

**CHALLENGES AND STRATEGIES FOR NON-TEACHING STAFF IN
ENHANCING MANAGEMENT OF PUBLIC SECONDARY SCHOOLS
IN HAMISI SUB-COUNTY, KENYA**

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This thesis is my original work and has not been presented to any other university for a degree.

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DEDICATION

This work is dedicated to my late parents Mr. Fredrick Ong'ola and Mrs. Dinah Anyango and my family for the effort they put into my life and their inspiration towards my education. Thank you and God bless you all.

ABSTRACT

Non-teaching staff are central in school management, in terms of formulation and implementation of programmes in secondary schools. Non teaching staff provide support services in management of schools and are recruited and remunerated by school management. The existing labour laws and policy directives from the government stipulates opportunities available for employees. The labour laws are meant to enhance management of school programmes and non-teaching staff in public secondary schools. In Hamisi Sub-County despite the existing labour laws the non teaching staff seem to face challenges in the performance of their duties. The purpose of this study was to establish challenges faced and coping strategies used by non-teaching staff in enhancing management of public secondary schools in Hamisi Sub-County. The objectives of the study were to: establish the challenges in terms and conditions of employment faced by the non-teaching staff, determine challenges in privileges and benefits faced by the non-teaching staff, establish coping strategies used by non-teaching in dealing with challenges in terms and conditions of employment, and establish coping strategies used by non-teaching in dealing with privileges and benefits in management of public secondary schools in Hamisi Sub County. A conceptual framework showing the relationship between the challenges, strategies and coping strategies for non-teaching staff in enhancing management of public secondary schools in Hamisi Sub County were used to guide the study. The study adopted descriptive survey research design. The population of the study was 224. That is, 36 Principals, 36 BOM chairpersons and 151 non teaching staff and 1 Sub County Director of Education (SCDE). Five (13.8%) of the schools were used in a pilot study. Saturated sampling technique was used to select 31 Principals, 31 BOM chairpersons and 108 non teaching staff were selected by simple random sampling. Questionnaires, interview schedule and document analysis guide were used in collecting data. Face and content validity of the instruments was determined by experts in Educational Administration whereby their inputs incorporated in the final draft. Cronbach's alpha was used to determine reliability of the instruments whereby a coefficient of .7 and above at a p-value of 0.05 was considered reliable. The instruments were reliable as their coefficients exceeded .7 at p-value of .05. Quantitative data on challenges and strategies was analyzed using descriptive statistics and t-test. Qualitative data was transcribed and analyzed in emergent themes and sub themes. The study established that challenges that were often faced by non teaching staff were house allowance, salary, promotion, job security and water in terms of, terms and conditions of employment. With regard to challenges in privileges and benefits, the challenges often faced were salary advance and training programmes; while effective coping strategies included communication channels, training, welfare programs and bereavement schemes. The study concluded that non teaching staff faced a number of challenges and used several coping strategies as they provided services in enhancement of public secondary schools. The study recommended that non teaching staff salary, house allowance and training programmes be enhanced to enable them effectively participate in schools management as a whole. The findings of this study are significant to educational planners and administrators in formulating policy that effectively govern management of non teaching staff in enhancement of management of public secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.O.G	-	Board of Governors
CBA	-	Common Bargaining Agreement
FSE	-	Free Secondary Education
KUDHEIHA	-	Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers.
M.O.E	-	Ministry of Education
NTS	-	Non teaching staff
PE	-	Personal Emolument
T.S.C	-	Teachers Service Commission
TSRC	-	Teachers Service Remuneration Committee

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CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Challenges faced by the non-teaching staff in enhancing the management of public secondary schools remains an issue of concern to educators and the entire society. Employment is basically seen as an individual relationship negotiated by the employee and the employer; according to their special needs (Blum & Naylor, 1996). Non-teaching staff are central to the overall success of the teaching and learning environment (Republic of Kenya, 2014). To support the teaching and the learning process, the school system has to engage a number of services under different departments. The services that are mandatory to support the learning and teaching process are health, financial management, secretarial services, sanitation, feeding programme, transport and traveling, boarding and others depending on the size and type of the school. Therefore the provision of these services creates a need for personnel to perform those duties.

The non-teaching staff in schools may be categorized into three: administrative staff that include bursars, account clerks, secretaries and store keepers; technical staff that includes nurses, ICT technicians, laboratory technicians, cateresses, librarians and matrons; and site staff who include gardeners, security, cooks and kitchen hands (Republic of Kenya, 2014). Their roles are complementary in the management of secondary schools (Republic of Kenya, 1999).

The wage bill for the non-teaching staff in public education institutions is becoming a big challenge to the taxpayers' world over. Wages can represent a major source of discrimination and deprivation if no decent floor is guaranteed to the workers. In USA, public education System has seen an enormous increase in staff over the past few decades. Unlike private companies which base staffing decisions on product demand, the number of school staff positions has increased rapidly without a commensurate increase in the number of students served by the system (Burke Lindsey, 2013). A report by the Friedman Foundation for Education choice highlights just how bad the school staffing surge has become.

Public schools grew staffing at a rate four times faster than the increase in students (from 1950 to 2009). Teachers numbers increased by 252 percent while administrators and other non-teaching staff experienced growth of 702 percent more than seven times the increase in students.

The Friedman report points out that there are 21 states in USA that employ more non-teaching staff in the school system than teaching staff. The policy of increasing the non-teaching staff in public schools does not appear to improve students' achievement despite the massive cost on taxpayers.

The terms and condition of employment should guarantee safe and inclusive working environment for workers yet this seems not to be the case for non teaching staff serving in public learning institutions. At a suburban Denver High school in Colorado USA, a non-teaching staff managed to flee the school unharmed when a student opened fire in the school Library moments before shooting himself in a corner of a room with his own gun (Centennial, 2013). In India a non-teaching staff in one of the Public primary schools in Bihar state, died after eating free meal offered by the state. The Cook and 22 other

students died after eating a free lunch feared to contain poisonous chemicals (Patna, 2013). In another incident a non-teaching staff in a Public school in Mumbai, India was arrested on suspicion of raping a school girl on school bus. The school bus cleaner called the student to the back seat of the bus where she was raped (Burke, 2013). It was reported that in Ghana, the non-teaching staff played an important role in the educational system and their contribution helped to make education more relevant to the needs and aspirations of the Ghanaian society. They therefore need government and other development partners to support them grow to be able to deliver to the educational system (Ghana News Agency. 2011, Saturday June 11th).

In Kenya the safety of the non-teaching staff working in public learning institutions cannot be guaranteed. It was reported that demonstrators led by Uasin Gishu County Senator paralyzed operations at the University of Eldoret to force the ministry of education to address allegations of corruption and nepotism at the university (Too Titus, 2015). At St. Charles Lwanga Secondary School, Mombasa, the school bus was vandalized in September, 2012 while parked in the school compound and a radio stolen. The School driver was forced to admit theft and undertook to pay for the lost radio (wahome.thuku, 2015). In another related case, two night guards found sleeping in a room were locked up by about 200 students from Sasura Girls High School in Marsabit County who then trekked 15kms to protest the school's management style (Abdi, 2014).

In Kenya, employment is governed by the general law of contract, and by the principles of common law. Thus non-teaching staff in public secondary schools in Hamisi Sub County are governed by the same laws. The government of Kenya has laws specifically dealing with different aspects of the employer-employee relationship. These laws define the terms and conditions of employment, and consist mainly of four Acts of Parliament: The Employment Act of 2007, labor institutions act 2007, work injury benefits act 2007 and labour relations Act of 2007. The occupational safety and health Act 2007 deals with the safety, health and welfare of an employee. Some of the non-teaching staff in public secondary schools in Hamisi Sub County has reported on the violations of their welfare by their employer which is Board of Managers (DEOs Office Hamisi, 2008).

The Republic of Kenya (1993) defines non-teaching staff as all employees of the board of managers who are not involved in teaching or research. Legal notice No. 262 of 1993 mandates the Board of Managers to appoint suitable semi-professionals and subordinate staff on such terms and conditions as shall be determined by the Board. Similarly, the Republic of Kenya (2005) indicates under KESSP programme that the function of the Board of Governors amongst others is the management of the non teaching staff.

According to the Republic of Kenya (2009) the lowest number of non-teaching staff should be six in a one streamed day school of 180 students. Schools with larger student population and streams may have more non-teaching staff according to the needs of the school and financial ability of the Board (Republic of Kenya, 1993). Before 1992, the Kenyan government through the Ministry of Education (MOE) used to appoint and pay the salaries of non-teaching staff by the provision of grants for personal emoluments

(P.E) to schools. This arrangement was reached in 1986 when MOE entered into an agreement with the Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA).

The agreement recognized KUDHEIHA as the sole labour organization representing the interest of the non-teaching staff. The agreement further provided that the Ministry of Education (MOE) will conduct all negotiations on behalf of the Board of Governors. That Board of Governors were not allowed to hold negotiations with KUDHEIHA to formulate terms and conditions of service for the non-teaching staff employed in their institutions (Republic of Kenya, 1986). Board of Governors of schools could only employ non-teaching staff after receiving permission from the Permanent Secretary Ministry of Education who had to give an approval after confirming that the institution had an approved establishment for the post being filled (Republic of Kenya, 1987). The salary of the non-teaching staff was therefore paid as per the government's salary scale.

The MOE, through Legal Notice No. 262 of 1993 gave Board of Governors the power to engage, promote, demote or terminate the services of any of its employees. Since then, the non-teaching staff was appointed by various respective institutions and was paid from the schools financial resources. Consequently, according to the legal notice No. 262 of 1993:

Persons belonging to a professional cadre and employed by the board of governors shall be employed on such terms and conditions of service similar to those recommended for equivalent posts in civil service and as per the applicable scheme of service.

This meant that the school Boards were to adopt the terms and conditions of service for their employees including the pay scale similar to that of civil servants. According to Onyango (2005), the civil servants terms and conditions of employment were not adopted for non-teaching staff in public secondary schools for it was argued that Boards could only implement and pay non-teaching staff according to their financial abilities. Consequently, the wages and conditions of employment for non-teaching staff were subjected to the whims of the Boards of Management in contravention of the Employees rights. Republic of Kenya (2007) notes that “an employer shall pay his employees equal remuneration for work of equal value” (p. 369).

The non-teaching staff does not have any specific corporate body as their sole employer other than their respective BOMs. Low salaries offered by schools have not attracted and retained highly qualified and motivated staff. Moreover some school Board of Managers engage workers for non-viable income generating ventures, which is a financial burden to schools that do not have funds to pay their salaries and other benefits. Currently there seems to be no data on the number of non-teaching staff employed in schools or on their skills base and specific qualifications (Republic of Kenya, 2014).

These differentials in salaries, terms and conditions of service could have been successfully addressed by a trade union for the non-teaching staff in public secondary schools. However, MOE ceased to recognize its Common Bargaining Agreement with KUDHEIHA in 1993. While the teachers have avenues to air their grievances, the non-teaching staff in public secondary schools have none to assist in Collective Bargaining

Agreement (CBA). Vidonyi (2010), reported that Hill school board of governors in Eldoret was sued for sacking over 50 non-teaching staff in December 2009. Several BOMs of public secondary schools in Hamisi Sub County have been accused of arbitrary dismissals of their employees (DEOs Office Hamisi, 2008). Union membership can provide workers with some assurance against arbitrary management actions. Unions can be expected to push for curbs against what it calls management discrimination and favoritism in job assignment, promotional opportunity and even continued employment (Sloan, 1994). Where work itself must be done in geographically scattered location like in schools, the union can serve the function of a club allowing the formation of close friendship built around a common purpose (Sloan Arthur, 1994). The non-teaching staff in public universities have their trade union, the Universities Non-Teaching Staff Union (UNTESU) that had won a Collective Bargaining Agreement (CBA) that led to a salary hike award on June 25, 2009 (Ayoti, 2009). Similarly the Kenya civil servants have a trade Union that bargained for a salary increment award as per the personnel circular No. 4/2004 of July 30th, 2004.

On the introduction of Free Day Secondary Education (FDSE) in 2008, the government disbursed funds to public Secondary schools based on the fully enrolled classes with a minimum of 40 and a maximum of 45 students for each eligible class. Out of the Ksh. 10, 290 given to each student every year by MOE, Ksh.3900 should cater for personal emoluments. Salaries for non-teaching staff fall under this vote (Republic of Kenya, 2009). To rationalize the recruitment of non-teaching staff and expenditure on their wages, the MOE put a seal on the number of non-teaching staff recommended depending on the school type (Day / Boarding) and size in terms of student enrolment.

Table 1.1**Ministry of Education's recommendation on the number of Non-teaching staff**

No. of Stream	Enrolment	No. of Workers	
		Day School	Boarding School
1	180	6	10
2	360	8	15
3	540	9	20
4	720	13	28
5	900	15	30
6	1080	18	36

Source: Republic of Kenya (2009)

In Kenya the general working hours are 8 hours per day yet cases of non-teaching staff in public Secondary schools in Hamisi Sub County working extra hours and therefore are overworked (Hamisi Sub County DEOs Office, 2009). This means that the non teaching staff are overworked and this can easily compromise the quality of work. The Employment Act 2007 stipulates the basic minimum conditions of employment. Workers are entitled to at least one rest day in every period of seven days. Employees are also entitled to paid annual leave, maternity leave, study leave, sick leave, housing, water, food and medical attention. In Hamisi Sub County there is about 320 non teaching staff in public secondary schools that may not have access to some of the privileges stated in The Employment Act of 2007. (Hamisi Sub County DEOs Office, 2009). Indicators of challenges faced by non-teaching staff in enhancing the management of public secondary schools in Hamisi Sub County are as shown in 1.2.

Table 1.2**Indicators of Challenges 2008-2013**

Indicators of Challenges	No. of Schools	No. of Schools affected
Theft	36	16
Insubordination	36	13
Dissertation	36	13
Negligence of duty	36	15
Drunkardness	36	16
Absenteeism	36	17
Lateness	36	20

It was therefore necessary to conduct a study with respect to the tenets of existing laws and government policies on employment of non-teaching staff in public secondary schools. Specifically, the study sought to establish the challenges and strategies for the non-teaching staff in enhancing the management of public secondary schools' in Hamisi Sub County.

1.2 Statement of the Problem

The non-teaching staff is central in the management of programmes in public secondary schools. For instance lunch programme, conducting of practicals in science laboratories, security and co-curricular activities are some of the programmes whose management cannot succeed without them. In spite of the existing labour laws and the policy guidelines from the government that indicates the opportunities available to employees that would lead to job satisfaction, the non – teaching staff in public secondary schools

still face challenges in enhancing the management of public secondary schools and therefore adopt various strategies to cope. Amongst the challenges as reported from over 15 public secondary schools in Hamisi Sub County are; poor pay and delay in payment of salaries. The wages for non teaching staff in public secondary schools are still lower compared to those of their counter parts in the civil service despite the government directive that terms and conditions of service for non teaching staff should be similar to those recommended for equivalent posts in the civil service. This cadre of semi professionals include: librarians, laboratory technicians, bursars, nurses, accounts clerks and matrons.

The non teaching staff in public secondary schools lack clear scheme of service. They are the only cadre of government employees that the government left the responsibility of employing due to cost sharing policy and mandated the Board of Governors to take charge of their affairs through Legal Notice No. 262 of 1993. Their salaries are not based on any scale and therefore there is no clear gap between the casual employees, employees on contract and permanent employees whether support staff or subordinate staff. Their promotion therefore is not based on any clear procedure. Some of them are employed to perform duties they have little or no skills in. The non-teaching staff also lack trade union for representation. Lack of a trade union means the non-teaching staff has no assurance against arbitrary management actions such as discrimination and favoritism in job assignment, promotional opportunities and even continued employment. This study therefore sought to establish the challenges and strategies for the non-teaching staff in enhancing the management of public secondary schools in Hamisi Sub-County.

1.3. Purpose of the Study

The purpose of this study was to establish challenges and strategies for non-teaching staff in enhancing management of Public secondary schools in Hamisi Sub-County.

1.4. Objectives of the Study

The objectives of the study were to:-

- i) Establish the challenges in terms and conditions of employment faced by non-Teaching staff in enhancement of management of public secondary schools in Hamisi Sub-County.
- ii) Establish the challenges in privileges and benefits faced by the non-teaching staff in enhancement of management of public secondary schools in Hamisi Sub County.
- iii) Establish the coping strategies used by non-teaching staff in dealing with challenges in terms and conditions of employment in enhancing management of Public secondary schools in Hamisi Sub County.
- iv) Establish the coping strategies used by non-teaching staff in dealing with challenges in privileges and benefits in enhancing management of Public secondary schools in Hamisi Sub County.

1.5 Research Questions

The study was guided by the following questions:

- i) What are the challenges in terms and conditions of employment faced by the non-teaching staff face in enhancement of management of public secondary schools in Hamisi Sub County?
- ii) What are the challenges in the privileges and benefits faced by the non-teaching staff in enhancement of management of public secondary schools in Hamisi Sub County?
- iii) What are coping strategies used by non-teaching staff in dealing with challenges in terms and conditions of employment in enhancing management of Public secondary schools in Hamisi Sub County?
- iv) What are coping strategies used by non-teaching staff in dealing with challenges in privileges and benefits in enhancing management of Public secondary schools in Hamisi Sub County?

1.6 Conceptual Framework

The study adopted a conceptual framework showing the relationship between challenges, coping strategies and management of public secondary schools with regard to non teaching staff (Figure 1). The conceptual framework (Figure1) postulates that non-teaching staff in public secondary schools do face challenges as they participate in enhancing the management of those institutions. Such challenges include terms and conditions of employment, privileges and benefits they are entitled to. Therefore to enable them perform their duties as expected and justify their employment, they have to adopt coping strategies.

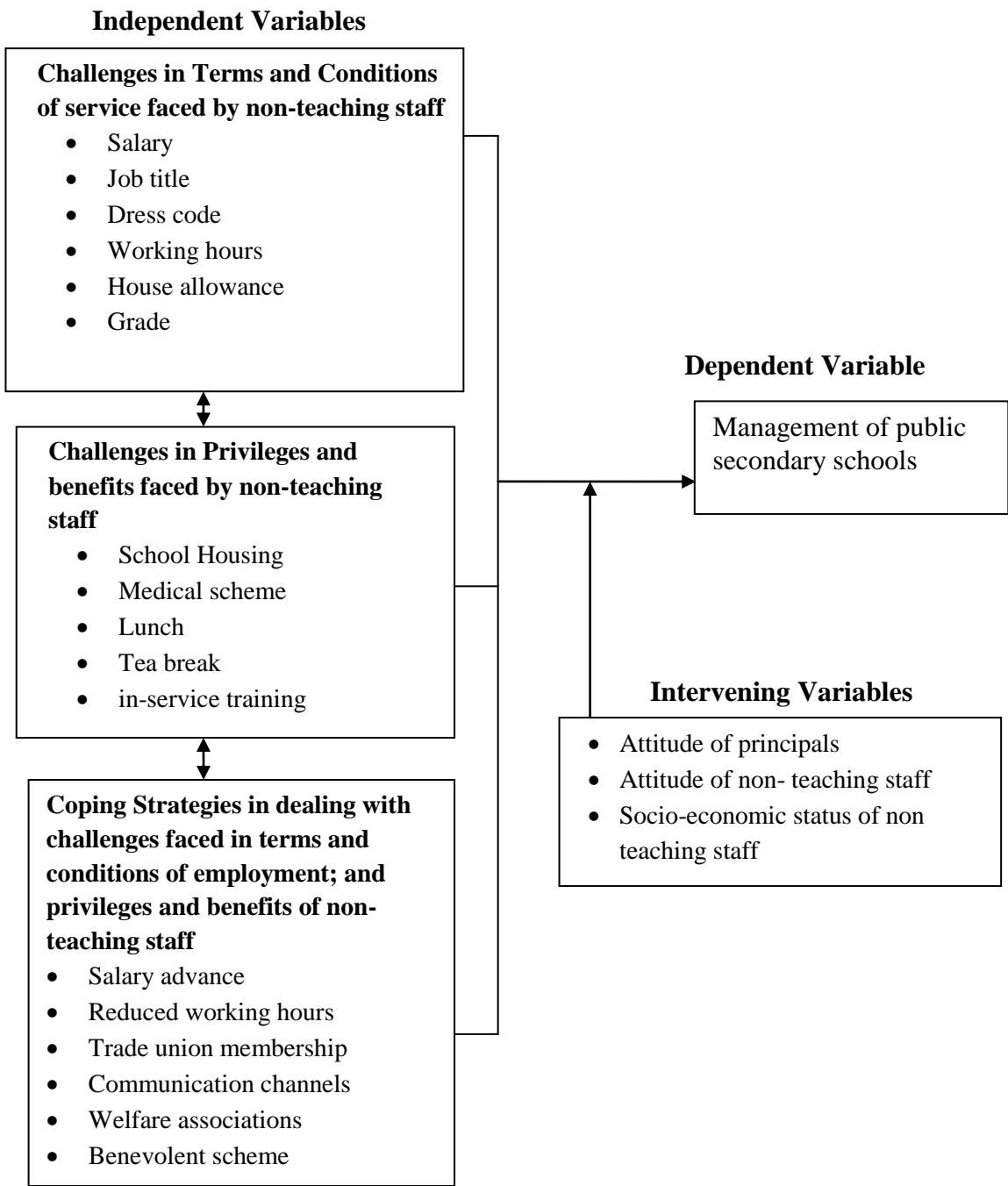


Figure 1: A Conceptual Framework showing Challenges and Strategies for Non-teaching Staff in enhancing Management of Public Secondary Schools.

Source: Researcher

The expected challenges for non teaching staff include; salary, job security, working hours, medical scheme, housing, in-service training and the coping strategies to these challenges include; salary advance, reduced working hours, reduced work load among others. The intervening variables on the other hand include; Attitude of principals, attitude of non- teaching staff and socio-economic status of non teaching staff. This conceptual framework helped the researcher to focus on the variable of the study.

1.7. Significance of the Study

The finding of the study are:

- i) Helpful to principals of secondary schools in improving their methods of handling non- teaching staff for enhancement of management of public secondary schools.
- ii) Useful to B.O.M. members in appraising and improving the terms and conditions of services for their employees.
- iii) Assistance to the Ministry of Education in evaluating its policy on non-teaching staff.

1.8 Assumptions of the Study

The study was carried out on the following assumptions:

- i) All public secondary schools had adequate non-teaching staff.
- ii) All non-teaching staffs had qualifications for the jobs they performed.
- iii) All non-teaching staff in public secondary schools had scheme of service.
- iv) All BOMs of public secondary schools adhere to labour laws.

1.9. Scope of the Study

The study was confined to Hamisi Sub County. The focus of the study was on challenges and strategies for non-teaching staff in enhancing management of Public secondary schools in Hamisi Sub-County for the period 2012 to 2016.

1.10. Limitation of the Study

Some respondents did not complete the questionnaires in their entirety. For instance, in some items the response was 105 out 108 while in some 106 while others 107 out 108 for the non teaching staff. For principals there were cases of nil response on some items whereby in some cases 30 out of 31 and 29 out 31 responded. This means that overall, more than 80% of the respondents effectively participated and this response was good enough for the study to proceed with analysis (Mugenda & Mugenda, 2003). This means that the information lost due to nil response for some items did not significantly affect the study.

1.11 Operational Definition of Terms

Employee: - A person employed for wages or a salary and includes an apprentice and indentured learner.

Employer: - Any person, public body, firm, corporation or company who or which has entered into a contract of service to employ any individual and includes the agent, foreman, manager or factor of such person, public body, firm, corporation or company.

Non- Teaching Staff: – All permanent employees of the Board of Management who are not engaged in teaching and have a minimum working experience of at least 5 years 2012-2016.

Public Secondary Schools: -Those schools that are registered as such and supplied with teachers and grants by the government.

Sub-ordinate staff: - unskilled employees of the Board of Governors who are not engaged in teaching.

Support staff: - semi professional employees of the Board of Governors who are not engaged in teaching

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section critically examines the challenges in terms and conditions of employment of the non-teaching staff in public secondary schools, the challenges in privileges and benefits enjoyed by the non-teaching staff and the coping strategies for the non-teaching staff in enhancing the management of public secondary schools.

2.2 Challenges in Terms and Conditions of Employment for Non-Teaching Staff in enhancing the Management of Public Secondary Schools

The non-teaching staff job opportunities available in schools are captured in the Ministry of Education, Science and Technology Report of the Task Force on Secondary School Fees 2014 and also by the Legal Notice No. 262 of 1993 which gave Board of Governors the power to engage, promote, demote or terminate the services of any of its employees. The BOMs were to draw terms and conditions of employment for their employees. Cases of none teaching staff with no terms and conditions of employment have been reported in Hamisi Sub County (DEO's Office, 2008).

Non-teaching staff in public secondary schools is appointed by various respective institutions and is paid by the grants from the government (Republic of Kenya, 2008) and from the Schools financial resources (Republic of Kenya, 1993). The non-teaching staff in schools is those employees who provide the support services. They are not engaged in teaching or research. It is observable that the non-teaching staff continues to play a dominant role in school management. In order to strengthen their role Okumbe (1999),

and commonwealth (1993) suggested that their potential need to be consciously detected, developed and realized. Their role must be seen within the context of an integral system. The study by Okumbe did not bring out the methods the BOM can employ to ensure non-teaching staff contribute effectively to the management of public secondary schools. The task force on students discipline and unrest in secondary schools (Republic of Kenya, 2001) looked at scheme of service for BOM employees and frequency in salary delays but not much has changed since then. Cases of salary delays have been reported in some schools in Hamisi Sub County (DEO, 2009). According to the Legal Notice No. 262 of 1993: Persons belonging to a professional cadre and employed by the board of governors shall be employed on such terms and conditions of service similar to those recommended for equivalent posts in civil service and as per the applicable scheme of service. According to the Republic of Kenya (1987), the employment of non-teaching staff was regulated by the MOE thus before 1993 no member of the non-teaching staff in public secondary schools could be employed unless the institution had an approved establishment for the post to be filled. If an institution wished to fill posts for the non – teaching staff, it was required to first obtain permission from the Permanent Secretary Ministry of Education before the post were advertised and appointments made.

Cases of over employment had been reported in some public secondary schools in Hamisi Sub County in the recent past (DEO's Office, 2007). Onyango (2005) notes that the non-teaching staff in Kenya has no terms of service. In view of the reviewed literature it was therefore necessary to establish the challenges in terms and conditions of employment under the prevailing conditions of employment faced by non teaching staff in public

secondary schools in Hamisi Sub County. This was the knowledge gap that the study sought to fill.

2.3 Challenges in Privileges and Benefits for Non-teaching staff in Public Secondary Schools

Studies show that challenges faced by employees as they strive to perform their duties are occasioned by the nature of jobs, its pervasive social climate and extent to which workers peculiar need are met, individual attribute and management factors. In general Armstrong (1998), maintains that factors such employees sense of equity and fairness in the work place can affect their performance. Other reports reveal that the poor management by the school administration has led to students unrests which have been blamed on the non-teaching staff. Ngamau, Gikendi, Makabila, and Kimutai (2006), noted that in 2004 students of Leshau secondary school went on rampage four times in a span of two terms after the principal of the school retired and anew one was posted to the school. Non-teaching staff at the school were accused of fuelling the chaos and sacked after the new Principal took over the management. Frequent changes in school curriculum require that the laboratory assistance should be taken through in-service.

They also require insurance cover due the nature of their job. Research by Reiner and Zhao (1999) indicates that organizational obstacles or constraints such as inadequate tools and equipment, cramped workspaces, unsafe work environments, and uneven workload distributions among co-workers may be important predictor variables of employee job satisfaction, motivation, and performance. According to Ratemo (2007),

about 55% of the secondary school laboratories are manned by untrained staffs who do not observe safety measures relating to the handling of dangerous gases thus exposing themselves, students, teachers, and even the surrounding communities to health risks. Ratemo (2007) observed that the MOE acknowledges that new schools mostly employ untrained laboratory assistants who flout safety guidelines. Most schools do not have mechanism of disposing chemicals. In addition the MOE admits that the ministry has no policy on the disposal of chemicals.

From the foregoing Ratemo (2007), noted that another study shows that laboratory assistants have died from exposure to harmful chemicals as evidenced by the death of 17 laboratory assistance from public secondary schools over a period of 10years. Two laboratory technicians with similar symptoms – vomiting blood and persistent headache died in a span of 3years in one of the schools. A post mortem revealed that the victim's respiratory system including the lungs was badly corroded by chemicals. Republic of Kenya (1987), noted that Principals should make appoint of paying regular visits to laboratories, workshops and other special rooms. They should give particular attention to the safety precautions and to the use of chemicals and apparatus.

Wahome (2012), reported that in 2006, a grounds man in one of the schools in Western province was seriously injured on the right leg by a motorized lawn-mower allocated to him for cutting grass. The grounds man filed a suit accusing the school management of breaching its legal responsibility and contract by failing to ensure his safety. He blamed the management for exposing him to danger which they knew or ought to have known

could occur. The court awarded the grounds man sh. 50,000 as general damages and Ksh. 3,500 as special damages for medical expenses plus cost of suit and interests. These were some of the indicators of the unsafe working conditions to which the non-teaching staff were exposed and were the subject of this study to establish the extent to which they were challenges to non teaching staff with respect to the Hamisi Sub County public secondary schools, as the knowledge gap that this study attempted to fill.

2.4 Strategies for dealing with the Challenges faced by the Non-teaching Staff in enhancing the Management of Public Secondary Schools

In solving the challenges that face employees as they perform their duties, it is important to stimulate them by employing effective motivation, which makes workers more satisfied with and committed to their jobs. When creating a commitment strategy, Armstrong (1998) asserts that creating commitment strategy includes communication, education, training programmes, and initiatives to increase involvement and ownership and the development of performance and reward management systems.

Staff training can reduce the challenges faced by employees. No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. The schools should therefore have good training programs for their employees. This will give the employees opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task. Researches by Mayer and Allen (1997), have found that age was

positively correlated with affective and normative commitment, but not to continuance commitment.

Meyer and Allen (1991), in an exploratory and confirmatory analysis of factors that can significantly predict job satisfaction and organizational commitment among blue collar workers, reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic rewards, were related to commitment. Other studies link the challenges that face employee performance to staff management by the employers.

Staff management includes the recruitment and selection of staff, with their appraisal, personal and professional development, and welfare. It also includes effective methods of working and good working conditions. The education Act Cap 211 (Republic of Kenya, 1980) refers to the non-teaching staff as all employees of the Board of Governors who are not engaged in teaching or research. The Act gives Board of Governors of schools the mandate to engage, promote, demote or terminate the services of any service of its employees. Onyango (2005), emphasizes that the human resource is the most important in a school organization and the contributions made by support staff is equally important as that of teachers. It is apparent from these studies that the management of public secondary schools as headed by the Boards of Governors is a real challenge to the performance of non –teaching staff in secondary schools in Hamisi Sub County.

Ngware, et al, (2006) affirms that School management is expected to provide leadership that promotes total quality management practices in order to achieve set objectives. Empowered employees participate in decision-making and are capable of increasing the performance and productivity. Strategic quality planning is important for the provision of quality services while human resource development is necessary in schools to motivate and realize the maximum potential from employees.

According to Cranny, Smith and Stone (1992), extrinsic rewards usually focus on opportunities for career development, performance bonuses and salary, and various benefits like vacation and sick leave, medical plan, and retirement benefits. Similarly, the result of some other studies have shown meaningful relations between job satisfaction and wages, management policy, working conditions, possibilities of promotion, gaining respect, the size of the organization and self development ,achievement of the use of talents and job security (Kose, 1985). Given that Ojwang' and Mkawale (2009) reported that the minister for finance said disbursement of funds of FSE would be delayed due to government's failure to meet revenue targets and reduced domestic borrowing, it meant that the salaries of the non-teaching staff would also delay, thus affecting their performance in school management.

Interestingly, Ellickson and Logsdon (2002), affirms that the prospects of job security play a big part amongst the factors that challenge the performance of employees. Job security can be assured through permanent or longer employment contracts or a mutual agreement between the organization and, the employee that the organization is committed to ensuring employee continued employment, against threats of downsizing,

retrenchments, and termination of contracts among others. Studies show that dwindling economy and its concomitant such as poor conditions of service and late payment of salaries make people to migrate to better and consistently paying jobs (Fafunwa, 1971).

A study conducted by the Ministry of Education (2001) on students discipline and unrest in secondary schools found out that salaries paid to non-teaching staff varied from Board to Board because financial abilities of Board depended on fees collection. On the other hand the scheme of service for non-teaching staff needed to be harmonized so that they could effectively perform their roles and therefore enabled the schools to achieve their goals (Republic of Kenya, 1993).

On the whole, the reviewed literature revealed that employee sense of equity and fairness concerning pay, benefits, appraisal, and conditions of work, training, communication, general management, and job security issues were major challenges. What was unknown were the effective strategies that were being used to cope with these challenges in Hamisi Sub county. This was the knowledge gap that this study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the activities that were undertaken to actualize the study. The purpose of this study was to investigate the challenges and strategies for non-teaching staff in enhancing the management of public secondary schools in Hamisi Sub County. The details of how the research was carried out are outlined. Included in this chapter are:

- research design, the area of study, the study population, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, procedures for data collection and the methods of data analysis that were applied.

3.2. Research Design

A research design is an arrangement of conditions for the collection and analysis of data in a format that combines their relationship with the purpose of the study to the economy of procedures (Chandran, 2004). In essence a research design is a master plan for the collection and analysis of data that aids in the answering of the research questions. A research design ensures that the study is relevant and applicable to the problem and its economical procedures for acquiring the information. This study used descriptive survey research design. Fraenkel and Wallen (2009), define survey as that method that involves asking a large group of people questions about a particular issue. Information is obtained from sample rather than the entire population at one point in time, which may range from one day to a few weeks. It employed descriptive survey to establish challenges and strategies for non-teaching staff in enhancing management of Public secondary schools in

Hamisi Sub-County and explore opinions, attitudes and knowledge about the non-teaching staff in the management of schools.

3.3. Area of Study

The study was carried out in Hamisi Sub County of Western Province, Kenya. It lies between Longitude $34^{\circ}30' E$ and $35^{\circ} E$ and latitude $0^{\circ}30' N$ of equator. Hamisi is one of the sub Counties in Vihiga County (Appendix E). The Sub County has a geographical area of approximately 156.4km.² It has a population of 148,259 and population density of 948. It borders Vihiga Sub County to the North and West, Nandi South Sub County to the East, Kakamega East to the North/ East and Kisumu East Sub County to the South. The main economic activities include farming and brick baking.

Farmers here are mainly small scale farmers dealing with tea, maize and dairy annual rainfall of 1300 to 200 mm. Main cash crops is tea and the food crops are maize, beans, sweat potatoes. Hamisi Sub County has relatively low number of secondary schools. The high number of discipline cases by workers in those schools is alarming. A number of public secondary schools had discipline cases involving mainly the non-teaching staff who had been sacked or accused of theft hence the need for this study (Republic of Kenya, 2002). Some of the support staff had taken school Board of Governors of some schools to court (Hamisi DEO's Office, 2008) (Kenya National Bureau of Statistics, 2007).

3.4. Study Population

The population of the study was 187. That is, 36 Principals (P) and 151 non teaching staff. Five (13.8%) of the schools were used in a pilot study (DEO's Office Hamisi, 2016). These respondents were used because they were the ones dealing with directly with non-teaching staffs and therefore were better placed to respond on issues of challenges and strategies for non-teaching staff in public secondary schools. Principals, BOM chairpersons and 151 non teaching staff (who had served at least 5 years) were selected because they were deemed to be knowledgeable on challenges and strategies for non teaching staff in enhancement of management of public secondary schools.

3.5. Sample and Sampling Techniques

The sample sizes were 31 principals and 151 non teaching staff (Table 3.1). Saturated sampling technique was used to select the respondents. This was because all respondents were used in the study. That is, the respondents in the four schools were used in the pilot study while the respondents in the 31 schools were used in the main study.

Table 3.1**Sample Frame**

Category of Respondents	Target Population	Sample Size
Principals	36	31
Non-teaching staffs	151	108

3.6. Instruments for Data Collection

The questionnaires and in-depth interview guides were used in this study.

3.6.1 Principal and Non-Teaching Staff Questionnaires

Non-teaching staff questionnaires consist of two Sections (Appendices A & B). Section I was used to collect data on general non-teaching staff characteristics. Section B of the questionnaire further solicited information on the opportunities available for the non-teaching staff in public secondary schools, terms and conditions of employment of the non-teaching staff, the challenges faced by non-teaching staff in management and how the challenges faced by non-teaching staff in management of public secondary schools can be solved in Hamisi Sub County. It consisted of both open and close ended questions.

3.6.2 Principals/ BOM Chairpersons/ SCDE Interview Schedule

The interviews with Principals was in-depth yet informal to encourage more complete responses from respondents to reinforce information collected in the questionnaires. A few guiding questions was used to probe the respondents for more information on the opportunities available for the non-teaching staff in public secondary schools, terms and

conditions of employment of the non-teaching staff, the challenges faced by non-teaching staff in management and how the challenges faced by non-teaching staff in management of public secondary schools can be solved in Hamisi Sub County (Appendix C).

3.7 Validity of Research Instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. Two types of validity were tested: face validity and content validity. Face validity refers to the likelihood that a question was misunderstood or misinterpreted. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions helped to establish content validity and pre-testing of open-ended questions help to establish content validity (Wilkinson, 1991).

3.8 Reliability of the Research Instruments

Reliability of instruments is the degree to which the instruments measure consistently the variables under study, that is, the findings are independent of accidental circumstances of the research (Silverman, 2008). To ascertain the reliability, questionnaires for principals, non-teaching staff; and interview schedules for principals and non-teaching staff a pilot study was conducted. Yaseen (2015) observes that a pilot study is a small scale preliminary study conducted in order to evaluate the feasibility in an attempt to improve upon the study design upon prior to performance of a full scale. The pilot involved 5

schools (13.8%). Mugenda and Mugenda (2003) observe that in a pilot study approximately 1% to 10% of the target population is adequate for a pilot study. In order to improve reliability of interview guides and questionnaire, the corrected items that were either ambiguous or displayed difficulty in being understood by the respondents were included in the final drafts.

With regard to questionnaires, reliability was tested by being assessed for internal consistency – the degree to which items or constructs that make up the scale “hang together” or support one another. This was computed using Cronbach’s alpha. Thus the reliability of the multi –items or constructs for all scales were computed. The results were as shown in Table 3.2.

Table 3.2**Internal consistence of Constructs in Principals and Non-teaching Staff****Questionnaire**

Scale	No. of items	Cronbach's Alpha	Cronbach's Alpha based on standardised items
Challenges in terms and conditions of employment.	13	.864	.868
Challenges in privileges and benefits.	10	.855	.868
Coping strategies for challenges in terms and conditions of employment.	10	.771	.77
Coping strategies for challenges in privileges and benefits.	6	.714	.752

From Table 3.2 it can be observed that all items in the questionnaire had coefficients greater than .7. Therefore Cronbach's test revealed that all the items in the subscales were reliable. This means that the items supported one another and therefore correlated with the total scale. On the same note, it can be stated that internal consistence for the scales in the questionnaire was established to be adequate enough for the study.

3.9 Data Collection Procedures

Permit to conduct the research was sought from the National Council for Science and Technology through the director of School of Graduate Studies, Maseno University before proceeding to the field for data collection. Letters notifying schools of the

intended study were dispatched one month before the researcher visited the schools to administer the questionnaires and conduct the interviews. Information obtained from the school records helped to counter check the data from the questionnaires and interview schedules. The questionnaires were distributed to 31 principals and 108 non teaching staffs. The questionnaires were collected after one week while the interviews were conducted at the time of collection of questionnaires. Collection of questionnaires and interviews took 30 to 40 minutes for each principal. Non teaching staff took about 30 to 35 minutes. Interviews were conducted orally and recorded by the researcher in a note book.

3.10 Data Analysis

The researcher examined whether all questionnaires were returned and whether all questions were answered completely. According to Mugenda and Mugenda (2003) a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and that of 70% and above is very good. Both qualitative and quantitative techniques will be employed in our data analysis.

Data to be analyzed was generated from the questionnaires, interviews and school records. Responses to questions on the impact of non-teaching staff in the management of schools, challenges facing Board of Governors in managing the non-teaching staff was tallied and converted into percentages. Interviews on the issues was audio taped, transcribed and analyzed qualitatively in the same manner. Information obtained from the school records helped to counter check that from questionnaires and interview schedules.

The Principal respondents were allowed to speak for themselves through direct quotations and verbatim reports. Challenges and strategies were rated using a five point rating scale. Data collected through Principals' questionnaires were grouped according to the research questions and variables examined then coded. Responses to open-ended questions from support staff was analyzed on the basis of the frequency of the responses and presented in form of tables were then used to show the summaries. Responses from in-depth interview guides was audio taped, transcribed and analyzed in an on-going process according to themes, categories, and sub-categories that emerged, tallied and presented in frequencies and percentages.

3.11 Ethical Considerations

Research ethics refers to the moral principles guiding research from its inception through to completion and publication of results, according to The British Psychological Society (2010). In this regard, the researcher observed the following: Respect for the autonomy and dignity of persons, scientific value, social responsibility, and maximizing benefit while minimizing harm. Moral rights, rights to privacy, self-determination and personal liberty were observed to fulfill the autonomy and dignity of human rights. The researcher adhered to ethical considerations by ensuring that the anonymity of the respondents where their identities were not mentioned in the thesis and this also protected the researcher from adverse effects. That is, confidentiality and privacy was guaranteed. The researcher assured the respondents that they would have access to the thesis once defended and accepted as a research document. The respondents were not coerced to provide the data and their consent was sought at every stage of data collection. To instill confidence in the respondents the research permit was availed to them.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussion of the findings of the study. The findings are presented thematically based on the objectives of the study. These objectives were to:

- i) Establish the challenges in terms and conditions of employment faced by non-Teaching staff in enhancement of public secondary schools in Hamisi Sub-County.
- ii) Establish the challenges in privileges and benefits faced by the non-teaching staff in enhancement of public secondary schools in Hamisi Sub County.
- iii) Establish the coping strategies used by non-teaching staff in dealing with challenges in terms and conditions of employment in enhancing management of Public secondary schools in Hamisi Sub County.
- iv) Establish the coping strategies used by non-teaching staff in dealing with challenges in privileges and benefits in enhancing management of Public secondary schools in Hamisi Sub county.

The return rate of questionnaires was as shown in Table 4.1.

Table 4.1**Return Rate of Questionnaires**

Category of Respondent	No. of Questionnaires issued	No. of questionnaires returned	Percentage
Principals	31	31	100
Non-teaching staff	108	108	100

From Table 4.1, it can be noted that return rate was 100. Notwithstanding the 100% return rate, it was noted some respondents, however did not fully respond to all items as required. Nevertheless since over 80% of the respondents filled questionnaires in full this was good enough, for analysis of data to proceed as recommended by Mugenda and Mugenda (2003). This means that the information not captured due to some respondents having withheld some information was not significant.

4.2 Demographic Characteristics of Respondents

The demographic data for respondents were as shown in Tables 4.2 and 4.3.

Table 4.2**Demographic Characteristics of Principals**

Demographic Characteristics	Frequency	Percentage
Gender		
Male	27	87.1
Female	4	12.9
Total	31	100
Age in Years		
31-40	2	6.5
41-50	20	64.5
51-60	9	29
Total	31	100
Work Experience in current position as Principal		
< = 1 year	1	3.2
2-3 years	7	22.6
4-5years	13	41.9
>= 6 years	10	32.3
Total	31	100

From Table 4.2 it can be noted that most principals were male 27(87.1%) and female were 4(12.9%). The unequal representation may be attributed to cultural factors. This is because in Hamisi Sub county boys and mixed secondary schools are headed by male

principals. Nevertheless, for the purpose of this study the representation was adequate to guard against biases based on male chauvinism.

With regard to age, most principals were aged between 41 and 50 years, 20(64.5%). A few were aged between 31 and 40 years, 2(6.5%) and older ones were also few, 9(29%). The implication of this age distribution is that most principals were old enough to provide authentic information on challenges and strategies for non teaching staff in enhancement of management of public secondary schools.

In terms of experience, most principals were well experienced 4 to over 6 years, 23(74.2%) to give authentic data on challenges and strategies for non teaching staff in enhancing management of public secondary schools. This is with the respect to terms and conditions of service and privileges and benefits for non-teaching staff.

The data provided was therefore valid and reliable. This is in view of the fact that non teaching staff are critical in management of the school and yet they are not uniformly compensated which is a big contrast with teaching staff. Non teaching staff in school with high enrolment are paid more salary and allowances; and enjoy more benefits and privileges than those in schools with low enrolment.

Table 4.3**Demographic Characteristics of Non-teaching Staff**

Demographic Characteristics	Frequency	Percentage
Gender		
Male	87	80.6
Female	21	19.4
Total	108	100
Age in Years		
21-30	8	7.4
31-40	24	22.2
41-50	63	58.4
51-60	13	12.0
Total	108	100
Work Experience in current position		
< = 1 year	25	23.1
2-3 years	15	13.9
4-5years	61	56.5
>= 6 years	7	6.5
Total	108	100

From Table 4.3 it can be observed that most non teaching staff were male 87(80.6%) and female were 21(19.4%). This means that tasks in schools may be favouring the male

gender that is masculine. For instance, farm work, cooking, and security. Nevertheless, the male have also ventured in nursing, ICT and even accounts.

With regard to age most non teaching staff were aged between 31 and 50 years 87(80.6%). The young, 21 to 30 years were 8(7.4%) and older ones, 51 to 60 13(12%). The implication of this is that most of the non teaching staff were old enough to provide realistic data on the challenges and strategies for non teaching staff in enhancing management of public secondary schools.

In terms of work experience, most of non teaching had an experience between 2 and 5 years, 76(70.4%). Twenty five (23.1%) had experience of one year and less while 7(6.5%) had the experience of equal two or greater than 6 years. These statistics imply a high turnover. It also means that the non teaching staff in Hamisi Sub County may be experiencing serious challenges and often become overwhelmed. Otherwise most non teaching staff could have been having experience in the current position of about 10 to 20 years. Definitely when the salaries are low, poor or lack of medical insurance cover most people will seek greener pastures elsewhere or simply get in self employment rather than wage employment.

4.3 Challenges in Terms and Conditions of Employment faced by Non-teaching Staff in enhancement of Management of Public Secondary Schools

The research objective responded to was: To establish challenges in terms and conditions of employment faced by non-teaching staff in enhancement of management of public secondary schools. The results were as shown in Table 4.4.

Table 4.4

**Challenges in Terms and Conditions of Employment faced by Non-teaching Staff in
enhancement of Management of Public Secondary Schools**

Challenges	Respondents	n	Mean	Std. Deviation	T-Test
Salary	Principal	31	2.77	1.454	t (134) = .504, p = .615
	Non Teaching Staff	105	2.62	1.522	
Promotions	Principal	31	2.97	1.378	t (134) = -.270, p = .788
	Non Teaching Staff	105	3.05	1.470	
Job Title	Principal	31	1.81	1.046	t (134) = .647, p = .518
	Non Teaching Staff	105	1.68	0.966	
Job Security	Principal	31	2.52	1.208	t (134) = .586, p = .559
	Non Teaching Staff	105	2.36	1.390	
Challenging job	Principal	29	2.34	0.936	t (132) = .098, p = .922
	Non Teaching Staff	105	2.32	1.042	
Sick Leave	Principal	31	2.42	1.432	t (134) = -.982, p = .328
	Non Teaching Staff	105	2.73	1.601	
Compassionate Leave	Principal	30	2.33	1.647	t (133) = -.709, p = .479
	Non Teaching Staff	105	2.58	1.697	
House allowance	Principal	30	3.60	1.329	t (133) = .973, p = .333
	Non Teaching Staff	105	3.31	1.443	
Annual Leave	Principal	30	2.13	1.655	t (133) = -.499, p = .619
	Non Teaching Staff	105	2.31	1.778	
Working Hours	Principal	30	2.27	1.461	t (133) = -.213, p = .831
	Non Teaching Staff	105	2.33	1.523	
Grade	Principal	30	3.20	1.562	t (133) = .322, p = .748
	Non Teaching Staff	105	3.09	1.755	
Dress Code	Principal	30	1.80	1.349	t (133) = -.358, p = .721
	Non Teaching Staff	105	1.90	1.431	

Water	Principal Non Teaching Staff	29 105	2.69 2.59	1.606 1.645	t (132) = .289, p = .773
Overall Mean	Principal Non Teaching Staff		2.527 2.530	1.721	t(133)= .589,p= .913

Interpretation of Mean ratings

1.00 -1.44 Not a challenge

1.45 -2.44 Rarely a challenge

2.45 -3.44 Sometimes a challenge

3.45 -4.44 Often a challenge

4.45 -5.00 Always a challenge

The principals and non-teaching staff rated salary for non-teaching staff as a challenge that sometimes faced by non-teaching staff. The mean rating by principals was 2.77 and non-teaching staff 2.62. These mean ratings were not significantly different (t (134) =5.04, p >.05). This means that both principals and non-teaching staff concurred on the extent to which salary was a challenge to the non-teaching staff. The principals explained that indeed salary for non-teaching staff was generally low and varied from school to school. Thus schools with four to six streams paid their non-teaching staff to the tune of Kshs. 25,000/- on average, house allowance inclusive. The schools with less number of streams paid non-teaching staff to the tune of Ksh. 15,000/- on average, house allowance inclusive. These salaries are sometimes not paid on time. The delay is due to delays in disbursement by the Ministry of Basic Education. Really in the present circumstances where inflation is very high, coupled with high taxation levied on all goods and services, it is difficult for non-teaching staff to make ends meet. In fact it can be best described as hand to mouth syndrome. Teaching, like any other persons have very many competing

demands for the meagre salary, fees for their children, upkeep of their families just but to mention a few. In fact these staff merely put on a brave face as they work. The meagre salaries have sometimes tempted them to commit offences like theft by servant. These has resulted in dismissal of some non-teaching staff. In this respect some of the non-teaching staff stated:

The government is very insensitive to our plight. It does not care how we live on the small salaries just like any Kenyan it is our right to dignified salaries that can enable us live at least a moderate standard of living, not living on below one US dollar per day, compared to the services we render to our beloved schools, where our children learn. Any goods or services we consume are too expensive because of taxes which businessmen Passover to us. (All non-teaching staff).

These findings concur with those of Republic of Kenya (2001) on students discipline and unrest in secondary schools in Kenya. Thus the findings on students discipline and unrest indicated that support staff, who are the non-teaching staff influenced the vice due to salary dissatisfaction.

Promotion among non-teaching staff was rated by principals (MR =2.97) and non-teaching staff (MR =3.05). These mean ratings were not significantly different [$t(134) = -.270, p>.05$]. This means that both principals and non-teaching staff concurred that promotion was sometimes a challenge. This is true because non-teaching staff, except bursars, accounts clerks and secretaries hardly attend in-service capacity building courses that would necessitate promotion. The consequences are that they lose ambition in promotion and therefore for many promotion is elusive and therefore for many promotion is elusive and therefore only a challenge sometimes. During interviews with non-teaching staff, many were not aware of their right to promotion. Thus they stated:

Promotion is something most of us do not think about. This is because from the time we were hired in these schools, the only thing we hear of and continuously request the administration to address is salary increment. This is compounded by the fact that we are never sensitized on the need for promotion. Moreover we understand that for us to be promoted we need additional certificates, which are not easy to earn. (All non-teaching staff).

These findings concur with those of Onyango (2005) who noted that non-teaching staff in Kenya have no terms of service. In the absence of terms of service it means promotions and grading of non-teaching staff remains a mystery.

Job title was rated by principals and non-teaching staff as a rare challenge with mean ratings of 1.81 and 1.68 respectively. Indeed non-teaching staff do not care much about job titles. Presumably may be because of bare education credentials held by them. The only exception are accounts clerks, bursars, nurses and secretaries. Job security was rated by both principals and non-teaching staff as sometimes a challenge for non-teaching staff in their endeavours in enhancement of management of public secondary schools. The principals and non-teaching agreed on the level of this challenge [$t (134) = .586$, $p > .05$]. Definitely, if security is not assured, non-teaching staff cannot dedicate their efforts in the management of schools. Conversely if job security is guaranteed non-teaching staff can work selflessly and support school managements in their endeavours to enhance management. Definitely job security is what most workers care about and always support the management system that cherishes it. During interviews, non-teaching staff and principals stated:

Job security is what matters because workers are assured of continuity in working and if they have to be dismissed then there should be really grievous misdemeanor or a felony committee. This means that they look upon the schools as cash cows. This make them commit their effort and time in ensuring that the schools remain viable and vibrant. (Non-teaching and Principals 4, 5, 8, 20).

Challenging job was rated as rarely a challenge faced by non-teaching staff. The mean ratings were 2.34 by principals and 2.32 by the non-teaching staff. These mean ratings were not significantly different [t (132) = .098, $p>.05$]. This means that both the principals and non-teaching staff agreed that challenging job was rarely a challenge faced by non-teaching staff. This means that challenging job motivates workers to work harder in the schools. The consequences of which are providing desired support to school management teams.

These findings do not agree with those of Ngamau, Gikendi, Makabila and Kimutai (2006) who found that non-teaching staff job was a challenge as they work under dangerous conditions and are often accused of inciting students to strike. Reimer and Zhao (1999) add that inadequate tools and equipment and unsafe environment make non-teaching staff job very challenging. Wahome (2012) and Ratemo (2007) found in their studies that on several occasions non-teaching staff are at times more often than not exposed to harmful chemicals and tools of work.

Sick leave and compassionate leaves were rated as sometimes challenges to non-teaching staff because, they are rights that are hardly enjoyed. This is because they pose as future reasons for dismissal of workers. Non-teaching staff therefore even fear applying for them. In this respect non –teaching staff and principals expressly stated:

Non-teaching staff are always at pain to apply for such leaves due to suspicion that they can be used against them, in the event that the relationship between school administration and non-teaching staff deteriorates for one reason or another. Some even believe that sick leave can lead to sacking. (All non-teaching staff and Principals 9, 25, 27).

Annual leave was rated as rarely a challenge with a mean ratings of 2.13 by principals and non-teaching staff (2.31). This is because annual leave is so well known such that the chances of being denied can have serious repercussions. In this case non-teaching staff are even urged by management to take leave days appropriately. It is healthy as it is cathartic.

House allowance is often a challenge according to principals. This is mainly because it is usually small. This makes it difficult for most non-teaching staff. The consequences are that either they live in decent houses in which they highly subsidize or live in very poor houses.

4.4 Challenges in Privileges and Benefits faced by the Non-Teaching Staff in Enhancement of Management of Public Secondary Schools in Hamisi Sub County.

The research objective responded to was: To establish the challenges in privileges and benefits faced by non teaching staff in enhancement of management of public secondary schools in Hamisi Sub County. The results were as shown in Table 4.5

Table 4.5

Challenges in Privileges and benefits faced by the Non-Teaching Staff in enhancement of Management of Public Secondary Schools

Challenges	Respondents	n	Mean	Std. Deviation	T-Test
Lunch	Principal	31	2.29	1.532	t (137) = 1.712, p = .089
	Non Teaching Staff	108	1.88	1.057	
Tea break	Principal	30	1.77	1.073	t (136) =-.959, p = .339
	Non Teaching Staff	108	1.99	1.148	
Leave allowance	Principal	31	4.00	0.966	t (135) = 5.052, p = .000
	Non Teaching Staff	106	2.71	1.324	
Medical scheme	Principal	31	1.55	0.723	t (137) =-2.100, p = .038
	Non Teaching Staff	108	1.90	0.842	
School housing	Principal	28	4.36	0.989	t (134) = 3.311, p = .001
	Non Teaching Staff	108	3.46	1.336	
Water	Principal	29	2.07	1.486	t (134) =-669, p = .505
	Non Teaching Staff	107	2.27	1.431	
Staff uniform	Principal	29	1.52	1.153	t (134) -1826, p = .070
	Non Teaching Staff	107	1.94	1.106	
Salary advance	Principal	29	2.17	1.002	t (134) -1.195, p = .234
	Non Teaching Staff	107	2.44	1.083	
Training programmes	Principal	29	3.41	1.018	t (134) = 1.778, p = .078
	Non Teaching Staff	107	3.02	1.073	
Electricity	Principal	29	1.97	1.546	t (135) = -1.632, p = .105
	Non Teaching Staff	108	2.44	1.363	
Overall Mean	Principal		2.510	1.214	
	Non Teaching Staff		2.405		t (135) = 1.631, p = .068

Interpretation of Mean ratings

- 1.00 -1.44 Not a challenge
- 1.45 -2.44 Rarely a challenge
- 2.45 -3.44 Sometimes a challenge
- 3.45 -4.44 Often a challenge
- 4.45 -5.00 Always a challenge

From Table 4.5 it can be observed that lunch was rated as rarely a challenge by principals and non-teaching staff. That is mean rating 2.29 and 1.88 respectively. This is true in that in most cases non-teaching staff are offered lunch in schools in which they work schools in which they work. Interview findings supported this finding. Thus during interviews non-teaching staff emphasized:

School managements are very considerate when it comes to provision of lunch and health break. This is majorly because schools basically function as family units. In families, members feed together and no one goes hungry. In any case it is the non teaching staff who prepare and serve food to students, one cannot therefore not people who prepare food and serve students in schools. (All non-teaching staff).

The mean ratings for health break were 1.77 by principals and 1.99 by non teaching staff. These mean ratings were not significantly different ($t(136) = -.959, p > .05$). Leave allowance was rated as often a challenge to non –teaching staff with a mean rating of 4.00 by principals and as sometimes a challenge by non-teaching staff with a mean rating of 2.71. These mean ratings were significantly different ($t(135) = 5.052, p < .05$). Indeed leave allowances are hardly if any given to non-teaching staff. Principals are managers of human resource in schools and it is true that leave allowance is often a challenge. To

non-teaching staff it is sometimes a challenge because, even some are not aware of such a privilege. In fact as a result some non-teaching staff do not take leave.

Principals rated school housing as often a challenge with a mean rating of 4.36. Also non-teaching staff rated it as often a challenge with a mean rating of 3.46. However, these mean ratings were significantly different ($t (134) = 3.311$, $p < .05$). This means that principals' rating was higher than that of non-teaching staff. In the present time school housing is rare except for old schools and they are few. This makes non-teaching staff either reside at their homes which is often far from schools or live in simple structures which are risky.

During interviews principals stated:

Ideally non-teaching staffs should be housed in schools for very good reasons, one they become very effective at work and disciplined. This in fact takes full responsibility of their duties and responsibilities. There are cases of theft by servants in situations where they reside outside schools. This is merely due to temptations. For instance taking food staffs and cutlery (Principal 2).

This assertion concurred with the non-teaching staff contention:

We really love to reside in school compounds. This is because security is assured. Also cases of lateness and absenteeism on our part are rare. Further the temptation of taking food staffs and school property under our care for our use without school authorities does not arise (All non-teaching staff).

Principals on their part and this too say:

Much as water is a basic requirement before setting up a school, with increase in student population, demand for water increases to the extent that shortage starts being experienced. Whenever water shortage occurs most operational areas start experiencing challenges and the multiplier effect is realized. For instance water shortage in the kitchen, automatically affects learning programmes, in terms of lateness for classes and even cleanliness of classrooms, among other issues (Principal 13, 21, 23)

Water was rated as rarely a challenge by principals at 2.07 and non-teaching staff at 2.27. These mean ratings were not significantly different (t (134) = -.669, $p>.05$). Actually water is expected not to be a challenge because this is one of the basic rights of workers in workplaces. In the absence of wholesome water, the schools can be closed because they could definitely be declared as a health hazard. How can cleanliness be maintained without water or poor supply of water? In fact as the old adage goes “water is life.” School normally either sink or drill boreholes or piped water or harness rainwater. This however, does not mean that water cannot be a challenge to non-teaching staff. Indeed many schools often complain about lack of reliable source of water. A number of schools are also threatened with closure due to lack of water or inadequate supply of water that saves schools from imminent closure is the fact that they are government sponsored schools. It is therefore commonplace to find that private schools have reliable sources of water compared with the government sponsored schools.

These findings concur with those of Cranny, Smith and Stone (1992) who established that legal rights of employees are not really enjoyed and therefore remain challenging. For instance sick leave, medical scheme, retirement benefits among others. Kose (1985) add that salary, wages, working conditions, possibilities of promotion, self-development through training and job security remain challenges every year.

Staff uniform was rated as rarely a challenge facing non-teaching staff with a mean rating of 1.52 by principals and 1.94 by non-teaching staff. Equally staff uniform for non teaching staff is a right for workers, therefore it is not expected to be a challenge, however many factors make it a challenge. First the issue of quality, schools tend to go

for cheap materials which ear out faster. Then the issue of replacement comes in and the number of pairs in a given period of time. Sometimes it is a question of attitude, some workers hate putting on uniform and therefore create issues as scapegoats of not wearing uniforms frequently. The principals mean ratings were not significantly different from those of non teaching staff ($t(134) = -1.826$, $p>.05$).

Salary advance was rated as rarely a challenge to non-teaching staff with a mean rating of 2.17 by principals and 2.44 by non-teaching staff. These mean ratings were not significantly different ($t(134) = -.1.195$, $p>.05$). This means that both principals and non-teaching staff concurred. In normal circumstances salary advance is not expected to be a challenge because labour laws 2007 require that guidelines should be adhered to on matters of salaries and if violated the employer is punishable and if the employee violates, can be subjected to a case of pecuniary embarrassment. As such both the employer and employee are cautious in protecting the wages of workers.

Interview findings concurred with these findings thus principals stated:

Salary advance has become a challenge, due to late disbursement of funds by the government. Thus much as teachers need salary advances to sort out many issues, the money is not available. However, non-teaching staff do realize that salary advance is not a right and therefore persevere with the meagre salaries they earn despite emergencies (Principals 1, 15, 19).

The non-teaching staff also concurred when they asserted:

Salary advance is purely a privilege and therefore non-teaching staff while requesting for it bear in mind that, if they fail to get it, it is not a matter of life and death. Hence does not bother many school. Workers other alternatives have to be sought and indeed it works, for instance taking goods on credit from shopkeepers. In cases of school fees, pledges work. (All non-teaching staff)

Training programmes for non-teaching staff was rated as sometimes a challenge facing non-teaching staff. The mean ratings were 3.41 by principals and 3.02 by non-teaching staff. The mean ratings were not significantly different ($t (134) = 1.778$, $p>.05$). This means that both principals and non teaching staff concurred that training was sometimes a challenge. This emanates from the fact that most non-teaching staff lack requisites for further training. Therefore one may see the merit for training them, yet they need training for better performance at work.

Electricity was rated as rarely a challenge by principals at 1.97 and non teaching staff at 2.44. These mean ratings were not significantly different ($t (135) = -1.632$, $p>.05$). This means that both principals and non teaching staff concurred that electricity was a rare challenge. At present most schools have electricity supply, which is somewhat reliable. This makes the work of non-teaching staff easy, convenient and effective. For instance, with electric bell in place, time keeping becomes easy.

4.6 Coping Strategies used by Non-teaching staff in dealing with Challenges in Terms and Conditions of Employment in enhancing Management of Public Secondary Schools

The research objective responded to was: To establish coping strategies used by non-teaching staff in dealing with challenges in terms and conditions of employment of public secondary schools. The results were as shown in Table 4.6.

Table 4.6

Coping Strategies used by Non-teaching staff in dealing with Challenges in enhancement of Management of Public Secondary Schools

Coping strategies	Respondents	n	Mean	Std. Deviation	T-test
Salary advance	Principal	31	3.16	1.068	t (135) = -.987, p = .325
	Non Teaching Staff	106	3.38	1.073	
Reduced working hours	Principal	31	2.39	1.174	t (135) = -283, p = .777
	Non Teaching Staff	106	2.46	1.332	
Disciplinary procedures/measures	Principal	31	3.35	0.915	t (135) = .845, p = .400
	Non Teaching Staff	106	3.19	0.977	
Reduced load	Principal	31	2.52	0.890	t (135) = .526, p = .600
	Non Teaching Staff	106	2.42	0.955	
Union membership	Principal	31	2.71	1.296	t (135) = -.322, p = .748
	Non Teaching Staff	106	2.80	1.430	
Appropriate focus	Principal	31	3.45	0.925	t (135) = -.943, p = .348
	Non Teaching Staff	106	3.62	0.878	
Communication channels	Principal	31	3.90	1.106	t (135) = .062, p = .951
	Non Teaching Staff	106	3.89	1.347	
Promotions	Principal	31	3.32	1.166	t (135) = .876, p = .383
	Non Teaching Staff	106	3.09	1.306	
Training programmes	Principal	31	3.94	0.442	t (135) = -.414, p = .680
	Non Teaching Staff	106	3.97	0.424	
Growth	Principal	31	3.71	0.973	t (135) = 1.188, p = .237
	Non Teaching Staff	106	3.44	1.130	
Overall mean	Principal		3.245	1.245	t (135) = .889, p = .921
	Non Teaching Staff		3.226		

Interpretation of Mean Rating

1.00 -1.44	Least effective
1.45-2.44	Less effective
2.45-3.44	Effective
3.45-4.44	More effective
4.45-5.00	Very effective

From Table 4.6 it can be noted that salary advance was rated as effective by principals and non teaching staff with mean ratings of 3.16 and 3.38 respectively. These mean ratings were not significantly different ($t (135) = -.987$, $p < .05$). This means that principals and non teaching staff agreed that salary advance was a coping strategy in dealing with challenges posed by terms and conditions of employment for non-teaching staff. In effect salary advance help non teaching staff to cope with less salary that occasionally depleted before month end. Nevertheless salary advance can only be a stop gap measure. Salary advance can also help to deal with the challenges of dress code. These findings concur with those of Cranny, Smith and Stone (1992); Ojwang' and Mkawale (2009) and Fafunwa (1971), who established that indeed salary is a very important strategy in enlisting workers contribution to management of institutions.

Reduced working hours was rated as less effective coping strategy for dealing with working hours challenge by principals while non teaching staff rated it at as effective with mean ratings of 2.39 and 2.46 respectively. However these ratings were not significantly different ($t (135) = -.283$, $p > .05$). This means that both principals and non teaching staff concurred that reduced working hours helped to deal effectively with challenges of working hours. The maximum recommended hours is 8 hours, however it

had been noted that most workers works for more than 8 hours a day scholars had also been found to front the law that require that all workers must have one rest day in seven days of the week. It is therefore evident that reduced working hours is indeed an effective strategy of dealing with challenges of working hours.

Disciplinary measures /procedures was rated as effective coping strategy for challenges in terms and conditions of employment with mean ratings of 3.35 and 3.19 by principals and non teaching staff respectively. These mean ratings were not significantly different ($t(135) = .845$, $p>.05$). This means that principals and non teaching staff concurred that disciplinary measures was an effective strategy. Disciplinary measures are corrective in nature and therefore non-teaching staff who tend to use wrong or fake documents to get promotions, feign sickness to take sick leave, compassionate leave, failure to adhere to dress code, working hours. All the challenges pertaining to these issues can be dealt with effectively when proper disciplinary measures and procedures are put in place. management of institutions effectively is on the basis of good discipline. Discipline cannot be put in place to address any challenge without correct disciplinary procedures and measures.

Reduced load, union membership coupled with appropriate focus, communication channels, promotion, training programmes and growth were invariably rated as effective and more effective strategies in dealing with challenges faced by non-teaching staff. The mean ratings were not significantly different as in all cases p-value was greater than .05. This means that both principals and non teaching staff concurred on the effectiveness of these strategies. It is clear that these strategies motivate non teaching staff which in turn

propels the workers into action. These findings concur with those of Armstrong (1998) who asserted that creating commitment strategy includes communication and this rewards management systems.

The fact that in most schools the number of non-teaching staff is generally small compared to the required expectations in job performance, reduced workload definitely becomes an effective strategy of dealing with the challenge of workload principals rating 2.39 and non -teaching staff 2.46. Thus when workload is appropriate non-teaching staff do not feel the pressure of work so much, at least they have some time off for catharsis. This then invigorates them. In such circumstances output from non-teaching staff is boosted, with the consequence that non teaching staff promote management of secondary schools as the auxiliary support is commonplace. Union membership, boosts the ego of non-teaching as they feel well protected and therefore do not entertain any form of fear and dedicate their time and effort to school work. This means that they naturally become motivated to work. Indeed Kenya Union of Domestic Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA) helps many workers, who could otherwise have lost their jobs upon victimization by school management. At the thought of industrial court, most school managers desist victimizing their workers. This then reduces challenges that could arise in absence of union membership, such as being discriminated against or disciplined at will.

Interview findings supported these findings that reduced workload is an effective strategy of dealing with pressure associated with high workloads. In this respect principals stated:

When you reduce workload workers enjoy catharsis as they work and real love work, because it is within a manageable scope. Excess workload introduces apathy in workplace and this is not healthy for an institution (Principals 3 & 8).

The non teaching staff also supported these findings and asserted:

Reduced workload make work enjoyable because it is in your ability range. Overwork makes us less effective at work and quality of work depreciates. The no good manager can expect quality work from workers with high workloads (All non-teaching staff)

Appropriate fear is a virtue in as much as it is self restraint. This makes non-teaching staff to work within their professional demands or work ethics. It means they are aware of what is expected of them and work within those terms and conditions. When this is accomplished, then management is definitely assisted to achieve its goals.

Communication is a bottleneck of managing and being managed. This means whenever there are challenges communication is very important in understanding the challenges and the way forward. Thus many obstacles are easily dealt with through effective communication. In cases where issues or matters are not effectively communicated, conflict arise and this becomes functioning of an institution; as industrial disputes becomes common.

Promotions is a strategy that is often used by management of institutions to enlist support and dedication to work. All workers in institutions expect periodical promotions over the

years. Promotions help to deal with a myriad of challenges. For instance promotion means increase in salary, ego and even super ego. Thus non-teaching staff are able to fulfill very many competing demands like school fees, improvement in the standards of living, enhancement of human relations, undertaking further training, challenging duties and responsibilities, all of which are vital in management and development of institutions.

Training programmes are vital in capacity building which is effective challenges of working hours and grade. Thus training programmes equip non-teaching staff with appropriate competences that help them to spend less hours with high output. In which case working hours become a non-issue. Similarly to grades of workers are easily solved by upward grading due to new certificates earned. This in turn applies to promotions, job title, job security and challenging job.

4.6 Coping Strategies used by Non-teaching Staff in dealing with Challenges in Privileges and Benefits in enhancing Management of Public Secondary Schools

The research objective responded to was: To establish coping strategies used by non-teaching staff in dealing with challenges in privileges and challenges in enhancing management of public secondary schools. The results were as shown in Table 4.7.

Table 4.7

Coping Strategies used by Non-teaching Staff in dealing with enhancement of management of Public Secondary Schools

Coping Strategies	Respondents	n	Mean	Std.	t-test
				Deviation	
Management school canteen	Principal	31	2.94	1.315	t (134) = .457, p = .649
	Non Teaching Staff	105	2.81	1.359	
Create welfare programme	Principal	31	4.00	.632	t (134) = -662, p = .509
	Non Teaching Staff	105	4.07	.444	
Small scale farming	Principal	31	2.97	1.354	t (134) = -.992, p = .323
	Non Teaching Staff	105	3.24	1.327	
Bereavement scheme	Principal	31	3.90	.597	t (134) = 1.360, p = .176
	Non Teaching Staff	105	3.70	.786	
Working experience	Principal	31	3.77	1.086	t (134) = -.219, p = .827
	Non Teaching Staff	105	3.82	.978	
Working close to home	Principal	31	3.94	.892	t (134) = -.1307, p = .193
	Non Teaching Staff	105	4.14	.739	
Overall mean	Principal		3.586	.784	t(134) = 1.620, p = .892
	Non Teaching Staff		3.628		

Interpretation of Mean Rating

1.00 -1.44	Least effective
1.45-2.44	Less effective
2.45-3.44	Effective
3.45-4.44	More effective
4.45-5.00	Very effective

From Table 4.8 it can be observed that management of school canteen was rated by principals and non-teaching staff as an effective strategy for coping with challenges in privileges and benefits faced by non-teaching staff. Principal's rating was 2.94 and non-teaching staff 2.81. These ratings were not significantly different ($t(134) = .45$, $p>.05$). This means that both the principals and non-teaching staff concurred management of school canteen was an effective strategy. Definitely, school canteens generate income for non-teaching staff. The income earned is used to manage challenges that emanate from lunch, tea break, medical scheme, water and salary advance. Creation of welfare programme as a coping strategy for challenges emanating from privileges and benefits was rated as more effective by both principals (4.00) and non-teaching staff (4.07). These ratings were not significantly different. This means that both principals and non-teaching staff concurred that effective ($t(134) = -662$, $p>.05$) welfare programmes, like get-togethers, Table banking boost the income of non-teaching staff and this helps them to manage effectively challenges in housing by taking care of basic household need such as food, furniture, electricity, water, medicine among others. It is important to note that salaries of non-teaching staff are meagre and therefore cannot help them their daily demands socially and economically.

These findings were supported by interview findings. In this respect, non-teaching staff stated:

Without school canteens, table banking and get-together most of us cannot continue working in school. These facilities provide complementary income which supplement our meagre salaries. This makes us feel as if we earn high salaries. We thus deal with financial challenges effectively without engaging in deviant behaviour. These activities also help us to learn how to manage our finances effectively and motivate us to be disciplined workers (All non-teaching staff).

Small scale farming was rated as effective by both principals and non-teaching staff. The ratings were 2.97 and 3.24 respectively. These ratings were not significantly different ($t(134) = -992$, $p > .05$). This means that the principals and non-teaching staff concurred that small scale farming was an effective coping strategy for challenges faced that border on water supply, electricity supply, staff uniform and medical scheme. Thus the income generated help to deal with these basic needs. Bereavement schemes and working close to home indeed were more effective coping strategies as were rates 3.90, 3.94 respectively by principals and 3.70, 4.14 by non-teaching staff respectively. It is a common place to be observed that these two strategies are really appreciated by non-teaching staff. The strategies ratings were not significantly different ($t(134) = 1.360$, $p > .05$) and ($t(134) = - .1307$, $p > .05$). The benefits from bereavement scheme and working close to home are no doubt significant as most challenges are more effectively dealt. These challenges pertain to housing, water supply, salary advance and meals.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the research findings, conclusion and recommendations of the study.

5.2 Summary of Findings of the Study

The summary of the findings of the study are based on the purpose and objectives of the study. Thus, the purpose of the study was to establish challenges and strategies for non-teaching staff in enhancing management of Public secondary schools in Hamisi Sub-County.

5.2.1 Challenges in Terms and Conditions of Employment faced by non-teaching staff in enhancement of management of Public Secondary Schools

The study established that terms and conditions of employment were found to be sometimes challenges to non-teaching staff in enhancement of public secondary schools. The principals mean rating of these challenges was 2.53 and 2.53 by non teaching staff also. Interview findings revealed that the government is sometimes insensitive to the plight of non teaching staff with regard to conditions of employment. Promotions were also highlighted as not easily forthcoming to non teaching staff.

Other challenges included salaries which are often inadequate, job security which is almost nonexistent, sick leave, compassionate leaves which are enjoyed by non teaching staff, house allowance are also negligible and long working hours without compensation.

5.2.2 Challenges in Privileges and benefits faced by non teaching staff in enhancement of management of public secondary schools

Privileges and benefits for non teaching staffs were rated as sometimes challenges by principals and as rarely challenges by non teaching staff. The mean ratings were 2.51 and 2.41 respectively. Non teaching staff have challenges in gaining from lunch offered to students and teaching staff though some of them are involved in preparation and serving the same. Health breaks are also not the concern of school management with regard to non teaching staff.

With regard to medical schemes and housing non teaching staff do not enjoy to the optimum like other government servants in other cadres. Provision of uniform and salary advances were also noted as challenges as most non teaching staffs do not enjoy them. The others include training programmes and even leave allowance.

Interview findings also revealed that much as privileges and benefits are challenges to non teaching staff, some of the non teaching staff indicated that school management are very considerate when it comes to provision of lunch and teas for them. This is majorly in large schools and where principals feel that schools should function as families where everybody is inclusive in benefiting and enjoying what is available to the school community.

Principals rated housing as often a challenge with a mean rating of 4.36. However nonteaching staff rated it as a challenge with a mean rating 3.46. Observation revealed that indeed housing is a challenge to non teaching staff and most of them are forced to stay far away from their homes. This means that they have to trek for long distances.

Staff uniform was also rated as a challenge but rarely as a number of schools were found to offer staff uniform to non teaching staff particularly for those who work in the offices and on the firm.

5.2.4 Coping Strategies used by non-teaching staff in dealing with challenges in Terms and Conditions of employment in enhancement of management of public secondary schools

The overall mean rating was 3.27. Salary advance was rated as effective for principals in dealing with challenges faced by non teaching staff particularly in situations where salaries become depleted before month end and in situations where staff uniform gets warn out earlier than expected. Reduced working hours were rated as less effective coping strategy for dealing with working hours. The mean ratings by principals and non teaching staff were 2.39 and 2.46 respectively. Nevertheless, both principals and non teaching staff concurred that reduced working hours helped to deal effectively with challenges of working hours. The maximum recommended working hours is eight in a day by the Labour Laws internationally. However, in practice most workers work beyond eight hours and therefore a reduction in the working hours provide a relief to the workers. Union membership was also found to be an effective coping strategy with mean ratings of 2.71 by principals and 2.80 by non teaching staff. Trade Unions like KUDHEIHA play a major role in protecting the rights of workers and therefore union membership by extension provides protection to exploitation of non teaching staff.

Protected non teaching staff are usually productive and therefore enhance management of public secondary schools. Promotion is also an effective coping strategy as it motivates non teaching staff and in turn enables them to contribute meaningfully to the

management of public secondary schools. Principals' rated promotions at 3.2 and non teaching staff at 3.09 meaning they were effective and these ratings were not significantly different which meant that both principals and non teaching staff concurred on the effectiveness of this strategy.

Communication channels were found to be more effective in dealing with challenges in terms and conditions of employment of non teaching staff. The ratings by principals was 3.90 and non-teaching staff 3.89. These ratings were not significantly different meaning they concurred

5.2.5 Coping strategies used by non-teaching staff in dealing with challenges faced in privileges and benefits in enhancing management of public secondary schools

The overall mean rating for these coping strategies was 2.45. Management of school canteen was rated as effective by principals at 2.94 and non teaching at 2.81. Canteens when managed by non teaching staff boost the income of non teaching staff and this help to solve quite a number of problem which arise due to low salaries. Creation welfare programmes was rated highly as more effective in dealing with challenges. Principals rating was at 4.00 and non teaching at 4.07 meaning that the two categories of workers concurred as evidenced by t-test output ($t (134) = -.662, p>.05$). Small scale farming was also established as an effective strategy for dealing with challenges in privileges and benefits. This strategy serves as a means of complementary income to non teaching staff and therefore they participate effectively in management of education institutions.

Working close home was rated more effective in dealing with challenges, principals rating was 3.94 and no teaching staff rating was 4.14. This means that the non teaching staff working from their homes enables them to enjoy the privileges and benefits offered by the school management. For instance, house allowance, cost of living since they operate from their homes. This means that the non teaching staff no doubt double their effort in enhancing public school management.

5.3 Conclusion

The main challenges in terms and conditions of employment faced by non-teaching staff in enhancement of public secondary schools were job security, promotions, house allowances, working hours and compassionate leave. The main challenges in privileges and benefits faced by non-teaching staff in enhancement of management of public secondary schools included mainly; housing, water, salary advance and in-service training. The coping strategies for challenges faced in terms and conditions of employment that were effective included; reduced working hours, reduced workload, disciplinary procedures and measures, communication channels, promotion and training programmes. Coping strategies that were effective in dealing with challenges in privileges and benefits included management of school canteen, creation of welfare programmes, benevolent scheme and working close to home.

5.4 Recommendations

In view of the findings of the study the following recommendations were made:

- i) The school management should put in place terms and conditions for promotion of non teaching staff so that those who merit are promoted accordingly. This will encourage staff to be more productive at their places of work and enhance management of secondary schools.
- ii) The school management should also put in place measures that ensure proper job security. When non-teaching staff are assured of their job security, they will tend to be co-operative and work towards achieving the mission of the schools.
- iii) School management should endeavour to offer reasonable house allowances as this enables non-teaching staff to leave in decent housing structures and therefore participate effectively in carrying out duties in their schools.
- iv) The school management should also be sensitive to compassionate and sick leave so that workers are able to work effectively when they are in good health physically and psychologically.

5.5 Suggestions for Further Research

The study exposed the following areas that require further research:

- i) Factors influencing the relationship between non-teaching staff and students. This study will help in sensitizing stakeholders in education on emergent issues that have been found to lead to unrest in schools pertaining non-teaching staff.
- ii) Influence of teaching staff and non-teaching staff in enhancement of management of secondary schools. This study will help in establishing critical issues that militate against harmony between teaching and non-teaching staff and the way forward in enhancement of management of secondary schools.
- iii) Determination of job satisfaction among non-teaching staff in secondary schools in Kenya. This study will help understand and deal with high turnover and natural attrition.

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APPENDICES

APPENDIX A: PRINCIPALS QUESTIONNAIRE

Instructions

This questionnaire seeks your position based on your knowledge and experience in regard to challenges faced by NTS in enhancing the management of public secondary schools in Hamisi Sub County. Please respond to each question as required. The information collected will be treated with strict confidence and will only be used for this study. Indicate by a tick (✓) appropriately in the space provided.

1. PERSONAL DATA

1.1 What is your gender (tick?)

Male female

1.2 What is your age bracket? (tick?)

31-40 41-50 51-60

1.3. How long have you worked in your current position?

1 year and below	<input type="checkbox"/>	2-3 years	<input type="checkbox"/>
4-6 years	<input type="checkbox"/>	7 years and above	<input type="checkbox"/>

1.4 Indicate total number of years as staff-----

CHALLENGES IN TERMS AND CONDITIONS OF EMPLOYMENT FACED BY THE NON-TEACHING STAFF IN ENHANCEMENT OF MANAGEMENT OF PUBLIC SECONDARY SCHOOLS

Rate the challenges you face in terms and conditions of employment by use of ticks (✓) where 1 =Not a challenge, 2 = Rarely a challenge, 3 = Sometimes a challenge, 4 = Often a challenge and 5 = Always a challenge.

Challenges	1	2	3	4	5
Salary					
Leave					
House allowance					
Annual leave					
Working hours					
Union membership					
Office space					
Dress code					
Water					
Any other (s) specify					

Any other important information

CHALLENGES IN PRIVILEGES AND BENEFITS FACED BY NON-TEACHING STAFF IN ENHANCEMENT OF THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS

Rate the challenges you face in privileges and benefits from the school management by use of ticks (✓) where 1 =Not a challenge, 2 = Rarely a challenge, 3 = Sometimes a challenge, 4 = Often a challenge and 5 = Always a challenge.

Challenges	1	2	3	4	5
Lunch					
Tea break					
Leave allowance					
Medical scheme					
School housing					
Water					
Photocopy services					
Salary in advance					
Electricity in the house					
Small scale farming, poultry, vegetables					
Management of school canteen					
Any other (s)					

Any other important information

**COPING STRATEGIES USED BY NON-TEACHING STAFF IN DEALING
WITH CHALLENGES IN TERMS AND CONDITIONS OF EMPLOYMENT IN
ENHANCEMENT OF MANAGEMENT OF PUBLIC SECONDARY SCHOOLS.**

Rate the challenges you face in terms and conditions of employment from the school management by use of ticks (✓) where 1 =Least effective, 2 = Less Effective, 3 = Effective, 4 = More Effective and 5 = Very Effective.

Coping Strategies	1	2	3	4	5
Salary advance					
Reduced working hours					
Disciplinary procedures/ measures					
Reduced load					
Union membership					
Appropriate focus					
Communication channels					
Promotions					
Training programmes					
Growth					
Any other (s)					

Any other important information

**COPING STRATEGIES USED BY NON TEACHING STAFF IN DEALING
WITH CHALLENGES IN PRIVILEGES AND BENEFITS IN ENHANCEMENT
OF PUBLIC SECONDARY SCHOOLS**

Rate the challenges you face in privileges and benefits from the school management by use of ticks (✓) where 1 =Least effective, 2 = Less Effective, 3 = Effective, 4 = More Effective and 5 = Very Effective.

Coping Strategies	1	2	3	4	5
Management school canteen					
Create welfare programme					
Small scale farming					
Bereavement scheme					
Working experience					
Working close to home					
Any other (s)					

Any other important information

APPENDIX B

NON-TEACHING STAFF QUESTIONNAIRE

Instructions

This questionnaire seeks your position based on your knowledge and experience in regard to challenges faced by NTS in enhancing the management of public secondary schools in Hamisi Sub County. Please respond to each question as required. The information collected will be treated with strict confidence and will only be used for this study. Indicate by a tick (✓) appropriately in the space provided.

1. PERSONAL DATA

1.1 What is your gender (tick?)

Male Female

1.2 What is your age bracket? (Tick?)

21-30 31-40 41-50

1.3. How long have you worked in your current position?

1 year and below <input type="checkbox"/>	2-3 years <input type="checkbox"/>
4-6 years <input type="checkbox"/>	7 years and above <input type="checkbox"/>

1.4 Indicate total number of years as staff-----

CHALLENGES IN TERMS AND CONDITIONS OF EMPLOYMENT FACED BY THE NON-TEACHING STAFF IN ENHANCEMENT OF MANAGEMENT OF PUBLIC SECONDARY SCHOOLS

Rate the challenges you face in terms and conditions of employment by use of ticks (✓)

where 1 =Not a challenge, 2 = Rarely a challenge, 3 = Sometimes a challenge, 4 = Often a challenge and 5 = Always a challenge.

Challenges	1	2	3	4	5
Salary					
Leave					
House allowance					
Annual leave					
Working hours					
Union membership					
Office space					
Dress code					
Water					
Any other (s) specify					

Any other important information

CHALLENGES IN PRIVILEGES AND BENEFITS FACED BY NON-TEACHING STAFF IN ENHANCEMENT OF MANAGEMENT OF PUBLIC SECONDARY SCHOOLS

Rate the challenges you face in privileges and benefits from the school management by use of ticks (✓) where 1 =Not a challenge, 2 = Rarely a challenge, 3 = Sometimes a challenge, 4 = Often a challenge and 5 = Always a challenge.

Challenges	1	2	3	4	5
Lunch					
Tea break					
Leave allowance					
Medical scheme					
School housing					
Water					
Photocopy services					
Salary in advance					
Electricity in the house					
Small scale farming, poultry, vegetables					
Management of school canteen					
Any other (s)					

Any other important information

**COPING STRATEGIES USED BY NON-TEACHING STAFF IN DEALING
WITH CHALLENGES IN TERMS AND CONDITIONS OF EMPLOYMENT IN
ENHANCEMENT OF MANAGEMENT OF PUBLIC SECONDARY SCHOOLS.**

Rate the challenges you face in terms and conditions of employment from the school management by use of ticks (✓) where 1 =Least effective, 2 = Less Effective, 3 = Effective, 4 = More Effective and 5 = Very Effective.

Coping Strategies	1	2	3	4	5
Salary advance					
Reduced working hours					
Disciplinary procedures/ measures					
Reduced load					
Union membership					
Appropriate focus					
Communication channels					
Promotions					
Training programmes					
Growth					
Any other (s)					

Any other important information

**COPING STRATEGIES USED BY NON TEACHING STAFF IN DEALING
WITH CHALLENGES IN PRIVILEGES AND BENEFITS IN ENHANCEMENT
OF PUBLIC SECONDARY SCHOOLS**

Rate the challenges you face in privileges and benefits from the school management by use of ticks (✓) where 1 =Least effective, 2 = Less Effective, 3 = Effective, 4 = More Effective and 5 = Very Effective.

Coping Strategies	1	2	3	4	5
Management school canteen					
Create welfare programme					
Small scale farming					
Bereavement scheme					
Working experience					
Working close to home					
Any other (s)					

Any other important information

APPENDIX C

PRINCIPALS INTERVIEW SCHEDULE

- 1) What challenges do you face in terms of conditions of employment of non-teaching staff in enhancement of management of public secondary schools in Hamisi Sub County?
- 2) What challenges do you face in privileges and benefits by the non-teaching staff in enhancement of management of public secondary schools in Hamisi Sub County?
- 3) Which coping strategies are effectively used by non-teaching staff in dealing with challenges in terms and conditions of employment in enhancing management of public secondary schools in Hamisi Sub County?
- 4) Which coping strategies have been used by non-teaching staff in dealing with challenges in privileges and benefits in enhancement of management of public secondary schools in Hamisi Sub County?

APPENDIX D

INTERVIEW SCHEDULE FOR NON TEACHING STAFF

- 1) What challenges do you face in terms of conditions of employment of non-teaching staff in enhancement of management of public secondary schools in Hamisi Sub County?
- 2) What challenges do you face in privileges and benefits while enhancing management of public secondary schools in Hamisi Sub County?
- 3) Which coping strategies are effectively used by non-teaching staff in dealing with challenges in terms and conditions of employment in enhancing management of public secondary schools in Hamisi Sub County?
- 4) Which coping strategies have been used by non-teaching staff in dealing with challenges in privileges and benefits in enhancement of management of public secondary schools in Hamisi Sub County?

APPENDIX E
RESEARCH AUTHORIZATION LETTERS



MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: PG/MED/024/205

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 4th DEC, 2017

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR ONG'OLA JOSHUA OTIENO —
PG/MED/024/205**

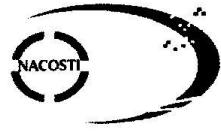
The above named is registered in the Master of Education Programme of the School of Education, Maseno University. This is to confirm that his research proposal titled "**Challenges and strategies for non-teaching staff in enhancing the management of public secondary schools in Hamisi sub-county, Kenya**" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

A handwritten signature in black ink, appearing to read "J. O. Agure".
Prof. J. O. Agure
DEAN, SCHOOL OF GRADUATE STUDIES

Maseno University

ISO 9001:2008 Certified





NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. NACOSTI/P/18/27493/20979

Date: 31st January, 2018

Joshua Otieno Ongola
Maseno University
P.O. Box Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges and strategies for non-teaching staff in enhancing the management of public secondary schools in Hamisi Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for the period ending **31st January, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Vihiga County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System

GODFREY P. KALERWA
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MR. JOSHUA OTIENO ONGOLA of MASENO UNIVERSITY, 7355-40100 KISUMU, has been permitted to conduct research in Vihiga County</p> <p>on the topic: CHALLENGES AND STRATEGIES FOR NON-TEACHING STAFF IN ENHANCING THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN HAMISI SUB-COUNTY, KENYA</p> <p>for the period ending: 31st January, 2019</p> <p>Applicant's Signature</p> 	<p>Permit No : NACOSTI/P/18/27493/20979 Date Of Issue : 31st January, 2018 Fee Received : Ksh 1000</p> <p>JP Kalerwa Director General National Commission for Science, Technology & Innovation</p>
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<p>CONDITIONS</p> <ol style="list-style-type: none"> 1. The License is valid for the proposed research, research site specified period. 2. Both the Licence and any rights thereunder are non-transferable. 3. Upon request of the Commission, the Licensee shall submit a progress report. 4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research. 5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies. 6. This Licence does not give authority to transfer research materials. 7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report. 8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice. 	 <p>REPUBLIC OF KENYA</p> <hr/>  <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>Serial No.A 17311</p> <p>CONDITIONS: see back page</p>
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APPENDIX F
MAP SHOWING LOCATION OF HAMISI SUB COUNTY

