had undergone financial management were 65(53.7%) while those who had undergone HR management training were (26.4%). (Other training that the Principals stood at 13(10.7%) table 4.7. This implies that the most valued thing in schools is the finance and not the human resource. The principals are seriously trained regularly on how to manage the finances in the institutions rather than training on the most important and crucial area on managing the human resource. Without the human capital, there is no organization which can survive. Therefore the most important thing for the human resource managers, principals included is to acquire the knowledge and skills required in order to manage the human resource effectively for the benefit of the organization.

Table 4.8: Management training attended

Management training	Frequency	Percentage (%)
HR Management	32	26.4
Financial management	65	53.7
Others	13	10.7
None	11	9.1
Total	**121**	**100.0**

These findings, while depicting the unpopularity of human resource training, does not rate human resource training as unimportant from the mere fact that financial management is intertwined with financial issues.

4.4.2 The way training was conducted

There are multiple modes of conducting training. Each method has its advantages and disadvantages. The method used in conducting training often leads to greater return to investment in training. In the study, the respondents may have undergone the training through seminars or full course training. The study findings indicated that75 (62.0%) of the respondents went to a seminar while 3(528.9%) went to full course training. The remaining 11(9.1%) are the ones who had not attended any training (table 4.8). This implies that the principals who are presumed to be human resource managers do not get adequate training. A professional human resource manager should have attended full training either in diploma, a degree or a master's degree course in HRM which is not less than two years. Attending full training means the HR managers get adequate skills and knowledge which will render their services successful. As indicated by the findings the principals get their training through seminars. This therefore makes them to face numerous challenges as they carry out the human resource roles in their school. The Strategic Training of Employees Model (STEM) offers a methodology to effectively and efficiently design training and career-development programs so that organizations can generate the highest possible output value, given the realization that resources will always be scarce to some extent in all organizations.

Table 4.9: The way training was conducted

Mode of training	Frequency	Percent (%)
Seminars	75	62.0
Full course training	35	28.9
Not applicable	11	9.1
Total	**121**	**100.0**

4.5 Challenges encountered by the principals as human resource managers

The study findings indicated that there are many challenges that the principals face as human resource managers in the school. In some quarters, these challenges are cited as problems. Human resource experts agree that human resources is one of the primary means of creating a competitive advantage for the organization because management of human resources affect performance. In the study, the challenges established were on HRM roles which include; recruitment challenges, empowerment challenges, career development and challenges due to attempts to encourage team work.

4.5.1 Recruitment challenges

Recruitment is very crucial and important for any organization thus it's very necessary for an organization to select a right person for the right job. The employees of organizations directly affect the performance of the organization and therefore it is important to select right person for right job to enhance performance. When HRM

department hires a suitable person for required vacancy, then obviously that person will
perform his/her task and job obligation in more effective and efficient way.

Recruitment challenges remain one of the most daunting tasks for human resource
managers. In the study findings, it was revealed that the recruitment and selection is
normally delegated to the Principal, except for the appointment of the deputy Principal
and assistant Principal and support staff which is senior management responsibilities.

Table 4.10: The challenges faced by the principals on recruitment.

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Not in control of the whole process	18	14.9%	14	11.6%	1	.8%	52	43.0%	36	29.8%	121	100.0 %
Limited or no background by the members of the board	17	14.0%	44	36.4%	3	2.5%	31	25.6%	26	21.5%	121	100.0 %
Personal Interest on the part of the recruiting committee	12	9.9%	21	17.4%	5	4.1%	42	34.7%	41	33.9%	121	100.0 %
Influence of local politics	6	5.0%	27	22.3%	3	2.5%	51	42.1%	34	28.1%	121	100.0 %
Influence from politician	12	9.9%	34	28.1%	4	3.3%	42	34.7%	29	24.0%	121	100.0 %

4.5.1.1 Not in control of the whole process

In the study, the respondents proved the fact that recruitment is a challenge since they are not in control of the whole process. 89(73.6%) of the respondents strongly agreed and agreed that recruitment is challenging because they are not in control of the whole process while 32(26.5%) disagreed and strongly disagreed (table 4.10). In the way of right recruitment or selection different schools are facing different issues and problems to hire a right person because the school management boards often skew the recruitment exercise.

In some cases, the governing body may elect a Staffing (or personnel) Committee which, in turn, will appoint a Selection Panel to conduct interviews and make appointments or make recommendations to the full governing body. Therefore, the Principals are not in control of the whole exercise. Sometimes, they may just be facilitators of the recruitment. Other than the recruiting panel, the influence of the community may not be underrated. The community, particularly the one around the school may get into school matters particularly on school recruitment exercises. This implies that though the principals are presumed to be the human resource managers and who is supposed to control the recruiting process, they are not given that chance to exercise the role of recruitment. In the recruiting committee, the principals are at least the people who are alleged to have some ideas on the procedure of recruitment. Therefore if they are not given a chance to control the whole process, then it means they end up recruiting wrong staff which will end up affecting the performance of the school.

4.5.1.2 Limited or no background by the member of the board

From the research findings, limited or no background by the members of the board looks not to be a major problem. The research findings indicated that 50.4% strongly disagreed and disagreed that the members of the board has no background in recruitment while 47.1% of the respondents agreed that there is limited or no background on the field of recruitment by the members of the board (table 4.10). The (47.1%) implies that at least some of the members of the board come from different disciplines and so they don't have adequate knowledge on the area where recruitment focuses. For instance if the school is recruiting a member of teaching staff who is supposed to teach biology, and among the recruiting committee none of them has any knowledge on biology then they might ask questions outside the discipline which may lead to losing of qualified candidate. This may cause poor selection of the right and qualified personnel. Therefore any time the recruitment is done, the human resource manager should ensure that the recruiting committee at that particular recruitment has knowledge and skills on the area of recruitment. This will assist in getting the right staff to work in a given area which their qualification satisfies.

4.5.1.3 Personal interest on the part of the recruiting committee

The other challenge that is related to recruitment that human resource managers undergo through is the problem of personal interest by the recruitment committee. This appeared to be a big problem since a total of 83(68.6%) of the respondents indicated that there is personal interest in some of the recruiting authority and 33(27.3%) disagreed while 5(4.1

%) were undecided (table 4.10). This implies that the members of the board have partisan interest and may always skew procedures to favor their preferred candidates, who may not be having the necessary qualification and competence. Sometimes the recruiting committee come with their candidate and influence the rest of the members to support the candidate, whether with or without qualification of the teaching subject. Therefore, the board will end up recruiting unqualified staff. The principal, as a human resources manager should have skill and knowledge to ensure the recruitment process is conducted in a professional manner to avoid personal interest which interferes with the recruitment process.

4.5.1.4 Influence of local politics

The study findings indicated that politics and politicians influence the recruitment process. 85(70.2%) of the respondents agreed and strongly agreed that politics usually influence the recruitment process while 33(27.3%) strongly disagreed and disagreed (table 4.10). Local politics usually influence the recruitment process. This is especially from the community surrounding the school. They will always want a candidate of their own or of their choice to be given priority. This is whether he or she has the qualification required or not. This will happen because the recruiting committees don't have professional human resource manager, therefore they will compromise with the community and give them a priority. This becomes a big challenge to both the principal who is the human resource manager as well as the school because they will have non-performing staff which in turn will produce poor result. Professional human resource

managers never compromise with political influence because they have skills and knowledge on how to handle such situation and have the right candidate being selected.

4.5.1.5 Influence from politician

The other challenge that the study findings cited is related to politics and politicians. Politicians usually make promises and would always strive to keep those promises at all costs. The study sought to find out if school principals are entangled in this challenge. The study findings indicated that 71(58.7%) and 46(38.0%) of the respondents agreed and disagreed respectively that politicians do interfere with school recruitment processes. 4(3.3%) of the respondents were undecided (table 4.10).

Past studies by Briggs indicate that, environmental influence like; technologies, social, economic demand, political (Briggs, 2007) usually influence the recruitment process. Whereas there is politics in every sphere of our life, the politicians are at the centre of all the political processes. In this case, the politicians sent names of their candidates to schools where there is recruitment and demand for a chance. Because they are powerful in other areas in the government which affect the school, the recruiting committee will compromise and give out the chance. It become a big challenge in the recruitment process because the right procedure will not be followed in order to accommodate the unqualified candidates .This then become a hindrance to performance in the school. All these happen because there are no qualified human resource managers in the school and more so in the recruiting panel.

Other challenges of recruitment identified by the respondents include sources of recruitment documents where there are discrepancies in awarding marks to get the best candidate.

4.5.2 Empowerment challenges

The inability of the management to control the service encounter makes the employees responsible for the quality of service delivered to the customers. In order for the management to trust that the employees are successful in dealing with their customers, the management has to give the employees the authority and necessary support to succeed at it, which is referred to as employee empowerment. The practice of which can directly affect the quality of services delivered, and customer satisfaction. There are challenges that emanate from empowering members of staff.

Table 4.11: The challenges faced by the principal on empowerment

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Not easily demons rate that you value people	8	6.6%	18	14.9%	17	14.0%	61	50.4%	20	16.6%	121	100.0 %
It is difficult to share leadership vision and trust people	23	19.0%	30	24.8%	2	1.7%	48	39.7%	18	14.9%	121	100.0 %
Unwillingness of staff to partake duties delegated to them	26	21.5%	8	6.6%	3	2.5%	40	33.1%	44	36.4%	121	100.0 %
Not feeling rewarded and recognized	20	16.9%	28	23.7%	6	5.1%	52	44.1%	12	10.2%	118	100.0 %
Difficult to provide information for decision making	15	12.7%	57	48.3%	3	2.5%	28	23.7%	15	12.7%	118	100.0 %

4.5.2.1 Not easily to demonstrate that you value people through empowerment

The study sought to find out those challenges that arise as a result of empowering staff.

First, it is not easy to demonstrate that you value each member of the staff through

empowerment. In the study, 81(67.0%) agreed and strongly agreed that it is indeed

difficult to demonstrate to employees that you value them through empowerment.

26(21.5%) of the principals strongly disagreed and disagreed that they don't have the same problem, while 17(14.0%) were not decided (table 4.11).

Past studies by Soofali, indicate that empowerment is to provide the necessary resources available to employees and empowerment of development process. Also it is meant to strengthen impression that cause employees to solve problems and improve the capacity of political and social vision of staff and enable them to identify environmental factors under control (Soofali, 2003).

4.5.2.2 Difficulty of sharing leadership vision and trust people

The research findings also indicated that the principals do encounter difficulties in sharing leadership vision and trusting people. Those who agreed and strongly agreed were 66(54.6%) while those who disagreed and strongly disagreed were 53(43.8%) table 4.11. This implies that the principals do not have adequate skills and knowledge on HRM to enable them to share leadership vision and trust their staff. The principals fear to share their visions with the staff because they don't trust them. This is caused by lack of human resource knowledge on the importance of sharing with the staff. When one shares ideas with other people, the mind will tend to open up to many ideas because he /she will be corrected and added more ideas. This will improve performance unlike someone who is conserved with his or her own ideas which may not be useful. Professional human resource managers are trained on how to empower their staff by sharing with them the leadership vision and trusting them. This makes the staff feel they are save and their jobs are secure because they have been involved in what is going on in the organization. This greatly improves the performance of the organization because the staff becomes

motivated. It helps people feel that they are part of something bigger than themselves and their individual job. The staffs do this by making sure they know and have access to the organization's overall mission, vision, and strategic plans.

4.5.2.3 Unwillingness of staff to partake duties delegated to them

The other challenge on empowerment that the principals' encounter is the unwillingness on the part of the staff to partake the duties delegated to them. In the study 84(69.5%) strongly agreed and agreed that members of staff are often unwilling to perform the duties delegated to them, while 34(28.1%) disagreed and strongly disagreed and 3(2.5%) were undecided (table 4.11). When a job is delegated to the employees they are aware that the delegation is a temporary arrangement and may not attract any benefit or monetary gain. Therefore, they may not take action the same way that you would have done yourself. This implies that the principal as a human resource manager should look for a way of rewarding those who perform the delegated duties. This will motivate the staff and they will always be willing to accept the delegated duties. They will feel recognized and appreciated for the good work done. This in turn will enhance the performance of the school. For any organization to succeed, the good works of the staff need to be appreciated. This therefore calls for the principals of secondary schools to have more training on HRM.

4.5.2.4 Not feeling rewarded and recognized through empowerment

The other problem that relate to empowerment is the feeling of employees that they are not being rewarded or recognized. The study findings indicated that 67(55.4%) agreed and strongly agreed that the members of the staff often feel not rewarded and not

recognized. 48(39.6%) disagreed and strongly disagreed while 6(5.0%) were undecided, (table4.11).The results of the study indicate that the staffs don't feel rewarded and recognized in their daily activities. Therefore the principal who is the human resource manager of the school face difficulties in trying to empower his staff because they don't see the benefit of the empowerment. This implies that the staffs need to be rewarded any time they carry out roles delegated to them. This will make them feel rewarded and recognized which will make them to have that willingness to accept empowerment. It is the work of the human resource manager in any organization to ensure that the staffs are recognized after performing any delegated activity by rewarding them. This will boost the morale of the staff to work harder in whatever they are delegated with and therefore enhance performance. When employees feel under-compensated, under-titled for the responsibilities they take on, under-noticed, under-praised, and under-appreciated, expected results may not be seen. The basic needs of employees must be met for them to give you their discretionary energy, that extra effort that people voluntarily invest in work. For successful employee empowerment, recognition plays a significant role.

4.5.2.5 Difficult to provide information for decision making

The study findings indicated that 72(59.5%) disagreed and strongly disagreed that they don't find any difficulty in providing information for decision making, although most of them prefer to provide these information on an informal basis 46(38.0%) agreed and strongly agreed while 3(2.5%) were undecided (table 4.11). Sometimes it is difficult for the principals to provide information to the members of staff for decision making. Some of the information that the principals holds are classified for administrators only and not

for anyone else. Therefore, even when you delegate, it is difficult to provide all the information for decision making without jeopardizing on the intelligence nature of the information. However, most principals did not find any difficulty divulging any information for the members of staff to make a decision. This implies that, most of the principals are able to overcome these challenge by providing information to the staff. These show that some principals who underwent full training in HRM (table 4.4) have the adequate skill and knowledge to provide information for decision making.

4.5.2.6 Other empowerment challenges findings

Other challenges that emanate from the staff empowerment include lack of cooperation amongst the teachers 33(27.3%), lack of resources to be used 30(24.7%), same and low level of education 17(14.3%), too much work and overload in some subjects 36(29.9%) and absenteeism by the staff members 5(3.9 %), (table 4.12). This implies that too much work and overload make the teachers concentrate on their primary roles and be seen not to cooperate in taking up the delegated duties. The HR managers should try to ensure that the workload is balance among the staff to allow them take the delegated duties

Table 4.10: Other empowerment challenges

Other empowerment challenges	Responses	
	N	**Percent (%)**
Lack of cooperation amongst the teachers	33	27.3%
Lack of resources to be used	30	24.7%
Same and low level of education	17	14.3%
Too much work and overload in some subjects	36	29.9%
Absenteeism by the staff members	5	3.9%
Total	**121**	**100.0%**

4.5.3 Challenges on encouragement of teamwork

The other category of the challenges that the principals face is encouraging team work among the employees. The success of basic education and indeed any institution, in terms of provision of quality education, is the teamwork displayed by the employees. A high proportion of the principals agree that encouraging teamwork is indeed a big challenge.

Table 4.12: The challenges faced by the principal on teamwork management

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
There are staff members who are stubborn to work in team	11	9.1%	16	13.2%	2	1.7%	57	47.1%	35	26.4%	121	100.0 %
It is difficult to identify common interest of people expected to work as a team	2	1.7%	25	20.7%	8	6.6%	65	53.7%	21	17.4%	121	100.0 %
In team work, others are passive members which discourage active members	8	6.6%	11	9.1%	3	2.5%	61	50.4%	38	31.4%	121	100.0 %

4.5.3.1 There are staff members who are stubborn to work in team

In every organization there are bound to be employees that do not embrace working with fellow colleagues in a team. They are introverts are always uncomfortable or fearful when working with others. This is not an exception in learning institution as indicated by the study findings where 92(73.5%) agreed and strongly agreed that the employees are stubborn to work in a team. However, 27 (22.3%) disagreed and strongly disagreed while 1.7% were undecided (table 4.13). This implies that the principals face challenges in trying to manage teamwork in the school as a result of stubborn members of staff. This jeopardizes the whole process of learning because they will not be moving to one direction with the rest of the staff. Therefore there is need then for the principals to be equipped with the skills of tackling such situations. On the other hand, they need to demonstrate and foster team work among the members of staff all the time. Teamwork always reinforces the performance of any organization.

4.5.3.2 It is difficult to identify common interest of people expected to work as a team

Employees of an organization usually do not show their talent or interests in different fields in fear of being given more responsibilities that pertains to their areas of talent. Therefore, it is difficult for the management to identify these hidden interests from their employees. This has been clearly indicated by the study findings where 86(71.1%) agreed and strongly agreed that it is difficult to identify common interest of people expected to work as a team, 27(22.4%) disagreed and strongly disagreed while 8(6.6%) were undecided (table 4.13) This implies that wrong personnel might be placed on wrong

working areas which will endanger the performance. It is therefore necessary for the human resource manager to look for ways of motivating their staff so that they can expose their hidden talents. The staff talents put together determines the growth of any organization. Therefore the principals ought to be keen and vigilant to observe the different interest and talent and harness it for the benefit of their respective institutions. They further need to encourage positive interests and talents by rewarding or giving due recognition to the existing interest.

4.5.3.3 Discouragement of active members by passive members

In relation to stubbornness among the members, some members are often passive. These passive members of staff discouraging the active members. In the study findings, 99(81.8%) strongly agreed that passive members have the tendency of discouraging others while 19(15.7%) disagreed and strongly disagreed on the same while 3(2.5%) were undecided (table 4.13). For any organization to meet its goals and objectives, all members of the staff should work as a team and avoid passive members who discourage the rest. It is clearly indicated by the results that the principal face this challenge of passive members among the staff which will hinder them to achieve their goals. It is the work of the principal as a human resource to ensure that those members who are passive are made active by being rewarded with the little work they do. They should see the importance of teamwork by making sure that the work done by the team is recognized this will motivate them and make the passive members to have interest of working in a team.

4.5.3.4 Other challenges on encouraging team work

There are also other challenges that relate to encouraging teamwork. They include disunity among members; strive for team leadership, different interests of the staff among others. The study findings indicated that the major problem is lack of cooperation among the members of staff 65(53.9%). This was followed by the different interests among the members of staff 28 (23.1%). This implies that if the HRM is not trained to make members cooperate and encourage them to work as a team, then the overall school goals will be jeopardized. Therefore, it is advisable for the HR managers to at least have knowledge and skills on how to manage team work in their Institutions

Table 4.13: Other challenges on team work

Other challenges	Responses	
	Frequency	**Percent (%)**
Disunity among the staff members	17	13.8%
Strive for team leadership	5	4.6%
Different interest of staff	28	23.1%
Lack of trust among the staff members	6	4.6%
Lack of cooperation among members	65	53.9%
Total	**121**	**100.0%**

4.5.4 Challenges on Career development

Human Resources Development is the structure that allows for individual development, potentially satisfying the organizations, or the nation's goals. Development of the

individual benefits the individual, the organization and the nation and its citizens. In the corporate vision, the Human Resources Development framework views employees as an asset to the enterprise, whose value is enhanced by development. As the human resource managers try to have their staff to develop their careers, they encounter numerous challenges.

Table 4.14: The challenges faced by the principal on career development of staff

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
It is difficult to identify the training need of the staff	49	40.5%	38	31.4%	5	4.1%	26	21.5%	3	2.5%	121	100.0%
The staff doesn't get chances to go for futher training	26	21.5%	56	46.3%	0	.0%	30	24.8%	9	7.4%	121	100.0%
Most of them are not willing to utilize the chances available to go for futher training	14	11.6%	38	31.4%	6	5.0%	51	42.1%	12	9.9%	121	100.0%
Those who go for futher training sometimes are not retained in the same station after training	5	4.1%	14	11.6%	0	.0%	68	56.2%	34	28.1%	121	100.0%

4.5.4.1 It is difficult to identify the training need of the staff.

The first one is the fact that, it is difficult to identify the training needs of the staff. The study findings indicated that 29(24.0%) of the principals agreed while 87(71.9%) did not agree, 5(4.1%) were undecided (table 4.15). This implies that it is not a problem for most

principals to identify the training needs of the members of staff. This is because in secondary schools, the teaching staff is specialized in one discipline. So it is easy to identify the training need for the teaching staff.

4.5.4.2 The staff doesn't get chances to go for further training

The other challenge is to do with the staff securing the chances to go for further training. The study findings indicated that 82(67.8%) of the principals disagreed that the staff do not get chances to pursue further training. Those who agreed were 39(32.2%), (table 4.15).

This implies that, the staff is in a position to secure a chance for further training but they have not been encouraged to develop their careers. They don't see the importance of developing their careers. It is therefore very important for the principal at his capacity as human resource manager to encourage the staff to develop their career because it is beneficial to both the individual and the organization which in this case is the school. On table 4.22, the findings have clearly indicated that it is not a problem to identify the training need. The study has further indicated that the staff get a chance to further their studies (table4.23) finally the study indicate that the staff is not willing to utilize the available chance. (4.24) this clearly indicate that the challenge is the staff who are not willing to further their studies. Therefore the human resource manager has a task to encourage the staff to go for further studies so that they can develop their career. Many human resource departments offer professional development opportunities to their employees by sponsoring them to visit conferences, external skills training days or trade

shows. This in turn will benefit both the individual and the organization. In this case it will benefit the staff member and the school.

4.5.4.3 Staff not willing to utilize the chances available for further training

The findings indicated that the members of staff are not willing to utilize the chances available to go for further training 63(52.0%) strongly agreed and agreed while 52(43.0%) strongly disagreed and disagreed while 6(5.0%) were undecided (table 4.15). These findings imply that despite the fact that the members of staff get chances, they are not willing to further their studies. Therefore, it is apparent that it is a challenge facing the principal as HRM. Even when an organization hires skilled employees, there is normally some level of on-the-job training that the human resources department is responsible for providing. A human resource manager has a main function in providing this training to the staff. This will be done by encouraging the staff to develop their careers by giving them the importance of this development.

4.5.4.4 Retention of staff after further training

The other challenge that relate to career development of staff is retention. Members of staff that go for training are sometimes transferred to other station after training. A significant proportion of the principals 102 (84.3%) agreed that the members of staff are not retained in the station. A small proportion 19(15.7%) did disagree (table 4.15). This implies that the trained staff does not have the opportunity of bringing back the skills to those institutions previously served because they are transferred to other Institutions. This may be the major reason why the principals are not encouraging their members of staff to utilize the chance available for training, for fear of losing their staff after training. The

principals as human resource managers should not have that fear of losing the staff after training because if all the principals of all schools do the same thing of encouraging the staff, then it means that all the personnel will have developed their career and whenever they will be posted to, they will be beneficial because of the new acquired skills. Therefore the principals should go ahead and sell the idea of the benefit of the career development.

4.5.5 Way forward to the challenges facing principals as human resource managers

The study findings (table 4.16) indicate some of the ways in which the challenges can be solved. The principals responded to the various ways of solving challenges faced by principals as human resource managers. First, the principals are in agreement that human resource courses ought to be introduced in all teachers training colleges104 (86.0%). This will equip the trainee with the necessary theoretical and practical knowledge on issues pertaining management of human resource. Secondly, there is need of in-service courses for already appointed principals110 (90.9%). This is particularly to equip them with knowledge and skills on HRM**.** Lastly, the Ministry of Education should create offices for HR managers in the learning institution 107(88.4%) so that they give support services to the principal's office and other offices within the school. This implies that the principals really need the skills and knowledge as indicated by the high percentages on the three items on the way forward. This will cater for all these challenges that the principal is encountering whenever he or she tries to manage the human resource in the school.

Table 4.15 Way forward on the challenges

Way forward		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total Freq/ %
HRM courses should be introduced in all teacher training colleges	N	-	9	8	75	29	**121**
	%	0	7.4	6.6	62	24	**100**
The ministry of education should provide the principals of secondary schools with in-service courses on HRM after appointment	N	0	5	6	35	75	**121**
	%	0	4.1	5	28.9	62	**100**
The ministry of education should create offices for HR managers in the learning institution	N	4	2	8	42	65	**121**
	%	3.3	1.7	6.6	34.7	53.7	**100**

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

Overview

The chapter is divided into three sections. The discussion of demographic information and objectives of the research findings, the second section present conclusion and the third section present recommendation.

a) Demographic information

The respondents' background information was important to establish since the information expected is rooted in their background.

On gender, male head teachers prove to be the majority. This implies that there are more male than female principals. This may have been due to the fact that boys' boarding schools are headed by male teachers and majority of the mixed day and mixed boarding also attracts more male teachers as their heads.

The age of the respondents and their response indicated that there were no principals aged between 20-30 years, while 81.8% were aged between 41-50 years and 8.3% were over 51 years and above. This indicates that majority of the respondent fall between the ages of 41-50 years. This implies that at the age between 40-50years, one must have gained enough experience and has advanced in management. Therefore they are at the best

position to be appointed to head a particular school. Meaning that experience is the yard stick used to appoint the principals of secondary schools.

The level of education indicated that majority of the respondent were degree holders. Only 34(28.1%) had masters' degree while 3(2.5%) had diploma. This implies that for one to be appointed as a head of a secondary school Principal, he/she must have graduated with a degree in any of the education disciplines. The masters' degree holders are the principals who have tried to develop their career after appointment. The minority group may be the principals who are acting in the upcoming schools.

The working experience of the respondent established that those who had worked between 1-5 years was represented by 83(68.6%), while 18(14.9%) of the respondents indicated that they have been heading for a period of 6-10 years while 15(12.4%) of the respondents had worked for over 11 years. A few as shown by5(4.1%) respondents have been appointed as principals for a period not longer than 1 year ago (table 4.3.) This implies that the management challenge tended to differ according to the duration of the headship.

While appointing principals, there are a number of requirement taken into consideration. The result surveyed indicated that job group M is one of the strongest requirements for one to be a principal. This is shown by 49(40.8%) of the respondents specifying it. Teachers who have once served as deputy principals and those who are graduate teachers are also being seen as some of the key qualifications as shown by 12(9.7%) and 43(35.9%) respectively. Other qualification realized to be playing some roles in the

appointment of principal is that, one must be a TSC employee, have leadership skills and must have attended KESI courses. According to the research findings, management training is not one of the requirements for appointment of the principal. Therefore the challenges on human resource management become enormous.

After being appointed as the head of a particular secondary school, there is a number of management courses that one is required to attend. The research findings indicated that most of the respondents had a preference on financial management training. This is shown by 53.7% of respondents who agreed to have attended the financial management training. . However 26.4% of the respondents indicated that they attended human resource management courses and 10.7% of the respondent attended other resource management and those who did not attend any of the courses is indicated by a minimal number of 9.1%. This implies that human resource management as a course is not being given preference over financial management and other management courses by the already appointed principals. This puts the principals in a big problem in carrying out the human resource roles.

All the courses undertaken by the principals after being appointed are done through seminars. The research findings indicated that75(62%) of the respondents took their courses through seminars, only 35(28.9%) indicating full course training and 11(9.1%) do not apply to any of the mode of training. This implies that majority of the secondary school principals who are presumed to be human resource managers in their schools, don't receive training on management courses in full. Therefore it would be hard for

them to carry out their HRM roles effectively making them to encounter numerous human resource challenges.

The importance of this study as far as the challenges faced by Principals as HRM is concerned was to ascertain the fact that majority handle HRM tasks yet they don't go for any training on the same after being appointed before assuming their new roles.

b) Roles of the Principals as human resource managers in secondary schools.

The first objective of the study was to establish the roles carried out by Principals as HRM in secondary schools. The result findings clearly indicated that the primary roles identified included recruitment of staff in schools, encouraging team work among staff, empowering staff and encouraging them in developing their career. The department of human resource in any organization or institution is charged with the responsibility of recruiting qualified and competent staff for the organization. This is usually done in a predetermined and procedural manner. This clearly indicates that recruitment of the staff remains the core role of the Principals in our secondary school. Perhaps what may vary are the procedures the Principal has to follow when doing it. Therefore the principals should have a knowhow on the recruitment process so as to enable them to select qualified and competent staff. This will boost the performance and development of the institution.

Similarly, the Principal is also charged with encouraging teamwork among the staff. In the study, the findings indicated 100(82.7 %) were in agreement that the Principal is charged with the responsibility of encouraging teamwork among the members of staff.

This implies that the principals should ensure that the staffs work as a team for the success of the institution. For in any organization, it is the work of the human resource manager to ensure that the staff come together and pull together as a team for the success of the organization.

The Principals are also charged with the responsibility of empowering the members of staff. Some of the ways in which a Principal can empower members of staff is by giving them the opportunity to make key decisions. In the study, 106(87.6%) of the respondents agreed that the principals are charged with the responsibility of empowering staff .This implies that the principal has a duty of creating empowering environment for their staff. This will make the staff feel comfortable and secure in their place of work. When someone is comfortable in his or her working place, then there is no hindrance on performance. Therefore the principal as a human resource manager should ensure that he or she has that knowledge and skills on empowering people so that they can empower the staff professionally.

The Principals are also charged with the responsibility of encouraging career development among the staff. The research findings indicated that this is a role that the Principals are not keen to. Almost half 57(47.1%) of the respondents were disagreeing to the fact that Principals as human resource managers are supposed to encourage staff to develop their career. This implies that in half of the secondary schools, Principals don't carry out this role. Therefore the staffs stagnate in one level till they retire. This will make the school to have some deficiency which will hinder development. There will be no development nor progress in such an Institution because the staff is not embracing

new changes. An organization which does not allow their staff to embrace change will slug behind and finally will collapse. Thus it is the work of the human resource manager in any organization to encourage the staff to develop their career for the benefit of both the individual and the organization. Thus as the principals carry out the role of a human resource manager in their school, they should ensure that they encourage the staff to develop their careers.

c) The kind of training the Principals undergo after being appointed.

The second objective was to identify the kind of training principals undergo after appointment. From the study results it is clearly indicated that organizations are constantly facing new competitive challenges. School managers are hard-pressed to learn the skills necessary to navigate their business teams around this changing landscape. Training managers on topics such as human resource managements is paramount to an institution's success. The research findings indicated that most of the principals have done at least a management course.

The major management training done by most of the Principals is financial management training. The Principals who had done financial management were 65(53.7%) while those who had undergone HR management training were 32(26.4%). These findings, while depicting the unpopularity of human resource training, does not rate human resource training as unimportant from the mere fact that financial management is intertwined with financial issues .This implies that the most valued thing in schools is the finance. In Kenya, school principals ranked school fees and money matters as their principle concerns (Kitavi and Westhuizen, 1997). The principals are seriously trained

regularly on how to manage the finances in the institutions rather than training on the most important and crucial area on managing the human resource. Without the human capital, there is no organization which can survive. Therefore the most important thing for the human resource managers, principals included is to acquire the knowledge and skills required in order to manage the human resource effectively for the benefit of the organization.

There are multiple modes of conducting training. The method used in conducting training often leads to greater return to investment in training. The research finding indicated that the majority of the respondents underwent the training through seminars 75(62%). While 35(28.9%) went to full course training. This implies that the principals who are presumed to be human resource managers do not get adequate training. A professional human resource manager should have a full training either through a diploma, a degree or a master's degree course in HRM which not less than two years. Attending full training means the HR managers get adequate skills and knowledge which will render their services successful. As indicated by the findings the principals get their training through seminars. This therefore makes them to face numerous challenges as they carry out the human resource roles in their school.

The Strategic Training of Employees Model (STEM) offers a methodology to effectively and efficiently design training and career-development programs so that organizations can generate the highest possible output value, given the realization that resources will always be scarce to some extent in all organizations.

d) Challenges encountered by the Principals on their roles as HRM.

The third objective was to determine the challenges encountered by the principals as they carry out HRM role in secondary schools. According to the results findings, there are many challenges that the principals face as human resource managers in the school. Human resource experts agree that human resource is one of the primary means of creating a competitive advantage for the organization because management of human resources affects performance. The research looked at the following; recruitment challenges, empowerment challenges, career development and challenges due to attempts to encourage team work.

Recruitment is very crucial and important for any organization thus it's very necessary for an organization to select a right person for the right job. The employees of any organizations directly affect the performance of the organization and therefore it's important to select right person for right job to enhance performance. When HRM department hires a suitable person for a required vacancy, then obviously that person will perform his/her task and job obligation in more effective and efficient way.

Recruitment challenges remain one of the most daunting tasks for human resource managers. In the study findings, it was revealed that the recruitment and selection is normally delegated to the Principal, except for the appointment of the deputy Principal and assistant Principal and support staff which is senior management responsibilities.

In the research findings, the respondents attested to the fact that recruitment is a challenge since the principals are not in control of the whole process of recruitment 87(73.6%). In the way of right recruitment or selection different schools are facing

different issues and problems to hire a right person because the school management boards often skew the recruitment exercise.

In some cases, the governing body may elect a Staffing Committee which in turn appoints a Selection Panel to conduct interviews and make appointments or make recommendations to the full governing body. Therefore, the Principals are not in control of the whole exercise. Sometimes, they may just be facilitators of the recruitment. Other than the recruiting panel, the influence of the community may not be underrated. The community, particularly the one around the school may get into school matters particularly on school recruitment exercises. This implies that though the principals are presumed to be the human resource managers and who are supposed to control the recruiting process, they are not given that chance to exercise the role of recruitment. In the recruiting committee, the principals are at least the people who are alleged to have some ideas on the procedure of recruitment. Therefore if they are not given a chance to control the whole process, then it means they end up recruiting wrong staff which will end up affecting the performance of the school.

From the research findings, limited or no background by the members of the board looks not to be a major problem. The research findings indicated that 61(50.4%) strongly disagreed and disagreed that the members of the board has no background in recruitment while 47.1% of the respondents agreed that there is limited or no background on the field of recruitment by the members of the board (table 4.10). The 57(47.1%) implies that at least some of the members of the board come from different disciplines and so they don't have adequate knowledge on the area where recruitment focuses. For instance if the

school is recruiting a member of teaching staff who is supposed to come and teach biology, and among the recruiting committee none of them has any knowledge on biology then they might ask questions outside the discipline which may lead to losing of qualified candidate. This may cause poor selection of the right and qualified personnel. Therefore any time the recruitment is done, the human resource manager should ensure that the recruiting committee at that particular recruitment has knowledge and skills on the area of recruitment. This will assist in getting the right staff to work in a given area which their qualification satisfies.

The other challenge that is related to recruitment that human resource managers go through is the problem of personal interest on the part of the recruitment committee. This appeared to be a big problem since a total of 83(68.6%) of the respondents indicated that there is personal interest in some of the recruiting authority. This implies that the members of the board have partisan interest. This makes them to distort the procedures to favor their preferred candidates who may not be having the necessary qualification and competence. Sometimes the recruiting committee come with their candidate and influence the rest of the members to support the candidate, whether with or without qualification of the teaching subject. Therefore, the board will end up recruiting unqualified staff. The principal, as a human resources manager should have skill and knowledge to ensure the recruitment process is conducted in a professional way to avoid personal interest which interferes with the recruitment process.

The local politics influence the recruitment process. The research findings indicated that 85(70.2%) of the respondents agreed that local politics usually influence the recruitment process. This is especially from the community surrounding the school. They will always want a candidate of their own or of their choice to be given priority. This is whether they have the qualification required or not. Because the recruiting committee has no professional human resource manager, they compromise with the community and give them a priority. This becomes a big challenge to the principal who is the human resource manager as well as the school principal because they will have non-performing staff which in turn will produce poor result. Professional human resource managers never compromise with political influence because they have skills and knowledge on how to handle such situation and have the right candidate being selected.

On the other hand, politicians also become a challenge because they usually make promises and would always strive to keep those promises at all costs. The research findings indicated that 96% of the respondents agreed that politicians do interfere with school recruitment processes. Past studies by Briggs indicate that, environmental influence like; technologies, social, economic demand, political (Briggs 2007) usually influence the recruitment process. Whereas there is politics in every sphere of our life, the politicians are at the centre of all the political processes. In this case, the politicians sent names of their candidates to schools where there is recruitment and demand for a chance. Because they are powerful in other areas in the government which affect the school, the recruiting committee will compromise and give out the chance. It becomes a big

challenge in the recruitment process because the right procedure will not be followed in order to accommodate the unqualified candidates.

This then becomes a hindrance to performance in the school. All these happen because there are no qualified human resource managers in the school and more so in the recruiting panel. There are challenges that emanate from the trying to empower the members of staff. The inability of the management to control the service encounter makes the employees responsible for the quality of service delivered to the customers. In order for the management to trust that the employees are successful in dealing with their customers, the management has to give the employees the authority and necessary support to succeed at it, which is referred to as employee empowerment. The practice of which can directly affect the quality of services delivered, and customer satisfaction. It is not easy to demonstrate that you value each member of the staff through empowerment. The study indicated that 87 %   of the respondent agreed that it is indeed difficult to demonstrate to employees that you value them through empowerment. Past studies by Soofali, indicate that empowerment is to provide the necessary resources available to employees and empowerment of development process. Also it is meant to strengthen impression that cause employees to solve problems and improve the capacity of political and social vision of staff and enable them to identify environmental factors under control (Soofali, 2003). This implies that the procedure of empowering the staff is not done professionally. Thus the staffs don't feel valued by being empowered. It is the work of the HR manager to ensure that empowering of the staff is done professionally to satisfy the staff.

The research findings also indicated that the principals do encounter difficulties in sharing leadership vision and trusting people. The principals fear to share their visions with the staff because they don't trust them. This is caused by lack of human resource knowledge on the importance of sharing with the staff. When one shares ideas with other people, the mind will tend to open up to many ideas because you will be corrected and added more ideas. This will improve performance unlike someone who is conserved with his or her own ideas which may not be useful. Professional human resource managers are trained on how to empower their staff by sharing with them the leadership vision and trusting them. This makes the staff feel they are save and their jobs are secure because they have been involved in what is going on in the organization. This greatly improves the performance of the organization because the staff becomes motivated. Help people feel that they are part of something bigger than themselves and their individual job. The staffs do this by making sure they know and have access to the organization's overall mission and strategic plans.

The other challenge on empowerment that the principals' encounter is the unwillingness on the part of the staff to partake the duties delegated to them. In the study 84(69.5%) agreed that members of staff are often unwilling to perform the duties delegated to them. When you delegate a job to the employees they are well aware that the delegation is a temporary arrangement and may not attract any benefit or monetary gain. Therefore, they may not take action the way it is expected. This implies that the principal as a human resource manager should look for a way of rewarding those who perform the delegated duties. This will motivate the staff and they will always be willing to accept the delegated

duties. They will feel recognized and appreciated for the good work done. This in turn will enhance the performance of the school. For any organization to succeed, the good works of the staff need to be appreciated. This therefore calls for the principals of secondary schools to have more training on HRM.

The other problem that relate to empowerment is the feeling of employees that they are not being rewarded or recognized. The study findings indicated that 67(55.4%) of the respondents agreed. The results of the study indicate that the staffs don't feel rewarded and recognized in their daily activities. Therefore the principal who is the human resource manager of the school face difficulties in trying to empower his staff because they don't see the benefit of the empowerment. This implies that the staffs need to be rewarded any time they carry out roles delegated to them. This will make them feel rewarded and recognized which will make them to have that willingness to accept empowerment. It is the work of the human resource manager in any organization to ensure that the staffs are recognized after performing any delegated activity by rewarding them. This will boost the morale of the staff to work harder in whatever they are delegated with and therefore enhance performance. When employees feel under-compensated, under-titled for the responsibilities they take on, under-noticed, under-praised, and under-appreciated, expected results may not be seen. The basic needs of employees must be met for them to give you their discretionary energy, that extra effort that people voluntarily invest in work. For successful employee empowerment, recognition plays a significant role.

Sometimes it is difficult for the principals to provide information to the members of staff for decision making. Some of the information that the principals holds are classified for administrators only and not for anyone else. Therefore, even when you delegate, it is difficult to provide all the information for decision making without jeopardizing on the intelligence nature of the information. However, most principals did not find any difficulty revealing any information for the members of staff to make a decision.

Another challenge is managing teamwork. The success of basic education in any institution in terms of provision of quality education is the teamwork displayed by the employees. A high proportion of the principals agree that encouraging teamwork is indeed a big challenge. In every organization there are bound to be employees that don't embrace working with fellow colleagues in a team. They are introverts and are always uncomfortable or fearful when working with others. This is not an exception in learning institution as indicated by the study findings where 92(73.5%) of the respondents agreed that there are members of the staff who are stubborn to work in a team. This implies that the principals face challenges in trying to manage teamwork in the school as a result of stubborn members of staff. This jeopardizes the whole process of learning because they will not be moving to one direction with the rest of the staff. Therefore there is need then for the principals to be equipped with the skills of tackling such situations. On the other hand, they need to demonstrate and foster team work among the members of staff all the time. Teamwork reinforces the performance of any organization.

It is difficult to identify common interest of people expected to work as a team employees of an organization don't usually show their talent or interests in different fields in fear of being given more responsibilities that pertains to their areas of talent. Therefore, it is difficult for the management to identify these hidden interests from their employees. This has been clearly indicated by the study findings where 86(71.1%) agreed that it is difficult to identify common interest of people expected to work as team. This implies that wrong personnel might be placed on wrong working areas which will endanger the performance. It is therefore necessary for the human resource manager to look for ways of motivating their staff so that they can expose their hidden talents. The staff talents put together determines the growth of any organization. The principals therefore ought to be keen and vigilant to observe the different interest and talent and harness it for the benefit of their respective institutions. They further need to encourage positive interests and talents by rewarding or giving due recognition to the existing interest.

In team work, others are passive members which discourage active members. In relation to stubbornness among the members, some members are often passive. These passive members of the staff discourage the active members. In the study findings, 81.8% agreed that passive members have the tendency of discouraging others. For any organization to meet its goals and objectives, all members of the staff should work as a team and avoid passive members who discourage the rest. It is clearly indicated by the results that the principal face this challenge of passive members among the staff which will hinder them achieve their goals. It is the work of the principal as a human resource to ensure that those members who are passive are made active by being rewarded with the little work

they do. They should see the importance of teamwork by making sure that the work done by the team is recognized this will motivate them and make the passive members to have interest of working in a team.

There are other challenges pertaining to career development that principals face as human resource managers. The first one is the fact that, it is difficult to identify the training needs of the staff. The study findings indicated that 87(71.9%) did not agree. This implies that it is not a problem for most principals to identify the training needs of the members of staff. This is because in secondary schools, the teaching staff is specialized in one discipline. So it is easy to identify the training need for the teaching staff. The other challenge is to do with the staff securing the chances to go for further training. The study findings indicated that 82(67.8%) of the principals disagreed that the staff do not get chances to pursue further training.

This implies that, the staff is in a position to secure a chance for further training but they have not been encouraged to develop their careers. They don't see the importance of developing their careers. It is therefore very important for the principal at his capacity as human resource manager to encourage the staff to develop their career because it is beneficial to both the individual and the organization which in this case is the school. The findings have clearly indicated that it is not a problem to identify the training need. The challenge is the staff that is not willing to further their studies. Therefore the human resource manager has a task to convince the staff to go for further studies so that they can develop their career. Many human resource departments offer professional development opportunities to their employees by sponsoring them to visit conferences, external skills

training days or trade shows. This in turn will benefit both the individual and the organization. In this case it will benefit the staff member and the school.

Most of them are not willing to utilize the chances available to go for further training. The findings indicated that the members of staff are not willing to utilize the chances available to go for further training 63(52.0%) agreed. These findings imply that despite the fact that the members of staff get chances, they are not willing to further their studies. Therefore, it is apparent that it is a challenge facing the principal as HRM. Even when an organization hires skilled employees, there is normally some level of on-the-job training that the human resources department is responsible for providing , human resource managers has a main function in providing this training to the staff. This will be done by encouraging the staff to develop their careers by giving them the importance of this development.

The other challenge that relate to career development of staff is retention. Members of staff that go for training are sometimes transferred to other station after training. A significant proportion of the principals 102(84.3%) agreed that the members of staff are not retained in the station. This implies that the trained staffs don't have the opportunity of bringing back the skills to those institutions previously served because they are transferred to other Institutions. This may be the major reason why the principals are not encouraging their members of staff to utilize the chance available for training, for fear of losing their staff after training. The principal as human resource manager should not have that fear of losing the staff after training because if all the principals of all schools do the same thing of encouraging the staff, then it means that all the personnel will have

developed their career and whenever they will be posted to, they will be beneficial because of the new acquired skills. Therefore the principals should go ahead and sell the idea of the benefit of the career development to their staff.

e) Way forward to the challenges facing principals as human resource managers.

The fourth objective was to explore ways of solving challenges faced by principal as human resource managers. The results findings indicated that the principals are in agreement that human resource courses ought to be introduced in all teacher training colleges 104(86.0%). This will equip the trainee with the necessary theoretical and practical knowledge on issues pertaining management of human resource. Secondly, there is need of in-service courses for already appointed principals 110(90.9%). This is particularly to equip them with knowledge and skills on HRM .As argued by (Achilles et al. 1999) principals are the right candidate to play the functions of both leadership and management in their respective schools. They head to ensure improvement of curriculum, instruction and other pertinent elements of the school. Therefore the study recommend for provision of room to equip them with HRM skills either in full before appointment as principals or in-service courses should be compulsory immediately after their appointment.

Lastly, the Ministry of Education should create offices for HR managers in the learning institution 107(88.4%) so that they give support services to the principal's office and other offices within the school. This implies that the principals really need the skills and knowledge as indicated by the high percentages on the three items on the way forward.

This will cater for all these challenges that the principal is encountering whenever he or she tries to manage the human resource in the school

5.2 Conclusions

In conclusion, the result findings clearly indicated that the primary roles identified included recruitment of staff in schools, encouraging team work among staff, empowering staff and encouraging them in developing their career. Therefore the principals should have a knowhow on, how to carry out the above roles to boost the performance and development of the institution.

Recruitment in other organizations where human resource managers as a department is properly instituted, is being done effectively leaving the staff members in harmony and satisfied. This also equips the staff with qualified personnel because the right procedure is followed when doing the recruitment process. However this is not the case in learning institutions where such department totally lacks. If it exists it's only exercised by principals of secondary school who are presumed to be the human resource managers.Amid other perceived facts is that by empowering the staff, it would motivate them. This is not the case in the learning institutions where principals of secondary school are the empowering agents. They are not able to empower the employees the right way. Employees or staff feeling not empowered is attributed to lack of empowerment skills by the principals.

Lack of human resource management skills and background of the same make the principals of secondary school not to realize the need of career development of their staff. According to chapter four we noted that majority of these principals are graduate teachers therefore they don't see the need of allowing others to advance their career and skills since all of them are at the same level. There were several challenges faced by principals as they encourage teamwork in their institution. This is also due to lack of skills and knowledge on human resource management. The principals are initially trained as professional teachers and not professional human resource managers. Being allocated duties which are not related to their profession is what is rendering them to face a lot of challenges.

The principals of secondary schools face several challenges as presumed human resource managers. The criterions used in the appointment of principals contribute a lot to these challenges. This is because the major qualification for one to be a principal is the experience one has as a teacher. It is closely followed by one being in job group 'M'. Thus whether you have any management skills or not, you qualify to be a principal. After being appointed as a principal, they are then trained on some areas of management. The area most dealt on is the financial management.

It was indicated that a very minimal number of principal attend human resource training. The mode of training the management skills was also not adequate to equip the principals with enough skills and knowledge because they used seminars. All these render the

principals to encounter numerous challenges as they carry out their roles as human resource managers.

Therefore the ministry of education should either have the principals of secondary schools be trained as human resource managers or have a human resource management office in all secondary schools. The principals can be trained through in-service courses for those who are already principals. For the rest, human resource courses should be compulsory to anybody who intends to train as a teacher. This will ensure that in future, anybody appointed as a principal is well equipped with knowledge and skills in HRM. This will reduce the challenges faced by the principals as they manage the human resources in their institutions.

5.3 Recommendations

In relation to the study, there is a clear indication that challenges related to human resource management actually exist in our learning institutions, therefore the study recommends that;

1. Skills related to human resource management should be one of the mandatory requirements in the appointment of principals.

2. Human resource management course should be introduced to any teacher training college to allow them train wholly as HRM. This will ensure that anybody who has trained as a teacher will have skills and knowledge to handle any human resource management challenge in case they are appointed to be principals.

3. The ministry of education should provide the principals of secondary schools with in-services courses on HRM after appointment. This should be at the level of

diploma or degrees in order to equip them fully with adequate knowledge and skills required.

4. The ministry of education should ensure that at least there is a human resource manager's office in every educational institution to carry out the human resource management role. This will limit the challenges encountered in managing of the human resource.

5.4 Recommendation for further study

Further research should be carried out on the effects of the challenges of human resource management on the performance of the education institutions because the current research did not cover on this area.

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APPENDICES

Appendix I

Introductory letter

Dept. of Development studies,

MoiUniversity,

P.O BOX 3900,

ELDORET.

Dear Participant,

I am a postgraduate student in MoiUniversity conducting a research. The research is interested in studying:

Challenges facing principals of secondary school as human resource managers in Kenya. A case of head teachers in secondary schools in Nandi district

You are among the respondents who have been selected for the purpose. Your co-operation and assistance in completing the questionnaire will be highly appreciated. This questionnaire is not a test. There is no right or wrong answers. Respond to all the items as sincerely as you can. Your response will be treated confidentially. Please do not indicate your name anywhere on the script.

Thank you in advance for your co-operation.

Yours Sincerely

Chemutai Emily

Appendix II

Questionnaires for the Head teacher

Put a tick mark **(√)** against the response that applies to you.

A. BACKGROUND INFORMATION

1. Gender Male [ ]   Female [ ]

2. What is your highest level of education?

     Secondary [ ]   certificate [ ]

     8+Diploma [ ]   Graduate [ ]

     Masters [ ]   PHD   [ ]

3. What is your age bracket?

     20- 30 years   [   ]

     31 - 40 years   [   ]

     41 -50 years   [   ]

     518 - Above   [   ]

4. How long have you been heading in this school?

     0-1 years   [   ]

I-5years   [   ]

6-10years   [ ]

11 and Above [ ]

5. What is the category of your school?

Mixed Day   [   ]

Boys Boarding [ ]

Girls Boarding [ ]

B. Appointment of principal

6. What are the qualifications required for one to be a head teacher or a principal of secondary school.

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7. After being appointed as the head teacher, you attend which of the following management training?

        Human resource management   [   ]

        Financial management   [   ]

        Other resource management   [   ]

        None of the above   [   ]

8. How is the training conducted?

        Through:

        Seminars   [   ]

        Full course training [   ]

C. The role of the principals as Human Resource Managers in their schools.

The following are the statements on the role of the principals as Human Resource Managers in their schools. Read each statement carefully, making sure you understand it, and then put a tick in the column you think is nearest to your feelings.

SA -Strongly agree
D -disagree
U -Undecided.
A -Agree
SD -strongly disagree

	Roles of the principal as HRM in schools.	SA	A	U	D	SD
9.	It is the role of the principal to lead the recruiting of the staff in the school.					
10.	Team work management in the school is a vital role of a principal as HR manager.					
11.	The principals of secondary school play a great role in empowering the staff.					
12.	It is the role of the principals of secondary schools to encourage their staff to develop their career.					

13. What are the other roles carried out by the principals as HR managers?

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D .Challenges encountered in the process of Recruitment of the staff.

The following are the statements on challenges encounter in the process of recruitment of staff. Read each statement carefully, making sure you understand it, and then put a tick in the column you think is nearest to your feelings.

SA -Strongly agree

D -disagree

U -Undecided.

A -Agree

SD -strongly disagree

	Challenges in recruitment	SA	A	U	D	SD
14	When recruiting the school staff you are not given full responsibilities of the whole process.					
15	The board involved in the recruitment has little or no background on the area of recruitment.					
16	The recruitment process may be influenced by the interest of the recruiting committee.					
17	The politics of the surrounding community may influence recruitment process.					
18	The politician of the area may influence the recruitment process.					

19. What are the other challenges faced in recruiting of the staff?

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D. Problems encountered in trying to empower the staff

The following are the statements on problems encountered in trying to empower the

staff. Read each statement carefully, making sure you understand it, and then put a

tick in the column you think is nearest to your feelings.

SA -Strongly agree

D -disagree

U -Undecided.

A -Agree

SD -strongly disagree

	Problems in empowerment	SA	A	U	D	SD
20	It is not easy to demonstrate that you value all people through empowerment.					
21	It is difficult to share leadership vision and trust people that you empower.					
22	Not all staff members are willing to take duties and responsibilities delegated to them.					
23	It is not easy to help the staff to feel rewarded and recognized for empowered behavior.					
24	It is difficult to provide information for decision making to the staff.					

25.What are the other challenges encountered in trying to empower the staff?

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E. **Difficulties encountered in career development of employees.**

The following are the statements on Difficulties encountered in career development of the staff. Read each statement carefully, making sure you understand it, and then put a tick in the column you think is nearest to your feelings.

SA -Strongly agree

D -disagree

U -Undecided.

A -Agree

SD -strongly disagree

	Difficulties in career development of staff	SA	A	U	D	SD
26	It is difficult to identify the training need of the staff					
27	The staff doesn't get chances to go for further training					
28	Most of them are not willing to utilize the chances available to go for further training.					
29	Those who go for further training sometimes are not retained in the same station after the training.					

30.What are other challenges faced in career development of the staff.

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F. Problems encountered in trying to encourage teamwork

The following are the statements on problems encountered in trying to encourage teamwork. Read each statement carefully, making sure you understand it, and then put a tick in the column you think is nearest to your feelings.

SA -Strongly agree

D -disagree

U -Undecided.

A -Agree

SD -strongly disagree

	Problems in managing teamwork amongst staff	SA	A	U	D	SD
31	There are staff members who are stubborn to work in a team.					
32	It is difficult to identify common interest of people expected to work as a team.					
33	In team work, others are passive members which discourage active members.					

34. What are other challenges are encountered in team work.

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Way forward to the challenges facing principals as HR managers in their schools.

The following are the statements on**.** Way forward to the challenges facing principals as HR managers in their schools. Read each statement carefully, making sure you understand it, and then put a tick in the column you think is nearest to your feelings.

SA -Strongly agree

D -disagree

U -Undecided.

A -Agree

SD -strongly disagree

	Way forward to the challenges facing principals as HR managers in their schools.	**SA**	**A**	**U**	**D**	**SD**
35	HRM courses should be introduced in all teacher training collages.					
36	The ministry of education should provide the principals of secondary schools with in-services courses on HRM after appointment.					
37	The ministry of education should create offices for HR managers in the learning institution level.					

38. State any other way forward to the challenges facing principals as HR managers in their schools.

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