ASSESSING MANAGEMENT CHALLENGES OF TEACHERS EMPLOYED BY BOARDS IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN KENYA

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ASSESSING MANAGEMENT CHALLENGES OF TEACHERS EMPLOYED BY BOARDS IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN KENYA

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Abstract

Purpose of Study: The purpose of this study was to assess challenges in managing teachers employed by Board of Management in public mixed day secondary school in Bondo sub-county, Siaya County, Kenya. The objective was to assess challenges principals encounter as they manage teachers employed by Board of Management.

Methodology: Sequential research design of mixed method approach was used. Target population was 158. Saturated sampling was used to select the study sample. Data was collected using questionnaire and interviews. Reliability and Validity index were calculated at 0.9 that indicated the instruments were reliable and valid. Responses were coded using Statistical Package for Social Science (SPSS) for windows version 25. Data was analyzed both quantitatively and qualitatively then presented in form of frequency tables.

Findings: The Study found out that, principals in public mixed day secondary schools experience recruitment challenges as well as empowerment, team management and career development challenges. These challenges hinder effectiveness of principals' roles as managers of teacher employed by Board of Management.

Unique Contribution to Theory, Practice and Policy: The principals can be trained through in-service courses for those who are already serving principals. For the rest, courses that relates to management of teachers employed by Board of Management 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 management of teachers employed by Board of Management. This will reduce the challenges faced by the principals as they manage the teachers employed by Board of Management in their institutions.

Key Words: *Teacher management, Challenges, BoM teachers, Principals, Public Day Mixed Secondary Schools, Kenya*

1.0 INTRODUCTION

1.1 Background to the study

Need for significant teacher management in schools has been a global concern in educational sector since teachers are seen as strategic assets that facilitates acquisition of the expected knowledge and competencies for 21st century skills in learners, that promotes achievement of Sustainable Development Goal 4 (SDG 4), which aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, coupled with globalization (Izuagba, 2017). The staffing status in a school is therefore a powerful determinant of the overall quality and effectiveness of facilitation of learning (Vitalis, 2016).

In schools that experience higher teacher shortage, like in majority of public mixed day secondary where there is low teacher – student ratio brought by escalated enrolment due to introduction of Free Day Secondary (FDS) education programs, schools' Board of Management have hired teachers to curb the shortage (Onesmus, 2015). This has increased the responsibilities of the principals ranging from empowerment to dealing with a range of social and economic issues of teachers employed by Board of Management, although this often is not complemented by appropriate training, financing or authority (Emily, 2014). Principals have not undergone various training on management of teachers employed by BoM to enable them perform their roles with a lot of ease (Zulkifli, 2014).

In United Kingdom, the use of teachers employed by Board to curb teacher shortage has become a popular phenomenon. The roles like team work management and career development, played by the principals as managers of teachers employed by Board have been surrounded by great challenges that revolved around the following; ensuring teachers employed by Board comply with policies governing learning in the schools, teachers undergo professional development and are awarded proper remuneration (Rees, 2018).

In Togo, a report by International Task Force (2018) showed that following the adoption of the Education 2030 agenda, teachers were put at the centre of the right to quality education and every school aimed at having the required number of teachers. In cases where there were teacher shortages, the government allowed the school management to contract teachers. The principals were given the mandate to recruit and provide counsel and assistance to the teachers in accordance with the school's policies and procedures as well as relevant legislation. Effective performances of these roles have posed a challenge to principals that have caused the principals to be paralyzed in their roles as managers of teachers employed by BoM.

In Kenya, Wanjira (2012) argued that management of teachers employed by Board is not tracked by the Teachers Service Commission, thus the principals have to play the role of ensuring recruitment is done, salaries are paid and other social welfare taken care of. These are overwhelming responsibilities on the principals' shoulders, who are still expected to facilitates learning in the classrooms as well as perform other administrative duties. There is no empirical evidence on research done to analyse the roles principals play in managing teachers employed by Board or a research on either formal training offered to the principals in Kenyan public schools to give guidelines on management of teachers employed by Board or specified rule of law that guides the principals on management affairs of teachers employed by Board. It is against all

these backgrounds that this study was carried out to explore challenges facing principals in the management of teachers employed by the BoM in public mixed day secondary schools in Bondo sub-county, Siaya County.

1.2 Operational definition of terms

The following terms were defined according to the context of this study.

Board of Management: A body that direct, control, guide, supervise and co-finance a school.

Board Challenges: Board of Management teacher activity that drains principal's energy / denies principal peace of mind.

Career development: Ensuring that teachers continually possess and acquire the knowledge and skills needed for high levels of performance

Empowerment: It is a way of delegation which enables work decision to be taken as near as possible to the teachers

Management of Teachers: Directing teachers in direction that results in school goal achievement

Public Mixed School Day Secondary School: Low cost school of boys and girls opened to every student to learn and go back home.

Principal: A teacher who is in charge of a secondary school**.** He/she is presumed immediate manager teachers employed by BoM.

Recruit. Hire/secure teachers to work in a school.

Teachers employed by Board of Management: Secondary school tutor who gets salary directly from school account.

Teamwork management: Supervising the teachers to work together and emphasizing the importance of careful selection of team members.

1.3 Statement of the Problem

Despite the fact that principals are professionally trained teachers and are endowed to carry out educational management roles like administration, instructional and curriculum implementation, they are also expected to carry out management of teachers employed by Board of Management which are part of human resource in most mixed day secondary schools, employed as a way to reduce teacher shortage. Principals play roles like remuneration, recruitment, teamwork and career development of teachers employed by Board of Management. These are new dynamic roles played by the principals that call for additional responsibility and higher level of commitment on the part of the principals. Multiplicity of all these roles brings muddling of the whole process that makes principals face numerous challenges. This study therefore assessed the challenges in managing teachers employed by BoM in public mixed day secondary schools.

1.4 Objectives of the study

The objective that guided the study was to assess challenges principals encounter as they carry out their roles as managers of teachers employed by Board of Management.

1.5 Research Questions

The study attempted to answer the following research question: 'How are the principals challenged as they carry out their roles as managers of teachers employed by Board of Management?'
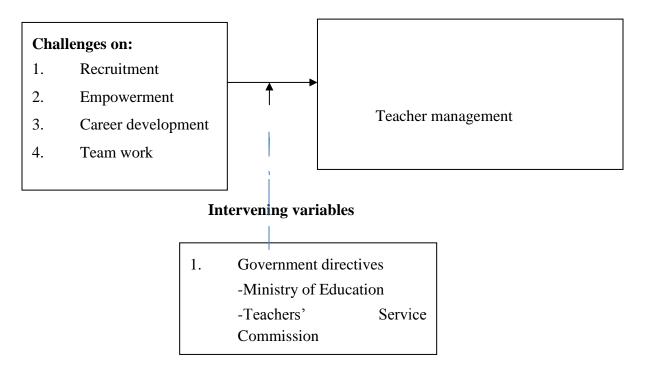
1.6 Conceptual Framework

The study employed the following conceptual model on challenges faced by principals in the management of teachers employed by BoM

Figure 1: Relationship among variables

Independent variable

Dependent variable

Intervening variables

The figure 1 shows that while managing teachers employed by Board of Management, the principals experience challenges that revolve around; recruitment of teachers employed by BoM, empowering the teachers employed by BoM, managing team work and developing career .These challenges affects how the principals carry out their roles of teacher management at school level. Therefore, the challenges faced by the principals are independent variables while the teacher management is dependent variable. Directives from the Ministry of Education and the Teachers service commission, together with the appointment procedures may influence the weight the challenges have on teacher management and therefore are intervening variables.

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2.0 LITERATURE REVIEW

2.1 Theoretical framework

The theory that guided this study was Situational Approach as postulated by Hersey and Blanchard (1969) based on Reddin's (1967) 3-D Management Style Theory. Situational Approach indicates that different situations demand different management styles and therefore managers make decisions depending on situations. Situations are a set of values and attitudes in which an individual/ group have to deal with in a process of activity and with regard to which activity is planned and its results appreciated. Managers adjust their decision making, orientation and motivation approaches based upon a unique combination of factors in their situations like the kind of employees, personal preferences or organizational structures (Hersey et al, 1969).

Theoretical framework applied to this study in the sense that the Situational theory held that the roles of the school principals are changing. They range from administration, leadership, management of non-human resource to the management of human resource who are the support staff and currently teachers employed by BoM are under their care. Therefore the roles of the principals need to be adjusted and re-defined. As the principals deal with teachers employed by board of management, the Kenyan education system has not rolled out guidelines exclusively on how teachers employed by BoM are supposed to be handled (Rockoff, 2014), and this has resulted in principals' own decision of management which in most cases depends on situations at hand. Different schools are faced with different situations (in terms of number of teachers recruited on BoM, empowerment levels/ career development of teachers employed by BoM) thus management of teachers employed by BoM varies from school to school. Therefore, principals need to receive the training to allow them acquire the skills and knowledge required to manage teachers employed by BoM.

Teacher management by the principals directly influence teacher's performance; when decisions about them are made depending on situations, then their productivity may also depend on situations (Rasool, 2010), and this may pose a challenge that impact on school management. Therefore, it was expected that in this study, independent variables (like the kind of training offered to the principals upon occupying the office) influenced dependent variable (challenges on: recruitment, empowering, management of teamwork, career development).

2.2 Empirical review

This current study sought data on management challenges of teachers employed by Board of Management in public mixed day secondary schools. A study carried out in all states of the country of India by Madhur (2015) on challenges principals encounter as they manage teachers employed by Board of Management (referred to as para-teachers) indicates that, principals are faced with ineffective leadership in terms of giving direction to these teachers and subsequently a number of challenges in teacher management like failure to empower the teachers by involving them in making decision that require their compliance such as student management in school and also inability to ensure career progression of the teachers employed by Board of Management. Sangeeta (2013) attributes this to the dominant tradition for identification and appointment of principals which has been based on good classroom

teaching, active participation in co-curriculum activities and teaching experience while neglecting scrutiny of the management skills of the principals. The research was done in all the states of India, this creates a gap in the sense that it had a wide geographical coverage which may present common pitfalls and oversights during data collection, this study filled the gap by focusing in a given region (Bondo sub-county).

A study carried out in United States by Ediger (2014) on Changing role of School principals focusing on principals' roles as managers of teachers employed by Board of Management (referred to as contract teachers) where 20 teachers were the respondents in showed that, principals of secondary schools find it challenging to recruit highly qualified teachers as the remuneration offered does not march their qualification thus majority of qualified individuals tend to shy away. In another study where teachers were also respondents, Obemeat (2015) added that principals felt overwhelmed by many responsibilities they are expected to carry out. The research focused on one category of respondents, this creates a gap in the sense that basing conclusion on data collected from one category may results in biasness, this study filled the gap by involving mixed groups of respondents - the principals, Board of Management chairpersons and teachers employed by Board of Management.

There is an argument by Leithwood (2015) from a study carried out in Cambodia where data was collected through online interview of respondents; that school principals, especially newly appointed principals may lack legitimacy in the eyes of older teachers employed by Board of Management (known as contract teachers) who have served for a longer time without being absorbed by government on permanent basis. These teachers view principals more as peers than supervisors, making the principal to have hard time in encouraging teamwork amongst the teachers employed by board of management. Grauwe (2011) added that 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 thus limiting career development amongst teachers employed by Board of management. The research used online interview as an instrument to collect data, this creates a gap of lack of contact with the respondents making responses potential to online fraud, and this study filled the gap by involving face to face interview with respondents where the researcher had physical contact with respondents.

In Cameroon, Teachers' Voice Survey asked 20 students to rate the standards of the management of teachers employed by Board of Management (referred to as contract teachers) according to the way they observe their principals dealing with these teachers in their school. The findings revealed that the management is coupled with challenges that included workplace diversity that consists of issues like income may hinder interaction between teachers employed by Board of Management and teachers employed by TSC thus present a challenging atmosphere to the principal in holding the team spirit amongst the staff members. Teachers employed by the BOM are always in a salary scale dictated by the school board and in public mixed day secondary school, the amount paid is slightly lower than TSC employed teachers, the difference may widens the gap in a staffroom (Dadey, 2014). The research involved 20 students, the gap exist in the sense that students are not directly involved in teacher management and responses they give may be based on what they hear or see but not real experience. This study filled this gap by not

involving students as respondents but rather involved key managers like principals and BOM chairpersons.

In Togo, A study by Pouzon (2011) where only teachers employed by the government were given questionnaires to fill on Observed management challenges experienced by principals in relation to teachers showed that remuneration is an issue principals must deal with considering a slow economy and tightening corporate purse-strings. With the current policy of no extra levy, principals have to source for money to pay teachers, and this present a very stressful moments in public mixed day secondary school. The research only used one instrument (questionnaire) and involved teachers employed by government as respondents while the administrators and teachers employed by Board of Management were not given opportunity. This study used more than one instrument (questionnaires and interviews) and also involved both administrators (principals) and teachers employed by BoM as respondents.

In a study carried out in Mali where principals from 6 boarding high schools were interviewed on challenges faced while dealing with teachers employed by BOM, Jantzi (2015) argued that recruiting skilled teachers paid by BOM seems so challenging to most principals in secondary schools. In this era of rising unemployment, it would seem that finding qualified teachers would be easier than ever but that's seldom the case. Many schools are facing dire needs for teachers with acceptable skills and the required training or degree and therefore many teachers are being sourced for to be employed by BOM. This means schools which offer better incentives will be in a better position to win more teachers. For secondary schools which are unable to provide accommodation within the school and free meals for these teachers, it becomes challenging for principals to get teachers to recruit. Some of the graduate teachers also argue that money earned as a teacher employed by BOM is quite little and therefore prefer to search for work in other fields outside teaching while they awaits for TSC employment, this in itself 'rob' the principals of professionals to employ. The research involved 6 principals from boarding schools, the gap that it presents is that the findings are representation of the boarding school category while situations from day schools not analysed, the sample size was also too small for drawing a generalization. This study filled this gap by interviewing 20 principals from day schools.

The Gallup polls done in Nigeria by Tracey Agencies (2011) on management issues related to teachers employed by BOM, where members of the teaching staff in 12 public secondary schools (8 were mixed and 4 boarding) were randomly interviewed and allowed to give their opinions, the results pointed out that training and development is another challenge that principals as managers of teachers employed by BOM must deal with more frequently. Teachers require constant professional development in-servicing in order to be up to date with the changing world to facilitate learning effectively to a 21st century learner. But this it is burdensome for principals in public mixed day secondary schools to raise the money to sponsor their teachers. With the need to cut training costs, training itself often suffers, teachers suffer and students suffer. Yet the skills students need must still be taught. The respondents in this survey were only teachers, this spells out a gap in that teachers may not be directly involved with issues of teacher management. This study filled this gap by including key managers as respondents (principals and BOM chair).

In Kenya, Olembo (2015) argues that principals as managers are expected to provide the right motivation and stimulation for staff to enhance staff performance and teachers employed by
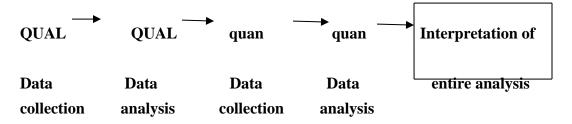
BOM being members of the staff are not exempted from being catered for. However, Olembo (2015) stresses further that there are other variables that may interfere with the principals' effort geared towards management of teachers employed by BOM which according to Duflo (2014), these variables of interference have not been unearth through any research. The gap therefore exists in terms of limited information on Challenges faced by principals in the management of these teachers as there is no empirical data on the same. This research therefore sought to fill this gap by exploring on the challenges faced by the principals as they carry out their roles as managers of teachers employed by BOM.

3.0 METHODOLOGY

The study used Sequential Research Design of Mixed Method Approach, where both qualitative and quantitative approaches were involved. Qualitative interviews were first conducted for exploratory purposes, thereafter, a quantitative survey carried out with a large sample to generalize results to a population. The choice of this design was driven by the philosophical knowledge that collecting diverse types of data best provides an understanding of the research problem (Creswell, 2013).

Figure 2: Sequential Exploratory Design

 Steps followed are summarised in figure 2.

| QUAL | QUAL | quan | quan | Interpretation of |
| Data collection | Data analysis | Data collection | Data analysis | entire analysis |

Key

QUAL-Qualitative approach.

qual- Quantitative approach.

In the Figure 2 ; capitalization indicates priority on qualitative data. The arrow (→) means sequential form of data collection with one form of data (qualitative) building on the other (quantitative).

The study population was a total of one hundred and fifty eight which constituted twenty principals, twenty chairpersons of BoM and one hundred and eighteen teachers employed by BoM. All drawn from twenty public mixed day secondary schools present in Bondo sub-county. The sample in this study consisted of principals, chairpersons of BoM and teachers employed by BoM selected from the target population by Saturated Sampling technique to ensure maximum representation (Teddlie, 2007). Sampling size of all the respondents were obtained by automatically engaging the whole population because the target population had limited number.

Burns (2011). The measurement tools designed and used to obtain data in this study were questionnaires and interview schedules. The questionnaires were employed to collect quantitative data from teachers employed by BoM while interviews schedule were used to collect qualitative data from principals and chairpersons of BoM. The measurement tools were administered in line with the sequential exploratory measures; interviews were first conducted to elicit information which were elaborated and expanded by the use of questionnaires (Creswell, 2011).

Validity of the measurement tools were done by the researcher involving a psychometrician; an expert on questionnaire construction whom the researcher knew while at JOOUST Kisumu learning centre. The psychometrician checked the survey for common errors like double-barreled, confusing and leading questions. Thereafter was asked by the researcher to rate the questionnaires as either good or bad. The following formula was applied to get the content validity index (CVI) that was to be used to make decisions on improvements to be made to the questionnaires;

$$CVI = \frac{(G-N/2)}{(N/2)}$$

Where N= total number of questions in the questionnaires checked, G=number of questions rated good. The total numbers of questions were forty out of which thirty eight were rated as good. This means; G=38, N=40. Therefore;

$$CVI = \frac{38-(40/2)}{(40/2)} = \frac{38-20}{20} = \frac{18}{20} = 0.9$$

The content validity index (CVI) was found to be 0.9, therefore the researcher concluded that 90% of the questions were valid and so was the questionnaire. Kombo and Tromp (2009) argued that instruments with validity confident of at least 0.7 are accepted as valid research. This therefore confirmed the validity of the instruments for data collection in this study. Qualitative data analysis was done by thematic analysis by first transcribing the data, reading through all the responses to identify information from the data which were important for the study then establishing categories from responses, organizing them into themes and sub-themes by assigning each response a category and similar ones were merged at the same time deleting redundant ones.

Cross-category analysis was carried out by concentrating upon relationship between categories thereafter explaining the contents of each category in relation to the others and finally producing a report by transforming analysis into an interpretable piece of writing using vivid and compelling examples that related to themes, research questions and literature (Clarke, 2006). Interpretation was carried out by looking at relationships among categories and patterns that suggested generalizations and conclusions as per the objectives and research questions of the study. Quantitative data analysis procedures involved were: data cleaning, data coding, data presentation and data interpretation. Data cleaning was done by detecting and correcting (or removing) corrupt or inaccurate records from a database. Data coding was done by the researcher reading through the responses, getting the bigger picture then assigning codes. Data presentation

was done by transferring the information into tables and figures. Data interpretation was done by relating the responses obtained to the objectives of the study.

4.0 FINDINGS

4.1 Challenges Principals encounter as they carry out their roles within the institution as managers of teachers employed by BoM

In the study, the challenges established include; recruitment challenges, empowerment challenges, career development and challenges due to attempts to encourage team work.

4.1.1 Recruitment challenges

Recruitment of teachers employed by Board of Management is very crucial and important for any school because it is very necessary for a school to select a right person for the job. The findings from interviews carried out with the principals revealed that the recruitment and selection of teachers employed by Board of Management is normally delegated to the Principal by the members of board of management. The principals together with the school's director of studies design the advert for the required subject combination. Some principals said they recruit an individual teacher just by looking at the certificates while others said they organize and carry out internal interview chaired by the principal, thus, the 'hallo effect' - may make the process sub-standard. This finding agrees with Edger (2014) who assets that recruiting skilled teachers seems challenging almost to all principals.

Some of the principals also said the recruitment is normally a challenge because sometimes the package offered in terms of remuneration is too small to be accepted by some qualified teachers. A principal quoted,

'*Since remuneration of teachers employed by the BoM is low in some mixed day school, a school can fail to get a qualified teacher or may recruit a teacher who takes up the job with low morale and also tend not to give much of their attention and this makes their desire for designing teaching and learningresources limited.' (Principal 2).*

The findings of principal 2 agrees with Pouzon (2010) that remuneration is an issue principals must deal with considering a slow economy and tightening corporate purse-strings.

The findings of interview carried out by BoM Chairpersons revealed that challenges of recruitment that the principals are faced with emanates from sources of recruitment documents where there are discrepancies in awarding marks to get the best candidate, this they said has been commonly reported in situations where the principals are not keen on the panel constituted within the school to oversee the recruitment process. Such discrepancies are reported to be normally overlooked by the principals and have in most cases made the school to end up with the wrong candidate for the job thus compromising the educational standards of the affected schools. These findings agreed with Obemeat (2015) who argues that the failing standards of education in schools have been attributed to by inefficiency of the principals.

From the questionnaires issued to teachers employed by BoM, the recruitment challenges evident were analysed in table 1

Table 1: The challenges faced by the principals on recruitment of teachers employed by

BoM.

The information in table 1 summarised responses obtained from the questionnaire on recruitment challenges faced the principals;

Recruitment Challenge		Frequency	Percent (%)
Not in control of the whole process	Disagree	11	10.9
	Strongly disagree	18	17.8
	Undecided	01	1..0
	Agree	41	40.6
	Strongly agree	30	29.7
	Total	**101**	**100.0**
Personal interest on the part of the person(s) in-charge of the recruitment	Disagree	39	38.6
	Strongly disagree	08	7.9
	Undecided	03	3.0
	Agree	28	27.7
	Strongly agree	23	22.8
	Total	**101**	**100.0**
Influence of local politics	Disagree	20	19.8
	Strongly disagree	07	6.9
	Undecided	03	3.0
	Agree	40	39.6
	Strongly agree	31	30.7
	Total	**101**	**100.0**
Limited or no background by the members of the board	Disagree	37	30.7
	Strongly disagree	13	12.9
	Undecided	04	9.8
	Agree	25	24.8
	Strongly agree	22	21.8
	Total	**101**	**100.0**

From Table 1, majority of respondents in each case concur that there are challenges principals encounter during recruitment.

4.1.1.1 Not in control of the whole process

In the study, the respondents proved the fact that recruitment is a challenge since principals are not in control of the whole process. 71(70.3%) of the respondents strongly agreed and agreed that recruitment is challenging because they are not in control of the whole process while 29(28.7%) disagreed and strongly disagreed (table 1). In the way of right recruitment or selection, different schools are facing different issues and problems to hire a right teacher on BoM terms because the school management boards often dictates the amount of money to be spent in hiring teachers and this in turn affects the recruitment process because the principals have to work with the stipulated budget passed by the board.

In some cases, the governing body may steer-head a Staffing (or personnel) Committee which, in turn, will control how the principals conduct the recruitment process. Sometimes, principals may just be facilitators of the recruitment. Other than the board, 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 managers and who is supposed to control the recruiting process, they are not given that chance to exercise the role of recruitment. Therefore if they are not given a chance to

control the whole process, then it means they end up recruiting wrong teaching staff which will end up affecting the performance of the school.

The above findings concur with the arguments of Dadey (2014) that managing workplace diversity is a problem principals have to put up with, in almost everything managerial role (recruitment included), different people approach principals with different views seeking to be heard and their ideas taken into account, and the principals must accommodate all these and come up with a way forward out of all the situations.

4.1.1.2 Personal interest on the part of the person (s) in-charge of the recruitment

The other challenge that is related to recruitment that principals undergo through is the problem of personal interest by the person (s) in- charge of the recruitment process in cases where the principals delegate the recruitment exercise to be steer-headed by the school's academic committee without giving clear directions and guidelines. This appeared to be a big problem when the committee is left to work on their own procedures they pre-assume to be right which might be away from professionalism. A total of 51(50.5%) of the respondents indicated that there is personal interest in some of the recruiting authority and 39(38.6%) disagreed while 3(3.0 %) were undecided (table 1).

This implies that the members of the academic committee 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 committee will end up recruiting unqualified teaching staff. The principal, as manager of teachers employed by BoM should have skill and knowledge regarding to the professional rules and guidelines of delegation of work to ensure that the team to which the recruitment exercise is delegated to conduct their work in a professional manner to avoid personal interest which interferes with the recruitment process. The above findings are in agreement with Madhur (2015) who argues that principals are faced with ineffective leadership in terms of giving directions.

4.1.1.3 Influence of local politics

The study findings indicated that politics and politicians influence the recruitment process. 73(72.3%) of the respondents agreed and strongly agreed that politics usually influence the recruitment process of teachers employed by BoM while 25(24.8%) strongly disagreed and disagreed (table 1). 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 will happen especially in mixed day schools where the principals must create good rapport with the community to give the principals easier time to call for community financial support to help running the school programs not catered for by the government funding.

Majority of the principals having not undergone professional training as a human resource manager lack skills and knowledge on how to handle such situation and therefore, they will compromise with the community and give them a priority. This becomes a big challenge to both the principal who is the manager as well as the school because they might have non-performing

teaching staff which in turn will produce poor result. The above findings concur with Grauwe (2011) who asserts that frequent use of seniority and ideology as the basis of promotion, in combination with lack of specific job training, often results in principals being a conservative group, with little motivation to innovation to support schools.

4.1.1.4 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 49. 5% strongly disagreed and disagreed that the members of the board has no background in recruitment while 46.5% of the respondents strongly agreed and agreed that there is limited or no background on the field of recruitment by the members of the board (table 1). The 46.5% 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 in need of additional teacher to employ on BoM terms to curb teacher shortage, a board member who is not enlightened on educational issues may disagree to pass the required budget and insist on the school making use of the available number of teachers. This may deter the principals from making any progress on the recruitment process or the principals may end up recruiting teachers less qualified who will accept the lowest salary offer. These findings are in agreement with Jatzi (2015) that unattractive rates of remuneration make recruiting teachers by board of management almost impossible to principals because the money issues has to be decided on by members of the board which might be having limited management skills. Other challenges of recruitment identified by the respondents include environmental influence like; technologies, social, economic demand and influence from politicians.

4.1.2 Empowerment challenges

The inability of the principals to control the service encounter lowers the competency of the teachers employed by BoM who are responsible for the quality of service delivered to the students. From interviews conducted with the principals, the challenges that emanate from the empowerment of teachers employed by BoM include; lack of cooperation amongst the teachers, lack of resources to be used, too much work and overload in some subjects. 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. Teacher empowerment also requires finances especially where some training of the teachers are needed to be done to sharpen their professional authority and mandate to perform their tasks well. Mixed day secondary schools have financial challenges and this may limit the principals from initiating the empowerment.

Moreover, some principals also commented that where an element of empowerment requires some training that involves the finances, the burden of training teachers employed by BoM is in most instances on their shoulders as the government mainly gives priority to TSC teachers. A principal said,

'*A scenario occurred in 2016 where a directive from TSC unit requiring principals to only allow teachers employed by TSC to attend the SMASE Inset training held on April 2016. This is a setback in empowerment of teachers employed by BOM especially in mixed day schools where apart from the principal and the deputy, the rest of the teaching staffs are employed by*

BoM.'(Principal 18)

The above findings from principals' interviews agree with Tracey Agencies (2011) that providing constant professional development and in-servicing to teachers employed by BOM is burdensome to the principals. Findings from interviews conducted with the BoM chairpersons listed the empowerment challenges as; same and low level of education and   absenteeism by the teachers employed by BoM. Some teachers employed by BoM who have served for a long time before being absorbed by TSC or who once worked with TSC and left and are now employed by the board may look at the principals (especially the newly appointed) with an attitude that they are equal in terms of qualification(all degree holders) and age.

Such teachers may tend to absent themselves at work without notice. The principals may either feel disrespected or feel that these teachers do not contribute much to the growth of the school and fail to offer them opportunity of empowerment. These findings are in agreement with the arguments of Leithwood (2015) that school principals especially the newly appointed, may lack legitimacy in the eyes of older teachers employed by BoM who have served for longer time without being absorbed by TSC, these teachers view them more as peers than supervisors. From questionnaires, the empowerment challenges identified were as analysed in table 2

Table 2: Empowerment Challenges

Empowerment challenge		Frequency	Percent (%)
Not easy to demonstrate that you value people	Disagree	15	14.9
	Strongly disagree	7	6.9
	Undecided	04	4
	Agree	47	46.5
	Strongly agree	28	27.7
	Total	**101**	**100.0**
Difficulty in sharing leadership vision and trust people	Disagree	27	26.7
	Strongly disagree	16	15.8
	Undecided	03	3.0
	Agree	43	42.6
	Strongly agree	12	11.9
	Total	**101**	**100.0**
Not feeling rewarded and recognized	Disagree	22	21.8
	Strongly disagree	17	16.8
	Undecided	04	04.0
	Agree	48	47.5
	Strongly agree	10	9.9
	Total	**101**	**100.0**
Difficult to provide information for decision making	Disagree	49	48.5
	Strongly disagree	12	11..9
	Undecided	03	2..9
	Agree	25	24.8
	Strongly agree	12	11.9
	Total	**101**	**100.0**

Table 2 shows various challenges faces by principals as they try to empower teachers employed by BoM. Most respondents agreed that empowerment challenge us a reality.

4.1.2.1 Not easy to demonstrate that you value people through empowerment

The study sought to find out those challenges that arise as a result of empowering teachers employed by BOM. First, it is not easy to demonstrate that you value each of these teachers through empowerment. In the study, 70(69.3%) agreed and strongly agreed that it is indeed difficult to demonstrate to the teachers that you value them through empowerment. 22(21.8%) of the respondents strongly disagreed and disagreed that they don't have the same problem, while 4(4.0%) were not decided (table 2). Past studies by Madhur (2015) 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.

4.1.2.2 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 55(54.5%) while those who disagreed and strongly disagreed were 43(42.6%) -table .2. This implies that the principals do not have adequate skills and knowledge on human resource to enable them to share leadership vision and trust the teachers. The principals fear to share their visions with the teachers employed by BoM 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.

Principals who are trained as professional human resource managers know how to empower their teachers by sharing with them the leadership vision and trusting them. This makes these teachers feel they are safe and their jobs are secure because they have been involved in what is going on in the school. This greatly improves the performance of the school because the teachers employed by BoM become motivated. It helps them feel that they are part of something bigger than themselves and their individual job. These teachers do this by making sure they know and have access to the school's overall mission, vision, and strategic plans.

The above findings concur with arguments of Dadey (2014) that challenges principals face as managers of teachers employed by BoM are brought forth by the means which they are appointed; majority assume office without having been trained on human resource management.

4.1.2.3 Not feeling rewarded and recognized through empowerment

The other problem that relate to empowerment is the feeling of teachers employed by BoM that they are not being rewarded or recognized. The study findings indicated that 58(57.4%) agreed and strongly agreed that the teachers employed by BoM often feel not rewarded and not recognized. 39(38.6%) disagreed and strongly disagreed while 4(4.0%) were undecided, (table 2).The results of the study indicate that the teachers employed by BoM don't feel rewarded and recognized in their daily activities. Therefore the principal who is the manager of these teachers face difficulties in trying to empower them because they don't see the benefit of the

empowerment. This implies the teachers employed by BoM 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 principals as managers of these teachers to ensure that these teachers are recognized after performing any delegated activity by rewarding them. This will boost their morale to work harder in whatever they are delegated with and therefore enhance performance. When teachers employed by BoM 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 these teachers must be met for them to give you their discretionary energy, that extra effort that people voluntarily invest in work.

4.1.2.4 Difficult to provide information for decision making

The study findings indicated that 61(60.4%) 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 37(36.6%) agreed and strongly agreed while 3(2.9%) were undecided (table 2). Sometimes it is difficult for the principals to provide information to the teachers employed by BoM 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 were noted not find any difficulty divulging any information for these teachers to make a decision. This implies that, most of the principals are able to overcome these challenge by providing information to these teachers. These show that some principals who underwent full training in human resource (table 2) have the adequate skill and knowledge to provide information for decision making.

4.1.3 Challenges on encouragement of teamwork

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

From the findings of interviews conducted with the principals, the challenges that relate to encouraging teamwork amongst teachers employed by BoM include disunity among these teachers; strive for team leadership and different interests of the teachers. Teachers employed by BoM have diverse views and focus that makes it hard to lead them to the same direction.

A principal noted that:

'Some teachers employed by BoM have in mind that they are in a particular school temporarily, majority tend to be less concerned about the team spirit because they know they are there for a season.' (Principal 13)

The above findings from the principals' interviews are in agreement with the findings of Dadey (2014) that managing workplace diversity is a problem that principals have to deal with.

Interview findings involving chairpersons of BoM indicated that the major challenge is lack of cooperation and the different interests among the members of teachers employed by BoM. A BoM chairperson said;

'majority of the principals are not trained to make these teachers cooperate and encourage them to work as a team, this has made the overall school goals to be jeopardized.' (BoM Chairperson 1)

Therefore, it is advisable for the principals as managers of teachers employed by BoM to at least have knowledge and skills on how to manage team work in their Institutions. These findings concur with Harber (2015) who argued that principals are faced with ineffective leadership in terms of giving direction to teachers employed by BoM.

Findings from the questionnaires were analysed as shown in table 3

Table 3: Challenges of encouraging teamwork

Challenge		Frequency	Percent (%)
Teachers who are stubborn to work as a team	Disagree	12	11.9
	Strongly disagree	7	6.9
	Undecided	03	3.0
	Agree	50	49.5
	Strongly agree	29	28.7
	Total	**101**	**100.0**
Difficult to identify common interest of teachers expected to work as a team	Disagree	20	19.8
	Strongly disagree	03	3.0
	Undecided	05	4.9
	Agree	54	53.5
	Strongly agree	19	18.8
	Total	**101**	**100.0**
In teamwork, others are passive members wo discourage active members	Disagree	09	8.9
	Strongly disagree	05	4.9
	Undecided	02	2.0
	Agree	53	52.5
	Strongly agree	32	31.7
	Total	**101**	**100.0**

Table 3 indicates that larger percentage of respondents felt that principals do not find it easy to encourage teamwork among teachers employed by BoM

4.1.3.1 There are teachers employed by BoM who are stubborn to work in team

In every school there are bound to be teachers that do not embrace working with fellow colleagues in a team. They are introverts and always uncomfortable or fearful when working with others. This is not an exception with teachers employed by BoM as indicated by the study findings where 79(78.2%) agreed and strongly agreed that the employees are stubborn to work in a team. However, 19 (18.8%) disagreed and strongly disagreed while 3.0% were undecided

(**table 3**). This implies that the principals face challenges in trying to manage teamwork in the school as a result of stubborn teachers employed by BoM.

This jeopardizes the whole process of learning because they will not be moving to one direction with the rest of the teaching 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 school. These findings concur with the arguments of Ross (2011) that lack of specific job training often results in principals being a conservative group, with little attempts to foster openness in teachers employed by BoM.

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

Some of the teachers employed by BoM tend to be naïve among their TSC counterparts and may 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 such teachers. This has been clearly indicated by the study findings where 73(72.3%) agreed and strongly agreed that it is difficult to identify common interest of teachers employed by BoM who are expected to work as a team, 23(22.8%) disagreed and strongly disagreed while 5(4.9%) were undecided (table.3) This implies that these teachers might be placed on areas of responsibility which do not match their talents which will endanger their performance.

It is therefore necessary for the principals to look for ways of motivating the teachers employed by BoM so that they can expose their hidden talents. All teachers talents put together determine the growth of any school. 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.

The above findings are in agreement with the arguments of Cox (2010) that the principals should know how to manage staffroom diversity in order to identify the potentials in each member of the staff.

4.1.3.3 Discouragement of active members by passive members

Some teachers employed by BoM are often passive. These passive teachers discourage the active teachers. In the study findings**,** 85(84.2%) strongly agreed and agreed that passive teachers have the tendency of discouraging others while 14(13.9%) disagreed and strongly disagreed on the same while 2(2.0%) were undecided (table 3). For any school to meet its goals and objectives, all teachers should work as a team and avoid passive teachers who discourage the rest. It is clearly indicated by the results that the principal face this challenge of passive teachers employed by BoM which will hinder them to achieve their goals.

It is the work of the principal as a manager of these teachers to ensure that those teachers 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 ones to have interest of working in a team. These findings

concur with Dadey (2014) who argued that the challenges faced by the principals as managers of teachers employed by BoM are numerous, including influencing them positively to work together with others of diverse views.

4.1.4 Challenges on career development

Principals find it challenging to have the leadership structures that allow for career development of teachers employed by BoM to potentially satisfy the individual teacher, the school's or the nation's goals. Teachers employed by BoM are assets to the school, whose value is enhanced by development.

Findings from the interviews conducted with the principals showed that challenges of career development faced by the principals include the fear of the principals to lose the staff after training, inadequate finance to sponsor the training that enhance career development and unwillingness of teachers employed by BoM to attend the training that enhance career development .A principal quoted:

'Some teachers employed by BoM just teach in our mixed schools when they have nothing to do but when there is an opportunity, they quit. This makes us fear to bank resources on them, and this limits their career development.'(Principal 1)

Another principal added that:

'Teachers employed by BOM can be sacked any time the

employer is not satisfied with their work, you don't need to follow any

process to relieve BOM teachers off their duties. This makes it challenging for principals to support their career development.' (Principal 20).

The above findings are in agreement with those of Tracey Agencies (2011) who argued that providing professional development to teachers employed by BoM is burdensome to principals due to numerable factors such as financial burden. Findings from the interviews conducted with chairpersons of BoM revealed that constant replacement of teachers employed by BoM and financial constraints faced by the schools are major challenges that the principals encounter in their attempts to foster career development of teachers employed by BoM.

From the questionnaires, the analysis was done as in table 4

Table 4: Challenges faced by the principals on career development of teachers employed by BoM

Challenge		Frequency	Percent (%)
Difficult to identify training needs of teachers employed by BoM	Disagree	30	29.7
	Strongly disagree	44	43.6
	Undecided	03	3.0
	Agree	20	19.8
	Strongly agree	4	3.9
	Total	**101**	**100.0**
Teachers employed by BoM does not get chances to go for further training	Disagree	45	44.6
	Strongly disagree	21	20.8
	Undecided	0	0.0
	Agree	26	25.7
	Strongly agree	9	8.9
	Total	**101**	**100.0**
Most of teachers employed by BOM are not willing to utilize the chances to go for further training	Disagree	29	28.7
	Strongly disagree	12	11.9
	Undecided	01	01.0
	Agree	49	48.5
	Strongly agree	10	9.9
	Total	**101**	**100.0**
Those who go for further training not retained in same station	Disagree	5	5.0
	Strongly disagree	10	9.9
	Undecided	0	0.0
	Agree	59	58.4
	Strongly agree	27	26.7
	Total	**101**	**100.0**

Table 4 summarizes challenges in career development. Most is respondents indicated that there is indeed principals find it challenging to encourage career development in teachers employed by BoM.

4.1.4.1 It is difficult to identify training needs of teachers employed by BoM

The study findings indicated that 24(23.8%) of the respondents strongly agreed and agreed while 74(73.3%) strongly disagreed and disagreed, 3(3%) were undecided (table 4). This implies that it is not a problem for most principals to identify the training needs of the teachers employed by BoM. 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. Therefore identification of training need may not be a contributor to the career development challenge, and if it happens, principals deliberately decide to do so. The findings agreed with Obemeat (2015) who argued that the failing standards of education in schools have been attributed to inefficiency of the principals, their failure to carry out important monitory.

4.1.4.2 Teachers employed by BoM doesn't get chances to go for further training

The study findings indicated that 66(65.3%) of the respondents strongly disagreed and disagreed that the teachers employed by BoM do not get chances to pursue further training. Those who strongly agreed and agreed were 35(34.7%), (table 4).

This implies that, these teachers are 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 principals at their capacities as managers of teachers employed by BoM to encourage these teachers to go for further studies so that they can develop their career because it is beneficial to both the individual and the school. The principals, as managers also have a task to offer professional development opportunities to the teachers employed by BoM by sponsoring them to visit conferences or external skills training days, though this appear challenge in many mixed day schools where finances are limited. The finding agreed with the arguments of Tracey Agencies (2011) that providing constant professional development to teachers is burdensome to principals because it always involves financial implications.

4.1.4.3 Most of teachers employed by BoM are not willing to utilize the chances available for further training

The findings indicated that the teachers employed by BoM are not willing to utilize the chances available to go for further training 59(58.4%) strongly agreed and agreed while 41(40.6%) strongly disagreed and disagreed while 1(1.0%) were undecided (table 4). These findings imply that despite the fact that the teachers employed by BoM get chances, they are not willing to further their studies. Therefore, it is apparent that it is a challenge facing the principal as managers of these teachers. Even when a school employs trained teachers under BoM, there is normally some level of on-the-job training that the teachers need to be provided with. Principals as their managers have a main function in ensuring such training are provided to these teachers. This will be done by encouraging the teachers to develop their careers by giving them the importance of this development. These findings concur with the Leithwood (2015) who argued that school principals may lack legitimacy in the eyes of teachers employed by BoM who may view them as peers and not supervisors making these teachers to not to be willing to take up instructions from their boss.

4.1.4.4 Teachers employed by BoM who go for further training may not be retained in the same station

The other challenge that relate to career development of staff is retention. Teachers employed by BoM that go for training sometimes get upper hand during the competitive recruitment by TSC and move to other schools or they may get better paid jobs outside the teaching profession and leave their current stations.. A significant proportion of the respondents 86 (85.1%) strongly agreed and agreed that the teachers are not retained in the same station. A small proportion 15(14.9%) strongly disagreed and disagreed (table 4). This implies that the trained teachers do not have the opportunity of bringing back the skills to those institutions previously served because after further training, they are placed in better positions of getting greener pastures than being an employee of the board in the mixed day secondary schools.

This may be the major reason why the principals are not encouraging teachers employed by BoM to utilize the chance available for training, for fear of losing them after training. The principals as managers of these teachers should not have that fear of losing the staff after training because if all the principals of all mixed day secondary schools do the same thing of encouraging the

teachers employed by BoM, then it means that all these teachers 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. These findings are in agreement with those of Grauwe (2011) that lack of job training on the principals has made them to be a conservative group, with little motivation or innovation to support teachers employed by BoM.

SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS

Summary of findings on Challenges Principals encounter as they carry out their roles within the institution as managers of teachers employed by Board

The research assessed the following; recruitment challenges, empowerment challenges, career development challenges and challenges due to attempts to encourage team work. Recruitment is very crucial and important for any school thus it is very necessary for a school to select a right teacher for the job because the teachers directly affect the performance of the school and therefore it is important to select right person for teaching job to enhance performance. Recruitment challenges remain one of the most daunting tasks for the principals.

In the study, findings from interviews showed that the recruitment challenges that the principals face include 'hallo effect' which may make an individual be preferred over another irrespective of the qualification, this , if it happens makes a school settle for a teacher who may be less qualified. Financial constraints also make the principals to settle for a teacher who is willing to accept the salary package the school is capable of offering, in most cases, principals confessed that they do lose more qualified teachers to more established schools and end up employing less qualified once.

According to the results findings from questionnaires, it was revealed that the recruitment and selection is normally delegated to the Principal, the respondents attested to the fact that recruitment is a challenge since the principals are not in control of the whole process of recruitment (70.3%). In the way of right recruitment or selection different schools are facing different issues and problems to hire a teacher because the school management boards often skew the recruitment exercise by controlling the school budget thus the principals are forced to find a teacher who will accept the package offered to ensure the school work within its stipulated budget. The influence of 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 managers of teachers employed by Board and who are supposed to control the recruiting process, they are not given that chance to exercise the role of recruitment. Therefore if the principals are not given a chance to control the whole process, then it means they end up recruiting wrong teaching 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 (49.5%) strongly disagreed and disagreed that the members of the board has no background in recruitment while 46.5% 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 46.5% 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 of education matters. For instance if the school is experiencing teacher shortage and is in need of an additional teacher to be hired under board, a board member who is not well conversant with this fact may find it hard to pass a budget to allow an additional expenditure to be made by the principal. This may cause delay on when a school recruit the teacher.

The other challenge that is related to recruitment that the principals go through is the problem of personal interest on the part of the recruitment committee (if there is) or on the part of the principals themselves if they happen to be the ones to handle the whole process on their own. This appeared to be a big problem since a total of 50.5% of the respondents indicated that there is personal interest in some of the recruiting authority. This implies that the members recruiting 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. The principal, as a manager of teachers employed by Board 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 too. The research findings indicated that 72.3% 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. In public mixed day secondary schools where the principals have to seek goodwill from the community to help in soliciting funds to support paying the salaries of teachers employed by Board, it becomes a big challenge to the principal to put off the opinions of the community leaders who approach their offices for a discussion. It will only be wise for the principals, as professionals, to use their skills and knowledge to handle such situation and have the right candidate being selected without compromise, otherwise political influence can make the principal compromise on the recruitment process and deny a suitable candidate the job thus compromise on the school's performance.

There are challenges that emanate from the trying to empower the teachers employed by Board. In order for the principals to trust that the teachers employed by Board are successful in dealing with the students, the principals have to give these teachers the authority and necessary support to succeed at it, which is referred to as teacher empowerment. The practice of which can directly affect the quality of services delivered, and students' satisfaction. Interview findings revealed that the empowerment challenges include lack of cooperation among teachers employed by BOM, financial constraints especially where the empowerment process requires some training that involve money issues, too much work load that makes the teachers unavailable for any other assignments.

The questionnaires findings showed that challenges associated with empowerment are that; it is not easy to demonstrate that you value each teacher through empowerment. The study indicated that 69.3 % of the respondent agreed that it is indeed difficult to demonstrate to teachers employed by Board that you value them through empowerment. Since empowerment strengthens impression that cause teachers to solve problems and improve their capacity of political and social vision and enable them to identify environmental factors under control (Madhur, 2015), it

implies that the procedure of empowering may not be done professionally, thus the teachers don't feel valued by being empowered. It is therefore the work of the principals to ensure that empowering of the teachers employed by Board is done professionally to satisfy the teachers.

The research findings from questionnaires also indicated that the principals do encounter difficulties in sharing leadership vision and trusting people (54.5% of respondents were in agreement). The principals fear to share their visions with the teachers employed by Board because they don't trust them. 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. Sharing makes the teachers employed by Board feel they are safe and their jobs are secure because they have been involved in what is going on in the school. This greatly improves the performance of the school because the teachers become motivated, and the teachers make sure they know and have access to the school's overall mission and strategic plans.

The other problem that relate to empowerment is the feeling of teachers employed by Board that they are not being rewarded or recognized. The study from questionnaires indicated that 57.4% of the respondents agreed. Therefore the principal face difficulties in trying to empower teachers employed by Board because they don't see the benefit of the empowerment. This implies that the teachers 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. This will boost their morale to work harder in whatever they are delegated with and therefore enhance performance. When teachers feel under-compensated, under-titled for the responsibilities they carry out, under-noticed, under-praised and under-appreciated, expected results may not be seen. The basic needs of teachers employed by Board must be met for them to give the school their discretionary energy, that extra effort that they voluntarily invest in work. For successful teacher empowerment, recognition plays a significant role.

Another empowerment challenge that emerged from questionnaires findings is that; sometimes it is difficult for the principals to provide information to the teachers employed by Board for decision making (36.6% of respondents agreed). Some of the pieces of information that the principals hold are classified for administrators only and not for anyone else. Therefore, even when they delegate, it is difficult to provide all the information for decision making without jeopardizing on the intelligence nature of the information. However, most respondents (60.4%) indicated that principals did not find any difficulty revealing any information for the teachers employed by Board to make a decision.

Another challenge principals face as they play their role as managers of teachers employed by Board is managing teamwork. The success of basic education in any public mixed day secondary school in terms of provision of quality education is the teamwork displayed by the teachers employed by Board. From the interviews findings, a high proportion of the principals agreed that encouraging teamwork is indeed big challenges, which include disunity and different interest of the teachers. In every school, there are bound to be teachers who don't embrace working with fellow colleagues in a team. They are introverts and are always uncomfortable or fearful when working with others.

Findings from questionnaires on the teamwork challenges indicated 78.2% of the respondents agreed that there are teachers employed by Board 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 teaching 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 school.

Another challenge of teamwork is that it is difficult to identify common interest of teachers employed by Board who are expected to work as a team. Some of these teachers 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 them. This has been clearly indicated by the study findings from questionnaires where 72.3% that it is difficult to identify common interest of teachers employed by Board. This implies that teachers might be placed on wrong working areas of other added responsibilities which will endanger the performance. It is therefore necessary for the principals to look for ways of motivating the teachers employed by Board so that they can expose their hidden talents. The teachers' talents put together determine the growth of any school. 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 schools. They further need to encourage positive interests and talents by rewarding or giving due recognition to the existing interest.

In team work, other teachers employed by Board are passive members which discourage active members. In the study findings from questionnaires, 84.2% agreed that passive members have the tendency of discouraging others. For any school to meet its goals and objectives, all members of the teaching 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 teachers employed by Board who will hinder them achieve their goals. It is the work of the principal as a manager of teachers employed by Board to ensure that those teachers 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 managers of teachers employed by Board. Interview findings revealed that the fear of the principals to lose the teachers after training, financial constraints, the constant replacement of teachers employed by BOM and the unwillingness of the teachers to further their careers hinder the principals' effort to foster career development in teachers employed by Board of Management.

From the questionnaires findings, the career development challenges include the fact that, it is difficult to identify the training needs of the teachers employed by Board. The study findings indicated that 73.3% of the respondents did not agree. This implies that it is not a problem for most principals to identify the training needs of the teachers employed by Board. 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 teachers employed by Board securing the chances to go for further training. The study findings indicated that 65.3% of the respondents disagreed that the teachers employed by Board do not get chances to pursue further training. This implies that, these teachers are 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 a manager of teachers employed by BOM to encourage the teachers to develop their career because it is beneficial to both the individual teacher and the school.

Unwillingness of teachers employed by Board to further their studies also seems to be a hindrance to career development. The findings indicated that 58.3% of the respondents agreed that teachers employed by Board are not willing to utilize the chances available to go for further training. These findings imply that despite the fact that the teachers employed by Board get chances, they are not willing to further their studies. Therefore, it is apparent that it is a challenge facing the principal as managers of teachers employed by Board especially in a school where these teachers are the majority of the teaching staff. Even when a school hires professional teacher under Board terms, there is normally some level of on-the-job training that the teacher should be endowed with. This will be done by encouraging the teachers employed by Board to develop their careers by giving them the importance of this development.

The other challenge that relate to career development of teachers employed by Board is retention. Teachers employed by Board who go for training sometimes get better opportunities elsewhere after training. A significant proportion of the respondents (85.1%) agreed that the teachers are not retained in the station. This implies that the trained teachers don't have the opportunity of bringing back the skills to those schools that either sponsored them for training or gave them chances to attend training.

This may be the major reason why the principals are not encouraging the teachers employed by BOM to utilize the chance available for training, for fear of losing their staff after training. If all principals would be encouraging career development of their teachers employed by Board then there could be an assurance that even if the trained one leaves, the one coming is also equipped. Therefore the principals should go ahead and sell the idea of the benefit of the career development to their teachers employed by Board.

Conclusions

The result findings clearly indicated that the challenges identified to be facing principals in managing teachers employed by Board included recruitment challenges, challenges in encouraging team work, challenges in empowering teachers employed by Board and challenges related to encouraging career development in teachers employed by Board. In most of the public mixed day secondary schools, the package offered in terms of remuneration is too small to attract highly qualified teachers, this makes the recruitment process a challenge and sometimes the schools are left with no choice other than to give direct employment to an individual teacher who presents himself/herself. On the other hand, recruitment is only exercised by principals who are presumed to be the managers of teachers employed by Board. Principals are most of the time left to make decision on how/ who to recruit which was found to be influenced by personal interest and influence of local politics. This has resulted in to ineffectiveness which have seen majority

of schools missing out on getting qualified teachers because the right procedure was not followed when doing the recruitment process.

Amid other perceived facts, by empowering teachers employed by Board, it would motivate them; this is not the case in the public mixed day secondary schools where principals are the empowering agents. The findings showed that empowerment requires financial power which principals lack. Principals also fear empowering teachers employed by Board then lose them thereafter because the teachers keep on changing work places. On the other hand, teachers employed by Board felt that they are not being empowered because the principals find it hard either to trust them, share their leadership vision or engage them in decision making.

Challenges in encouraging teamwork included stubbornness amongst teachers employed by Board, passiveness and there is difficulty in identifying the common interest of teachers. There were several challenges faced by principals as they encourage career development amongst teachers employed by Board; majority of principals argued that teachers employed by Board are temporarily in their stations and may leave any time once they get greener pastures therefore they don't see the need of sponsoring them to advance their career and skills

The principals can be trained through in-service courses for those who are already principals. For the rest, courses that relates to management of teachers employed by Board of Management 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 management of teachers employed by Board of Management. This will reduce the challenges faced by the principals as they manage the teachers employed by Board of Management in their institutions.

All these challenges hinder the effectiveness of the principals as they perform their roles in managing teachers employed by Board of Management.

Recommendations

In relation to the study, there is a clear indication that challenges related to management of teachers employed by Board of Management actually exist in public mixed day secondary schools, therefore the study recommends that;

Skills related to management of teachers employed by Board of Management should be one of the mandatory requirements in the appointment of principals. Courses dealing with management of teachers employed by Board of Management should be introduced to any teacher training college to allow them train wholly as teachers' managers. This will ensure that anybody who has trained as a teacher will have skills and knowledge to handle any challenge associated with management of teachers employed by Board of Management in case they are appointed to be principals. The ministry of education and Teachers Service Commission should provide the principals of public mixed day secondary schools with in-services courses on management of teachers employed by Board of Management after appointment. This should be at the level of diploma or degrees in order to equip them fully with adequate knowledge and skills required. The ministry of education should ensure that at least there is a manager's office in every educational institution to carry out the management role of teachers employed by Board of

Management. This will limit the challenges encountered in managing of teachers employed by Board of Management.

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