

---

**THE CHALLENGES FACING SECONDARY SCHOOL PRINCIPALS AS HUMAN RESOURCE MANAGERS (HRMS) IN LINE OF DUTY: A CASE OF NANDI COUNTY, KENYA**

**Chemutai Emily**

P.O. Box 4237 - 30100, Eldoret, Kenya

**Leonard Simiyu Mulongo**

Box 7759-30100

**Kuto Luka Yano**

P.O. Box 3382 30100

---

**ABSTRACT:** *UNESCO (1996) notes that education systems nearly everywhere are managed poorly and administered inefficiently. Despite the enormous expectations of school principals, many are not fully prepared for the task. The headship of secondary schools in Kenya is usually a product of the teaching force. Teachers, who have spent a minimum of ten years in service, are usually appointed as principals and deputy principals of secondary schools. Thus years of experience remain the major yardstick for appointment into the position of principal as opposed to relevant skills and qualifications. This paper seeks to identify the many challenges faced by Principals as HRMs in performing their roles. The target population was 140 secondary school principals drawn from Nandi County. Census sampling was used to select the study sample. Data collection was done using self-administered questionnaire. Coding of responses was done using Statistical Package for Social Scientists (SPSS). The paper points out that: empowerment of the staff, team management and career development among others, as challenges resulting from inadequate training. The study recommends introduction of HRM courses in Teacher Training Colleges.*

**KEYWORDS:** Challenge, Secondary School, Principals, Human Resource Managers, Roles.

---

## **INTRODUCTION**

### **Challenges Faced by Principals of Secondary Schools in Management of Schools**

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

As some countries make efforts to practically train Secondary School Principals, others still stagnate despite calls by various bodies and scholars for professional training of school heads (Obemeata, 1984; Ajayi; 1987), Nigeria for instance, has continually been using teaching experience as the major yardstick for appointing Principals. They are said to be inefficient and

accused of failing to provide direction and adequate leadership for their schools. The falling standard of education in the schools has also been attributed to the inefficiency of the principals (Obemeat, 1984).

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

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

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

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

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

### **The Challenges of Human Resource Management**

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

#### **Workplace diversity**

This may consist of issues involving age, education, ethnicity, gender, income, marital status, physical limitations, religion and sexual orientation. Understanding the challenges that may be faced by the interaction of any of these diverse groups, as well as the required openness of the

company toward such groups, will help HR personnel provide assistance in training employees to work with those they may consider “different,” accept that such workers may be present in the business, and agree to treat each other respectfully, even if they never come to agree with each other over various issues ([www.coursepark.com](http://www.coursepark.com)).

### **Change management**

The ability of HRMs to deal with their own changing roles in corporate society, in addition to the changes to other jobs and the overlapping responsibilities is another challenge. Understanding that change is required is the first step toward accepting the change ([www.coursepark.com](http://www.coursepark.com)).

### **Compensation and benefits**

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

### **Recruiting skilled employees**

In an era of rising unemployment, it would seem that finding qualified workers would be easier than ever but that’s seldom the case. Many industries are facing dire needs for employees with acceptable skills and the required training or degree. ([www.coursepark.com](http://www.coursepark.com)).

### **Training and development**

With the need to cut training costs, training itself often suffers. Yet the skills an employee needs must still be taught. Many companies are meeting this challenge by providing e-learning opportunities that allow employees to receive the training they need without the expenses associated with travel, on-site trainers, hours away from their jobs and high-priced materials ([www.coursepark.com](http://www.coursepark.com)).

The role of the Human Resource Manager is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of any organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources (Czebter, 2002) With the increase in competition, locally or globally, organizations must become more adaptable, resilient, agile, and customer-focused to succeed. Within this change in environment, the HR professional has to evolve to become a strategic partner, an employee sponsor or advocate, and a change mentor within the organization. In order to succeed, HR must be a business driven function with a thorough understanding of the organization’s big picture and be able to influence key decisions and policies. In general, the focus of today’s HR Manager is on strategic personnel retention and talents development. HR professionals are coaches, counselors, mentors, and succession planners to help motivate organization’s members and their loyalty (Czebter, 2002)

The principals in their capacity as human resource managers also need to know how to manage a staff of different cultures, age, gender and even religion. They should be in a position to handle them in a way that they will not interfere with anyone. This will help them improve

their performance as they compete with other schools. In order to effectively deal with all the changes, HR professionals must develop competencies that will allow them to carry out their roles, such competences as flexibility, team work, communication, decisiveness, leadership, strategic planning, network building, client service orientation, organizational awareness, self-confidence, sharing of expertise, global and cultural understanding, multiple language competencies. As a result of the increase in technology, innovation and globalization over the last 20 years, HR professionals around the world are forced to be more efficient, more effective and more competitive. They need to respond to the demands of global competitiveness by becoming more familiar with language skills, cultural awareness and diversity promotion. Additionally, HR professionals must be committed to continuous learning, being familiar with cutting edge communication. If HR managers won't pay enough attention to their changing role, serious consequences could result, including the deterioration or even perhaps the elimination of the HR department (Halcrow, 1998).

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

The principals who concentrate with financial management should realize that it is their high time to deal closely with human capital. This is because when the human resource is managed well, the other areas of management will run smoothly. This is a very crucial resource which when mismanaged, may cause effect on performance. According to Thomas (1992), dimensions of workplace diversity include but not limited to: age, ethnicity, ancestry, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, religious beliefs, parental status, and work experience. The future success of any organizations relies on the ability to manage a diverse body of talent that can bring innovative ideas, perspectives and views to their work.

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

## **MATERIALS AND METHODS**

The study was modeled on Burns and Stalk Contingency theory which focuses on how management system might change in response to demands of rapidly changing environment. Survey research design was used. The target population was 140 secondary school principals drawn from Nandi County, Kenya. Census sampling was used to select the study sample. Data collection was done using self-administered questionnaire. Coding of responses was done

using Statistical Package for Social Scientists (SPSS) for windows Version 16. Analysis of the data was done through descriptive statistics. Data was then presented in form of frequency tables and charts.

## RESULTS

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

### Recruitment Challenges

Recruitment is very crucial and important for any organization thus it's very necessary for an organization to select a right person for the right job. The employees of organizations directly affect the performance of the organization and therefore it is important to select the right persons for right jobs to enhance performance. Recruitment challenges remain one of the most daunting tasks for human resource managers. In the study findings, it was revealed that the recruitment and selection is normally delegated to the Principal, except for the appointment of the deputy Principal and assistant Principal and support staff which is senior management responsibilities.

**Table 1: The challenges faced by the principals on recruitment**

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

***Not in Control of the Whole Process***

In the study, the respondents proved the fact that recruitment is a challenge since they are not in control of the whole process. This is represented in table 1 by 89(73.6%) of the respondents who strongly agreed and agreed while 32(26.5%) disagreed and strongly disagreed to the statement. In the way of right recruitment or selection different schools are facing different issues and problems to hire a right person because the school management boards often skew the recruitment exercise.

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

***Limited or no background by the member of the board***

From the study findings, limited or no background by the members of the board looks not to be a major problem. As shown, 50.4% strongly disagreed and disagreed that the members of the board has no background in recruitment while 47.1% of the respondents agreed that there is limited or no background on the field of recruitment by the members of the board (table 1). This that at least some of the members of the board come from different disciplines and so they don't have adequate knowledge on the area where recruitment focuses.

***Personal interest on the part of the recruiting committee***

Personal interest by the recruitment committee is yet another challenge. A total of 83(68.6%) respondents indicated that there is personal interest in some of the recruiting authority and 33(27.3%) disagreed while 5(4.1 %) were undecided.

This implies that the members of the board have partisan interest and may always skew procedures to favor their preferred candidates, who may not be having the necessary qualification and competence. Sometimes the recruiting committee come with their candidate and influence the rest of the members to support the candidate, whether with or without qualification of the teaching subject.

***Influence of local politics***

The study findings indicated that politics and politicians influence the recruitment process. 85(70.2%) of the respondents agreed and strongly agreed that politics usually influence the recruitment process while 33(27.3%) strongly disagreed and disagreed. Local politics usually influence the recruitment process. This is especially from the community surrounding the school. This may happen especially because the recruiting committees don't have professional human resource managers; therefore they will compromise with the community and give them a priority. This becomes a big challenge to both the principal who is the human resource

manager as well as the school because they will have non-performing staff which in turn will produce poor result.

### ***Influence from politician***

Politicians usually make promises and would always strive to keep those promises at all costs. The study findings indicated that 71(58.7%) and 46(38.0%) of the respondents agreed and disagreed respectively that politicians do interfere with school recruitment processes. 4(3.3%) of the respondents were undecided (table 1)

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

### **Empowerment challenges**

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

**Table 2: The challenges faced by the principal on empowerment**

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

***Not easily to demonstrate that you value people through empowerment***

The study also established challenges that arise as a result of empowering staff. From the findings, 81(67.0%) agreed and strongly agreed that it is indeed difficult to demonstrate to employees that you value them through empowerment. 26 (21.5%) of the principals strongly disagreed and disagreed that they don't have the same problem, while 17(14.0%) were not decided (table 2).

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

***Difficulty of sharing leadership vision and trust people***

The study findings also indicated that the principals do encounter difficulties in sharing leadership vision and trusting people. Those who agreed and strongly agreed were 66(54.6%) while those who disagreed and strongly disagreed were 53(43.8%) as shown in table 2. This implies that the principals do not have adequate skills and knowledge on HRM to enable them to share leadership vision and trust their staff. The principals fear to share their visions with the staff because they don't trust them. This is caused by lack of human resource knowledge on the importance of sharing with the staff. Sharing ideas will improve performance unlike conservativeness. Professional human resource managers are trained on how to empower their staff by sharing with them the leadership vision and trusting them, this ensures staff safety and motivation hence improved performance.

***Unwillingness of staff to partake duties delegated to them***

The other challenge on empowerment that the principals' encounter is the unwillingness on the part of the staff to partake the duties delegated to them. In the study 84(69.5%) strongly agreed and agreed that members of staff are often unwilling to perform the duties delegated to them, while 34(28.1%) disagreed and strongly disagreed and 3(2.5%) were undecided (table 2). When a job is delegated to the employees they are aware that the delegation is a temporary arrangement and may not attract any benefit or monetary gain. This implies that the principal as a human resource manager need to employ a reward system to performing staff so as to motivate them. They will feel recognized and appreciated for the good work done thus enhance performance.

***Not feeling rewarded and recognized through empowerment***

The study findings indicated that 67(55.4%) agreed and strongly agreed that the members of the staff often feel not rewarded and not recognized. 48(39.6%) disagreed and strongly disagreed while 6(5.0%) were undecided; (table2). The results of the study indicate that the staff don't feel rewarded and recognized in their daily activities. It is the work of the human resource managers in any organization to ensure that the staff are recognized after performing any delegated activity by rewarding them. This will boost the morale of the staff to work harder in whatever they are delegated with and therefore enhance performance. When employees feel under-compensated, under-titled for the responsibilities they take on, under-noticed, under-praised, and un-appreciated, expected results may not be seen. The basic needs of employees must be met for them to give you their discretionary energy, that extra effort that people

voluntarily invest in work. For successful employee empowerment, recognition plays a significant role.

### ***Difficult to provide information for decision making***

The study findings indicated that 72(59.5%) disagreed and strongly disagreed that they don't find any difficulty in providing information for decision making, although most of them prefer to provide these information on an informal basis 46(38.0%) agreed and strongly agreed while 3(2.5%) were undecided (table 2). Sometimes it is difficult for the principals to provide information to the members of staff for decision making. Some of the information that the principals hold are classified for administrators only and not for anyone else. Therefore, even when duties are delegated, it is difficult to provide all the information for decision making without jeopardizing on the intelligence nature of the information. However, most principals did not find any difficulty divulging any information for the members of staff to make a decision.

### ***Other empowerment challenges***

Other challenges that emanate from the staff empowerment include lack of cooperation amongst the teachers 33(27.3%), lack of resources to be used 30(24.7%), same and low level of education 17(14.3%), too much work and overload in some subjects 36(29.9%) and absenteeism by the staff members 5(3.9 %), (table 3). This implies that too much work and overload make the teachers concentrate on their primary roles and be seen not to cooperate in taking up the delegated duties. The HR managers should try to ensure that the workload is balance among the staff to allow them take the delegated duties

**Table 3: Other empowerment challenges**

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

### **Challenges on encouragement of teamwork**

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

**Table 4: The challenges faced by the principal on teamwork management**

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

***Staff members stubborn to work in team***

In every organization there are bound to be employees that do not embrace teamwork. They are introverts, always uncomfortable or fearful when working with others. This is not an exception in learning institutions as indicated by the study findings in table 3 where 92(73.5%) agreed and strongly agreed that the employees are stubborn to work in a team. However, 27 (22.3%) disagreed and strongly disagreed while 1.7% were undecided. This as a challenge to Principals jeopardizes the whole process of learning because they will not be moving to one direction with the rest of the staff. Principals thus need to demonstrate and foster team work among the members of staff all the time. Teamwork always reinforces the performance of any organization.

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

Employees of an organization usually do not show their talent or interests in different fields in fear of being given more responsibilities that pertains to their areas of talent. Therefore, it is difficult for the management to identify these hidden interests. This has been clearly indicated by the study findings where 86 (71.1%) agreed and strongly agreed that it is difficult to identify common interest of people expected to work as a team, 27(22.4%) disagreed and strongly disagreed while 8(6.6%) were undecided (table 3). This implies that personnel might be placed on non-designated areas where they have no expertise which will endanger their performance. HRM need to motivate staff to exposing their capabilities. Principals as well ought to be keen

and vigilant to observe the different interest and talent and harness it for the benefit of their respective institutions.

#### ***Discouragement of active members by passive members***

In relation to stubbornness among the members, some members are often passive. In the study findings, 99 (81.8%) strongly agreed that passive members have the tendency of discouraging others while 19(15.7%) disagreed and strongly disagreed on the same while 3(2.5%) were undecided (table 3). For any organization to meet its goals and objectives, all members of the staff should work as a team and avoid passive members who discourage others.

#### ***Other challenges on encouraging team work***

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

**Table 4. Other challenges on team work**

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

#### **Challenges on Career development**

Human Resources Development is the structure that allows for individual development, potentially satisfying the organizations, or the nation's goals. Development of an individual benefits the individual, the organization and the nation and its citizens. In the corporate vision, the Human Resources Development framework views employees as an asset to the enterprise, whose value is enhanced by development. As the human resource managers try to have their staff to develop their careers, they encounter numerous challenges.

**Table 5: The challenges faced by the principal on career development of staff**

#### ***It is difficult to identify the training need of the staff***

The first one is the fact that, it is difficult to identify the training needs of the staff. The study findings indicated that 29(24.0%) of the principals agreed while 87(71.9%) did not agree, 5(4.1%) were undecided (table 5). This implies that it is not a problem for most principals to identify the training needs of the members of staff. This is because in secondary schools, the teaching staff is specialized in one discipline. So it is easy to identify the training need for the teaching staff.

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

The other challenge is to do with the staff securing the chances to go for further training. The study findings on table 5 indicate that 82(67.8%) of the principals disagreed that the staff do not get chances to pursue further training. Those who agreed were 39(32.2%).

This implies that, the staff is in a position to secure a chance for further training but they have not been encouraged to develop their careers. They don't see the importance of developing their careers. It is therefore very important for the principal at his capacity as human resource manager to encourage the staff to develop their careers because it is beneficial to both the individual and the organization which in this case is the school.

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

The findings indicated that the members of staff are not willing to utilize the chances available to go for further training 63(52.0%) strongly agreed and agreed while 52(43.0%) strongly disagreed and disagreed while 6(5.0%) were undecided (table 5). These findings imply that despite the fact that the members of staff get chances, they are not willing to further their studies. Therefore, it is apparent that it is a challenge facing the principal as HRM. Even when an organization hires skilled employees, there is normally some level of on-the-job training that the human resources department is responsible for providing. A human resource manager has a main function in providing this training to the staff. This will be done by encouraging the staff to develop their careers by giving them the importance of this development.

***Retention of staff after further training***

Members of staff that go for training are sometimes transferred to other stations after training. A significant proportion of the principals 102 (84.3%) agreed that the members of staff are not retained in the station. A small proportion 19 (15.7%) did disagree (table 5). This implies that the trained staff does not have the opportunity of bringing back the skills to those institutions previously served because they are transferred to other Institutions. This may be the major reason why the principals are not encouraging their members of staff to utilize the chance available for training, for fear of losing their staff after training. The principals as human resource managers should not have that fear of losing the staff after training because if all the principals of all schools do the same thing of encouraging the staff, then it means that all the personnel will have developed their career and wherever they will be posted to, they will be beneficial because of the new acquired skills. Therefore the principals should go ahead and sell the idea of the benefit of the career development.

**CONCLUSION**

Human resource experts agree that human resource is one of the primary means of creating a competitive advantage for the organization because management of human resources affects performance. The author found that the challenges facing Principals among others include recruitment challenges, empowerment challenges, career development and challenges due to attempts to encourage team work.

Recruitment is very crucial and important for any organization thus it's very necessary for an organization to select a right person for the right job to enhance efficiency and effectiveness. The other challenge that is related to recruitment that human resource managers go through is the problem of personal interest on the part of the recruitment committee. The results imply that the members of the board have partisan interest. This makes them to distort the procedures

to favor their preferred candidates who may not be having the necessary qualification and competence.

The other challenge on empowerment that the principals' encounter is the unwillingness on the part of the staff to partake the duties delegated to them.

Another challenge is managing teamwork. The success of basic education in any institution in terms of provision of quality education is the teamwork displayed by the employees. A high proportion of the principals agree that enforcing teamwork is indeed a big challenge. In every organization there are bound to be employees that don't embrace working with fellow colleagues in a team. The other challenge is to do with the staff securing the chances to go for further training. The staff for instance is in a position to secure a chance for further training but they have not been encouraged to develop their careers. They don't see the importance of developing their careers. It is therefore very important for the principal at his capacity as human resource manager to encourage the staff to develop their career because it is beneficial to both the individual and the organization which in this case is the school.

The other challenge that relate to career development of staff is retention. Members of staff that go for training are sometimes transferred to other station after training. These trained staffs don't have the opportunity of bringing back the skills to those institutions previously served because they are transferred to other Institutions. This may be the major reason why the principals are not encouraging their members of staff to utilize the chance available for training, for fear of losing their staff after training.

## RECOMMENDATION

This study contributes to the field of knowledge on the importance of training any labor for any activity to be performed with minimal challenges. Therefore, the study recommends human resource management courses to be introduced to any teacher training college to equip them with HRM skills.

## REFERENCES

- Adams, D. (1998) Regional Study of Trends Issues and Policies in Education, Final Report, Manila, Asian Development Bank.
- Ajayi, K. (1987) *Some Crucial Issues in the Nigerian Primary School System*, In Emergent Issues in Nigerian Education. (Eds, Ejiogu, A. M. and Ajeyalemi, D.) Lagos, Joja Educational Research and Publishers Limited, pp. 286-304.
- Bush, T. and Heystek, J. (2006) *Theories of Education Leadership and Management*, Sage Publication (CA).
- Czebter, A. (2002) *Labor Market and Globalizations: Human Resources management in global enterprises*, Centre International de Formation Europeenne, Nice.
- Dadey, A. and Harber, C. (1991) *Training and professional support for headship in Africa*, London, Commonwealth Secretariat Education Programme.
- Gillies, J. (1973) *Management Education and Training Review of Experience*. Washington, D. C. USAID, Latin America and Caribbean Bureau, Education and Human Resource Technical Support (EHRTS) Project.
- Gottelmann-Duret, G. and Hogan, J. (1998) *The Utilization, Deployment and Management of Teachers in Botswana, Malawi, South Africa and Uganda*, Paris, UNESCO.

- Halcrow, A. (1998) Survey shows HR in Transition workforce, 77, 6, pp. 73-80.
- Macdonald, D. (1999) A Review of Literature, Teaching and Teacher Education: Teacher Attrition, 15 8, pp. 835-848.
- Obemeata, J. (1984) *Secondary School Headship in the Nigerian Context*, In Secondary Education in Nigeria. (Eds, Adesina, S. and Ogunsaju, S.) Ile-Ife: University of Life Press, pp.58-84.
- Ogembo, P. O. (2005) Training needs of heads of department of secondary schools for effective Curriculum implementation in Kenya: A Case of Eldoret Municipality, Un published M.Phil Thesis.
- Okumbe, J. A. (1999) Educational Management Theory and Practice, Nairobi, Nairobi University Press.
- Soofali, Z. (2003) Human Empowerment Leverage increases the value of quality products, Danesh publications.
- Thurlow, M. (2003b) Strategic management and planning. In: Leadership and Strategic Management in South African Schools. (Eds, Thurlow, M. Bush, T. and Colem, M.) London, Commonwealth Secretariat.
- UNESCO (1996) Strengthening the Role of Teachers in a Changing World: Issues, Prospects and Priorities. Prepared for the International Conference on Education, UNESCO (ICE), Bangkok, Thailand.
- [www.coursepark.com/.../five-challenges-to-hrm-you-need-to-...](http://www.coursepark.com/.../five-challenges-to-hrm-you-need-to-...) Aug 1, 2011 – Workplace diversity. Change management. Compensation and benefits. Recruiting skilled employees. Training and development.