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Challenges Faced by Head Teachers in Resource Mobilization in Secondary Schools in Baringo County, Kenya

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Abstract:

The objective of this study was to establish the challenges faced by head teachers in resource mobilization in Baringo County. The study was based on the transformational theory articulated by Bass. The study targeted head teachers and District Education Officers who constituted the respondents. Stratified, simple random and purposive sampling was used to select the sample size. A qualitative and quantitative survey design was adopted for the study. A questionnaire and interview schedules was used to collect data. Data was coded and analysed by descriptive and presented by use of percentage tables, graphs and charts. The level of resources mobilization was low attributed by several reasons for poor resource mobilization including lack of team work and communication, delay in payment of fees on time and lack of effective plan. The major challenge that face head teachers is securing additional or new resources, strategic approaches to planning, lack of skills and knowledge, head teachers are unable to develop and implement strategic school improvement plans, unable to create competitive and sustaining a competitive school, empowering others to make significant decisions and to providing instructional guidance that work best. On strategies to enhance resource mobilization, all major stakeholders should be involved in the strategic planning to guide the process of resource mobilization, allocation and utilization according to priorities set in schools. To overcome the challenges, Teacher Training Institutions should introduce specialized and comprehensive training programmes on administrative skills, financial management and human resource management. The Teachers Service Commission in liaison with the Ministry of Education through the Kenya Education Staff Institute should regularly organize refresher courses for head teachers to enable them discharge their functions effectively, this would ensure effective leadership and management at the school level. The Ministry of education should provide enough finance to enable regular monitoring and evaluation by the Quality Assurance and Standard Officers in the schools.

Keywords: Challenges, Head Teacher, Resource, Mobilization

1. Introduction

The slow rate of economic growth the country has experienced is likely to limit resources available for education. Therefore, in order to develop education and training, the government and its partners have to ensure that the education system is efficiently managed at both national and school levels. In essence, there is need to analyse operations in order to monitor efficiency and effectiveness in the provision and delivery of education and training through resource mobilization. According to Young and Dulewicz (2008), leadership is oriented towards driving change, empowering others and building systems to support organisational goals. Wango (2009) feels that educational leadership and its development is essential in resource mobilization; hence raising educational standards. According to O'Neill (2002), a school as a formal organisation requires a principal with excellent leadership skills to manage school organisation, operations and resources for a safe and orderly learning environment.

Souls (2005) agree that the secondary school principal's major task in improving school performance is to provide sound school leadership. There are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may influence school achievement, but leadership is the catalyst. According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it Managerial, academic or administrative. A prudent head teacher who is also a good resource mobilizer will employ teamwork as a working strategy, hence sets up committees and smaller groups of members of staff to investigate ideas or strategies for a more consolidated resource mobilization exercise. It is important that the resource mobilization performance of a school is appraised against the performance of the person who leads it.

Emanuela (2006) argues that most of countries in the third world allocate few resources to secondary education and fail to use resources as efficiently as they could to improve coverage and quality. The persistent constraints in household demand for education, low accountability for service delivery, poor teacher performance, and costly curricular structures form the epitome of the whole matter. At the same time, such countries offer broad range of policies and programs to address these constraints. Head teachers as schools' chief executives, are charged with this daunting task of managing teachers among other school resources. A closer investigation reveals that proper resource mobilization happens as a result of good leadership and overall effective Networking and

competence (UNICEF, 2009). The quality of leadership makes the difference between the success and failure of resource mobilization for any school (Millette, 2000). Inspection clarifies the extent to which the quality of leadership is crucial to Resource mobilization. Kwakwa (2007) describes the head teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations, the instructional administrator and the resource mobilization leader. He takes care of the resource mobilization needs of the school in which he or she is the head. His role cannot be taken for granted if he is expected to give the right kind of direction to staff, hence this sets the focus of the study. In highly effective schools, as well as schools which have reversed a trend of declining achievement, it is the head teacher who sets the pace, leading and motivating Staff, school managements committees (SMCs) and other stakeholders to perform to their highest potential. Schools can make a difference to students' achievement, teachers' productivity and parents' satisfaction and head teachers' leadership prowess is one of the factors which contribute to success or failure. It is on the basis of the above background that this study aimed at investigating the sustainable leadership that can be adopted by school managers in order to effectively mobilise the necessary physical, human and financial resources.

1.1. Statement of the Problem

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. This study was motivated by the growing concern by various stake-holders about the status of education in Kenya. The government, parents, non-governmental organisations, and donors recognise that although major strides have been made in education in quantitative terms, there are serious shortcomings in Kenya's education system. Despite heavy investment in the 8-4-4 system of education, enrolment at various levels of education is characterised by regional and gender disparities and declining gross enrolment ratios. Similarly, the quality and relevancy of education at all levels have been questioned. Because of poor resource mobilization, schools are left barren with downtrodden infrastructure, low morale and poor performances which prompted the current research in Baringo County.

The purpose of the study was to discuss the influence of head teacher's leadership, experiences and challenges and possible solutions in resource mobilization.

1.2. Theoretical Framework

This study was built on the transformational leadership theory as articulated by Bass (1990). Bass defined transformational leadership in terms of how the leader affects followers who are intended to trust, admire and respect the transformational leader. He identified three ways in which leaders transform followers: Increasing their awareness of task importance and value; getting them to focus first on team or organizational goals, rather than their own interests and finally activating their higher-order needs. Bass recently noted that authentic transformational leadership is grounded in moral foundations that are based on four components: Idealized influence, Inspirational motivation, Intellectual, stimulation and individualized consideration. Further he asserts that transformational leadership has three moral aspects: The moral character of the leader, the ethical values embedded in the leader's vision, articulation, and program (which followers either embrace or reject) and the morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue. This is in contrast with pseudo-transformational leadership, where, for example, in-group/out-group's and them' games are used to bond followers to the leader. And this is in contrast to Burns (1990), who sees transformational leadership as being inextricably linked with higher order values, Bass sees it as amoral, and attributed transformational skills to people such as Adolf Hitler and Jim Jones. This theory puts the headteachers influence on resource mobilization to sharp focus as it involves the qualities of a leader that includes motivation teamwork and supervision to get the work done.

2. Literature Review

Cunningham and Cordeiro (2000) and Tirozzi (2001) who assert that the head teacher is at the centre of all school improvement initiatives in schools and therefore, he/she is a change agent for school success, and expected to explore and judiciously utilize and mobilize the resources for continuous improvement in organizational performance. By implication, if the head teacher is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. Apart from leadership styles there are other aspects of leadership that are determinants of resource mobilization ranging from adequacy of resources, best practice, costs, priorities and skills. It is also argued that successful school reforms have to have the support of school leaders and proposed the following; Leadership is second only to classroom instruction among school-related factors that contribute to what students learn at school. While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimates its effects. Leadership effects are usually largest where and when they are needed most especially concerning leaders in formal administrative roles, the greater the challenge, the greater the impact of their actions on learning.

The guide to the strategic planning process for a national response to resource mobilization carries enough literature on resource mobilization. Resource mobilization is a factor of school leadership that hinders school performance (Hallack, 1990). Leithwood and Jantzi, (2005) further emphasize the need for leadership and team work to facilitate work plan and strategies. A closer investigation reveals that proper resource mobilization happens as a result of good leadership and overall effective Networking and competence (UNICEF, 2009). The quality of leadership makes the difference between the success and failure of resource mobilization for any school (Millette, 2000). Financial resources may come from a wide variety of sources: Government budget; Grants from international development agencies (IDAs), Education Foundations etc; NGO budgets; and Private sector. Finally, an important resource that is

often overlooked and is best included here is the time that people may contribute voluntarily to various important aspects of the educational institutions.

3. Research Methodology

The study adopted a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Surveys are used to systematically gather factual quantifiable information necessary for decision making. The study was carried out in Baringo County. Baringo County is from the larger Rift Valley Province of Kenya. The researcher was undertaken in selected schools within the county. The county borders Uasin Gishu County to the south and Nakuru to the East. Baringo County has 64 public schools with 64 headteachers. The study targets the 64 head teachers and 6 DEOs who formed the sample respondents.

The study employed Stratified sampling, simple random sampling and purposive sampling. Schools were stratified in terms of Boys, Girls and mixed. Simple random technique was used to select 26 schools which were 40% of the schools to represent the rest of schools in the County. This type of sampling provides a representative sample eliminating biasness. The method ensured that each member of the target population had an equal and independent chance of being included in the sample. The choice of 26 schools represented 40% of the total number of schools which is a universally acceptable proportion for a sample (Saunders et al., 2008). Simple random sampling was employed to select 26 Head teachers and purposive sampling for the 6 DEOs.

The data was collected by use of structured questionnaire and interview schedule. This method has the advantages of being versatile and it is faster and cheap. Both closed and open ended questions were used in order to maximize on the respondents' views on the variables. Questionnaires are preferred because they enable the researcher to collect data from a larger number of respondents within limited time and they are also free from researcher's biasness. One set of questionnaire was made for the headteachers and interview schedules for the DEOs. The questionnaire was structured into sections in accordance with the objectives. Interviews were also used to gather qualitative data from the respondents. An interview schedule was administered to the DEOs. The interviews sought to clarify issues of prioritization of projects.

The construct validity of research instrument was ascertained by discussing with the experts from the department of educational psychology. Content validity was employed to determine the validity of instruments. The qualified experts rated the instruments as per their relevance to the study and indicate their judgement concerning them. In this exercise, the supervisors and fellow students were instrumental. Using their judgement, necessary modification and adjustment were made.

The reliability of the instrument determined using the test-retest method. It was used to test the stability evidence of the questionnaire. The retest involved a sample of individuals from the two schools in the pilot study and those participants were not involved in the final study. The pre-test form of the questionnaire provided a space for respondents to make criticism or indicate what could be improved in the questionnaire. The items were revised and pre tested until the participants in the pre-test sample understand them accurately. A reliability coefficient was calculated using Karl Pearson's product moment coefficient of correlation. If the correlation coefficient is computed at ± 0.5 , then the questionnaire is deemed reliable. A positive correlation (r) of >0.5 was realised and questionnaires were deemed to be reliable.

The quantitative and qualitative data analytical techniques were utilized. Data from questionnaires were analyzed in frequencies, means and percentages using Statistical Package for Social Sciences (SPSS V22). Qualitative data from the questionnaires were analyzed in themes and categories identifying similarities and differences that emerged. Qualitative analysis included presentation of quotes from different respondents. The themes emerging from secondary data were identified and used to augment the primary data. Inferential statistics was employed in the study to determine the relationship between variables.

4. Results

During the study it was important for the researcher to find out from respondents what determines the level of resource mobilization in Baringo County. Emanating from these results, a mean of ($M=3.91$, $SD=1.16$) was realized but there was a significant number of students who had a contra opinion represented by ($SD=1.16$) an indication that not all were of the opinion that business oriented approach to school management is best for resource mobilization, a mean of ($M=4.39$, $SD=0.83$) was recorded for the fact that, due to corruption there is poor resource mobilization, this shows that majority were also in agreement. On whether leadership skills determines level of resource mobilization a mean of ($M=4.34$, $SD=0.57$) was realized indicating that majority were in agreement. On whether local politics negatively influences resource mobilization in secondary schools a mean of ($M=4.21$, $SD=0.90$) was realized indicating an agreement to the statement and on whether leadership skills greatly influences resource mobilization and mean of ($M=4.56$, $SD = 0.50$), implying that majority were in agreement. The findings on what determines resource mobilization is presented in Table 1.

Determinants	N	Mean	SD
Leadership skills influence.	23	4.56	.50
Corruption	23	4.39	.83
Leadership skills determine	23	4.34	.57
Local politics	23	4.21	.90
Business oriented approach	23	3.91	1.16

Table 1: Determinants of Resource Mobilization

The level of resource mobilization is low, reasons being that they are affected negatively by many aspects of resource mobilization ranging from corruption, mobilizing approach, leadership skills and local politics, the findings are in line with what Leithwood & Jantzi, (2005) and Gamson & Meyer (1996). Individuals had perceived and acknowledged the purpose and function of resource in effective teaching and learning. Leithwood (2008) argued that for better resource mobilization school leaders need to: create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance, and develop and implement strategic school improvement plans. Youngman (2004) observed that there have been few investigations into the changing nature of the role of head teachers focusing on their preparedness for management and leadership of secondary schools which has an effect on resource mobilization. **Who is to blame on the effective resource mobilization?**

Thus the study sought to find out who is to blame on the effective resource mobilization. The results are presented in figure 1. From the findings 56.5% indicated all, 21.7% BOG and 21.7% indicated parents. This implies that both the BOG and Parents have a role to play and they are responsible for lack of resources. In general, to attain a high level of resource mobilization all stakeholders must be involved and have a responsibility.

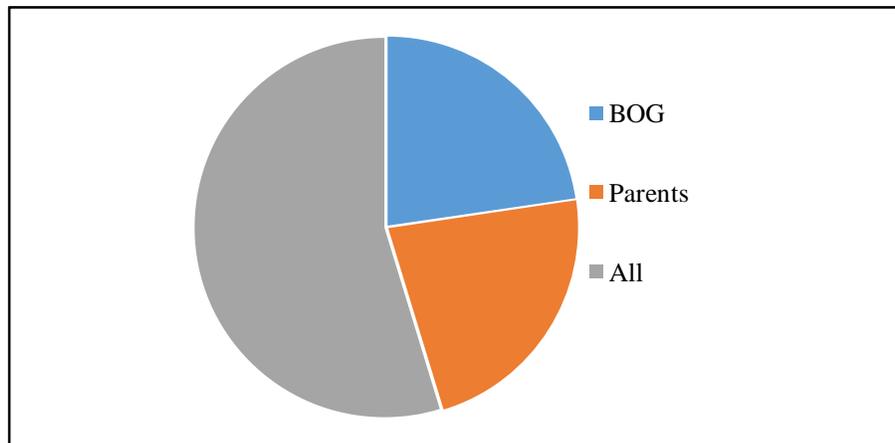


Figure 1: Who is to Blame for Failure of Effectively Resource Mobilization

In this regards the study concurs with Hallack, (1990) who asserts that everyone has a responsibility in resource mobilization. Each stakeholder has the power to positively (or negatively) influence the target group because the tone and tenor of school daily activity has an impact of its ability to mobilize resources. Resource mobilization cannot be relegated to just one department if it is to be effective. It is arguably the most important task within the school. It should become the primary objective of senior management, and one that colours all other activities. Therefore the study concurs with the current findings whereby the respondents indicated, for resource mobilization to be a success all the stakeholders should be involved in all ways of resource mobilization.

The study sought to find out the reasons for failure in effective resource mobilization, the findings presents the factors for success or failure in resource mobilization which include adequacy of resource, technical soundness and cost- effectiveness. According to Leithwood, (2008) transparency and collaboration are essential for building trust which is essential for resource mobilization. Good personal relationships are just as important as strong professional relationships between organizations, where personalities matter and that government is strongest when it invites open collaboration by giving grants to schools and providing human resource.

4.1. Reasons for Poor Resource Mobilization

Respondents were asked to indicate the reasons for poor resource mobilization. The results are presented in Table 2. Deducing from the above findings ,(17.4%) indicated that stakeholders lack team work and communication, (47.8%) indicated that stakeholders are to blame because they all have a role to play but are not committed, (13%) indicated that parents are to blame because they delay in payment of fees on time and (13%) indicated that they are the managers of schools therefore they should plan effectively.

	Frequency	Percent
Teamwork and Communication	4	17.4
Lack of commitment by stake holders	11	47.8
Delay in fee payment	3	13.0
Poor planning of available resources	3	13.0
Total	23	100.0

Table 2: Reasons for Poor Resource Mobilization

The findings adds to the sentiments by Leithwood (2008), that relationships and collaboration matters and from the findings the stakeholders are responsible for the running of schools and management depends on their management skills. The implication therefore is, if proper measures are put in place, resource mobilization can be improved. The findings indicated that there is low level of resource mobilization which is attributed by leadership and the people involved in management of schools. According to the study,

parents contribute to low level of resource mobilization in that, by the time total fees payment are at hand the already mobilized resources are exhausted, further interference with the planned programmes thus prioritization proves to be a big problem.

The need for adequate economic and environmental resources for running of the schools cannot be overstated. This is because poor funding among others contribute to the failure of the school programmes, economics resources are needed for building classrooms, furniture, transportation, etc. Funds will facilitate the construction of adequate space, the use of better equipment, the development of better teaching materials etc. The head teacher need to have available sources of funds that can assist in the running of schools which are sourced from, state and local government, communities, parents teachers association, individuals and religious organizations. The researcher found out that team work and communication lacks in most schools in Baringo County leading to poor resource mobilization.

4.2. Factors that Affect Resource Mobilization

To strengthen the involvement of head teachers in resource mobilization the researcher sought the opinion of respondents on the ways of resource mobilization and by looking at the factors that affect resource mobilization, descriptive analysis was carried out and results presented in table 3. The results indicate that majority had the opinion that training affects ways of resource mobilization ($M= 4.56$, $SD= 0.66$), the results indicates that the respondents had same opinion as indicated by low ($SD=0.66$), a mean of ($M=4.52$, $SD=0.73$) was realized on the strategies and role implying that majority were in agreement an indication that implementation strategies affect resource mobilization, the results indicate that, respondents had the same opinion on the fact that strategy is significant to resource mobilization. Mobilizing entails utilization of available resources and from the findings there was agreement where a mean of ($M=3.21$, $SD=1.04$) was realized although as represented by a higher value of ($SD=1.04$) an indication that there was a variation in opinion and other respondents had a contra opinion. Respondents disagreed that the available resources are depleted ($M= 2.39$, $SD= 1.11$) and further disagreed that there are few way of resource mobilization ($M=2.34$, $SD =1.19$) implying that the concentration towards the mean was scattered giving a high deviation, this is an indication that some of the respondents were with opinion that resources are depleted and there are few ways or resource mobilization.

Factors	N	Mean	SD
Training	23	4.56	.66
Strategies and roles	23	4.52	.73
Implementation of strategies	23	4.30	.97
Proper utilization	23	3.21	1.04
Resources depleted.	23	2.39	1.11
Few ways	23	2.34	1.19

Table 3: Factors Affecting Resource Mobilization

From the findings majority indicated that there is need to train in order to understand ways of mobilizing resources which depicts that lack of training in the best ways affect mobilizing of resources, secondly majority agreed that strategies and roles have positive effects on resource mobilization, which implies that poor strategies and roles affect resource mobilization, majority of head teachers indicated that in spite the strategies without implementation, resource mobilization cannot be attained. Majority of head teachers were in agreement that the available resources have been used in a good way and in disagreement that the available resources are depleted, further they were in disagreement in the fact that there are very few ways in resource mobilization. From the observation, it can be concluding that head teachers understand ways of resource mobilization. Further, this signifies the fact that head teachers are involved in resource mobilization since they understand the ways and strategies and what is best for successful resource mobilization.

Consequently, DEOs were asked to indicate the methods they use in resource mobilization. The findings revealed that they allocate bursary, they have grants to schools, they source funds from the central government that is from (CDF, CBF), and they source for well-wisher and fundraising. This confirms that the education office help in a way or another to boost the resource capacity of schools. The study proved that DEOs are very much involved in resource mobilization in schools. Apart from giving financial resources to the schools the Ministry of Education through DEOs ensures quality is achieved through the utilization of resources by close monitoring.

4.3. Challenges Faced by Head Teachers in Resource Mobilization

From the findings the majority (47.8%) indicated that developing and implementing strategic school improvement plans was the most challenging,(43.5%) indicated that the most challenging was creating competitive and sustaining a competitive school,(17.3%) indicated that empowering others to make significant decisions was the most challenging and (13%) indicated that providing instructional guidance was the most challenging. The results are presented in table 4.

	Frequency	Percent
Develop and implement	11	47.8
Competition	10	43.5
Empowerment	4	17.4
Guidance	3	13.0
Total	23	100.0

Table 4: Challenges Faced by Head teachers

The findings have further indicated that head teachers are unable to develop and implement strategic school improvement, this is attributed by lack of training due to the fact that they are promoted out of experience. Hammond (2007) suggested that setting directions, developing people and redesigning the institution are the three sets of practices that constitute the basics of successful resource mobilization.

4.4. Solutions to the challenges Faced by Head teachers in Resource Mobilization

Head teachers were asked about the solutions to the challenges mentioned above. The findings are presented in figure 2. Head teachers indicated that, to overcome this challenges one should set priorities an opinion which was shared by (56.5%) of the respondents, (39.1%) indicated planning for the school, (26.1%) indicated that a school should have a clear objectives and (4.3%) indicated that schools should be realistic in output as per the input. This implies that to overcome challenges head teachers should be focused and have set goals by facing each challenge at a time.

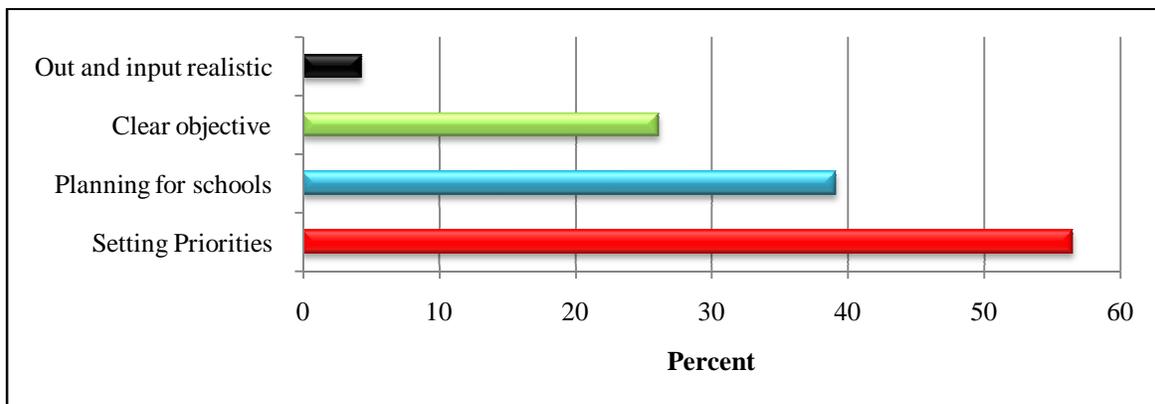


Figure 2: Possible Ways of Minimizing the Challenges

A study carried by Pushpanadham (2006) suggests that training of head teachers should be emphasize school-wide staff development programs to improve the capacity of the whole school which is in line with the current study. To help in overcoming the challenges measure should be taken before any step to tackle the challenges. Head teachers were asked to indicate some measures put in place by the schools. Studies done before suggests that Teacher training institutions should introduce specialized and comprehensive training programmes on administrative skills, financial management and human resource management, the teachers Service Commission in liaison with the Ministry of Education through the Kenya Institute of Staff Training should regularly organize refresher courses for head teachers of secondary schools to enable them discharge their functions effectively, this would ensure effective leadership and management at the school level.

4.5. Measures Put in Place

From the findings schools have put in place measures which include proper planning and consultation a sentiment shared by (47.8%) of the respondents, (4.3%) indicated that they are sensitizing the community to own the schools and assisted where possible,(4.3%) indicated that schools involve all stakeholders in management. The results are presented in table 5.

	Frequency	Percent
Proper planning and consultation.	11	47.8
Sensitizing the community to own the school.	1	4.3
By involving all stakeholders in management.	1	4.3
Total	23	100.0

Table 5: Measures Put in Place

The measures that the respondents emphasized was proper planning and consultation, which implies that to overcome challenges there is need for considering what is available and plan in conjunction with other stakeholders, this concurs with a study done by Leithwood and Jantzi (2004) who argued that school leaders need to: create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance, and develop and implement strategic school improvement plans.

4.6. Strategies to Enhance Resource Mobilization in Schools

The study sought the opinion of Head teachers on the success of resource mobilization. The results are presented in table 6. From the findings head teachers indicated that for success to be realized in mobilization of resources all major stakeholders should be involved in the strategic planning a sentiment shared by majority of respondents who gave a mean of ($M=4.95$, $SD= 0.21$), the respondents had the same opinion as represented by ($SD= 0.21$) this was supported by schools formulating strategic plans to guide the process of resource mobilization, allocation and utilization according to priorities set in schools. Further they indicated that for a success schools should ensure that scarce resources are directed to priority areas an opinion shared again by the majority and a mean of ($M=$

4.68, SD= 0.47) the respondents had the same opinion as represented by (SD=0.47), another aspect of success is setting priorities accordingly a sentiment shared by majority and mean of (M=4.6,SD=0.47) was realised, the respondents were found to have the same opinion as presented by a low (SD=0.47) another aspect of success is by identifying the major determinants of resource mobilization at specific time and place an opinion shared by majority and mean of (M= 4.50,SD= 0.51) was realize, the respondents were again found to have the same opinion. This implies that resource mobilization can be successful in one way or another and that, schools should utilize the available resources wisely and with a plan. To succeed in resource mobilization several aspects should be in place, one is setting priorities which is essential feature of strategic planning and, by the same token, of the many facets of resource allocation and mobilization.

	N	Mean	SD
Stakeholders	22	4.95	.21
Prioritization	22	4.68	.47
Setting priorities	22	4.68	.47
Identifying the major determinants.	22	4.50	.51

Table 6: Strategies to Enhance Resource Mobilization in Schools

5. Conclusion

The level of resources mobilization was low attributed by several reasons for poor resource mobilization including lack of team work and communication, delay in payment of fees on time and lack of effective plan. The major challenge that face head teachers is securing additional or new resources, strategic approaches to planning, lack of skills and knowledge, head teachers are unable to develop and implement strategic school improvement plans, unable to create competitive and sustaining a competitive school, empowering others to make significant decisions and to providing instructional guidance that work best. On strategies to enhance resource mobilization, all major stakeholders should be involved in the strategic planning to guide the process of resource mobilization, allocation and utilization according to priorities set in schools.

6. Recommendation

Based on the findings, the study made the following recommendations;

- i. To overcome the challenges, Teacher Training Institutions should introduce specialized and comprehensive training programmes on administrative skills, financial management and human resource management. The Teachers Service Commission in liaison with the Ministry of Education through the Kenya Education Staff Institute should regularly organize refresher courses for head teachers to enable them discharge their functions effectively, this would ensure effective leadership and management at the school level.
- ii. The government should step up their way of availing resources to schools. The Ministry of education should provide enough finance to enable regular monitoring and evaluation by the Quality Assurance and Standard Officers in the schools.

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