Managerial Challenges Faced by Fresh Directly Appointed Secondary School Heads in Kohat Division, Pakistan

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Abstract

Purpose – The current paper was specially designed to investigate the managerial challenges faced by fresh directly appointed secondary school heads of public sector in promoting secondary education.**Design/methodology/approach –** All the directly selected secondary school heads, secondary school teachers and students of public sector in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted population of the study. The study was delimited to only 60 male public secondary schools in Kohat Division. Only 60 directly selected secondary school heads, 120 secondary school teachers and 300 students were selected as sample through simple random sampling technique. The study was descriptive type and a self-developed structured questionnaire was used as research tool. Statistical tools i.e., mean, standard deviation and ANOVA were used for the analysis of data.**Findings –** The research findings indicate that newly directly selected secondary school heads face a number of managerial challenges in schools. These were; negative attitudes of teachers and support staff; incompetencies of teaching staff; absenteeism of teachers and support staff; parental threats; student's disruptive behavior; unsatisfactory student's results; inadequate budget; lack of physical facilities etc.**Originality/value –** The current paper explores the managerial challenges faced by directly selected secondary school heads. Management is the most important area of any organization but unfortunately it was ignored in public secondary schools by the government and not serious in devising policies and strategies to ensure effective management in secondary schools. The current paper will be proved beneficial in bringing a constructive revolution in the management of public secondary schools. The findings of the study will be useful for the head teachers, Ministry of Education and Policy Makers in devising policies and strategies to find out the appropriate solutions to these challenges in order to ensure effective management in secondary schools.
Keywords Managerial Challenges; Fresh Directly Appointed; Secondary School Heads; Promoting; Secondary Education

INTRODUCTION

Secondary education occupies a strategic position in the national education system. The secondary school is an institution or a human industry which is set up for improving individuals in terms of skills, behaviors and all round qualities and excellence. For the achievement of educational objectives, these institutions require efficient and effective administrators. In secondary schools, both in public and private the manager is generally considered as the Principal (Wilolud Journals, 2011). The fresh recruited heads or principals in public secondary schools face a number of challenges in the management of students, teachers, finances, support-staff and those that occur from parental involvement in school activities. These challenges are indiscipline, nonpayment of school fees, parental threats, dropout, staff incompetencies and budgeting (Atieno and Simatwa, 2012).

The head teachers or principals occupy the most important position and considered as foundation stone in the administration of school. They are one of the main and fundamental positions that become known in the profession of educational administration. The word "principal" has been derived from the word "prince" which means first in rank, degree, importance and authority. Thus, the principal is an individual who has the powers or authority to make decisions on functioning and operation of the school (Tahira, 2005). It is expected that newly recruited secondary school heads will perform their duties efficiently and effectively as new employees are excited and enthusiastic in performance of their duties. In addition, they are appointed to enhance the quality of activities in side the school because they are well trained, possess more advance knowledge and may have fresh new ideas in management of school (Atieno and Simatwa, 2012).

In Khyber Pakhtunkhwa, secondary schools are operated by government and non-governmental organizations. The schools operated by governmental agencies are known as public or government secondary schools. On the other hand, the schools operated by non-governmental organizations are known as private secondary schools. The heads of the public secondary schools are appointed by two processes. Firstly, secondary school heads that are selected through Khyber Pakhtunkhwa Public Service Commission are known as Directly Selected Secondary School Heads. They are selected through transparent and competitive examination. Secondly, in-service secondary school teachers (SSTs) are promoted to the posts of secondary school head (Headmaster) on the basis of seniority. These secondary school heads are known as in-service promoted secondary school heads.

REVIEW OF RELATED LITERATURE

Education is a complex and highly specialized field and therefore its effective administration needs technical competence, administrative capability and understanding educational developments in the world. The educational managers should possess familiarities with specialized teaching skills, precise evaluation methods to assess the performance of teachers and taught and the knowledge of curriculum development and functioning of education system. The school administrators play a fundamental role in education system. They are responsible for ensuring a favorable environment in schools to promote happiness and welfare of children (Paul and Jacobson, 1984).

No doubt, effective administration and management plays a crucial role in strengthening the activities of an organization, association or institution (Suleman, et al. 2012). Educational administration means the arrangement of human resources (students, teachers, funds, equipments, & facilities etc) available and carefully using systematically to attain educational objectives (Marshalled, 1991). Management is a collection of various functions directed at the efficient and effective use of resources in the pursuit of organizational objectives or goals. It is multi-functional process and planning & decision-making; organizing; leading; and controlling are the four basic functions of management (Griffin, 1997). Koontz and Heinz (1993) define management as "management is the process which designs and maintains an atmosphere in which individuals are working collectively in groups to achieve pre-determined goals efficiently. Management is a process designed and planned to ensure cooperation, participation and involvement of others in an effective achievement of pre-determined educational objectives. Educational management has the four basic functions i.e., planning; organizing; decision-making; and controlling (Zaki, 1988). Management is the accomplishment of results through the effort of other people (Franklin and Terry, 2000).

Head teacher is an educational manager who is responsible for the smooth running of school. He is legally responsible to manage school routine activities in such a way that it may ensure a favorable environment for the achievement of educational objectives. According to Farooq and Haffizullah (1990), "the head is an educational manager, educational leader, educational administrator, instructor, supervisor, architect, academician, educationist, educator and educational planner. He has to make decisions and to keep his eyes open on the accomplishment of objectives of an organized group of people toward goals of educational policy. He has to control the activities of an organized group towards the attainment of goals. He should be a brilliant and an outstanding figure of the group. Likewise, Tabotrdip (2005) explained that head teachers carry out different daily routine activities to perform a number of administrative responsibilities as leaders towards achieving educational objectives for posterity. Igwe (1990) mentioned in an excellent way that principals are the uncompromising leaders of institutions as well as administrators in whose hands lie the future of these institutions. Peretomode (1995) stated that it is a critical responsibility of the principal to direct and control the activities of the human and non-human resources for the achievement of educational goals and objectives.

Every year, Khyber Pakhtunkhwa Public Service Commission recruits new secondary school heads in order to manage secondary schools because new directly selected heads are excited and enthusiastic for the achievement of educational goals. They are appointed to enhance the overall performance of the institutions because they are highly educated, well trained and possess advance knowledge of administration and management. In fact, these newly appointed secondary school heads face a number of challenges in the management of school i.e., teacher management, student management, finance management and curriculum management. What is challenge? A challenge is a general term referring to things that are imbued with a sense of difficulty and victory (Online Wikipedia). Indeed, nowadays secondary school heads face a big challenge not only to understand different aspects of school management but also to uphold the required professionalism in order to utilize the available resources efficiently (Andre, et al. 2008). According to Cardno and Collett (2003), nowadays secondary school principals carry an exceedingly various workload, which in a self managing atmosphere includes human resource, financial and property management, and a variety of other activities for example marketing and looking for extra funds to enhance school resourcing being the professional leaders of school. Atieno and Simatwa (2012) conducted an analytical study to explore the challenges faced by newly appointed principals in the management of public secondary schools in Bondo District (Kenya) and concluded that newly appointed principals faced a number of challenges by various sides. They noted that parents were unwilling to pay school fees, to buy books for their children and also did not participate in PTA meetings. In addition, they were uncooperative with principals and often made threats to them. Heads lacked financial management skills. They faced challenges in management of teacher i.e., lack of teachers; poor morale among teachers; residential accommodation problem, incompetent staff, insubordination and absenteeism among teachers. Fresh recruited principals also faced various challenges in the management of support-staff in public secondary schools i.e., poor morale among support staff; absenteeism; shortage of staff; staff negative attitude and incompetence.

Managerial Skills of Secondary School Heads

Knoontz and Heinz (1993) (Cited by Hussain, 2005) identified various managerial skills needed to perform the

functions of management properly. The most important skills of an educational manager are:

Technical Skills
Technical skills are the skills required to achieve or understand the specific kind of work being done in an organization. These skills include methods, processes and procedures i.e., preparation of timetable, formulation of budget for school, use of instructional material etc.

Interpersonal Skills
The capability to understand; motivate and stimulate both individual and groups; diplomacy to manage individuals as people; identifying the needs, aspirations and desires of each faculty member objectivity and fair play in dealing teachers, students, parents and administration.

Diagnostic Skills
Diagnostic skills mean the ability of manger to envisage the most suitable response to a situation. Griffin (1997) elaborates "a physician diagnoses the illness of a patient by analyzing symptoms and determining their authentic cause. Likewise, manager can diagnose and analyze a problem in the organization by examining symptoms and finding out a solution".

Communication Skills
Communication skills mean the abilities of an educational manger to communicate ideas and information to others effectively and to receive ideas and information from others effectively. These skills assist the manager listen to what other say and comprehend the real meaning behind letters, reports and other written communications.

Decision-Making Skills
Decision-Making skills refer to the abilities of head to identify and define problems and opportunities properly and then choose a proper course of action to find the solution to these problems and to take advantage of the opportunities.

Evaluating Skills
Evaluation in any organization plays a fundamental role in strengthening its functions. It is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives have or being achieved. Evaluating skills refer to the ability of a manager to evaluate the performance of teachers, students and non-teaching staff effectively and to provide strategies for its improvement.

Time Management Skills
Time management skills refer to the capability of a manager to prioritize work, to work effectively and to assign work properly. These skills are imperative for the successful operation of educational institutions. It is too for a head to get bogged down doing work that can be easily postponed or handed over to others but when this happens, higher priority work may get neglected.

Organizational Skills
These skills refer to the capabilities and knowledge of a manager to organize the functions of the department effectively in order to attain the objectives of the educational organization.

Fund Raising Skills
Adequate fund can play a remarkable role in improving the overall activities of an organization. Successful mangers possess fund raising skills. These skills refer to the ability of heads to raise funds for the institution from different sources outside the organization.

Leaderships Skills
The success of any organization depends upon effective leadership therefore, it is imperative for the manger to have good leadership skills to achieve organizational objectives. These skills refer to the ability of manager to motivate, guide, direct and manage others in the institution in teaching and research to achieve the goals and to communicate these goals externally and internally.

Qualities of a Good Head Teacher
Effective management totally depends upon the competencies of head teacher of a school. He should have leadership qualities and sufficient knowledge of administration and management. According to Katozai (2002),

the following are the qualities of a good head teacher:

- The first and the most important quality of a good headmaster is that he should have a great love and interest for his profession. On one hand he is the head and leader of the school while on the other hand he is a teacher. Therefore, he should take interest in teaching activities also.
- The headmaster should be a qualified man and his knowledge is his chief weapon. He should possess knowledge about teaching methodologies, educational psychology, organization and hygienic principles. He should have up-to-date knowledge of the educational theories and principles presented by modern educationists.
- The headmaster should be a model for teachers as well as for students. Therefore, he should possess a good personality. He should be clean, well dressed, neat and a healthy person.
- The headmaster should be a bold and daring personality. He should not be afraid of anyone except Allah. Then he will be capable to enforce his good ideas and to accept only good ideas of others. However, his power should not corrupt him. He should not be a monarch. He should boldly fight against all the evils presented in the school.
- He should not be a narrow-minded. He should accept the ideas and suggestions of others. He should be free from greed and jealousy.
- The headmaster should be punctual and come to school in time. If he comes late, then his subordinates will also come late and thus he will not be a good administrator.
- There are several problems in the school relating to the organization, seating arrangement, allocation of work and other administrative problems. The headmaster should, therefore, have the capability to overcome all these problems effectively.
- Discipline is very imperative for the process of education. Without discipline in the school, the educational atmosphere will be affected negatively. Therefore, the headmaster should be a good disciplinarian so that he may be able to put into practice all the rules and regulations upon the teachers, students and himself.
- The headmaster is unable to run the school efficiently without the co-operation of his subordinates. He should therefore, have good relation with the teachers, students and other personnel of the school. He should co-operate with them and help them in their problems.
- The headmaster should be a critical man. He should not accept the bad ideas of others. He should criticize all the demerits and defects presented in teachers and departmental officials. However, he should do so in a democratic manner.
- A headmaster should be a qualified and experienced person. He should know how to teach and administrate. He should keep himself in touch with the study of day-to-day research in the field of education and especially organization. He should read such books which increase his professional knowledge. He should also know about all the subjects taught in the school. He should attend the educational meetings, seminars and conferences regularly.

OBJECTIVES OF THE STUDY
The objectives of the study were:
   a) to explore the managerial challenges faced by fresh directly appointed secondary school heads in promoting secondary education; and
   b) to suggest workable recommendations for the solution of managerial challenges faced by fresh directly appointed secondary school heads in promoting secondary education

RESEARCH METHODOLOGY
Population of the Study
A population is the group to which a researcher would like the results of a study to be generalized (Gay, 1990). All the Fresh directly selected secondary school heads, secondary school teachers and students of public sector in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted the population of this research study.

Delimitations of the Study
The study was delimited to only 60 male public secondary schools where directly selected secondary school heads were performing their duties. The study was further delimited to the challenges in six areas i.e., management of teachers; management of students; challenges arise from the community involvement; management of finance; challenges arise from the district education and account offices; and challenges arise from the management of physical facilities.

Sample & Sampling Technique

In order to ensure adequate representation of the population, 60 directly selected secondary school heads, 120 secondary school teachers and 300 students (at the rate of 1 head, 2 teachers and 5 students from each school) were selected as sample through simple random sampling technique.

Research Instrumentation

It was a descriptive study and a self-developed structured questionnaire was prepared for heads, teachers and students for the collection of data. The questionnaire was composed of seven sections. There were total forty eight closed ended questions. These were designed on five point likert scales i.e. SA (Strongly Agree), A (Agree), UN (Undecided), SDA (Strongly Disagree) and DA (Disagree).

Pilot Testing

Validation and authentication of research tool is an important stage of research study for the achievement of exact and precise results. For this purpose, pilot testing was conducted in five government secondary schools to eliminate the weaknesses, misconceptions and ambiguities of the questions in the questionnaire. So after pilot testing, some poor items were investigated and were deleted. Then it was revised and final version was prepared in the light of suggestions given by the experts in the field of education.

Validity and Reliability

No doubt, authentic results depend upon the reliability and accuracy of the research instrument. Therefore, it was imperative to ensure the reliability and accuracy of the research tool. Reliability is the degree of consistency that an instrument or data collection procedure demonstrates whereas validity is the quality of the collection procedure of the data that enables it to measure what it intends to measure (Gay, 2005; & Masrur, 2003). Validity was checked by three experts in the field of education having doctorate degrees. Cronbach's alpha was used to calculate the reliability of the questionnaire. The reliability coefficient was found to be 0.89. The Cronbach's alpha formula is given as under:

$$\alpha = \frac{N \cdot \overline{C}}{\overline{V} + (N-1) \cdot \overline{\overline{C}}}$$

Where

N = Denotes for total number of respondents

$\overline{C}$ = Denotes for average inter-item covariance

$\overline{V}$ = Denotes for average variance

Data Collection

The researchers personally visited to the sample government secondary schools and distributed the questionnaires among the participants. Difficult terms were first explained and then the participants were told to give appropriate and exact response without any hesitation and free of biasness. A total of 480 questionnaires were distributed and 480 i.e., 100% responses were received. In this way data was collected from the participants.

Data Analysis

After collection of data, it was organized, tabulated, analyzed and interpreted. The statistical tools i.e., mean, standard deviation and ANOVA were used for the statistical analysis of the data. SPSS was used to calculate ANOVA. In addition, the following formulae were used for the statistical analysis of data:

Mean:

Mean of the data was calculated by the following formula:

$$\overline{X} = \frac{\sum (f.SA \times 5 + f.A \times 4 + f.UD \times 3 + f.DA \times 2 + f.SDA \times 1)}{\sum f}$$

Where $\overline{X}$ = Mean

f.SA = Frequency of Strongly Agree

f.A = Frequency of Agree

f.UD = Frequency of Undecided

f.DA = Frequency of Disagree

f.SDA = Frequency of Strongly Disagree

Standard Deviation

Standard Deviation of the data was calculated by applying the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{\left(\sum X\right)^2}{N}}{N-1}}$$

Where N stands for total no of frequencies/respondents

ANALYSIS AND INTERPRATION OF DATA

The current research paper was designed to explore the managerial challenges faced by fresh directly selected secondary schools heads of public sector in promoting secodary education. The stduy was descriptive and a self-developed questionnare was used as research instrument. Data was collected through personal visits. Statistical tools, i.e., mean, standard deviation and ANOVA were used for the statistical analysis of the data. The whole process is explained in detail as under:

Table 01:   Challenges Faced by Directly Appointed Secondary School Heads in the Management of Teaching Staff as Rated by Heads (N=60) Teachers (N=120) and Students (N=300)

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Disobedience & negative attitudes	4.5	0.72	4.4	0.63	4.5	0.69	0.976	.38
Frequent absenteeism of teachers	4.4	0.66	4.5	0.73	4.5	0.81	0.438	.65
Non-cooperation of teaching staff	4.3	0.94	4.2	0.86	4.3	0.91	0.553	.58
Residential accommodations for non-local personnel	3.8	1.02	3.8	0.98	3.7	0.93	0.618	.54
Unpunctuality of teachers	3.8	0.94	3.7	0.97	3.8	1.06	0.429	.65
Poor morale of teaching personnel	3.8	1.03	3.9	1.05	3.8	0.89	0.498	.61
Lack of teaching staff	3.6	1.10	3.4	1.14	3.5	1.09	0.708	.49
Incompetencies of teachers	3.5	1.04	3.6	1.06	3.5	0.98	0.443	.64

Key:	$\overline{X}$ = Mean	S.D = Standard Deviation	p = Probability

Non-Significant	df = (2, 477)	Table value of F at 0.05 Level = 3.015

Table 1 shows that the computed values of F in each case were found statistically non-significant (p>0.05) because these values are less than the critical table value of F at 0.05 level. It means that heads, teachers and students have similar opinions about the challenges faced by fresh directly selected secondary school heads in the management of teaching staff. The mean scores of the responses indicate that the greatest challenges for secondary school heads were; disobedience & negative attitudes of teachers; frequent absenteeism of teachers; and non-cooperation of teaching staff. Other challenges were; residential accommodations for non-local personnel; unpunctuality of teachers; poor morale of teaching personnel; lack of teaching staff; and incompetencies of teachers.

Table 02: *Challenges Faced by Directly Appointed Secondary School Heads in the Management of Support Staff (Class IV Servants) as Rated by Heads (N=60) Teachers (N=120) and Students (N=300)*

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Frequent absenteeism	4.5	0.65	4.5	0.72	4.4	0.68	1.193	.30
Disobedience of support staff	4.3	0.89	4.4	0.83	4.3	0.79	0.682	.51
Negative & distressing attitudes	4.3	0.83	4.2	0.89	4.3	0.79	0.667	.51
lack of support staff	3.6	1.03	3.5	0.87	3.6	0.99	0.482	.62
Unpunctuality of support staff	3.6	1.12	3.6	1.10	3.4	1.09	1.872	.15

Key: $\overline{X}$ = Mean   **S.D** = Standard Deviation   **p** = Probability

Non-Significant   **df = (2, 477)**   **Table value of F at 0.05 Level = 3.015**

Table 2 indicates that the calculated values of F in each case were found statistically non-significant (p>0.05) because these values are less than the critical table value of F at 0.05 level. It explicitly shows that heads, teachers and students possess similar views about the challenges faced by fresh directly selected secondary school heads in the management of support staff. The mean scores of the responses depict that the greatest challenges for secondary school heads were; frequent absenteeism; disobedience and negative attitudes of support staff. Other challenges explored were; unpunctuality and shortage of support staff.

Table 03: *Challenges Faced by Directly Appointed Secondary School Heads in the Management of Students as Rated by Heads (N=60) Teachers (N=120) and Students (N=300)*

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Unsatisfactory results in Board Exams	4.7	0.56	4.6	0.69	4.6	0.64	0.632	.53
Students' Absenteeism	4.5	0.75	4.6	0.68	4.5	0.72	0.882	.41
Poor discipline & disruptive behaviors	4.4	0.93	4.5	0.96	4.3	0.99	1.853	.16
Shortage of furniture	4.2	0.82	4.3	0.84	4.2	0.87	0.614	.54
Shortage of text books	3.9	0.97	3.8	1.06	3.7	0.94	1.262	.28
Students Fighting	3.6	1.07	3.4	1.04	3.5	1.01	0.821	.44

Key: $\overline{X}$ = Mean   **S.D** = Standard Deviation   **p** = Probability

Non-Significant   **df = (2, 477)**   **Table value of F at 0.05 Level = 3.015**

Table 3 illustrates that the calculated values of F in each case were found statistically non-significant (p>0.05) because these values are less than the critical table value of F at 0.05 level. Hence, It unambiguously shows that heads, teachers and students posses similar views about the challenges faced by fresh directly selected secondary school heads in the management of students. The mean scores of the responses clearly show that the big challenges for secondary school heads were; unsatisfactory results in board exams; absenteeism; and disruptive behaviors. Other challenges noted were; lack of students' furniture, shortage of text books; and students' fighting.

Table 04: ***Challenges Faced by Directly Appointed Secondary School Heads that arise from Community Involvement in School Activities as Rated by Headmasters (N=60) Teachers (N=120) and Students (N=300)***

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Negative attitudes of parents	4.6	0.93	4.5	0.89	4.5	0.84	0.352	.70
Lack of parental attention on children's education	4.6	0.58	4.5	0.62	4.5	0.69	0.603	.55
Lack of community support	4.5	0.59	4.4	0.63	4.4	0.56	0.776	.46
Non-participation in PTA meetings	4.4	0.63	4.4	0.71	4.3	0.69	1.189	.31
Parental threats	3.9	0.82	3.7	0.87	3.8	0.92	1.075	.34

Key: $\overline{X}$ = Mean   **S.D** = Standard Deviation   **p** = Probability

Non-Significant   **df = (2, 477)**   **Table value of F at 0.05 Level = 3.015**

Table 4 shows that the computed values of F in each case were found statistically non-significant (p>0.05) because these values are less than the critical table value of F at 0.05 level. It clearly indicates that heads, teachers and students have similar opinions about the challenges faced by fresh directly selected secondary school heads arise from community involvement. The mean scores of the responses indicate that the challenges for secondary school heads were; negative parental attitudes; lack of parental attention on their children's education; lack of community support; non-participation in PTA meetings; and parental threats.

Table 05: ***Challenges Faced by Directly Appointed Secondary School Heads in the Management of Finance as Rated by Headmasters (N=60) Teachers (N=120) and Students (N=300)***

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Lack of manager's skills in accounting	4.6	0.58	4.5	0.62	4.5	0.69	0.603	.55
In adequate funds	4.6	0.72	4.5	0.64	4.6	0.69	0.969	.38
No efficient delivery of funds	4.5	0.75	4.6	0.68	4.5	0.72	0.882	.41

Key: $\overline{X}$ = Mean   **S.D** = Standard Deviation   **p** = Probability

Non-Significant   **df = (2, 477)**   **Table value of F at 0.05 Level = 3.015**

Table 5 depicts that the calculated values of F in each case were found statistically non-significant (p>0.05) because these values are less than the critical table value of F at 0.05 level. It plainly depicts that heads, teachers and students have similar opinions about the challenges faced by fresh directly selected secondary school heads in the management of finance. The mean values of the responses show that the challenges for secondary school heads were; lack of manager' skills in accounting; inadequate fund; and no efficient delivery of fund.

Table 06: *Challenges Faced by Directly Appointed Secondary School Heads that arise from District Education & Account Offices as Rated by Heads (N=60) Teachers (N=120) and Students (N=300).*

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Delaying tactics in the solution of subordinate's service problems	4.6	0.62	4.5	0.59	4.5	0.55	0.811	.45
Poor correspondence of district offices with schools	4.6	0.52	4.6	0.61	4.5	0.71	1.272	.28
Delaying tactics in approval of staff legal billings	4.6	0.61	4.7	0.57	4.6	0.74	0.956	.39
Illegal interference of higher authorities	4.6	0.58	4.4	0.64	4.5	0.52	2.849	.06

Key: $\overline{X}$ = Mean   **S.D** = Standard Deviation   **p** = Probability

Non-Significant   **df = (2, 477)**   **Table value of F at 0.05 Level = 3.015**

Table 6 depicts that the calculated values of F in each case were found statistically non-significant (p>0.05) because these values are less than the critical table value of F at 0.05 level. It plainly shows that heads, teachers and students have similar opinions about the challenges faced by fresh directly selected secondary school heads arise from district offices. The mean values of the responses indicate that the challenges for secondary school heads were; delaying tactics in the solution of subordinate's service problems; poor correspondence of district offices with schools; delaying tactics in approval of staff legal billings; no efficient delivery of budget; and illegal interference of higher authorities.

Table 07: *Challenges Faced by Directly Appointed Secondary School Heads in Management of Physical Facilities as Rated by Heads (N=60) Teachers (N=120) and Students (N=300)*

Challenges	Heads		Teachers		Students		ANOVA	
	$\overline{X}$	S.D	$\overline{X}$	S.D	$\overline{X}$	S.D	F-Ratio	p
Lack of classrooms and furniture	4.7	0.51	4.8	0.62	4.7	0.59	1.299	.27
Lack of drinking water facility	4.6	0.63	4.5	0.53	4.6	0.58	1.364	.26
Air conditioned classrooms	4.6	0.69	4.6	0.72	4.5	0.64	1.264	.28
Lack of specially designed science laboratory	4.6	0.61	4.5	0.57	4.5	0.65	0.670	.51
Improper security arrangement	4.6	0.71	4.5	0.68	4.5	0.62	0.628	.53
Lack of toilets for students	4.5	0.58	4.6	0.62	4.5	0.77	0.884	.41
Non-availability of computer laboratory	4.5	0.63	4.5	0.72	4.4	0.67	1.223	.30
Lack of power generators facility	4.5	0.61	4.6	0.53	4.5	0.56	1.439	.24
Lack of teaching aids & scientific equipments	4.4	0.82	4.5	0.76	4.4	0.71	0.828	.44
Lack of specially designed library	4.4	0.87	4.4	0.86	4.5	0.93	0.686	.50
Lack of telephone & Internet facility	4.3	0.73	4.2	0.79	4.3	0.82	0.700	.50
Unsatisfactory condition of school building	3.9	0.84	3.7	0.89	3.7	0.76	1.316	.27
Lack of first aid facility	3.9	0.74	3.8	0.71	3.8	0.84	0.413	.66
Non-availability of examination hall	3.8	0.78	3.7	0.84	3.8	0.87	0.620	.54

Key: $\overline{X}$ = Mean   **S.D** = Standard Deviation   **p** = Probability

Non-Significant   **df =(2, 477)**   **Table value of F at 0.05 Level = 3.015**

Table 7 indicates that the calculated values of F in each case were found statistically non-significant (p>0.05) because these values are less than the table value of F at 0.05 level. It explicitly depict that heads, teachers and students have similar opinions about the challenges faced by fresh directly selected secondary school heads in the management of physical facilities. The mean values of the responses indicate that there is lack of physical facilities in secondary schools which a great challenge for fresh directly appointed head teachers.

Discussion
The purpose of the study was to investigate the managerial challenges faced by newly directly appointed secondary school heads. It is common observation that newly directly appointed principals face a number of

problems and challenges as they are the new comer and possess no experience to handle the problems. The current study revealed that newly directly selected secondary school heads face a number of challenges in managing the overall activities of an institution. Negative attitude and insubordination of teaching and support staff was rated as one of the biggest challenges for the newly directly selected secondary school heads because the success of an organization depends on the performance of its personnel. Disobedience and insubordination of the workforce is a great threat to the accomplishment of predetermined educational objectives of the institutions. This result is supported by the research findings of Atieno and Simatwa (2012) who found that insubordination is one of the challenges for the newly appointed principals. They noted that teachers often fail to perform duties allotted them by the newly appointed principals. Teachers' Absenteeism is another big challenge for newly appointed secondary school heads and is a contributory factor to poor and unsatisfactory academic achievement of the students. Absenteeism amongst teachers was generally due to poor morale and unattractive pay packages. The findings of the study revealed that teachers remain absent from school and often come late to schools. This result is supported by the study of Atieno and Simatwa (2012) who pointed out that absenteeism is one of the challenges for the newly appointed principals. They noted that absenteeism among the teachers was caused by poor morale and remunerations. The current research study further explored that for newly appointed secondary school heads the shortage of teaching staff was a big challenge because the achievement an institution depends on the adequacy and competencies of teaching personnel but unfortunately it was found that there was shortage of competent teaching staff. Likewise, Leu and Bryen (2005) conducted a research study in six Sub Saharan Countries and found that new principals face serious problems and shortage of teaching staff was one of them. Similarly Atieno and Simatwa (2012) also found that all schools were faced with shortage of teaching staff and that is why newly appointed principals were greatly affected. They further established that shortage of teaching staff negatively affects students' performance in national examination.

The current research study investigated that poor morale of the support staff is another problem for the newly appointed heads which leads to insubordination and disobedience. Most of the respondents responded that it is a threatening challenge for the heads which results in unfavorable environment in schools. Wichenje, et al (2012) found that lack of recognition was a challenge for head teachers in motivation of support staff. In their study the support staff explained that head teachers do not appreciate the efforts of the support staff. In addition, head teachers do not consider the support staff when giving rewards to teachers for their good performance. They further said that they feel that they are not the part of the school. That is why it becomes difficult for the head teachers to manage the support staff whose attention was divided. The current research study also revealed that lack of residential accommodations for non-local personnel is also a big challenge for newly appointed secondary school heads. Due to this problem they are compelled to walk long distances to their home stations and affect their morale and teaching performance negatively. In the same way, Kitavi and Westhuizen (1997) found that lack of residential accommodation for school employees was a challenge for newly appointed principals. Similarly, Atieno and Simatwa (2012) found that lack of staff residential accommodation reduces the teachers students contact hours of learning and also learners teachers' morale.

Budgeting plays a crucial role in the development of an organization and enhances its routine activities. Without adequate funds and its efficient delivery causes to hold up the routine activities of an organization. The study revealed that inadequate budgets, its efficient delivery and lack of manger's skills in accounting were the challenges for the newly appointed secondary school heads in promoting secondary education. The findings is supported by the study of Atieno and Simatwa (2012) who found that poor budgeting was a challenge and this was because almost all principals assumed their new roles before being trained in financial management. They further noted that inadequate budgeting automatically leads to embezzlement and mismanagement of school funds, a mistake punishable by interdiction and downgrading of principals by the employer (Teachers service Commission). They also found that incompetent clerks and bursars with low professional qualifications contributed to poor budgeting which affected school management adversely.

Another big challenge for newly appointed secondary school heads is the poor and unsatisfactory performance of students in their external examinations. The findings of the study indicate that poor results of students in board examinations is one of the biggest challenges for newly appointed secondary school heads because board examinations is a gauging instrument for the effectiveness of administrative performance of the principals and that is why student's unsatisfactory achievement in these examinations is a great threat to the newly appointed principals. This result of the study is supported by the findings of Atieno and Simatwa (2012) who found that poor performance of the students in their national examinations is one of the biggest challenges for newly appointed secondary school principals as these examinations are the gauging tool for effectiveness of principal ship. They further established that poor performance of students in national examinations has led to downgrading of head teachers in many schools since the year 2000. Likewise, Leu and Byren (2005) concluded that new principals face serious problems of poor performance in examinations.

The findings of the current research study indicated that students' disruption was rated as one of the biggest challenges for the newly appointed secondary school heads. Poor discipline, absenteeism and fighting

were the main styles of their disruption. This concurs with the findings of Bush and Oduro (2006), who found that students' continuous absenteeism is a challenge for the newly appointed principals. Similarly, Atieno and Simatwa (2012) concluded that students' absenteeism was a serious challenge for newly appointed principals. They noted that students waste a lot of time than expected time when they are sent home for school's fees. They further established that for day schools, parents send their children to other errands, thus supporting and promoting absenteeism and the and the long distance daily walk, make learners tired and that is why they do not to come to school daily. The current study reveals that fighting among the students is a serious challenge for newly appointed principals. Due to this disruptive behavior, learning environment is negatively affected and also contributes to unmanageable environment in school. The findings support the results of Atieno and Simatwa (2012) who established that fighting amongst the students disrupts instructional process in schools and is a challenge to the newly appointed principals.

Continuous communication among the teachers and parents plays a significant role in uplifting and enriching school environment for instructional process and consider a contributory factor to the accomplishment of predetermined educational objectives. The results of the current study investigated that parental threats; negative attitudes; non-participation in PTA meetings; and poor communication with school personnel is a serious challenge for the newly appointed secondary school heads. It was found that parents were not cooperative and they always threatened the school workforce. They did not participate in PTA (Parent Teachers Association) meetings. They did not pay their attention on their children education. This result is similar to Atieno and Simatwa (2012) who established that school policies are affected by the Parents Teachers Association meetings, and when parents fail to attend such meetings, instructional process at school is badly interfered with. They further noted that non-participation in PTA meetings make it very difficult for newly appointed principals to manage the overall activities of schools because a school has three main pillars for management and these are parents, teachers and students. They also found that parents were uncooperative and particularly when it came to payment of levies, most of the indiscipline cases at school instigate at home and parents always in support of their children and blame the teachers when called to school to discuss such issues. Lack of parental cooperation makes it difficult for the newly appointed principals to manage institutional activities. In addition, they also concluded that negative attitudes and threats were disrupting challenge for newly appointed principals. Negative attitude by parents was due to their illiteracy and unawareness of the importance of education. Kitavi and Westhuizen (1997) found out that newly appointed principals in Kenya were faced with problems such as parent's illiteracy, inaccessible parents and parental ignorance of their other duties.

Political inference is one of the biggest challenges for the head teachers in prevailing education system. The results of the study explored that political inference for newly appointed secondary school heads is big challenge in managing discipline and school personnel. Politicians support and protect teaching and non-teaching staff of their constituencies. Due to this political support, school personnel breach the laws and regulations of the school which is a big challenge for beginning principals. Th findings is similar to Wichenje, et al (2012) who found that political interference was a challenge for head teachers in the maintenance of teaching staff discipline. They noted that head teachers who were stressing on the discipline of teaching workforce were always threatened with transfer or even dismissal. As a result many head teachers found it difficult to maintain discipline of teaching personnel. Due to this problem, managing human resource in public secondary schools becomes difficult for principals. Some teachers who were transferred on disciplinary grounds used elected officials to have their transfers cancelled. Hence the head teachers became frustrated and discouraged.

In addition to above mentioned challenges, newly appointed secondary school heads face a number of problems that are created by the concerned district offices. The study revealed that the district education offices use delaying tactics in solving the service problems of the teaching and non-teaching staff which is a big challenge for the newly appointed heads. There is poor correspondence among the heads and district education offices. In addition, it was also found that authorities of the district account offices are not fair for school personnel. Legal bills of the school's personnel are not sanctioned properly and teachers become frustrated. A results school's activities are adversely affected which is big challenge for newly appointed heads. Educational facilities has a significant positive affect on the overall school activities. The findings of the current study investigated that lack of educational facilitates is one of the biggest challenges for newly appointed secondary schools heads. The findings showed that these schools were found without appropriate educational facilities. It was noted that there were no proper educational facilities in secondary schools i.e., lack of classrooms and furniture; lack of drinking water facility; lack of specially designed science laboratory; improper security arrangement; lack of toilets for students; non-availability of computer laboratory; lack of power generators facility; lack of teaching aids & scientific apparatus; lack of specially designed library; lack of telephone & internet facility; unsatisfactory condition of school building; lack of first aid facility; and non-availability of examination hall. Therefore newly directly appointed secondary school heads face problems in managing these resources. Eshiwani (1983) noted that the few schools that have laboratories may not have sufficient or appropriate scientific apparatus. Furthermore, disadvantaged rural schools generally have overcrowded classes,

poor facilities and lack of basic instructional materials. Majority schools in rural areas lack basic facilities such as science laboratory, science equipment, electricity supply, water supply and secure storerooms.

Conclusions
In the light of statistical analysis and findings of the study, the following conclusions were drawn:
1. Fresh directly secondary school heads face a number of managerial challenges in the management of teaching staff. These were; disobedience & negative attitudes of teachers; frequent absenteeism; un-cooperation of teaching staff; cold war among the teaching personnel; residential accommodations for non-local personnel; unpunctuality of teachers; poor morale of teaching personnel; and incompetencies of teachers. In the management of support staff they face various challenges i.e., frequent absenteeism; disobedience; negative attitudes; unpunctuality and shortage of support staff.
2. They study also revealed that they face challenges in the management of students. These were; unsatisfactory results in board exams; absenteeism; disruptive behaviors; shortage of students' furniture; shortage of text books; and students' fighting. In the management of finance, they face challenges i.e., lack of skills in accounting; inadequate funds; and no efficient delivery of funds.
3. The study also revealed that newly appointed secondary school heads face some challenges that arise from community involvement. These were; negative parental attitudes; lack of parental attention on their children's education; non-participation in PTA meetings; and parental threats. It was also investigated that they face a number of challenges that arise from district education offices. These were; delaying tactics in the solution of subordinate's service problems; poor correspondence of district offices with schools; delaying tactics in approval of staff legal billings; illegal interference of higher authorities; and favoritism of the higher authorities.
4. The study also explored that they face various challenges in the management of physical facilities. It was found that lack of classrooms and furniture; lack of drinking water facility; air conditioned classrooms; specially designed science laboratory; improper security arrangement; lack of toilets for students; non-availability of computer laboratory; lack of power generators facility; lack of teaching aids & scientific apparatus; lack of specially designed library; lack of telephone & internet facility; unsatisfactory condition of school building; lack of first aid facility; and non-availability of examination hall were the challenges for fresh directly selected secondary school heads.

Recommendations
Keeping in view the above conclusions, the researchers made some workable recommendations which are explained as under:
1. A special professional training programme regarding school management and administration should be institutionalized so that secondary school heads may be equipped with the modern techniques of school management and administration. Further, it is strongly recommended that professional training in school management and administration should be given to secondary school heads before they appointed as heads.
2. According to the contemporary service structure, 75% secondary school teachers are promoted to the post of Headmaster without devising any criteria which allows poor and non-qualified teachers to become the heads of the institutions. Therefore, it is strongly recommended that 50% secondary school heads should be selected through competitive and transparent examination conducted by Khyber Pakhtunkhwa Public Service Commission.
3. Secondary school heads should be democratic minded and their attitude should be sympathetic and friendly. They should provide facilities for their teaching and non-teaching personnel. They should point out the weaknesses of teachers and suggest constructive and corrective guidelines.
4. Ministry of Education should publish a training manual based on modern and advanced techniques and strategies of school management so that the fresh appointed secondary school heads may equip themselves and perform their duties actively and effectively.
5. Teachers of all cadres at secondary school level should be appointed through Khyber Pakhtunkhwa Public Service Commission to induct competent teachers in education department to ensure quality education.
6. As shortage of teaching staff is a challenge for newly appointed secondary school heads, therefore, it is strongly recommended that appointment of the teaching staff should be made in time through transparent examination.
7. As the study revealed that frequent absenteeism of the teachers and support staff is a challenge for fresh directly selected secondary school heads, therefore, it is recommended that surprising visits of the higher authorities should be ensured. The officials, who were found guilty, should be subjected to legal

punishment.

8. Poor morale of teachers is also a challenge for secondary school heads, therefore, it is strongly recommended that teachers should be given attractive and handsome package of salary and also they should be provided with proper educational facilities.

9. Proper residential accommodation arrangement for non- local teaching staff should be made in each school on priority basis.

10. All necessary equipments and physical facilities should be made available to each school on priority basis.

11. The study revealed that newly appointed secondary school heads face problems that arise from the District Education Office and District Account Office, therefore, it is strongly recommended that higher authorities of the concerned offices at provincial level should take a drastic action against those officials who were found guilty and get involved in corruption. Furthermore, it is also recommended that they should keep efficient correspondence with schools; service problems of the teachers should be solved on priority basis; adequate fund should be delivered efficiently; and they should avoid of delaying tactics in the matters concerned to schools.

12. There should be a communication between schools and parents. Parents are directed to attend PTA in order to discuss school problems. They should play a constructive role in the welfare of school. They should keep a friendly relationship with the school authorities. Furthermore, they are directed to cooperate with school authorities. The heads of the institutions are also directed to invite parents for the solution of school and students problems.

13. Illegal interference of higher authorities in matters concerned to schools should be banned and discouraged.

14. For future research studies, it is recommended that this type of research study should be conducted at higher secondary and tertiary level in other districts and divisions of Khyber Pakhtunkhwa.

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