INFLUENCE OF HEADTEACHERS' PERSONAL CHARACTERISTICS ON THEIR PERFORMANCE OF ADMINISTRATIVE TASKS IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA

Pamella Farhya Alabu

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in Educational Administration,

University of Nairobi

2013

DEDICATION

I dedicate this report to my son Allan Omondi Ochupe

ACKNOWLEDGEMENT

TABLE OF CONTENTS

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

APPENDICES

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

BOG   Board of Governor

CDE   County Director of Education

JGK   Job Group K

KEMI   Kenya Education Management Institute

KESI   Kenya Education Staff Institute

MoE   Ministry of Education

TSC   Teacher Service Commission

ABSTRACT

The purpose of the study was to find out the influence of headteachers' personal characteristics on their performance of administrative responsibilities in public secondary schools in Migori County. Four research questions were formulated to guide the study. The research design employed in the study was descriptive survey. . The sample consisted of 30 headteachers and 30 teachers. The researcher relied on self-administered questionnaires. Findings revealed that headteachers gender did not affect their administrative tasks achievement. Headteachers training status affected their administrative responsibilities achievement. It was also revealed that headteachers performed curriculum and instruction administration responsibilities often. Findings further revealed that headteachers performed students' personnel responsibilities. The study also revealed that headteachers performed physical facilities responsibilities.

The study also concluded that Headteachers performed their curriculum and instruction administration responsibilities which included checking teachers schemes work at least once a week often, checked punctuality in student/teacher class attendance, they ensured that coverage of syllabus was done in time and also often discussed students results and come up with new strategies to improve performance. The study also concluded that headteachers performed students' personnel responsibilities which included keeping student records, evaluating the students, guiding students in spiritual and clubs matters and keeping student records. It was also concluded that headteachers performed staff personnel responsibilities which included keeping teachers records and appraised teachers, facilitating teachers' professional development. It was also concluded that headteachers performance physical facilities tasks. Based on the findings, it was recommended that the government through KEMI should initiate training for headteachers for effective performance of their administrative responsibilities. Headteacher should also be trained in the areas of basic principles of education management, student personnel and staff personnel. Headteachers should also be trained in the area of financial administration. The study recommended that the Ministry of Education should also out up strategies to have headteachers get formal pre-service training so that they can carry their duties effectively. The study suggested that a study on the relationship between headteachers training in administrative responsibilities and students' performance should be conducted.

A study on the training needs of the headteachers in relation to performance of administrative roles should be conducted and lastly a study on influence of headteachers' personal characteristics on performance of administrative roles should be conducted.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Organizational effectiveness can be achieved when there exists a fit between the organisation and its environment and when there are fits among various organisation components which are task, individual staffs and managerial practices (Howell, 2000). Administration is a very important aspect of any organization without which no organisation can run smoothly. Education is one of the most effective instruments a nation has for promoting sound economic political and social development. The recent educational literature reveals that great changes are taking place as results of creative innovation and new technologies in the sphere of Education. These changes have led to significant reforms in schools management and organization all over the world (Thomas, & Bennis, 2002). As a result of these reforms school management is becoming complex as curricular demands continue to grow. The parents and government expectation and demand for great school effectiveness are raised (Papandoum, Jonannson & Pashiadis, 2002).

Hallinger and Iteek (1998) observes that leadership has long been established as key factor in school effectiveness and school improvement. In one of the most comprehensive studies of school effectives, the involvement of Deputy headteacher was found to be one of the most significant school factors affecting

student achievement (Mortimo, Stooll & Lewis 1998). However, the research base on deputy headteacher is far from extensive despite the clear implication that leadership at this level can have a positive impact upon school development and student learning outcomes.

Campbell (1987) defines educational administration as the management of institutions designed to foster teaching and learning. Secondary school headteachers perform six administrative tasks (Campbell, 1971). Curriculum and instruction management, pupil personnel management, staff personnel management, school community relations management, physical facilities management and financial management. Curriculum and instruction has been described as those activities in which school workers sometimes assisted by lay citizens engage to plan, implement and evaluate an instructional programs. The headteacher is in charge of curriculum and instruction (Hoyle, 2006). In pupil personnel management, the headteachers is incharge of admission and attendance services, organizing classes, maintaining pupil records, reporting pupils progress, guidance and counseling, maintaining pupil discipline and supervising pupil activities (Jacobson, 2003).

It is the responsibility of the headteacher to assess the staff needs of his school and to advice the Teachers Service Commission, the municipal Education officer, the assistant education officer or any other relevant body. The headteacher has the

role of overseeing the operation and maintenance of facilities, providing supporting services and materials The secondary school headteacher must ensure that all the physical facilities in the school are available and well maintained.

These facilities include classrooms, dormitories, offices, laboratories, workshops, staff quarters, sanitation, School stores, dining halls and health units. Since schools belong to the community or the general public. The head is the mediator and co-coordinator of school – community relationship. The school headteacher therefore must get a way of working with the community. The headteacher should explain the role of the school to the community to avoid conflicts (Campbell, 1987).

Okumu (1981) noted that the school as an organization within a social system requires an administrator. The chief executive in secondary school is the headteacher. Eshiwani (1993) contends that the headteacher is responsible for the overall running and control of the school in all aspects. It has become a must for those who wish to become headteachers in developed countries such as U.S.A to acquire professional education before being considered for the job (Kimani, 1982). It is therefore, imperative that headteachers be trained to enable them to function as leaders.

A school as an organization not only requires an effective and efficient administration but also a sound one. While Mbiti (1974) regards administration as a formalized system whereby man controls, supervises, plans and makes decisions about the organization on the basis of the established authority, Eshiwani (1993) on the other had contends that administration is very important in the development of any education to achieve its stated goals for the benefit of a nation. The administrative structure and operation must be clear and practical.

For effective management of schools, headteachers are required to be well versed with skills related to educational administration. Knezerich (1975) states that administration is a crucial function in a highly organized society. According to Campbell (1987), while school administrators deal with several reference groups, of particular importance is how they deal with children and youth who are enrolled in a school. The headteacher should therefore ensure that all the administrative tasks are well carried out so as the school can achieve its goal.

Neil (1997) stated that in Britain the training of leadership emphasized that the job training was must formative learning experience. Those appointed to leadership must have acquired skills as heads of departments, house teachers, deputies among others. However; deputy principals were the most crucial majority of those appointed to leadership as principals

A survey of over 400 deputy principals in Australia found that the majority of this group perceived a lack of clarity in the role which led to difficulties of role demarcation with principal (Harvey,1994). An American study found that the school heads wanted spend more time on curriculum development and instructional supervision and less time on routine tasks. It also highlighted how this in-balance caused dissatisfaction with the administrative practices (Cantwell, 1993). In Rwanda the Government's 2009 National Skills Audit also emphasized the need for quality training of educational professionals. Ministry of Education – school management programmes considered appropriate to organize a training programme intended for Headteachers in charge of discipline. It was piloted in school 2003 – 2007. (Ministry of Education Rwanda, 2010)

Kasibwa (2002) in a study of relationship between the principal's characteristics and student administrative task in public secondary schools in Nairobi Province recommended that the Ministry of Education (MoE) should facilitate training of principals on matters concerning guidance and counselling. Students should also be allowed to participate in the formulation of school rules and regulations and that principals should ensure that sound spiritual and moral training takes place in their schools. Further recommendations were that recreational facilities should be made available in schools.

A study by Michael (2004) among Indiana High School students and administration revealed a high incidence of lack of commitment among school principals. This shortcoming was indicated by absence of practical instances of involvement despite assurances made to the effect that participation existed. School principals indicated that students were satisfied with their involvement in school administration but this was not actually the case. Webber (2000) reported similar findings in a study on students' satisfaction and dissatisfaction with the school administration in Illinois high schools.

School headteachers have a responsibility of co-ordinating administrative tasks. They should therefore strive to remove administrative constraints that hinder effective running of the school. Effective management requires a principal who is capable of generating ideas, able to co-ordinate guidance activities, mediate when differences arise and believes in the worth and dignity of students and self (Chenyuane, 2004).

1.2 Statement of the problem

The increasing rate of expansion of education in Kenya, progress in secondary sector has been accelerated by demand for education. Therefore, with this expansion there is increase demand for qualified, competent and effective school administrations able to perform their administrative tasks. The complexities in education management and growing curricular, demands that the principals and

their deputies teachers need to be well equipped with appropriate knowledge, skills and attitudes in order to play their role effectively. Hence the gap of this study is to explore the influence of headteachers characteristics in the performance of administrative tasks. The expanded roles of school administrators calls for distributed leadership where collective agency incorporating the activities of many individuals in school who work mobilizing and guiding other teachers in process of instructional change. (Spillance et al, 2001). This statement clearly notes the head teachers share responsibility for leadership with head teachers. In most cases the deputy runs the school in the absence of the head teacher.

In spite of the very fundamental role, the deputy leadership plays in a school there is no empirical evidence to show whether deputies in Migori County faced any problem in performance of their administrative tasks as a result of inadequate training in school management, thus the need to carry out this study in this area. Thus it is against this background that the researcher sought to find out the effects of headteachers personal characteristics on the administration tasks in public secondary schools in Migori county.

1.3 Purpose of the study

The purpose of the study was to find out the influence of headteachers' personal characteristics on performance of administrative tasks in public secondary schools in Migori County.

1.4 Objectives of the study

The objectives of this study were:

i. To establish how headteachers' age affect performance of administrative responsibilities in public secondary schools in Migori county;

ii. To determine how headteachers gender affect performance of administrative responsibilities in public secondary schools in Migori county;

iii. To assess how headteachers marital status affect performance of administrative responsibilities in public secondary schools in Migori county;

iv. To determine how headteachers professional qualification affect performance of administrative responsibilities in public secondary schools in Migori county

1.5. Research questions

This study sought to answer the following questions:

i. How does headteachers' age affect performance of administrative responsibilities in public secondary schools in Migori county?

ii. To what extent does headteachers gender affect performance of administrative responsibilities in public secondary schools in Migori county?

iii. How does headteachers' marital status affect performance of administrative responsibilities in public secondary schools in Migori county?

iv. How does headteachers professional qualification affect performance of administrative responsibilities in public secondary schools in Migori county?

1.6 Significance of the study

The findings of the study may provide an insight into the effect of headteachers' personal characteristics on the administration of student personnel task in public secondary schools.

The Ministry of Education (MoE) may use the findings to guide headteachers on how to deal with the student personnel task of administration. The information would also be beneficial to Board of Governors (BOG) in secondary schools in determining what services are essential for students. The Kenya Education Management Institute (KEMI) and teacher training institutions can use the information for in-service and teacher training courses. The Teacher Service Commission (TSC) can use the information as a guide for headteachers to

improve the administration of administrative tasks. The study may also form a basis for which further research can be made on the same area.

1.7 Limitations of the study

The researcher was not in a position to control the attitude of the respondents as they responded to questions hence they may have chosen to give socially acceptable responses that may have resulted in the study having inaccurate findings. The researcher however urged the respondents to be truthful in providing information. There was scarcity on relevant literature in the area of study.

1.8 Delimitations of the study

The study covered public secondary schools in Migori county. Data was collected from headteachers only since they were the ones for whom the study was intended. One teacher from every sample school gave their views. The study did not include private secondary schools as they have a different setting.

1.9 Basic Assumptions of the study

The study was based on the following assumptions:

i. The headteachers and teachers would give accurate responses to the questionnaires and interview questions.

ii. The headteachers and teachers are informed of issues related to student personnel administrative task.

iii. The headteachers and teachers have undergone training courses on secondary schools administration.

1.10 Definition of significant terms

Administration: refers to the responsibility for managing a school.

Administrative tasks: refer to duties performed by headteachers in secondary schools.

Performance refers to the manner one carry's out their task diligently and effectively in terms of delivery.

Public secondary schools: refer to a four year post primary schooling which is developed and provided with staff through public funds.

Student personnel task: Duties that the headteacher carries out that directly involve the learners such as discipline.

1.11 Organisation of the study

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two deals with the literature review and the conceptual framework. Chapter three describes the research methodology which will look at the research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis and discussion of findings while chapter five will consist of the summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review. The chapter presents the concept of management and development, headteachers' management of curriculum and instruction administrative task, headteachers performance of student personnel management task, headteachers' performance of staff personnel management task, headteachers performance of physical facilities management task and headteachers performance of financial management task. The section also presets the theoretical and conceptual framework for the study.

2.2 Concept of management

Armstrong (1991) defines management as an attempt to improve managerial effectiveness through a planned and deliberate learning process. Common Wealth Secretariat (1997) defines education management as a process of designing, developing and affecting educational objectives and resources so as to achieve educational goals. Oyaya (2000) stressed management is confined to keeping things on going getting routine tasks done inside the parameters set by leadership. Managers do things right whereas leaders do the right things. Leader set the course for organisation while managers make sure the course is followed. The Presidential Working Party on education and training for next decade and beyond noted that the heads of institution are appointed from serving teacher who had no

prior training in institutional management hence this adversely affected effective management of education institution (Republic of Kenya, 2009).

Lodiga & Olembo (1991) advocate for pre-service and continued in serving of staff to enable them acquire knowledge skills and attitude for new roles. The presidential working party on education and training for the next decade and beyond, recommended that role of Kenya Educational Staff Institute (KESI) be expanded and diversified to develop both serving and potential educational managers republic of Kenya (1988) significantly, despite KESI being in existence for over twenty five years, the pre-service phase continues to be neglected (Bongonko, 1992).

Kalai (1998) states that, courses offered by KESI had shortcomings some of these are; the courses are not offered to schools before assuming the administrative duties such headteachers are left with no option but to consult their colleague in their neighbouring institution. Consultation of experienced Headteachers stem from the fact that headteacher operate in an environment with similar set of challenges, which make is possible for experienced Headteachers to be of help to the young school headteachers hence learnt from mentoring.

Onya and Mweseli (2008) observe that the approved scheme of service for graduate / approved teachers is in place and the headteacher/deputy's position is deployment after promotion to various job groups. They however points out that some shortcomings in the apparent appointment and deployment namely that some teachers are appointed to administrative post without gauging or their ability to perform; some teachers are given administrative responsibilities to be in charge of more qualified staff, which has directly or indirectly demotivated or demoralized such qualified teachers; the gap between the headteacher and their deputies is in some case significantly large for example Chief Principal Job Group R (JGR) with a deputy in Job Group K(JGK) creates apathy in delivery of education services and hence indiscipline.

2.3 Headteachers' performance of curriculum and instruction administrative responsibilities

According to Onyango (2001) the headteacher should oversee the planning of Curriculum implementation process in terms of timetabling, scheme of work for each subject area, class size and sourcing of curriculum resource. In most cases the headteacher delegate these responsibilities to deputy headteacher especially, time-tabling, checking scheme of works and lesson plan. Onyango (2001) further notes that lack of training adversely affect management of curriculum and maintenance of quality standard of education.

Lezotte (2001) contends that the ingredients of an effective school is having a competent instructional leadership. Lezotte state that strong instructional leader are proactive – seek help in building team leadership and a culture conducive to learning and professional growth. Delegation within the secondary is inevitable since no team leader can possibly do all the necessary work (Bell, 1992).

This reveals the need of principal to develop their deputies so that together they can make an effective performance of administrative tasks in their institution.

Olembo et al (1992) says that the school programme includes the numerous activities and processes, which relate directly to the instructional goals of the school and to the means intended to achieve those goals. Curriculum and instruction has therefore been described as those activities in which school workers sometimes assisted by lay citizens engage to plan, implement and evaluate an instructional programs. Campbell (1971) sees the need for the school headteacher to steer curriculum and instruction when he says that after the objectives of instructional programme are formulated. The job of actually determining how the programme will be achieved remains the task of the headteacher.

The headteacher must see to it that whatever resources are needed for successful implementation of the curriculum are given. His role in this task area also involves evaluation of the teaching and learning to obtain feedback on the extent to which the goals and objectives have been achieved. Apart from being an

administrator the headteacher should be conversant with what takes place in the class room. It is important that the headteacher be conversant with new changes in the curriculum. A school headteacher must be an effective classroom teacher in his/her area of specialization.

Limbo (1992) says the different curriculum categories includes; determination of objectives, the development of a programme of instruction, selection of instructional materials, resources and evaluation of the programme of instruction. The basic purpose of administration is to enhance teaching and learning.

2.4 Headteachers performance of student personnel management responsibilities

In most of the literature reviews it reveals that the main role of secondary school headteacher is to maintain discipline in school. Discipline is in real terms the epicenter of success of a school. This is because the effectiveness of all organizational activities depends on the overall organizational degree of discipline. To encourage discipline the education management must first of all chance self discipline among its teachers and support staffs (Okumbe, 2001). While the educational organisation strives to attain self-discipline, there will be always some students who would still required corrective discipline as a result of so many complicated psychological, moral issues, and modern technology influences challenging student. In such scenarios the disciplinary person should apply appropriate procedures in handling discipline.

It is evidence from literature review that deputy headteachers are in charge of discipline in many schools, hence the importance of disciplinary role of the headteacher as administrator cannot be underscored, needs to be developed exposed to service that will enable them to handle student discipline competently. Effective management of students requires that a comprehensive effort is made by management to ensure that the student activities and operations in a institution are effectively and efficiently administered. This calls for discipline administrators who are properly grounded in the techniques of educational management (Bell, 1992).

Bakhda (2004) contends that if there were no students, there would be no school; there would be no teachers, deputies and headteachers. There is interdependence between students and teachers. We live in a world where values and lifestyles changes constantly, therefore administrators should explore and understand the needs of their students. They should be aware of the physical, mental and moral changes in students as they grow into young adults. In relation to deputy principle performance of tasks, deputies should know the students well, records of students should be kept in files, cards and stored in computers, deputies should discuss polities with students and come up with school behaviour code.

Included in this task is administering admission and attendance services. Organizing classes, maintaining pupil records, reporting pupils progress, guidance and counseling, maintaining pupil discipline and supervising pupil activities. The activities included within the task area of pupil personnel embrace those services to pupils that supplement regular classroom instruction. Headteachers should ensure that the school prepares children adequately for life and in adulthood and that the school is well-disciplined and organized institution where children learn what they need for future. The headteacher should communicate with the pupils and as part of his supervisory role, attempt to influence and control their behavior.

2.5 Headteachers' performance of staff personnel management responsibilities

Olembo et el (1992) says that it is the responsibility of the headteacher to assess the staff needs of his school and to advice the Teachers Service Commission, the municipal Education officer, the assistant education officer or any other relevant body. The organizational decision of where a particular teacher is to be placed and what duties will be assigned should reside to a considerable degree, at the level of the school and be supervised appropriately. There should be an endeavour to develop and maintain effective channels of communication between teachers and headmaster as well as among teachers. Each teacher should know what his colleagues are doing, or are attempting to do, and should the headteacher.

Attempts on the part of the headteacher to motivate, to stimulate and to influence the teachers are his most significant supervisory functions. Every school must have appropriate staff personnel policy that is attractive to teachers all geared towards attainment of the set educational objectives and goals. Campbell (1971) says that such policy should adhere to the criteria of being reasonable, be able to suggest and not merely prescribe, have a positive flavour, avail full information on the schools operation to teachers, have basis for promotion and also involve staff in formulation and operation of policies. The headteacher acts both as a guide and a supervisor to the teachers and pupils.

The headteacher is an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all. This shows that the headteacher should inspire a sense of confidence and co-operation among his staff. The headteacher has to ensure that the right number of teachers with the relevant qualifications has been recruited in the school. He does this in liaison with the teachers service commission. On recruitment of non-teaching staff, the headteacher together with the members of the board of governors advertise vacant positions and then interview select personnel with the relevant qualifications.

One of the major challenges in administration is to separate between individual interests and organizational goals. Since the headteacher is very much involved in the decision making process he has to be as objective as possible. The

headteacher who distances himself from the rest of the staff and sits in his office unwilling to give any room for suggestions and opinions from his staff may find himself isolated and thus create a great social distance between the headteacher and the staff. He cannot thus be effective in administration because he may not even be aware of the problems and needs in his institution so as to be able to alleviate them.

Jones (1969) outlines the ways in which the head teacher can create co-operation among the staff. This include creating an exciting and stimulating environment for his/her staff, having confidence in them, consulting them before making decisions which affect their working conditions; deploying them in such a way that their teaching loads are reasonable and fair in comparison to those others and involving them in policy-making procedures.

Campbell (1971) says that it seems clear when both teachers and headteachers, both of whom complete the teaching - learning process can discuss frankly the performance of teachers and some ways of improving performance.

2.6 Headteachers performance of physical facilities management responsibilities

Most programmes of instructions and of students' service require some physical facilities including school buildings and grounds, equipment needed in and incidental to instruction. In this task area, the headteacher has the role of

overseeing the operation and maintenance of facilities, providing supporting services and materials. These includes transport, food, health, and playground (Castetter, 2002).

When dealing with school plant the headteacher should bear in mind the following: where the educational programmes will be housed and the school population to be served by the facilities: plan for the usage of the existing facilities and securing financial resources for the school expansion is important. The secondary school headteacher must ensure that all the physical facilities in the school are available and well maintained. These facilities include classrooms, dormitories, offices, laboratories, workshops, staff quarters, sanitation, School stores, dining halls and health units. In this field a public day secondary school headteacher finds it very difficult to operate with the meager school fees paid in these schools (Waweru, 2004).

2.7 Headteachers performance of financial management responsibilities

Financial management involves determining the needs and the means of meeting them on the basis of established policies for allocating funds to schools in accordance with particular vote heads. The degree to which the headteacher may be involved in financial management varies from school to school depending on its size, sponsorship and status at the national level. Business management is concerned with understanding the sources of revenue for the school, preparation

of the school budget and monitoring expenditure in light of approved budget (Okumbe 2001). The realities of the situation of financial and business managements are found in the growing salary demands of the school employees. As a financial controller the head must ensure that proper and accounting is done, with help of the bursar. The sources of finance in secondary schools include; fees, bursaries, ministry of education aid and grants and community contributions.

The secondary school headteachers are accountable for all expenditure in the school, and approves the purchase of goods and school equipments in time. Scarcity of funds is seen as a management problem in most of the secondary schools. In order that auditing exercise may be meaningful the headteacher needs to be well versed with accounting procedures (Campbell 1983). School financial management draws a lot of concern from parents, learners and central administration.

2.8 Theoretical framework

This study was guided by systems theory. The systems theory as seen in the works of Herbert Spencer (1860) and Emile Durkheim (1947) will guide the study. The two compared societies to organisms with structures, which consist of interrelated parts, each, playing a function in the life of a total organism. In this study, the stakeholders, parents, teachers, students, play a role for the smooth continuation of secondary school education. The students are expected to work hard to achieve these goals. Failure to complete education cycle implies that a

student has not achieved all his capabilities and therefore will not be able to take up societal responsibilities competitively like others.

It was proposed in 1940's by Ludwing Von Bertalanffy and furthered by Ross Asbby 1968. Van Bertahanffy emphasized that real systems are open to interact with their environment and that can acquire qualitatively new properties through emergence. System theory focuses on the arrangement of all relations between parts which connect them into a whole. Its application include, computing engineering, management and ecology. It aims at to specify possible courses of action with their risks costs and benefits (Francis, 2000). This theory is applicable in this study since in management or administration of school. It looks at the educational institution system of interrelated parts working together to achieve common goals. In this study the input will be seen in term of administrators' skills, age experience, academic qualification that they bring into system. These will be processed to management training leading to competence in managerial responsibilities.

2.9 Conceptual Framework

The conceptual framework is presented in Figure 2.1.

Figure 2.1 Headteachers' characteristics on performance of administrative tasks
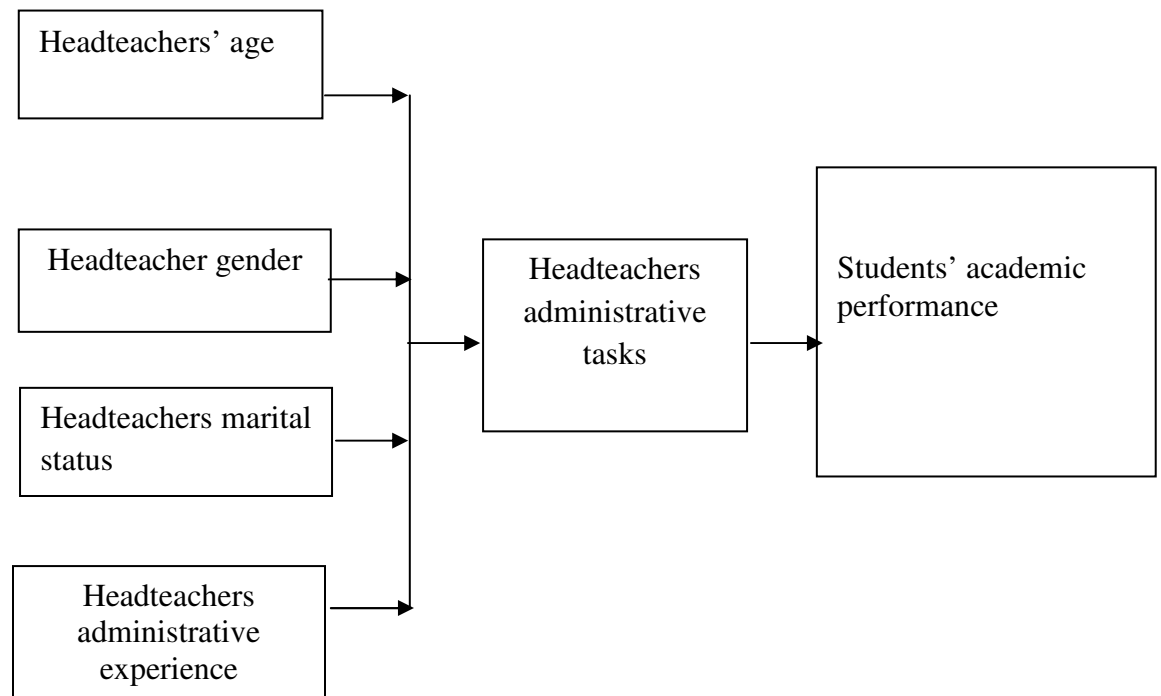
The conceptual framework for the study shows the interrelatedness of the factors influencing headteachers performance of administrative tasks. The headteachers characteristics will in one way or another influence headteachers performance of administrative tasks in the secondary schools. These factors when an intervention is therefore required which includes providing enough teachers, empowering the community, provision the required facilities and resources. When the headteachers perform their tasks effectively, the school system will be conducive and hence performance will be good.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1Introduction

This chapter describes the methodology used in this study. It is organized in seven sub topic namely: research design, population and target population, sample and sampling technique, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

The research design employed in the study was descriptive survey. The major purpose of this research design is description of the state of affairs as they existed. Kerlinger and Lee (2000) points out that description studies are not only restrictive to fact finding but may often result in formulation of important principles of knowledge and solution problem. It involves measurement, classification analysis comparison and interpretation of data. Descriptive survey is a method of collecting information by interviewing and administering a questionnaire to a sample of individuals Orodho (2003). The design is important since the researcher described how headteachers personal characteristics affect the performance of their administrative tasks.

3.3 Target population

According to Kombo and Tromp (2006) postulate that population is a group of individual, objects or items from which samples are taken to measurements.

The target population in this research was all the public secondary schools in Migori County. Records from (County Director of Education (CEO) office indicated that there are 168 public secondary schools in the Migori County and therefore 168 headteachers and 1792 teachers. The target population was therefore be 1960 respondents.

3.4 Sample size and sampling techniques

Kombo and Tromp (2006) defines a sample as a finite part of the statistical population whose properties are studied to gain information about the whole. In this study, sample is a set of respondents selected from a larger population for the purpose of survey. Sampling is the procedure are researcher uses to gather people, places, or things to study (Kombo & Tromp, 2006).

Borg and Gall (1989) explained that a minimum of 30 thirty respondents can be used but that the larger sample, the more likely the respondents scores on the measured variable was to the representative of population scores, considering this researcher, chose 30 headteachers and 30 teachers (Borg & Gall, 1989). This implies that the target population was 30 headteachers and 30 teachers. Simple random sampling was used to select the sample for the study.

3.5 Research instruments

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. They are also anonymous. Anonymity helps to produce more candid answers than it is possible in an interview. Three questionnaires were used for three different categories. That is, for head teachers and teacher. The head teachers' questionnaires contained questions involving their personal information and items regarding the influence of headteachers' personal characteristics on performance of administrative responsibilities in public secondary schools in Migori County. The teachers' questionnaire contained the teacher's demographic factors and other items on the influence of headteachers' personal characteristics on performance of administrative responsibilities in public secondary schools in Migori County.

3.5.1 Instrument validity

Validity is the degree to which test measures what it purports to measure (Borg & Gall, 1989). For this instrument content was established. Content validity is the degree to which sample of test item represents the content that test is designed to

measure. Piloting of instruments was done to determine their validity. The pilot study helped to improve face validity and content of the instruments. The internal validity which involved controlling the extraneous variables in the structure was done through the administration of questionnaire. The external validity was the generalization of the study findings. As such, the researcher sought assistance from the supervisor in order to help improve content validity of the instrument.

3.5.2 Instrument reliability

According to Kumar (2005) a research instrument is reliable if repeated measurements but if under similar condition give the same results. To test the reliability of instrument, test retest method of reliability was employed in the study during pilot study. This involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x^2)][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more simply showed that there is high reliability of data.

3.6 Data collection procedures

The researcher sought a research permit from the National Council for Science and Technology and thereafter wrote letters to the headteachers to be allowed to

do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected at the agreed time.

3.7 Data analysis techniques

After the data was collected, it was sorted and cleaned. Data was coded and organized into themes and used description of behaviour and context in which it was to occur. Data gathered was coded for analysis. This was done after editing and checking out whether all questionnaires have been filled in correctly. Coding is assigning a code number to each answer to a survey question. This was then entered into Statistical Package for Social Sciences (SPSS) software to generate the required descriptive statistics namely frequencies and percentages. Brinker (1988) contends that the simplest method to present data is in frequency or percentage tables, which summarizes data about single variable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

Presented in this chapter are data presentation, analysis and interpretation of the findings. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions are presented and analyzed together.

4.1Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires then are returned after they have been issued to the respondents. Out of the 30 headteachers and 30 teachers sampled during the study, 27 teachers and 26 headteachers filled and returned the questionnaires. The return rates are above 80% and hence are deemed adequate for data analysis.

4.2 Demographic data of the respondents

This section presents the demographic data of the headteachers, and teachers that were sampled. The section presents that demographic data of the headteachers and then presents that of teachers.

4.2.1 Demographic data of the headteachers

The demographic data of the headteachers is based on their gender, age, level of education, marital status and the duration they had served as headteachers. To establish the gender of the headteachers, they were asked to indicate their gender.

Figure 4.1: Distribution of the headteachers by gender
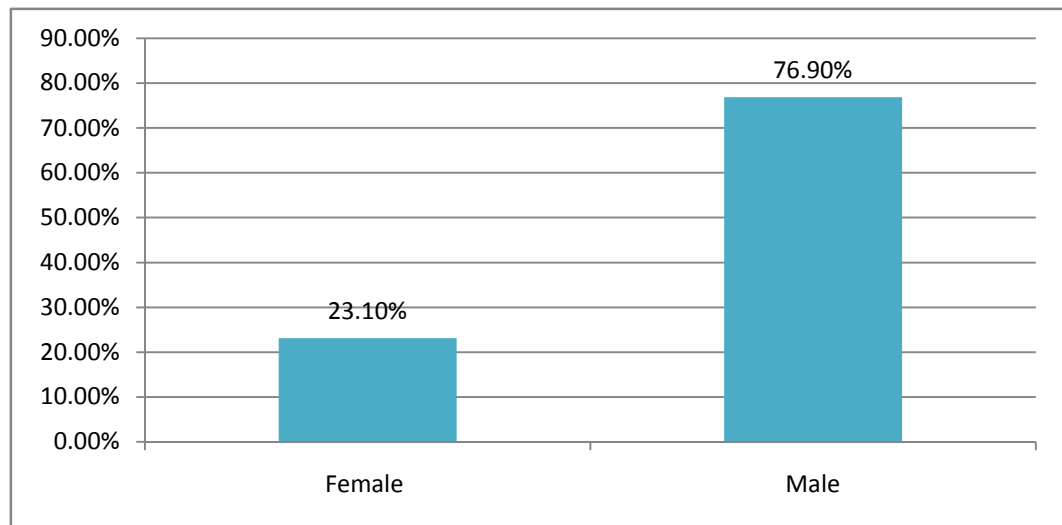
The majority of the headteachers were male while a few of the teachers were female. The data shows that most of the schools were dominated by male headteachers.

Table 4.1: Distribution of the headteachers according to age

Age	%
35-44 years	88.5
44-50 years	11.5
Total	**100**

The majority of headteachers were aged between 35 and 44 years while few of headteachers were aged between 44 and 50 years.

Figure 4.2: Distribution of the headteachers according to marital status
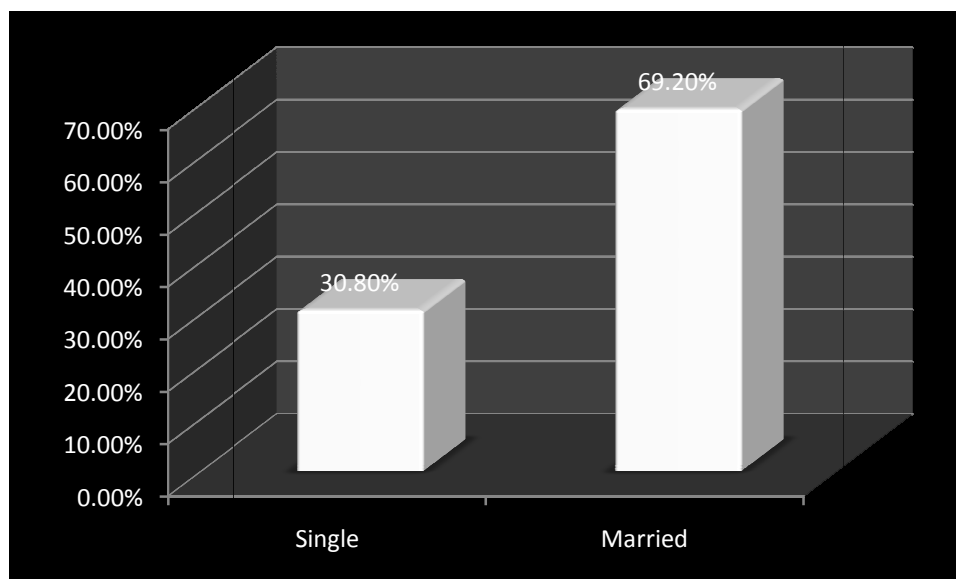
The majority of the headteachers were married while a few of headteachers were single. The data implies that majority of the headteachers were married.

Table 4.2: Distribution of the headteachers according to present grade/ job group

Job group	%
Chief principal	7.7
Principal graduate JGN	19.2
Senior graduate JGM	53.8
Graduate teacher JGL	19.2
Total	**100**

The majority of headteachers were senior graduate JGM, few of headteachers were in principal graduate JGN, the same number were in graduate teacher JGL while few of headteachers were in job group of chief principal. Headteachers also indicated that they had worked with their deputy headteachers for between one and five years.

Table 4.3: Duration of that the headteachers had served

Years	%
1 – 5 years	38.5
6 – 10 years	61.5
Total	**100**

Majority of headteachers had worked for between 6 and 10 years while few of headteachers had worked for between 1 and 5 years. The data shows that headteachers had served for a considerate number of years and hence their experience may have influenced their performance of administrative tasks.

4.2.2: Demographic data of the teachers

The demographic data of the teachers was based on their gender, age, level of education and marital status. To establish the gender of the teachers, they were asked to indicate their gender.

Figure 4.3: Distribution of the teachers by gender
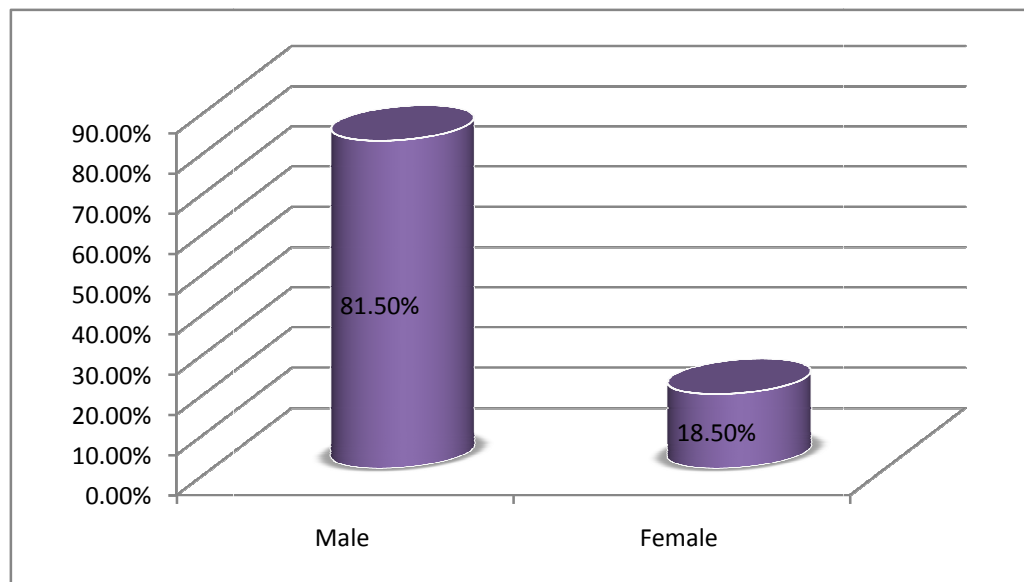
The majority of headteachers were male while few of headteachers were female. The data are similar to the findings of the headteachers where majority were male.

Table 4.4: Distribution of the teachers by age

Age	%
Less than 25	11.1
26-34 years	33.3
35-44 years	33.3
44-50 years	18.5
Over 50 years	3.7
Total	**100**

Majority of the teachers were aged between 26 and 34 years, the same number of teachers were aged between 35 and 44, few of teachers were aged between 44 and 50 years while few of teachers were less than 25 years. The data shows that teachers were distributed to various ages, which affected how they influenced their administrative tasks.

Figure 4.4: Distribution of the teachers by marital status
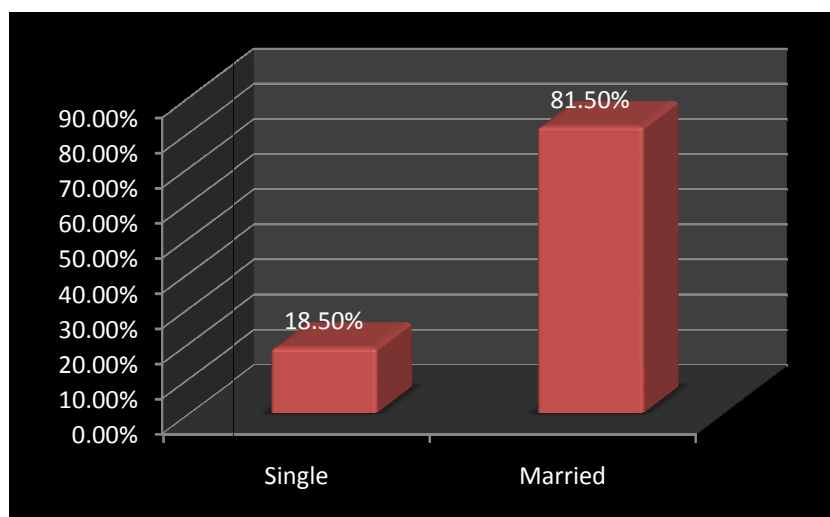
The majority of teachers were married while few of teachers were single. The data shows that majority of the teachers were married. Distribution of the teachers by professional qualification is presented in Table 4.5.

Table 4.5 Distribution of the teachers by professional qualification

Professional qualification	%
Diploma	3.7
B.Ed	74.1
Approved Teacher status	3.7
A/Sc. With P.GDT	7.4
M.Ed	11.1
Total	**100**

Data shows that majority of teachers had bachelors in education, few of teachers had A/Sc. With P.GDT while few and a Master of education degree. Different professional qualification of teachers will affect the way they interpret their headteachers administrative tasks.

Table 4.6 Distribution of the teachers by present grade/ job group

Grade/ job group	%
Chief principal	7.4
Senior principal	7.4
Senior graduate JGM	18.5
Graduate teacher JGL	66.7
Total	**100**

Majority of teachers were in graduate teacher JGL group, a few of teachers were in senior graduate JGM group while few of teachers were in chief principal while the same number of teachers were in senior principal job group. The headteachers were asked to indicate how demographic data affected their administrative tasks achievements. Table shows their responses

Table 4.7: Headteachers response on how demographic data affected their administrative tasks achievement

Factor	To a great extent	To some extent	Not Sure	To a very little extent	Not at all
	%	%	%	%	%
Age	30.8	19.2	30.8	19.2	30.8
Gender	00.0	19.2	00.0	30.8	50.0
Marital status	7.7	00.0	00.0	19.2	73.1

Majority of headteachers indicated that gender did not affect their administrative tasks achievement at all, the majority of headteachers indicated that marital status did not affect at all while a few of headteachers indicated that age affected to a great extent. Figure 4.5 shows how headteachers responses on the extent at which training status affected their administrative tasks achievement.

Figure 4.5: Headteachers' responses on the extent at which training status affected their administrative tasks achievement.
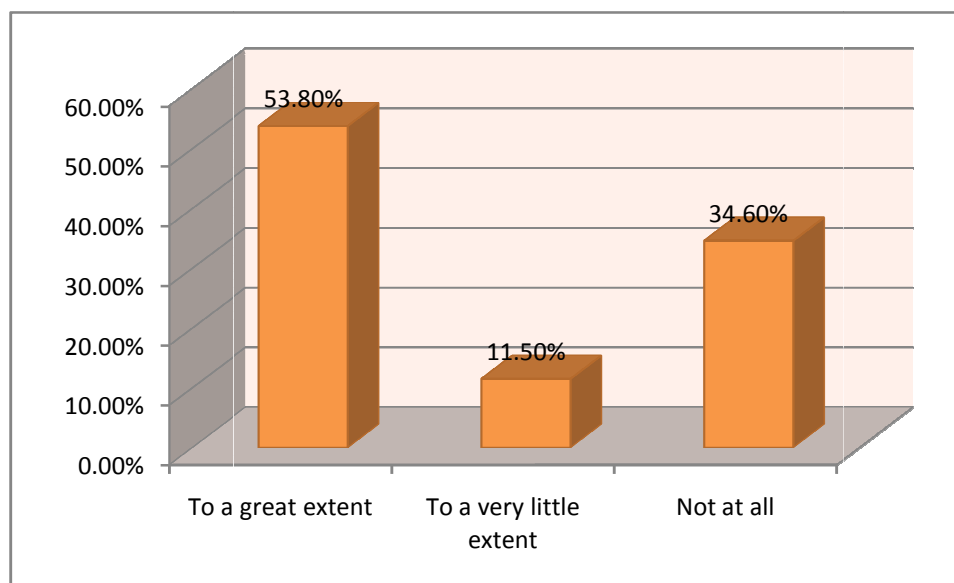
The majority of headteachers indicated that training status affected their administrative tasks achievement at a great extent while few of headteachers said that it affected at a very little extent.

The headteachers were asked to indicate how their professional qualification affected their administrative tasks achievement. The data is presented in Table 4.8.

Table 4.8: Headteachers responses on the extent at which professional qualification affected their administrative tasks achievement

Extent	%
To a great extent	46.2
To some extent	7.7
To a very little extent	23.1
Not at all	23.1
Total	**100.0**

The majority of headteachers indicated that professional qualification affected their administrative tasks achievement at a great extent, few of headteachers indicated that it affected to a very little extent while the same rate of headteachers indicated that it did not affect at all. The headteachers were further asked how their administrative experience affected their administrative tasks achievement. The findings are presented in Table 4.9.

Table 4.9: Headteachers responses on the extent at which administrative experience affected their administrative tasks achievement

Extent	%
To a great extent	46.2
To some extent	23.1
Not at all	30.8
Total	**100.0**

Majority of headteachers indicated that administrative experience affected their administrative tasks achievement, few of headteachers said that it did not affect at all while few of headteachers indicated that it affected to some extent.

The headteachers were asked to indicate the extent at which denomination affected their administrative tasks achievement. Their findings are presented in Figure 4.6.

Figure 4.6: Headteachers responses on the extent at which denomination affected their administrative tasks achievement
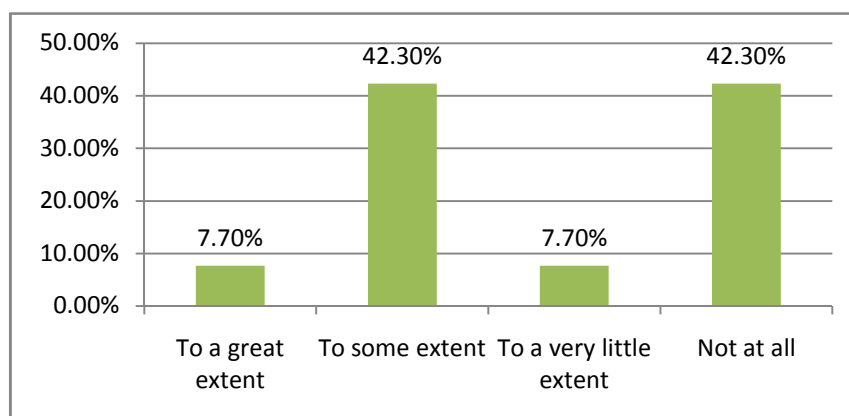
Figure 4.6 shows that 42.3% of headteachers indicated that denomination affected their administrative tasks achievement to some extent, the same number of headteachers said it did not affect at all, 7.7% of headteachers indicated that it affected to a great extent while the same number said that it affected to a very little extent.

4.3. Headteachers' performance of curriculum and instruction administrative task

To establish the headteachers' performance on curriculum and instruction administration task, the headteachers were asked to respond to the items that sought to establish how often they performed school activities. Table 4.10 shows their responses.

Table 4.10: Headteachers responses on how they performed school activities

Statement	Often	Sometimes	Rarely
	%	%	%
Check teachers schemes work at least once a week	42.3	26.9	30.8
Check teachers record of work at least once a week	38.5	19.2	42.3
Physically check punctuality in student/teacher class attendance	38.5	42.3	19.2
Involved in making of school master time table	57.7	11.5	30.8
Coverage of syllabus is done in time	88.5	11.5	
Discuss students results and come up with new strategies to improve performance	88.5	11.5	

Majority of headteachers checked teachers schemes work at least once a week often, the same number of headteachers sometimes physically checked punctuality in student/teacher class attendance, majority of headteachers often ensured that coverage of syllabus was done in time, the same number of headteachers often discussed students results and come up with new strategies to improve performance while majority of headteachers were involved in making of school master time table often.

The headteachers were further asked to indicate how they performed various school activities. The data is presented in Table 4.11.

Table 4.11: Headteachers' responses on school activities

Factor	Often	Sometimes	Rarely
	%	*%*	*%*
Time tabling	100	00.0	00.0
Supervision and inspection	65.4	34.6	00.0
Drawing schools daily routine	92.3	7.7	00.0
Setting instructional objectives	76.9	23.1	00.0
Compliance of daily routine	80.8	19.2	00.0
Team building	100	00.0	00.0
Evaluation and administration	57.7	42.3	00.0

Majority of headteachers were involved in time tabling and teambuilding often, majority of headteachers often supervised and inspected the school activities, majority of headteachers often were involved in drawing school daily routine while majority of headteachers were often involved in evaluation and administration activities. Asked how their headteachers performed curriculum and instruction tasks, the teachers responded as indicate in Table 4.12.

Table 4.12: Teachers' responses how the headteachers performed school activities

	Often	Sometimes	Rarely	Never
	%	%	%	%
The headteacher checks teachers schemes work at least once a week	29.6	29.6	14.8	25.9
The headteacher checks teachers record of work at least once a week	33.3	25.9	22.2	18.5
The headteacher checks punctuality in student/teacher class attendance	70.4	18.5	3.7	7.4
The headteacher involves teachers in making of master time table	85.2	11.1	3.7	
The headteachers ensures coverage of syllabus is done in time	70.4	25.9	3.7	

Majority of teachers said that their headteachers sometimes checked teachers schemes work at least once a week, few of teachers said that their headteacher often checked teachers record of work at least once a week. Majority of teachers indicated that their headteachers often checked punctuality in student/teacher class attendance. Data further shows that majority of teachers indicated that their headteachers often involved teachers in making of master time table while

majority of teachers said that their headteachers often ensured coverage of syllabus was done in time. The teachers were further asked to indicate how their headteachers performed various school activities.

Table 4.13: Teachers' responses on how headteachers performed school activities

	Often	Sometimes	Rarely
	%	*%*	*%*
The headteachers discusses students results and come up with new strategies to improve performance	59.3	33.3	7.4
The headteacher facilitates time tabling	51.9	33.3	14.8
The headteacher supervises teachers during teaching	33.3	25.9	30.7
The headteacher draws schools daily routine	40.7	33.3	25
The headteacher sets instructional objectives	48.1	33.3	17.5
The headteacher enhances team building	74.1	11.1	14.8

Findings shows that majority of teachers indicated that their headteachers often discussed students results and come up with new strategies to improve performance, few of teachers said that their headteachers often facilitated time

tabling. Data further shows that few of teachers indicated that their headteachers often drew schools daily routine while majority of teachers said that their headteachers often enhanced team building.

4.4 Headteachers performance of students' personnel tasks

To establish headteachers performance of students' personnel tasks the headteachers were asked to indicate the frequency at which they performed students' personnel tasks. Table 4.14 shows their responses.

Table 4.14 Headteachers' responses on the frequency at which they performed students' personnel tasks

Factor	Often	Sometimes	Rarely
	%	*%*	*%*
Maintaining students discipline	69.2	30.8	00.0
Students appraisal	46.2	42.3	11.5
Keeping student records	80.8	19.2	00.0
Evaluation and administration	57.7	42.3	00.0
Guidance and counseling	50.0	50.0	00.0
Provision of medical services	61.5	19.2	19.2
Students spiritual, clubs	53.8	46.2	00.0
Games and sports	73.1	26.9	00.0

Findings shows that the majority of headteachers kept student records often, few of headteachers often evaluated and administered the students, few of headteachers sometimes guided and counseled the students. Data further shows that majority of headteachers guided the students in spiritual and clubs matters often while few of headteachers often guided the students in games and sports.

Table 4.15: Teachers' responses on the frequency at which their headteachers performed students' personnel tasks

	Often	Sometimes	Rarely
	%	%	%
Maintain students discipline	70.4	25.9	3.7
Appraises students	44.4	44.4	11.1
Keeps student records	55.6	37.0	7.4
Evaluates the administration	74.1	22.2	3.7
Provides medical services for students	81.5	7.4	11.1
Ensures students are comfortable in school	59.3	40.7	
Performs students appraisal	51.9	33.3	14.8

Findings shows that the majority of teachers indicated that their headteachers often marinated students discipline, few of teachers indicated that their sometimes their headteachers appraise students, few of teachers said that their headteachers kept student records often. Data further shows that majority of teachers indicated that their headteachers often provide medical services for students while few of teachers indicated that their headteachers often ensured that students are comfortable in school.

4.5 Headteachers' performance of staff personnel tasks

To examine headteachers performance of staff personnel tasks, the headteachers were asked to indicate the frequency at which they performed staff personnel tasks. Table 4.16 tabulates the findings.

Table 4.16   Headteachers' responses on the frequency at which they performed staff personnel tasks

Personnel	Often	Sometimes
	%	*%*
Motivating teachers	30.8	69.2
Keeping teachers records	88.5	11.5
Appraising teachers	88.5	11.5
Ensuring there are adequate teachers in the school	100.0	
Facilitating teachers professional development	61.5	38.5
Listening to teachers problems	88.5	11.5
Facilitating teachers team work	100.0	
Ensuring there is conducive teachers working environment	100.0	

Table 4.16 shows that the majority of headteachers motivated teachers sometimes, few of headteachers often kept teachers record and appraised teachers. Majority of headteachers often facilitated teachers professional development. Data further shows that the headteachers often ensured there were adequate teachers in the school, facilitated teachers' team work and often ensured that there was conducive teachers' working environment.

Table 4.17 Teachers' responses on the frequency at which their headteachers performed staff personnel tasks.

	Often	Sometimes	Rarely
	%	%	%
Motivates teachers	55.6	25.9	18.5
Keeps teachers records	63.0	22.2	14.8
Appraises teachers	59.3	25.9	14.8
Ensures there are adequate teachers in the school	74.1	22.2	3.7
Ensuring teachers have reference books and guides	65.4	34.6	
Facilitates teachers professional development	59.3	29.6	11.1
Listens to teachers problems	59.3	29.6	11.1
Facilitates teachers team work	74.1	22.2	3.7
Ensures there is conducive teachers working environment	59.3	40.7	

Findings shows that the majority of teachers indicated that their headteachers often motivated teachers few of teachers said that they often kept teachers records, majority of teachers indicated that their headteachers often appraised teachers, facilitated teachers professional development , listened to teachers

problems and ensured that there was conducive teachers working environment. Majority of teachers said that their headteachers often facilitated teachers team work.

4.6 Headteachers' performance of physical facilities tasks

The study further sought to establish the frequency at which the headteachers performed physical facilities tasks. Table shows headteachers responses

Table 4.18: Headteachers' responses on the frequency at which the headteachers performed physical facilities tasks.

	Often	Sometimes	Rarely
	%	*%*	*%*
Ensuring there are students' textbooks	76.9	23.1	00.0
Ensuring there are charts	76.9	23.1	00.0
Ensuring there are chalk boards and chalk	100.0	00.0	00.0
Ensuring there are audio and video tapes	00.0	50.0	50.0
Ensuring there are laboratory apparatus	100.0	00.0	00.0
Ensuring there are laboratory chemicals	100.0	00.0	00.0
Ensuring there are library books	88.5	11.5	
Ensuring there are adequate classrooms	88.5	11.5	
Ensuring there are adequate dormitories	69.2	00.0	30.8
Ensuring there are adequate chairs	100.0	00.0	00.0

Data shows that the majority of headteachers often ensured that there were students' textbooks and charts. The majority of the headteachers often ensured that there were chalk boards and chalk, laboratory apparatus and laboratory chemicals. Data further shows that majority 88.5% of headteachers ensured that there were library books and adequate classrooms while few of headteachers ensured that there were adequate dormitories.

Table 4.19: Teachers' responses on the frequency at which their headteachers' performed physical facilities tasks.

Statement	Often	Sometimes	Rarely
	%	%	%
Make sure that teachers have reference books and guides	70.4	29.6	00.0
Ensures there are students' textbooks	63.0	33.3	3.7
Ensures there are adequate charts	55.6	37.0	7.4
Ensures there are adequate chalk boards and chalk	48.1	33.3	18.5
Ensures there are adequate audio and audio tapes	44.4	33.3	22.2
Ensures there are adequate laboratory apparatus	59.3	29.6	11.1
Ensures there are laboratory apparatus and chemicals	74.1	18.5	7.4
Ensures there are adequate library books	70.4	25.9	3.7
Ensures there are adequate classrooms	55.6	29.6	14.8
Ensures there are adequate dormitories	74.1	11.1	14.8
Ensures there are adequate chairs	63.0	22.2	14.8

Data shows that majority of teachers said that their headteacher often ensured that the teachers had reference books and guides and there were adequate library books, few of teachers said that they ensured that there were students' textbooks and adequate chairs. Majority of teachers indicated that the headteachers often ensured that there were adequate charts and classrooms. Data further shows that majority of teachers said that the headteachers often ensured that there were adequate laboratory apparatus.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Introduction

Presented in this chapter is the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to find out the influence of headteachers' personal characteristics on performance of administrative tasks in public secondary schools in Migori County. Four research questions were formulated to guide the study.

1. How does headteachers' age affect performance of administrative responsibilities in public secondary schools in Migori county?

2. To what extent does headteachers' gender affect performance of administrative responsibilities in public secondary schools in Migori county?

3. To what extent does headteachers' marital status affect performance of administrative responsibilities in public secondary schools in Migori county?

4. How does headteachers' professional Qualifications affect performance of administrative responsibilities in public secondary schools in Migori county?

The research questions sought to establish how headteachers' age affect performance of administrative tasks in public secondary schools in Migori county; determine how headteachers gender affect performance of administrative tasks in public secondary schools in Migori county; assess how headteachers marital status affect performance of administrative tasks in public secondary schools in Migori county and lastly to determine how headteachers professional qualification affect performance of administrative tasks in public secondary schools in Migori county. The research design employed in the study was descriptive survey. The target population was therefore be 1960 respondents. The sample was 30 headteachers and 30 teachers. Simple random sampling was used to select the sample for the study. The researcher relied on self-administered questionnaires.

5.3. Summary of findings

Data revealed that majority 76.9% of the headteachers were male; majority 69.2% of the headteachers were married; 53.8% of headteachers were senior graduate teachers while majority 61.5% of headteachers had worked for between 6 and 10 years. Majority 81.5% of headteachers were male; 33.3% of the teachers were aged between 26 and 34 years, majority 81.5% of teachers were married; majority 74.1% of teachers had bachelors in education; while majority 66.7% of teachers were in graduate teachers.

Findings indicate that the majority 50.0% of headteachers were of the opinion that gender did not affect their administrative tasks achievement at all. The majority

57

73.1% of headteachers indicated that marital status did not affect at all. Majority 53.8% of headteachers indicated that training status affected their administrative tasks achievement at a great extent. It was also revealed that 46.2% of headteachers indicated that professional qualification affected their administrative tasks achievement at a great extent.

Findings on headteachers performance of curriculum and instruction administration task revealed that majority of the headteachers performed their curriculum and instruction administration task which included checking teachers schemes work at least once a week often, checked punctuality in student/teacher class attendance, they ensured that coverage of syllabus was done in time and also often discussed students results and come up with new strategies to improve performance.

The majority 65.4% of headteachers often supervised and inspected the school activities, the majority 92.3% of headteachers often were involved in drawing school daily routine while the majority 57.7% of headteachers were often involved in evaluation and administration activities.

The majority 70.4% of teachers indicated that their headteachers often checked punctuality in student/teacher class attendance. Findings further shows that the majority 85.2% of teachers indicated that their headteachers often involved teachers in making of master time table while the majority 70.4% of teachers said that their headteachers often ensured coverage of syllabus was done in time.

Findings show that the majority 59.3% of teachers indicate that their headteachers often discussed students results and come up with new strategies to improve performance.

Findings on headteachers performance of students' personnel tasks revealed that the majority 80.8% of headteachers kept student records often, 57.7% of often evaluated and administered the students, the majority 53.8% of them guided the students in spiritual and clubs matters. The majority 70.4% of teachers indicated that their headteachers often marinated students discipline, majority 55.6% of teachers said that their headteachers kept student records. Findings on headteachers' performance of staff personnel tasks revealed that the majority 69.2% of headteachers motivated teachers sometimes, 88.5% of headteachers often kept teachers record and appraised teachers.

The majority 61.5% of headteachers often facilitated teachers professional development. Data further shows that the headteachers often ensured there were adequate teachers in the school, facilitated teachers' team work and often ensured that there was conducive teachers' working environment.

The majority 55.6% of teachers indicate that their headteachers often motivated teachers, 63.0% of teachers said that they often kept teachers records, 59.3% of teachers indicate that their headteachers often appraised teachers, facilitated teachers professional development , listened to teachers problems and ensured

that there was conducive teachers working environment. The majority 74.1% of teachers said that their headteachers often facilitated teachers team work.

Findings on the headteachers performance physical facilities tasks revealed that the majority 76.9% of headteachers often ensured that there were students' textbooks and charts. The majority of the headteachers often ensured that there were chalk boards and chalk, laboratory apparatus and laboratory chemicals. Data further revealed that the majority 88.5% of headteachers ensured that there were library books and adequate classrooms while 69.25% of headteachers ensured that there were adequate dormitories. The majority 70.4% of teachers reported that that their headteacher often ensured that the teachers had reference books and guides and there were adequate library books, 63.0% of teachers said that they ensured that there were students' textbooks and adequate chairs. The majority 55.6% of teachers indicated that the headteachers often ensured that there were adequate charts and classrooms. Data further shows that the majority 59.3% of teachers said that the headteachers often ensured that there were adequate laboratory apparatus.

5.4 Conclusions

Based on the findings of the study, it was concluded that gender did not affect their administrative tasks achievement at all. It was also concluded that headteachers marital status did not affect at all. Headteachers training status affected their administrative tasks achievement at a great extent. Professional

qualification affected their administrative tasks achievement at a great extent. The study also concluded that Headteachers performed their curriculum and instruction administration task which included checking teachers schemes work at least once a week often, checked punctuality in student/teacher class attendance, they ensured that coverage of syllabus was done in time and also often discussed students results and come up with new strategies to improve performance.

The study also concluded that headteachers performed students' personnel tasks which included keeping student records, evaluating the students, guiding students in spiritual and clubs matters and keeping student records. It was also concluded that headteachers performed staff personnel tasks which included keeping teachers records and appraised teachers, facilitating teachers' professional development. Ensuring there were adequate teachers in the school, facilitated teachers' team work and often ensured that there was conducive teachers' working environment. It was also concluded that headteachers performance physical facilities tasks. This ensuring that there were students' textbooks and charts, chalk boards and chalk, laboratory apparatus and laboratory chemicals, library books and adequate classrooms.

5.5 Recommendations

Based on the findings, the headteachers should be trained as follows:

(i)   The government through KEMI should initiate training for headteachers for effective performance of their administrative tasks.

(ii)   Headteacher should also be trained in the areas of basic principles of education management, student personnel and staff personnel.

(iii)   Headteachers should also be trained in the area of financial administration.

(iv)   Ministry of Education should also out up strategies to have headteachers get formal pre-service training so that they can carry their duties effectively.

5.6 Suggestions for further research

Taking the limitations and delimitations of the study the following were the areas suggested for further research.

i.   A study on the relationship between headteachers training in administrative tasks and students' performance in public secondary schools in Migori county, Kenya.

ii.   A study on the training needs of the headteachers in relation to performance of administrative roles in public secondary schools in Migori county, Kenya.

iii. A study on influence of headteachers' personal characteristics on performance of administrative roles in private secondary schools in Migori county, Kenya.

REFERENCES

Adams, N. (1987). Secondary school management today, London; Hutchinson.

Armstrong, M. (1977). A handbook of Human Resource Management Practice. Wiltshire; Redwood Books.

Bogonko, S. N. (1992). *Reflection of Education in East Africa.* Nairobi: Oxford University Press.

Borg, W. R. and Gall, M. D. (1986). *Educational Research*. New York. Longman.

Campbell, R .F. (1971). Introduction of Educational Administration. Boston; ally and Bacon Inc.

Cantwell, Z. M. (1993) "School-Based Leadership and Professional Socialization of the Assistant Principal" Urban Education 28 (1) 49-68.

Castetter. B. W. (2001). Administering the School Personnel Programme; New York; Macmillian.

Eshiwani, G. S. (1983). Factors influencing performance among primary and secondary school pupils in western Kenya; A policy Study: Kenyatta University Bureau of Education research.

Hallinger, P. Murph, J. (1991). *Developing leaders for tomorrow's schools.* Phi Delta Kappa 72(7) 514 – 520.

Harvey, M. (1994). "Empowering the Primary School Deputy Principal." Educational management and Administration 22(1) 26-34

Howell, M. A. (2000). A study of perceived effectiveness of administrators academic on the professional development of secondary school principal in Northern Illinois: *Dissertation Abstracts International 51 (4) 1063A.*

Hoy, W K & Miakwel, C. G. (1978). Educational administration: Theory, research and Practice. New York: Random House.

Hoyle, E. (2006). The role of a headteacher. London: Routldge and Kegan Paul.

Jones, J. J. et al. (1969). Secondary school administration. New York: McGraw Hill Book Co.

Kerlinger, F. N., & Lee, H. B. (2000). *Foundation of Behavioural Research (4th Ed).* Australia : Thompson Learning.

Kilonzo, G. K. (1980). Guidance and counseling in Kenya: A seminar paper. Nairobi: Kenyatta University Bureau of Education Research.

Knezerich, S. J. (1975). Administration of public Education. New York: Harper Row Publishers.

Kombo, D. K. & Tromp D. L. (2006). *Proposal writing: An Introduction.* Nairobi: Paulines Publication Africa.

Kumar, R. (2005). *Research Methodology: A Step by Step Guide for Beginners* 2nd Ed. London: Sage Publication.

Laboke, R. (2000). *Parental involvement in school administration:* Uganda Experience (ACP Conference August 24, 2000. Johannesburg.

Mbiti, D M (1974). Foundations of school administration. Nairobi: Oxford University Press.

Mbwesa, J. K. (2006). *Introduction to Management Research. A student Handbook: Nairobi:* Basi Management Consultants.

MINEDUC, The General Inspectorate, Standards to promote a quality education in Rwanda July 2007.

Morumbasi, M. C. (1993). *A study of Kenya Secondary School principals of perceptions of effectiveness in-service programs.* Unpublished M.Ed Thesis, University of Nairobi.

Neil, M. (1997). "*Serving Head to go back to School*" Training for UK Headteacher. Times educational supplement.

Newell, P. (1989). *Children are people too: the case against physical chastisemen*t. London.

Okumu, K B. (1981). Human Resource Management: am Educational Perspective; Kakamega District, Western Province. Unpublished M.ed Thesis, university of Nairobi.

Olembo, J. (1975). Educational Administration Management and supervision in Kenyan schools. Nairobi: Kenyatta University College.

Onya, E. (2002) "The role of headteachers and MOEST in promoting performance of maths and since subject in secondary schools". Nandi District Secondary school Heads Association Conference. April 2002.

Orodho, J. M. (2005), *Elements of Education and Social Science Research Methods*. Nairobi:

Oyaya, E. (2002) "The role of headteachers and MOEST in promoting performance of maths and Science subject in secondary schools, Nandi District" April 2002.

Ozigi, A O. (1977). A hand book on school Administration and Management: Lagos: Macmillan Ltd.

Sergiovanni, T. J and Starrat. R. J. (1979) *Supervision Human perspective*, New York, Mc Graw-Hill

Thomas, J & Bennis, J. W. (2002). The management of change of conflict. New York: Penguin Publication.

Waweru, E. M. (2004). *Management of Human Resources in Kenya*. Nairobi: Kenya Literature Bureau.

Webber, Z. & Ward, K. L. (2000). Rethinking Staff Development in Kenya: agenda for the 21st Century, International Journal of Educational Development. 14:6, 265 – 275.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Pamella Alabu

University of Nairobi Department of Educational Administration and Planning

P.O. Box 92

Kikuyu

Principals /Deputy Headteachers

Dear Sir/Madam,

RE: INFLUENCE OF HEADTEACHERS' CHARACTERISTICS ON PERFORMANCE OF ADMINISTRATIVE TASKS IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY

I am a postgraduate student at the University Nairobi pursuing a Master of Education degree in the department of Educational Administration and Planning. I am requesting you to allow me collect data from your school. Your identity will be treated with utmost confidentiality.

Yours faithfully,

Pamela Alabu

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher find out the influence of headteachers personal characteristics on performance of administrative tasks. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section 1: Demographic Information

1. What is your Gender   Male [ ]   Female [ ]

2. In which age category do you belong? Less than 25   [ ]   26-34 [   ]

     35-44 [ ]   44-50 [ ] Over 50 [ ]

3. Please indicate your marital status

     Single [ ]   Married [ ]

4. What is your professional qualification?

     Diploma   [ ]   B.Ed   [ ]   Approved Teacher status [ ]

     B.A/Sc. With P. GDT   [ ]   M.Ed [ ]   P.hD   [ ]   Others [ ]

5. What is your present grade/ job group?

     Chief principal   [ ]   Senior principal [ ]   principal graduate JGP [ ]

     principal graduate JGN [ ] Senior graduate JGM [ ] graduate teacher JGL [ ]

6. For how long have you worked with your deputy headteacher _____(years)

7. How long have you been a headteachers?

     1 – 5 years   [   ]   21 – 25 years [   ]

     6 – 10 years   [   ]   26 – 30 years [   ]

     11 – 15 years   [   ]   31 – 35 years [   ]

16 – 20 years   [   ]

8. To what extent do you find the following affecting your administrative tasks achievements. Please tick as appropriate.

	To a great extent	To some extent	Not Sure	To a very little extent	Not at all
Age					
Gender					
Marital status					
Training status					
Professional qualification					
Administrative experience					
Denomination					

Section B: Headteachers performance of curriculum and instruction administration task

9. In this section put a tick (√) in one of the three options given as 1, 2 3, 4 to indicate how often you perform the following activities 1 Often, 2 = sometimes, 3 = Rarely; 4 Never

Curriculum and instruction Task	1	2	3	4
Maintain maximum class attendance				
Check teachers schemes work at least once a week				
Check teachers record of work at least once a week				
Physically check punctuality in student/teacher class attendance				
Involved in making of school master time table				
Coverage of syllabus is done in time				
Discuss students results and come up with new strategies to improve performance				
Time tabling				
Supervision and inspection				
Drawing schools daily routine				
Setting instructional objectives				
Compliance of daily routine				
Team building				
Evaluation and administration				

Section C: Headteachers performance of students' personnel tasks

10. In this section put a tick (√) in one of the three options given as 1, 2 3, 4 to

indicate how often you perform the following activities

1 Often, 2 = Sometimes, 3 = Rarely; 4 Never

	1	2	3	4
Student personnel activities				
Maintaining students discipline				
Students appraisal				
Keeping student records				
Evaluation and administration				
Guidance and counseling				
Provision of medical services				
Students spiritual, clubs				
Games and sports				

Section D: Headteachers performance of staff personnel tasks

11. In this section put a tick (√) in one of the three options given as 1, 2 3, 4 to

indicate how often you perform the following activities 1 Often, 2 =

sometimes, 3 = Rarely; 4 Never

	1	2	3	4
Student personnel activities				
Motivating teachers				
Keeping teachers records				
Appraising teachers				
Ensuring there are adequate teachers in the school				
Facilitating teachers professional development				
Listening to teachers problems				
Facilitating teachers team work				
Ensuring there is conducive teachers working environment				

Section E: Headteachers performance physical facilities tasks

12. In this section put a tick (√) in one of the three options given as 1, 2 3, 4 to indicate how often you perform the following activities 1 Often, 2 = Sometimes, 3 = Rarely; 4 Never

Physical facilities and teaching learning resources	1	2	3	4
Ensuring teachers have reference books and guides				
Ensuring there are students' textbooks				
Ensuring there are charts				
Ensuring there are chalk boards and chalk				
Ensuring there are audio and video tapes				
Ensuring there are laboratory apparatus				
Ensuring there are laboratory chemicals				
Ensuring there are library books				
Ensuring there are adequate classrooms				
Ensuring there are adequate dormitories				
Ensuring there are adequate chairs				

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to help the researcher find out the influence of headteachers personal characteristics on performance of administrative tasks. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section 1: Demographic Information

1. What is your Gender   Male [ ]   Female [ ]

2. In which age category do you belong?

    Less than 25   [ ]   26-34 [ ]   35-44 [ ] 44-50 [ ] Over 50 [ ]

3. Please indicate your marital status   Single [ ]   Married [ ]

4. What are your professional qualification?

    Diploma [ ]   B.Ed [ ]   Approved Teacher status [ ]

    B.A/s Sc. With P. GDT [ ]   M.Ed [ ]   P.hD [ ]   Others [ ]

5. What is your present grade/ job group?

    Chief principal   [ ]   Senior principal [ ]   principal graduate JGP [ ]

    principal graduate JGN [ ] Senior graduate JGM [ ] graduate teacher JGL [ ]

6. To what extent do you find the following affecting your administrative tasks achievements. Please tick as appropriate.

Section B: Headteachers performance of curriculum and instruction administration task

7. In this section put a tick (√) in one of the three options given as 1, 2 3, 4 to indicate how often your headteacher performs the following activities 1 Often, 2 = sometimes, 3 = Rarely; 4 Never

Curriculum and instruction Task	1	2	2	4
The headteacher maintains maximum class attendance				
The headteacher checks teachers schemes work at least once a week				
The headteacher checks teachers record of work at least once a week				
The headteacher checks punctuality in student/teacher class attendance				
The headteacher involves teachers in making of master time table				
The headteachers ensures coverage of syllabus is done in time				
The headteachers discusses students results and come up with new strategies to improve performance				
The headteacher facilitates time tabling				
The headteacher supervises teachers during teaching				
The headteacher draws schools daily routine				
The headteacher sets instructional objectives				
The headteacher enhances team building				

Section C: Headteachers performance of students' personnel tasks

8. Indicate your opinion on how often your headteacher performs the following activities 1 Often, 2 = Sometimes, 3 = Rarely; 4 Never

	1	2	3	4
Student personnel activities				
Maintain students discipline				
Appraises students				
Keeps student records				
Evaluates the administration				
Provides medical services for students				
Ensures students are comfortable in school				
Performs students appraisal				

Section D: Headteachers performance of staff personnel tasks

9. Indicate your opinion as to how your headteachers performs the listed
   activities in a scale of 1 Often, 2 = sometimes, 3 = Rarely; 4 Never

	1	2	3	4
Student personnel activities				
Motivates teachers				
Keeps teachers records				
Appraises teachers				
Ensures there are adequate teachers in the school				
Facilitates teachers professional development				
Listens to teachers problems				
Facilitates teachers team work				
Ensures there is conducive teachers working environment				

Section E: Headteachers performance physical facilities tasks

10. In this section put a tick (√) in one of the three options given as 1, 2 3, 4 to

indicate how often your headteacher perform the following activities 1 Often,

2 = Sometimes, 3 = Rarely; 4 Never

	Physical facilities and teaching learning resources	1	2	3	4
	The headteachers makes sure that teachers have reference books and guides				
	The headteachers ensures there are students' textbooks				
	The headteachers ensures there are adequate charts				
	The headteachers ensures there are adequate chalk boards and chalk				
	The headteachers ensures there are adequate audio and audio tapes				
	The headteachers ensures there are adequate laboratory apparatus				
	The headteachers ensures there are laboratory apparatus and chemicals				
	The headteachers ensures there are adequate library books				
	The headteachers ensures there are adequate classrooms				
	The headteachers ensures there are adequate dormitories				
	The headteachers ensures there are adequate chairs				

APPENDIX IV: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Pamela Farhya Alabu
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

	Location
	District
Migori	County

on the topic: Influence of headteachers' personal
characteristics on performance of administrativ
responsibilities in public secondary schools in
Migori County, Kenya.

for a period ending: 30th May, 2013.

PAGE 3
Research Permit No. NCST/RCD/14/013/258
Date of issue   22nd March, 2013
Fee received   KSH. 1,000

Applicant's
Signature

& Secretary
National Council for
Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK6055t3mt10/2011

(CONDITIONS--see back page)

79

APPENDIX V: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/258

Date:

22nd March, 2013

Pamela Farhya Alabu
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated *14th March, 2013* for authority to carry out research on *"Influence of headteachers' personal characteristic on performance of administrative responsibilities in public secondary schools in Migori County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **30th May, 2013.**

You are advised to report to **the District Commissioners and the District Education Officers, Migori County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Migori County.

80