

**INSTITUTIONAL AND HEADTEACHER CHARACTERISTICS
INFLUENCING MANAGEMENT OF STUDENT WELFARE
SERVICES IN PUBLIC SECONDARY SCHOOLS IN KINANGO
DISTRICT, KENYA**

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A Research Project Submitted in Partial Fulfilment for the Degree of

Master of Education in Educational Administration

University of Nairobi

2012

DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

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This research project has been submitted for examination with our approval as University Supervisors.



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DEDICATION

This project is dedicated to my Wife Florence, daughter Bahati and son Mutinda.

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ACKNOWLEDGMENT

I wish to acknowledge assistance provided by my supervisors, Mr. Edward N. Kanori and Dr. Jeremiah M. Kalai and the entire staff of the Department of Educational administration and Planning, University of Nairobi for their enabling support, guidance and constructive criticism from the beginning to the completion of the study.

My special appreciation is expressed to my wife Florence Nzomo, who constantly supported me morally and spiritually towards the study. My very deep heartfelt appreciation goes to her for her love, support and patience during the study which enabled me to complete this work. I would like to extend my special thanks to my daughter Bahati and son Mutinda for showing great patience when I took up their time.

I am highly grateful to my friend Alamin Salim Takdir for his words of encouragement towards this programme may he have the future to his advantage.

I sincerely thank the principals of secondary schools in Kinango District for their co-operation and time in filling in my questionnaire. Above all my lord Jesus who kept me healthy and strong in all the tedious task.

ABBREVIATIONS AND ACRONYMS

BED:	Bachelor of Education
DEO:	District Education Officer
GED:	Global Education Database
KCSE:	Kenya Certificate of Secondary Education
KEMI:	Kenya Education Management Institute
PDE:	Provincial Director of Education
TSC:	Teachers' Service Commission

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ABSTRACT

The purpose of the study was to investigate the influence of institutional and head teachers characteristics factors on management of student welfare services in public secondary schools in kinango District.

The findings were aligned to research objectives of determining the extent to which school head teacher manage student welfare services. The extent to which the availability of physical facilities influence head teachers management of student welfare, determine the influence of parental financial support on secondary school head teacher management of student welfare services. Determine the influence of school location on head teacher management of student welfare services and how home-school partnership of head teacher influences student welfare services and also to establish the extent to which gender, academic qualification, administrative experience and age of the head teacher influence ^management of students welfare services. The study used goal setting theory of motivation which is suitable in that the head teacher has a challenging task to perform of managing student welfare services.

The literature reviewed* indicated that the head teacher's personal characteristics, institutional characteristics and parents have influence on the management of student welfare services. (Olembo, Wanga & Karagu, 1992) Successful execution of these tasks is not possible unless the various head teachers and institutional characteristics are addressed.

The descriptive survey design was used to investigate the influence of institutional and head teacher characteristics on management of student welfare services. The targeted population included all the 19 secondary schools head teachers in Kinango District. The sample size of the study was to cover 19 head teachers. The target population was too small to exclude any of the head teachers in the region from the study. The research surveyed all the 19 schools. A questionnaire formed the major data collecting tool. Quantitative descriptive results were summarised in to frequency distributions, measures of central tendency (means) and measures of dispersion (standard deviations and range)

*The researcher reached the conclusions that all head teachers of secondary schools in kinango district are fully qualified both academically and professionally and experienced enough to manage student's welfare services. Lack parents support and delayed government funds, which make planning

and acquisition of essential materials difficult. Therefore this study commends that the head teachers look for ways of educating the parents on their roles in providing services for their sons and daughters. The government is urged to stick to specific time line for disbursing the supporting funds to the schools in order for them to better provide welfare services to the students.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Global Education Database 2000 (GED 2000) ascertains that the concept of student services or student affair profession is a relatively new phenomenon. Until the early part of the nineteenth century, the teaching faculty and a few clerical assistants handled the few non-instructional functions for students e.g. accommodation, food services, students discipline, and advice and some other activities. The colonial model of higher education in the world did not focus on the whole student and access to an education which was limited to those who could afford it.

According to the follow-up to the world conference on higher education (Paris 5th - 9th October 1998), the types and number of students coming to higher education began to swell. Academicians, who were previously handling these functions, even though they knew next to nothing about administering such initiatives and counselling students, began calling for more assistance in carrying out these non-instructional duties. In the United States, the Dean of women, Dean of men and Dean of students began to be appointed because of the increased number and type of students who were enrolling in higher education. Also during the late nineteenth century, the head teacher /scholars and research model were being adopted all over the world (moving away from government) and communities were turning to higher education systems to generate research and development.

According to Paul (2002) student affair and services include academic advising (counselling), student's organisation, careers services, community services, counselling services, development learning, dining/food services, disability services, financial aid, health services, sports and recreation, students discipline, students housing and accommodation, students' registration and admission. Africa students' access to students' affairs administration is still limited. Decisions to include African students' affairs administration, particularly in senior - level positions, appear to have far-reaching effects the experience of African students at institutions of higher and post-secondary education (NASAP, Journal No. 9).

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According to Okumbe, (2001) student welfare services consider both qualitative and quantitative issues. Qualitative data include maintenance of students' records on discipline, enrolment, progress and sex data for affirmative action. Quantitative data include those services which seek to help the students adjust better to school, develop more effectively as social and emotional persons, become better learners and develop skills for dealing with the future beyond school. These services include provision for parental care, guidance and counselling and student welfare services.

Achoka (1993) points out that the office of a school leadership can be realised if only the administrator of that institution plays a very crucial role in terms of management of student welfare services. Mbiti (2007) asserts that a head teacher must realise that the major task is to make the school's purpose clear to everyone. He should structure and adjust educational management machinery to

achieve the set goals through managing human resources and other resources at his/her domain.

In Kenya, a study by Uwezo Kenya found out that a child could go through the motions of completing standard eight but could not read a book meant for standard two (The Standard 22nd April 2010). It is the declining academic performance and consequently low quality of education in most public schools as reflected in the national examinations in all the years in Kinango District and Coast region as a whole.

The head teachers have the responsibility of coordinating the activities of guidance and counselling in school as part of their student welfare services management tasks. They therefore strive to remove constraints that prevent successful performance of this task. Apparently, no studies have been carried out in Kinango District seeking to determine whether the institutional and head teacher's individual characteristics have any influence on the management of student welfare services. It is for this reason that this research is carried out.

1.2 Statement of the problem

Management of student welfare services has become complex and challenging in most of the institutions of learning. Therefore, school head teachers are placed in position of great responsibilities where they are expected to guide and direct teachers and students. This is due to poor performance, drop-out, absenteeism, early pregnancy, and strikes. This therefore calls for the head teachers to address student welfare services with a lot of professionalism and dynamism if they are to achieve national objectives and goals. According to

Misati (2009), most of the secondary schools are affected by institutional factors such as students enrolment, school location, home-school partnership, staffing and physical facilities which directly influence the management of student welfare services in terms of performance, discipline, health and sports as reflected in Kinango District. (Kinango DEO's Office)

Cole (1989) argues that teachers demographic variables for instance age, gender and number of years in the teaching profession contribute to their attitudes towards changes in school system. Although many management courses have been undertaken towards improving the management of student welfare services in the country, Kinango District public secondary schools head teachers still experience a myriad of challenges related to effective management of student welfare services which include indiscipline, 'absenteeism and overall poor performance in national examinations {KCSE) in the republic (K.C.S.E Results website 2011). No study has been carried out in the district to establish the extent to which institutional and head teachers' characteristics influence the management of student welfare services in Kinango District, Kwale.

1.3 The purpose of the study

The purpose of the study was to investigate the influence of institutional and head teachers' characteristics factors on management of student welfare services in public secondary schools in Kinango District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:-

- i. To determine the extent to which school enrolment influences secondary school head teacher s' management of student welfare services in Kinango District.
- ii. To establish the extent to which the available physical facilities influence head teacher s' management of student welfare services.
- iii. To determine the influence of parental financial support on secondary school head teacher s' management of student welfare services.
- iv. To determine the influence of school location on head teachers' management of student welfare services.
- v. To determine the influence of home - school partnerships on head teacher management of student welfare services.
- vi. To establish the extent to which gender, academic qualification, administrative experience and age of the head teacher influence management of student welfare services.

1.5 Research questions

The study was guided by the following research questions:-

- i. To what extent does school enrolment influence secondary school head teacher s' management of student welfare services in Kinango District?
- ii. To what extent does adequacy of available physical facilities influence head teachers' management of student welfare services?
- iii. To what extent does parental financial support influence primary school head teachers' management of student welfare services?
- iv. To what extent does the school location influence management of student welfare services?

- v. To what extent do home-school partnerships influence management of student welfare services?
- vi. To what extent does the gender, head teachers academic qualification, administrative experience and age influence management of student welfare services?

1.6 Significance of the study

This study is important in the sense that it was to provide an insight into the effects of institutional and head teacher s' individual characteristics on the management of student welfare services in public secondary schools hence benefit the head teachers who are practitioners. The District Education office can also use the findings of this study to guide head teachers on how to deal with the management of student welfare services. The findings of this study will provide useful information that Kenya Education Management Institute and Teachers' Training Colleges can use for in-service and teachers training on the management of student welfare services. It will also provide useful information to the Ministry of Education when formulating education policies on management of student welfare services. It will also form a basis for further research on this topic.

1.7 Limitations of the study

The researcher was not in a position to control the attitudes of the respondents as they respond to questions. This is because of out of fear; they may choose to give socially acceptable responses. The researcher intended to educate the respemdents before the exercise and assure them of confidentiality.

1.8 Delimitations of the study

The study confined itself to public secondary schools in Kinango District. The data was collected from head teachers who manage student welfare services in their institutions. The study will 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: that head teachers are informed of issues related to management of student welfare services; that head teachers have undergone some training course on secondary school management; and that respondents will give 100% effort or cooperate and provide reliable responses.

1.10 Definition of significant terms

Administration refers to the total process through which appropriate human and material resources are made available and effective for accomplishing the purpose of an institution by the head teacher .

Educational Administration refers to the work of managing an institution to foster teaching in all the levels of a school.

Head teachers' Characteristics refers to the age, gender, educational qualification or the number of years in service as a head teacher.

Institutional Characteristics refers to the student enrolment, school location, home-school partnership, staffing, physical facilities and institutional reputation.

Management of Student Welfare Services: refers to duties that the head teacher carries out that directly involve learners. They may include guidance and counselling, performance, discipline, record keeping, student welfare and student involvement in decision making.

1.11 Organisation of the study

This study was to be organised in five chapters. The first chapter, which is introduction, contains information on the background to the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms. The second chapter < , contained literature review, which was organised thematically, the main themes in this section include introduction, head teacher's administrative tasks related to student welfare services, institutional characteristics, head teachers characteristics. The third chapter will highlight the research methodology. This comprises of the research design, the target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedure and data analysis techniques. Chapter four was included data analysis and chapter five summarised the findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section will review related literature pertaining to what other researchers and authors have pointed out concerning student welfare services. These include:- administrative task, institutional characteristics and teachers characteristics.

2.2 Head teacher s' administrative tasks

A head teacher performs the following administrative tasks: - curriculum and instruction, school community relations, financial management, school plant, staffpersonnel task and student personnel task.

2.3 Curriculum and instruction

According to Olembo, Wanga and Karagu, (1992) this task focuses on determining goals and purposes of the learning process, designing and developing courses, organising learning activities, promoting changes and improvement in curriculum and instruction and supervising teaching and learning activities. On instructional roles, Nwegu (1978) asserts that the head teacher should ensure there is a school timetable and seeing the day to day operation of the school. Fuller (1995) argues that head teacher s should ensure that there is adequate learning, leaching materials and adequate equipment because indeed curriculum design is void of practical meaning without supporting materials. Equipment and supplies for any given school must first of all be up to date and in line with the current syllabus. The head teacher has the role of supervising instructional activities of

teachers as well as helping them to grow professionally by encouraging them to attend in-service training programmes, seminars and workshops, hence effective student welfare services.

2.4 Student personnel management

Thuranira (2000) says that without students there would be no education. The students themselves by virtue of their attitudes, hard work, discipline, habits and educational culture greatly influence performance. Peer pressure among students is a factor, which influence management of student welfare services. Students often measure themselves with peers. Many would be successful learners have been enticed and misled by their peers through falling into bad habits, absenting themselves from school and becoming lazy.

Mworia (1993) undertook a study on high school performance and found that the adolescence subculture was exerting pressure on students' academic performance. Students who are not hardworking would influence ones with good academic performance, hence, student welfare services is affected generally. Student personnel services are to keep them healthy and motivate them to learn. They include administering admission and attendance services, organising classes, maintaining student records, reporting student progress, guidance and counselling, maintaining student discipline and supervising student's activities, such as sports and health services.

2.5 Finance and business management

According to Okumbe (1999) the head teacher as the accounting officer in the school is in charge of all the revenues and expenditures within the school. He has the duty of determining needs and means of acquiring financial resources, establishing policies for distributing funds, drawing budgets and translating funds in to programmes, book keeping, supervising allocation and use of funds and identifying implementing measures and inventories required for education including student welfare services.

Okumbe (2001) ascertains that the business management in an educational organisation is concerned with understanding the source of revenues for the school such as school fees, government grants, donations, fiindraising, and income generating activities. There must be an efficient control of finance to keep the school afloat, preparation of school budget, and monitoring expenditure in light of the approved budget which is concerned with the maintenance of appropriate record-keeping accounting and auditing procedure in the educational organisation. It also deals with the purchase of materials and supplies, storage and distribution of materials and supplies. The head teacher should ensure the hiring, utilization and training of effective personnel.

Kalai (1998) in a study on Kenya Educational Staff Institute in-service programme as perceived by secondary school head teachers in Kitui District found that the management of the school finances has been a crucial area and yet head teachers, have been performing poorly. The reason he showed was that teachers are mainly appointed from the lot of classroom teachers who excel in

their teaching subjects. Most of the head teachers tend to mismanage the funds and do not spend the money well to maintain student welfare services. Hence, affecting the whole system of learning.

2.6 Physical facilities management

Every school needs a programme of improvement to the school buildings and environment and for the purchase of equipment as part of the school development plan, (Dean, 1995). The head teacher is responsible for the overall development of the school plant. He determines the space needs and provides materials required for operating and maintaining school facilities.

Gakuru (1982) found out that- availability of physical facilities is an important aspect in learning process. He further indicated that if children are crowded in their seating positions they would find it difficult to write. Teachers also cannot move freely in the classrooms and thus means that the teacher can neither help the needy children nor mark the students work as they continue working.

Eshiwani (1983) confirms this by stating that one's environment is very important when studying. The safety standard manual (2008) maintains that a safe, secure and caring environment is that which fosters teaching and learning. It sets out the standards and guidelines and incorporates safety on school grounds, physical infrastructure, health and hygiene, school environment, food safety, safety against drug and substance abuse, safe teaching and learning environment, social cultural environment, safety against child abuse, etc.

2.7 Institutional characteristics and management of student welfare services

The institutional characteristics which include student enrolment, school location, home-school partnership, staffing, physical facilities and institutional reputation are said to be related to student management. The following authorities give various explanations of their views and experience in relation to student management.

2.8 Students' enrolment

Hossler (1984) defines enrolment management as "an organisational concept and systematic set of activities designed to enable educational institutions to exert more influence over their students' enrolment." Enrolment management activities concern student choice of institution, transition of institutions, student attrition and retention and student outcomes. These processes are studied to guide institutional practices and student management of new students recruitment and financial aid, students support services, curriculum development and other academic areas that affect enrolments, students persistence and students outcomes.

Eshiwani (1983) was of the opinion that teachers operating in a situation where the ratio of student to teachers is high would be expected to be overworked; so that would adversely affect his performance in the classroom, hence management of student welfare services. Eshiwani (1985) further notes that the ratio of student to teachers is often considered an important indicator of the quality of education. The basic assumption being that a low ratio means small classes, thus enabling teacher to pay more attention to individual students.

Irumbi (1990) notes that class size is a variable which at first seen likely to produce substantial differences in instructional outcome. Teachers in general have been pressing for smaller pupils-teacher ratio in order that each student might be given more of teacher's time. When the number of students in a class is too large, student welfare services such as guidance and counselling, health, discipline, sports and other administrative issues of the students are not undertaken well due to pressure of work and lack of proper attention.

2.9 School location

Some studies have been conducted in Kenya reveal that distance from home to school had a direct influence on student's performance in examination. For example Oyoo (2002) carried out research on the influence of distance to educational institution. The study established that distance had a strong effect on retention rates and regular attendance of school, ultimately affecting students' academic achievement.

Hossler and Gallagher (1990) also concluded that the proximity to the institution does affect students' attendance rates. Students who live close to the institution are more likely to attend school though they may not attend the schools located near home. As a result, this study hypothesizes that location has a significant influence on the student management. In terms of the number of students attending school will be higher making it difficult for the school to cater for all the student welfare services.

2.10 Home - school partnerships

The interaction between home circumstances and school practices is complicated but important. According to Psacharopoulos (1978) parents can have a powerful effect on student welfare services e.g. performance by ensuring that students arrive at school on time, have suitable clothing, necessary books or equipment and ensuring homework is completed on time. Perhaps much more important, parents are solely responsible for ensuring that school fees is not only paid but done so in good time to avoid disrupting their children's learning. An active partnership between parents and school offers great benefits.

According to Duncan (1988) children from deprived homes, despite their mental potential tended to go to cheaper low performing schools where as their counterparts, whose ability could be average go to well performing school because their parents could afford. The value of education has been challenged though by the presence of a high number of uneducated, unemployed, to extent that, to some parents, it no longer provides a base for upward mobility, hence, affecting management of student welfare services.

2.11 Staffing levels

Students are often attracted to institutions because of the career opportunities it may provide. Paulsen (1990) stated that students often make choices based on existing job opportunities ahead. The number of teachers in an institution will influence the management of the students. In an institution there should be a-sufficient staff especially in the sharing of duties and responsibilities and in the monitoring and evaluation of students. This depends on the number of

staff. Inadequacy of teaching staff can lead to poor management of students in terms of discipline and other related issues.

Githinji (1990) notes that staff personnel are a problem area to the head teacher to maintain a good team of teachers who work together. The head teachers find it difficult to deal with such a group of individuals who obviously have differences in their personalities as regards discipline, commitment to duty and other attitudes towards behaviour virtue for good teaching. A good teaching staff will affect the students' welfare and management. When the staffs are inadequate their students are also affected in terms of discipline and performance. It is indeed a challenge to the head teacher who lack enough workforces to cater for the high enrolment.

2.12 Physical facilities

Studies have shown that availability of adequate materials and equipment has significant relationship with the academic achievement of the students in school. Eshiwani (1993:212) and Fuller (1985) argue that desks, instructional materials, school books, activities are amongst the quality elements that have been found to be consistently related to academic achievements. The head teacher should therefore mobilise all possible resources from Ministry of Education, the community and other organisations and ensure their full and effective use.

Mworia (1993) examined factors affecting KCPE performance in Central Imeni Division of Meru District in Kenya, and concluded that among factors contributing to poor performance include inadequate learning resources, frequent teacher transfer, heavy teaching load, inadequate inspection and supervision of

school together with chronic absenteeism among students. This affects student welfare services.

Gakuru (1992) found out that, teachers teaching in classrooms without lockers, doors and windows experiences problems with their teaching aids. This problem affects the teaching effectiveness of the teacher. On the forgoing therefore, resources availability is sort to boost the performance in all the subjects. The benefits accruing from resources availability greatly abound used well along other factors. Resources make the entire learning process complete, functional and adaptable.

2.13 Institutional reputation < ,

Institutional image and reputation has a tremendous effect on student management. It is a powerful influence on potential student and their management. Student value the reputation of the institution and it rates as an influential factor by students in management process.

Keling (2007) stated that the most influential factor that students will evaluate in selecting their choice of institution was reputation of the institution. The student management is influenced by institutional factors. The study conducted in Malaysia shows the existence of this relationship justifies that there is a positive relationship between institutional reputation and student management.

2.14 Financial availability in school

According to Irungu (2002) finance is crucial in any organisation. Many schools are at the mercy of head teacher in financial management as most lack

qualified accountants. The head teacher has the duty of determining needs and means of acquiring needs, acquiring financial resources establishing policies for distributing funds. Preparing budgets, translating funds into programs, managing the budget, accounting and record keeping procedures, supervising allocation and use of funds, identifying and implementing resources and inventories required for education implementation, evaluation and supervising mechanisms to enhance student welfare services.

Ozigi (1977) points out that no organisation can survive or carry out its functions effectively without adequate financial resources at its disposal. For the school to keep going towards achieving its objectives there must be enough money for carrying out all the school programmes. He also adds that the ultimate source for most of all revenue for the school-expenditure is government funding. It is therefore, the financial aspect of an institution which influences all the managerial aspects of student service in any given institution.

2.15 Head teachers' individual characteristics and management of student welfare services

The personal characteristics of head teacher which include age, gender, educational qualification, professional qualification and experience in administration are said to be related to student's academic performance. The following authorities give various explanations of their views and experience in relation to student personnel task.

2.16 Age

Karanja (1992) studied leadership behaviour of primary school head teachers in Nyeri Municipality and his study revealed that head teachers with experience greater than 10 years had their schools scoring higher in examination and that younger head teachers related to low experience had poorer scores in their performance.

Olembo, Wanga & Karagu (1992) were of the view that age played a role in the leadership trend practice. This is because age has both physical and psychological effects on ones behaviour. They argued that age may affect the head teacher's memory, understanding and adaptability to instructional and management functioning of student welfare services.

2.17 Head teacher's educational qualification

Nannyonjo (2007) in his study on factors influencing learners achievement in grade six found out(that the relationship between) the students' performance (and the head teacher's qualifications) was rather weak , as schools headed by head teacher with higher qualifications tended to score lower than those headed by head teacher with lower qualification; hence this affected student welfare services.

Irumbi (1990) did a study on the teacher and students characteristics that affect subject performance of class eight students. He found out that academic qualification that results in low achievement levels in subjects among students are based on the fact that their flawed understanding of subjects ideas or facts during instructions hinder effective student learning.

Eshiwani (1982) noted that poor performance is due to teachers' characteristics including certification experience, teaching training, pupil-teacher ratio professional commitment and traitor index. He also reported a correlation between students' performance and teachers' characteristics which include qualification. Therefore the quality of the teachers played an important role in school performance and hence affecting student welfare services.

2.18 Gender

Aringo (1981) studied problems female head teachers encountered in south Nyanza District. Their study revealed that the authority of female head teacher was not recognised. The female head teachers became authoritative dictators in the attempt to protect their position and have their influence felt. Therefore, strict administration is likely to influence students' academic performance. The building up of school management and leadership as a masculine (role) is part of the history of individual school as well as of educational culture as a whole.

Gachanja (2007) wrote that, if women representatives on themselves as managers are to be realized some consideration and recommendation of management is needed in order to improve school management. At the moment with women encountering increased rather than diminished obstacles to a central role in the work of organisation outlook is not promising.

2.19 Experience of the head teacher

Griffin (1996) attributed good examination performance to a happy atmosphere, and the skill and devotion of teachers, head teachers through their

professional experience can cultivate this atmosphere in school. Kathuri (1986) found strong correlation between the quality of school administration in terms of professional experience in a particular school and student academic performance in examination. He looked at the aspects of administration such as staff meeting, the amount of time the head teachers allocate to various aspects of their responsibilities and the head teachers' opinions on the matters that relate to school discipline and qualities of good teacher.

According to Eshiwani (1982) the professional qualification of a teacher is a very important indicator of the quality education provided. According to report of the National Committee of Education objectives and policies (Gathathi report, < , 1976), the role and quality of teachers must be given the critical consideration. The report also noted that, the qualitative improvement of education can only occur if there is a major improvement in the quality of teachers and teachers training.

2.20 Summary of the reviewed literature

Education is very important for individuals' success in life. It produces individuals who can function well in a society. From studies reviewed here, it is evident that the head teacher's personal characteristics and institutional characteristics have influence on the management of student welfare services. In secondary schools, Olembo, Karagu & Wanga (1992:169) stated that age played a role in the head teacher's leadership practice both physical and psychological effects on oijg's behaviour. Hence they can affect the management of student welfare services.

Eshiwani (1981) agrees that better facilities in a school lead to better performance of students in examinations, therefore, school physical facilities such as classrooms, toilets, dormitories, libraries, dining halls and teaching aids have a direct bearing on the performance and discipline of the students. Successful execution of the tasks is not possible unless the various head teachers and institutional characteristics are addressed. Do the characteristics have any effect on the management of student welfare services? This study is aimed at answering this question.

2.21 Theoretical framework

Goal setting theory

According to Latham (2002) in 1960's Dr. Edwin Locke, put forward goal setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, goals indicate and give directions to an employer about what needs are required to be put in.

The theory is suitable for this study in that the head teacher has a challenging task to perform, of managing student welfare services. The head teachers major goal or objective is to manage the tasks very well in terms of good performance, discipline, and good health, attendance to school, guidance and counselling, sports and availability of other facilities for the students. When the feedback of the challenges is positive, the motivation of the head teacher is

enhanced. This contributes to higher and better task performance of the head teacher.

The students are also motivated through well managed student welfare services and they also feel secure in the institution. The theory is important both to the head teacher and students in the sense that there will be the willingness to work towards; attainment of goals, specific and clear goals lead to great output and better performance, challenging goals give an individual a feeling of pride, appropriate feedback contribute to higher performance, participation in goal is always desirable and participation of setting goals makes them acceptable in the institution.

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Locke and Latham (1990) postulate that the form in which one experiences one's value judgements is emotional, that is, one's values create a desire to do things consistent with them. Goals also affect behaviour through other mechanisms. For Locke and Latham goals direct attention and action. Furthermore, challenging goals such as student personnel task mobilise energy, leads to higher efforts and increased persistent effort by the head teacher. Goals motivate people to develop strategies that enable them to perform at a certain level. Finally, accomplishing the goal can lead to satisfaction and further motivation or frustrate and lower motivation if the goal is not accomplished. This theory is related to other major theories of work motivation, for example Vrooms (1994), Maslow's (1970) and Herzberg's (2009).

2.22 Conceptual framework

Conceptual framework is a type of intermediate theory that attempt to connect all aspects of enquiry. A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought.

A conceptual model showing institutional and individual characteristics of head teacher s and management of student welfare services

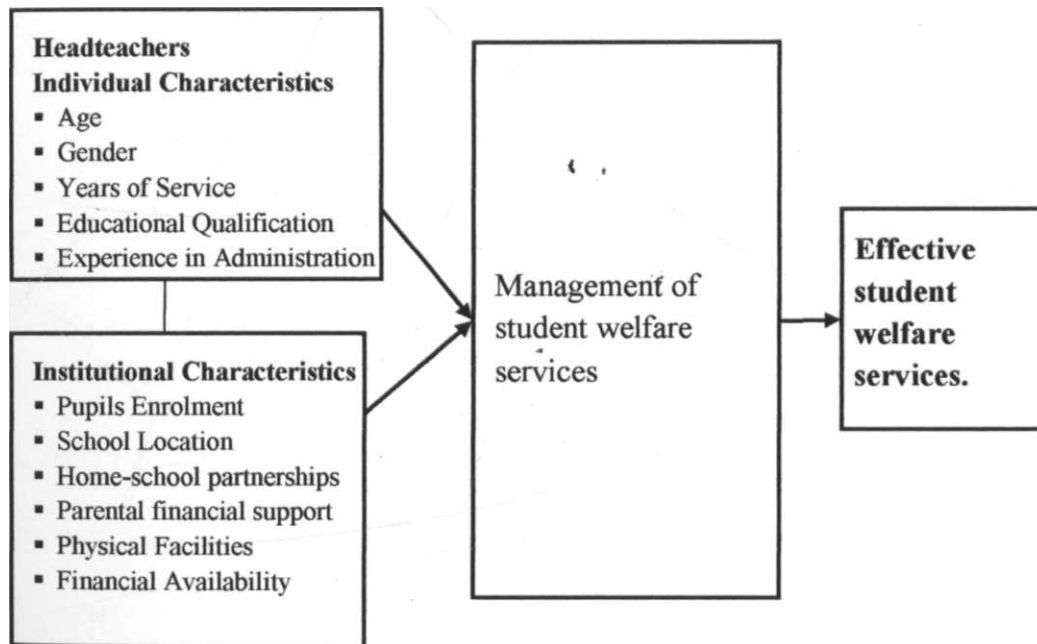


Fig 2.1. Conceptual framework

The study aims at determining the influence of institutional and head teacher s' characteristics on the management of student welfare services in Kinango District in relation to selected independent variables of institutional characteristics ft. student enrolment, school location, home-school partnerships, staffing levels, physical facilities, financial availability in school and head teacher

s' characteristics variables of age, gender, professional qualification, experience and training. This study seeks to determine whether these factors have any influence on the effective management of student welfare services.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section highlights the research methodology to be used in the study. It comprises of the research design, target population, sample size and sampling procedure. It also highlights the research instrument, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

Research design is a roadmap for researchers. Kumar (2005) defines a research design as a procedural plan or, a step by step approach. It is adopted by the researcher to answer the questions validity, objectivity, accurately and economically. The descriptive survey design was used to investigate the influence of institutional and head teacher's characteristics on management of student welfare services. This research method is concerned with describing the institutional and characteristics of head teacher s. The researcher used this method because the design looks with intense accuracy at the phenomenon of the moment and then describes precisely what the researcher sees at that particular moment.

3.3 Target population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusion. Kinango District has 19 secondary schools; the target population of this study included all the 19 secondary schools' head teachers in Kinango District. This will be the target

group from which the research sample will be drawn. All items under consideration in any field of enquiry constitute a 'universe' or 'population', Kothari (2004).

3.4 Sample size and sampling techniques

Sample size refers to the number of items to be selected from the universe to constitute a sample, (Kothari, 2004). Although Gay as quoted by Mugenda and Mugenda (2003) suggests that for descriptive studies at least 10 per cent of the accessible population is enough for representation, such a percentage would lead to only 2 head teacher which was inadequate. The target population was too small to exclude any of the head teachers in the region from the study. Consequently the researcher surveyed all the 19 schools to cover the entire head teachers in the area.

3.5 Research instruments

A questionnaire formed the major data collecting tool. A questionnaire is a useful tool of collecting data due to its assurance of anonymity of the respondents. It thus encourages honesty and free expression of feelings. The head teacher's questionnaire was divided into two parts. Part one contained questions focusing on the head teachers' demographic background information. Part two contained three sections and focuses on student welfare services.

3.6 Instrument validity

Gomm (2008), states that validity for an instrument is about how it gives accurate measures about what it purports to be measuring. To ensure validity of the instrument, a pilot study will be conducted prior to the actual research to improve face validity and content of the instruments. The items found to be ambiguous are discouraged all together, or rewarded to meet the standards. Validity is established by correlating the scores with a similar instrument. Further expert advice will be sought from the supervisors and other lecturers.

3.7 Instrument reliability

Kumar (2005) states that if a research tool is consistent and stable, and hence predictable and accurate, it is said to be reliable. A test is reliable to the extent that whatever it measures, it measures it consistently. To ensure reliability of the study, test re-test method will be applied. Test re-test reliability requires that an instrument will give similar results when used on the second occasion on some or similar subjects, assuming that nothing being measured has changed in the meantime, (Gomm, 2008). Test re-test method is one way of ensuring that any instrument is stable over time, (Martyn, 2009). For research purposes, a minimum reliability of 0.7 is required. Some researchers feel that it should be higher. A reliability of 0.7 indicates 70 per cent consistency in the scores that are produced by the instrument, (Del Siegle, 2002).

3.8 Data collection procedures

After the appraisal of the research, a researcher permit was obtained from the National Council of Science and Technology and the researcher then reported to Kinango DC, DEO office for clearance. The researcher then headed to the sampled schools, informing them of the study and then has the respondents fill in the questionnaire.

3.9 Data analysis techniques

After the collection of the questionnaires from the respondents, the researcher checked the data to ascertain completeness, accuracy and uniformity. The data was classified and coded according to the responses from the respondents. Descriptive results are obtained using such techniques as frequency distributions, measures of central tendency (means) and measures of dispersion (standard deviations and range). Although descriptive statistical techniques do not ascertain cause-and-effect relationships, they help the readers to see and perceive the situation as it is on the ground. The Statistical Package for Social Sciences (SPSS) will assist in analysing data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

In this chapter, the results of the analysis of the responses from the head teacher in Kinango district are presented. A general overview of the results is described followed by analysis of specific responses according to the category of the research and investigative questions. Tables or figures are used to present the attendant statistics where necessary.

4.2 General overview of the results .

The targeted research population was the entire head teacher in Kinango district amounting to 19 schools and all of them returned their questionnaires. This represents a 100 percent response. A few of the questionnaires did not have responses to some questions but these were either ignored because for each question there were sufficient responses of over 50% to be considered representative enough for the statistic obtained from the analysis. The following sections describe the specific responses to the aspects of school management and personal characteristics under investigation.

4.3 Characteristics of the head teachers

Characteristics of the head teacher were investigated and analyzed under . the headings of age, academic and professional qualification, the gender of the

teacher and experience in headship. These results are presented in the following subsections.

4.3.1 Gender of the Head teacher

Table 4.1 shows that most of the head teachers in Kinango district of Kenya are males comprising 16 out of a total of 19 head teachers. Male characteristics such as paternalism over confidence and forceful or domineering management styles would be expected to be predominant in the region. However the correlation of gender and most challenges revealed that there is not a significant difference between the genders when it comes to school management perhaps due to the fact that each head teacher managed a school of his or her own gender.

Table 4.1 Distributions of head teacher by gender

Gender	Frequency	Percent	Cumulative percentage
Male	16	84.2	84.2
Female	3	15.8	100.0

4.3 .2 Academic and professional qualifications

All the 15 head teacher who responded to the question had mean professional qualification of a bachelor's degree in education. However, the average academic qualifications of the head teachers were similar to their

professional degree of bachelor of education. This makes all the head teacher basically sufficiently skilled to handle their jobs at the schools, and to provide essential guidance to the students, although extra qualifications in the field of guidance and counseling would have been a welcome added quality which the head teacher did not report to have. However, the lack of extra training or professional qualifications of these teachers in financial and accounting fields may potentially undermine their ability to manage the scarce financial resources. Table 4.2 contains this information.

Table 4.2 Distributions of head teacher by academic and professional qualification

	N	Minimum	Maximum	Mean
Academic qualifications	19	5	6	5.89
Professional qualifications	15	4	4	4.00

4.3.3 Age and experience of the head teachers

Table 4.3 shows statistics of the personal characteristics of the head teachers. In the table the highest academic qualifications were indicated by the codes

1= '0' Level, 2= 'A' Level, 3= Diploma , 4=University Graduate and 5= others which were to be specified by the head teacher. The teacher's highest

professional qualification were coded as 1= PI, 2= SI, 3= Diploma, 4= B.Ed and 5= other qualifications which the teacher was to specify. Similarly, the experience of the head teacher was coded as follows 1= below 6 years, 2= 6 - 10 years, 3= 11 - 15 years, 4=16-20 years and 5= Above 20 years. Student enrolment of the school was coded as 1= Below 200, 2= 200 - 500, 3= 500 - 800, 4= 800 - 1200 and 5= over 1200.

The results revealed that most of the head teacher were of mature age averaging between 46 and 50 years. Their experiences as head teacher recorded a range of between "below 6 years" and "above 20 years" with a mean of "between 11-15 years" and this combination of age and experience gives the impression that their decision making skills are stable enough to handle contingencies as they occur in schools.

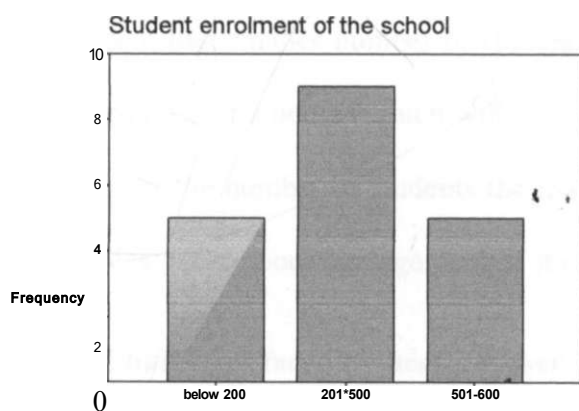
Table 4.3 Distributions of head teacher by age, experience and school's student enrolment

	N	Minimum	Maximum	Mean
Age	19	4	6	4.58
Experience as a head teacher	19	1	5	3.00
School's student enrolment"	19	1	3	2.00

4.4 Characteristics of the school

These characteristics were conceptualized as consisting of the size of the school, students' enrolment, school location, home-school partnerships, parental financial support, physical facilities and financial availability. Their contributions to the ability of the head teacher's ability to provide the management and student welfare services were analyzed and interpreted under the following sub headings.

Figure 4.1 and table 4.2 graphically summarize this information.



What is the actual student enrolment of the school?

Figure 4.1 size of the school

What is the actual student enrolment of the school?

Table 4.4 size of the school frequencies

	Frequency	Percent
below 200	5	26.3
201-500	9	47.4
501-800	5	26.3
Total	19	100.0

4.4.1 Size of the school

From figure 4.1 and table 4.4, we see that the smallest school enrolment was below 200 students while the average had between 500 and 800 students.

This shows that schools with an enrolment of below 200 students are five and the majority of them (9) are between 200 - 500 students. This means about 73.7 percent of schools in Kinango district have a good number of students hence making it easier for the head teachers to manage student welfare services well. It is evident that smaller number of students can be managed well as compared to large number of students which will mean more resources and human personnel. The larger the number of students the more strain to physical facilities and other resources. Hence poor management of student welfare services.

4.4.2 Challenges faced by head teacher in their daily effort to give services to the schools

The head teachers in Kinango face several handicaps in running their schools. These challenges were generally categorized into curriculum and instruction, student personnel, parent's financial support, school plant, school location and finance and business management. The results of the analysis are presented in the following sections

u

A) Curriculum and instruction

The responses about challenges classified as curriculum and instruction were summarized and presented in table 4.3.

i) Obtaining instructional materials

As is visible from the percentages and means in the table, these challenges seemed to weigh very seriously to only 5.3 % of the head teachers (actually one head teacher), 26.3% thought it was a serious challenge, 31.6% considered it to be a challenge while the majority at 36.8% classified it as a fairly serious challenge. The common agreement was that the head teacher considered obtaining of textbooks and other curriculum instructional materials as a challenge because none said it was not a challenge.

Table 4.5 Challenges in obtaining instructional materials from the ministry of education

Not a challenge	A challenge	Fairly * serious challenge	Serious challenge	Very serious challenge	Mean	Std
% code 1	% code 2	% code 3	% code 4	% code 5		
Nil	31.6	36.8	26.3	5.3	3.05	0.91

ii) Keeping of updated stores

The other challenge area investigated was how challenging the keeping of updated stores and ledgers for available instructional materials was. Apparently this is less of a challenge than obtaining the instructional materials because none considered it a very serious challenge. Actually a cumulative 89.5% considered it as either a non-issue (57.9%) or just another challenge (36.8%) with only 5.3% thinking that it is a fairly serious challenge, consequently, it should be easy to get

accounting and other relevant information on stores and materials from these schools.

Table 4.6: Challenges in keeping updated stores and ledgers on instructional material available

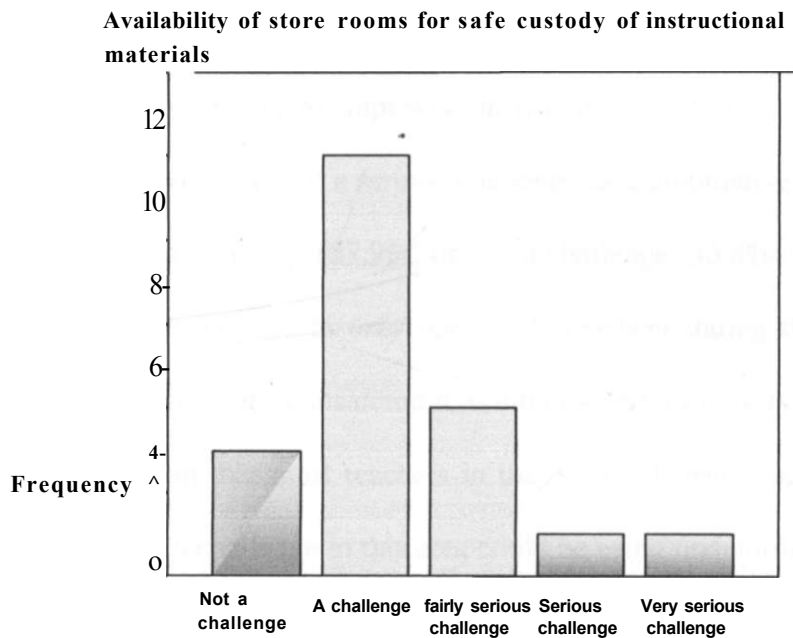
Not a challenge	A challenge	Fairly serious challenge	Serious challenge	Very serious challenge	Mean	Std
% code 1	% code 2	% code 3	% code 4	% code 5		
31.6	57.9	5.3	5.3	nil	1.84	0.76

i .

iii) Storage space for instructional materials

A related issue to acquisition of the instructional materials was their storage space. About three (or 15.8%) of the head teachers in secondary schools in

Kinango felt that availability of stores for safe custody of instructional materials was not a challenge while another 10 head teachers (i.e. 52.6%) ranked it as a notable challenge; a further 4 head teachers (21.1%) considered it as a fairly serious challenge. Only one head teacher (5.3%) considered this issue to be serious and another one (5.3%) said it was a very serious problem at their schools. Figure 4.2 graphically shows this information.



Availability of store rooms for safe custody

Figure 4.2 Availability of storage room for safe

In addition, frequent storage of teaching materials was not a challenge to 15.8 % of the respondents while the majority of 63.2% recognized it as a challenge. A further 21.1% said it was a fairly serious problem. None of the respondents classified frequent storage of materials as either serious or very serious problem.

Table: 4.7 Challenge in frequent storage of teaching materials

Not a challenge	A challenge	Fairly serious challenge	Serious challenge	Very serious challenge	Mean	Std
% code 1	% code 2	% code 3	% code 4	% code 5		
15.8	63.2	21.1	Nil	Nil	2.05	0.62

Teachers' ability to improvise instructional materials where they are not available in school was not a serious challenge as a cumulative 94.7% considered it either as a non challenge(57.9%) or just a challenge (36.8%) with a mere 5.3%(which actually translates to only one head teacher) stating that it was a fairly serious challenge. None considered it as either a serious or very serious challenge. This would mean that most teachers in these schools were well trained and that the school with a challenge in this area could be using unqualified BOG employed teachers. Apparently there were no other notable problems for the head teacher in the area of curriculum management and instruction because none of them suggested it.

Table 4.8: Challenge in teachers ability to improve instructional materials where they are not available in school

Not a challenge	A challenge	Fairly serious challenge	Serious challenge	Very serious challenge	Mean	Std
% code 1	% code 2	% code 3	% code 4	% code 5		
57.9	36.8	5.3	Nil	Nil	1.47	0.61

B) Finance and business management

Finance and business management Challenges were identified under the areas of preparing an annual budget for the school, problem of receiving money on time from the Ministry of Education, the problem of paying teachers employed by PTA, preparing monthly returns and keeping cash account books. Table 4.4 is a summary of these results. The figures 4.3 a,b,c and d are pie charts representing the relative opinion of the head teacher on their perceptions of the degree of challenge issues of Finance and business management present to the.

i) Budget preparation for the school

Under this problem 42.1% of respondents did not consider it as a worthy challenge and a further majority 57.9% thought there were some challenges.

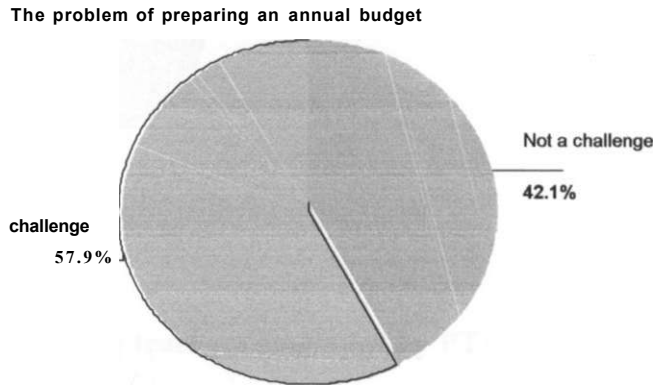


Figure 4.3a: the challenge of budget making

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ii) The problem of receiving money on time from the Ministry of Education

Majority (36.8%) of respondents considered this to be a very serious problem and a further 31.6% added their voice by classifying this issue to be a serious problem. Cumulatively a 100% agreed that receiving money from the ministry ranges from fairly serious to a very serious challenge.

The problem of receiving money on time from the MOE

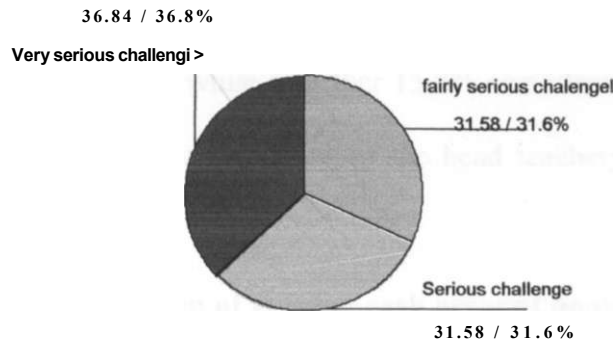


Figure 4.3 b: the challenge of receiving money from MOE

iii) The problem of paying teachers employed by PTA

Closely related to the problem of financing of the schools is challenge of paying the teachers who are employed by the parents and teachers association, (PTA). This is a very serious problem to 68.4% of the respondents, a serious one for a further 15.8% of respondents while 10.5% considered it as fairly serious challenge. One teacher (5.3%) had challenges in this responsibility but everyone considered paying teachers as a challenge.

The problem of paying teachers employed by PTA

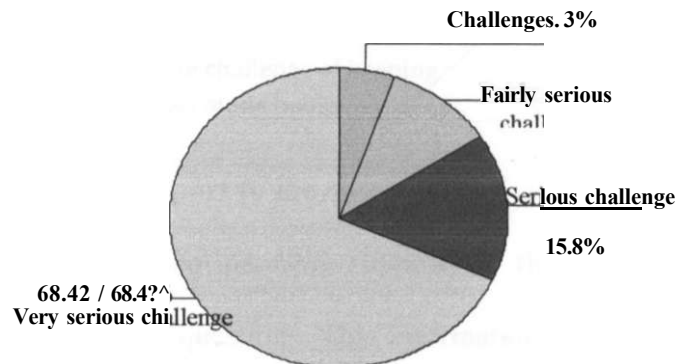


Figure 4.3c: The challenge of paying PTA teachers

iv) The problem of preparing monthly returns

This task was considered not to give a challenge by a huge majority (84.2%) of the respondents while a further 15.8% considered it to be a challenge. It was not a serious challenge to any of the head teachers, since they returned Nil on these alternatives.

v) The problem of keeping cash account books

This problem was considered a non-issue by 31.6% of the respondents while the majority of 63.2% felt that it was even a challenge. Only one teacher (5.3%) had very serious challenges in keeping cash account books.

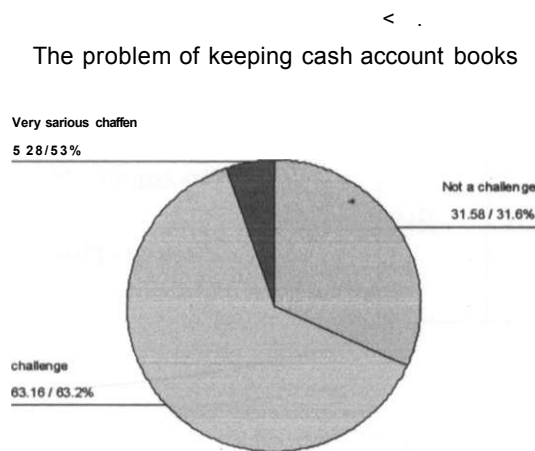


Figure 4.3 d; the challenge of keeping cash accounts books

C) Parents' financial support to the school

Investigation of the parents' support of the school financially was considered under the next questions. This information **for** this and the following sections is summarized in table 4. 5, under the caption of challenges related to parents' support for the school.

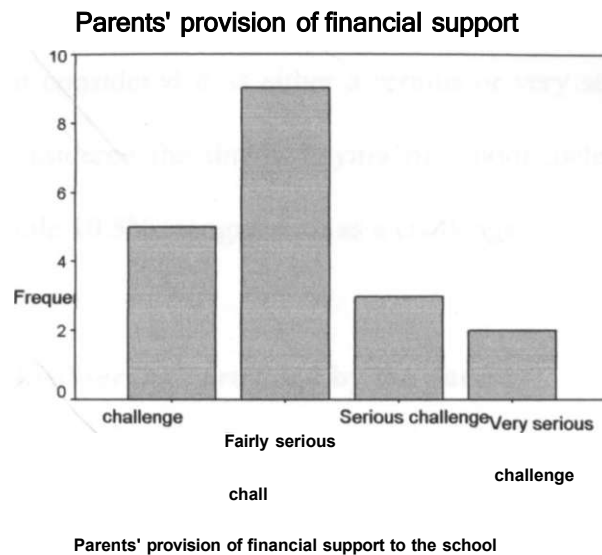
Table 4.9: Challenges related to parents' support to the school.

Parents financial support	i) Do parents provide financial support to the school?	Nil	26.3	47.4	15.8	10.5
	ii) Do students pay school fees in time?	Nil	15.8	10.5	57.9	15.8
	iii) Are school materials bought in time?	Nil	10.5	26.3	Nil	Nil
	iv) Are other school services provided by the parents?	Nil	26.3	21.1	47.4	5.3
	v) Problems of paying support staff?	Nil	10.5	Nil	15.8	73.7

i) Do parents provide financial support to the school?

In answering this question, none of the head teacher had an easy time when dealing with parents. The parents support for the schools was a challenge for 26.3% of the head teachers, meaning the parents had to be pushed to do what was good for the school. The majority 47.4% thought that to get the parents' financial support posed a fairly serious challenge, and it was serious for the other 15.8% and very serious challenge for two head teachers (10.5%). The consequences of

lack of financial support are seen in delay in paying of the PTS teachers and acquisition provision of supplies for curriculum instruction and other services.



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Figure 4.3 e: challenge of parents' support to school

ii) Timely payment of school- fees by parents

Regarding the question of whether parents pay school fees in good time results show that none of the head teacher did not have a problem with the rate of fees payments by parents. Majority of them (57.9%) found the rate of fees payment by parents to be a serious challenge with a further 15.8% having a very serious challenge with the behaviour of the parents towards fees payments. About 10.5% of the respondents were getting a fairly serious challenge while the rest, 15.8% saw the issue as a mild challenge.

iii) Are school materials bought in time?

Responses to this question indicated a moderate level of challenge to the teachers. While all agreed that it was a challenge to varying degrees for each, there were none who considered it as either a serious or very serious challenge. Majority (26.3%) considered the timely buying of school materials as a fairly serious challenge, while 10.5% recognized it as a challenge.

iv) Are other school services provided by the parents?

All the head teachers had a challenge when trying to make the parents to provide other services to the school; the majority at 47.4% considered the issue to be a serious problem and another teacher (5.3%) said the situation was very serious. Some 26.3 % said the parents posed a challenge when it came to providing other school services, and the situation was fairly serious for 21.1% of the schools

v) Problems of paying support staff

All the head teacher had problems of paying the support staff. Majority at 73.7% of the respondents clearly had very serious issues with paying of the support workers just as they had with PTA teachers. The next 15.8% who had serious challenges with paying of these support staff. A very grave scenario is apparent where 89.5 % of all schools in the area could not pay their workers comfortably or in time. Morale goes down and high worker turn over may result which reduces efficiencies and effectiveness. Only about 2 or 10.5% out of the 19 schools considered this a mild problem and their sources of funds if investigated

might assist the neighbours find a breakthrough for their financial woos. All the evidence given seems to point to an apparent fact that parents have let down their schools by failing to give the essential support to their children's schools.

D) Challenges related to the school plant

The challenges expected in schools under the school plant category were summarize as in tables below. The responses on the Likert-type of scale indicated the seriousness of the problems in the schools.

i) Availability of adequate classrooms

From the results obtained from the responses to the question of what challenges are experienced by head teacher regarding sufficiency of class rooms, every school considers it as a challenge that ranges from a simple challenge(10.5) to very serious one (10.5%). The majority (42.1%) however, consider the challenge of sufficiency of classrooms in their schools as serious while 36.8% gave it a fairly serious rating.

Table: 4.10: The challenge related to availability of adequate classrooms

Not a challenge % code 1	A challenge % code 2	Fairly serious challenge % code 3	Serious challenge % code 4	Very serious challenge % code 5	Total %
Nil	10.5	36.8	42.1	10.5	100

ii) Availability of adequate desks for all the students

In the schools sampled, the entire head teacher had a challenge in providing adequate desks for the students. This situation was a challenge for 36.8% and fairly challenging for another 36.8 of the head teacher in Kinango district. The rest 26.3% viewed the challenge as serious but in no school was the problem very serious.

Table 4.11: The challenges related to availability of adequate desks for all the students.

Not a challenge % code 1	A challenge % code 2	Fairly serious challenge % code 3	Serious challenge % code 4	Very serious challenge % code 5	Total %
Nil	36.8	36.8	26.3	Nil	100

iii) Maintaining and repairing the existing physical facilities for the students.

In secondary schools in Kinango district, all the head teachers experience problems in repairing and maintaining of school facilities. Among them, majority (52.6%) consider that challenge as a mild one while another 42.1% regards it as a fairly serious problem. Only one school heat teacher (5. 3%) thinks the problem is very serious.

Table: 4.12 The challenge related to maintaining and repairing the existing physical facilities for students

Not a challenge % code 1	A challenge % code 2	Fairly serious challenge % code 3	Serious challenge % code 4	Very serious challenge % code 5	Total %
Nil	52.6	42.1	5.3	Nil	100

iv) Planning for the expansion of the school in future

This challenge did not seem important to 21.1% of the respondents, and < , for the majority (52.6%) the challenge was rated only mildly. The highest level of challenge for planning and expansion of the schools was rated as fairly serious by 26.3% of the respondents.

Table 4.13: The challenge related to planning for the expansion of the school in future

Not a challenge % code 1	A challenge % code 2	Fairly serious challenge % code 3	Serious challenge % code 4	Very serious challenge % code 5	Total %
21.1	52.6	26.3	Nil	Nil	100

v) Obtaining sufficient funds to plan for physical facilities like toilets

Although getting sufficient funds for physical facilities was a challenge to all schools in Kinango, it posed serious challenges to majority 57.9% of the

respondents, and was rated as fairly serious and very serious problem by 10.5% of respondents respectively. However 21.1 % did not think the challenge was serious even though it existed. These facts are presented in table 4.6 and figure 4.4.

Table 4.14: The challenge related to obtaining sufficient funds to plan for physical facilities like toilets

Not a challenge % code 1	A challenge % code 2	Fairly serious challenge % code 3	Serious challenge % code 4	Very serious challenge % code 5	Total %
Nil	21.1	10.5	57.9	10.5	100

Maintaining and repairing the existing physical facilities

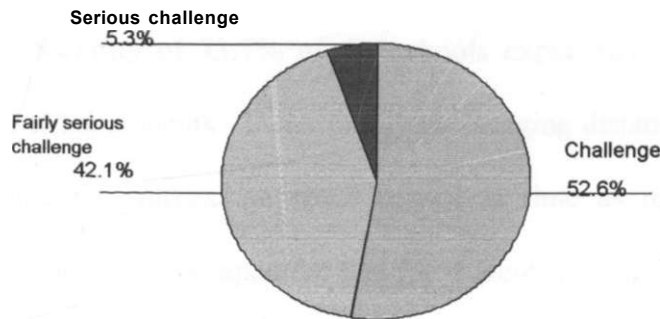


Figure 4.4 : maintaining physical facilities

E) School location

The table 4.15, table 4.16 and table 4.17 below shows how the respondents considered the seriousness of the challenges related to the location of the school

and availability of transportation for the students. Apparently the location of the school is only a mild challenge to majority (63.2%) of all the school heads. It was considered as serious and very serious problem by 4 head teacher accumulating a total of 20.1% of all respondents. A minority of 10.5% did not consider the location of the school as a challenge at all.

Table 4.15: The challenges related to the location of the school

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %
10.5	63.2	10.5	* 10.5	5.3

As to the responses to the challenge of transportation of students to school shows, majority of 73.7% of the schools experience mild challenges, and that 78.9% of the students travel mildly challenging distances, and it is not a serious challenge for students to reach school in time as reported by 78.9% of the respondents. It is also apparent that for students to reach school in time is only a mild challenge as confirmed by a majority (78.9%) of the head teachers.

Table 4.16: The challenge related to students reaching school in time

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %
21.1	78.9	Nil	Nil	Nil

Table 4.17: The challenge related to students travelling long distance and availability of transport

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %
10.5	78.9	5.3	Nil	5.3
10.5	78.9	5.3	5.3	5.3

F) Student personnel

The responses to the challenges* head teacher in secondary school in Kinango face when serving the students are presented in tables below,

i) Student absenteeism

The responses revealed that this was not a serious challenge since majority (84.2%) rated it as a mild challenge and the rest 15.8% did not even think it was a problem at all.

Table 4.18: Challenges related to students absenteeism

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
15.8	84.2	Nil	Nil	Nil	1.84	0.37

ii) • Providing the supervision of the co-curricular activities

This is not a very serious challenge to the head teacher because 5.3% of them did not think it as such, while the majority (73.7%) rated at the lower end as just another challenge. Fairly serious challenge and serious challenge ratings came from only a cumulative 21.2% of respondents. No head teacher thought the challenge was very serious.

Table 4.19: Challenges related to providing the supervision of the co-curricular activities

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge % * •	Very serious challenge %	Mean	Std
5.3	73.7	15.8	5.3	Nil	2.21	0.63

iii) Lack of enough facilities to cater for all students

Every head teacher seemed to consider sufficiency of facilities as a concern although none of them classified it as a very serious one. Majority (47.4%) though, had a feeling that this challenge was serious. Those who considered the challenge as being either a simple challenge or a fairly serious challenge constituted a cumulative 55.6 % of the respondents to tip the balance towards the lower scales of difficulty of the challenge. Looking at the means and standard deviations (3.32 and 0.75 respectively) confirms that there is an average of a

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serious negative effect on the delivery of services to the students occasioned by insufficient facilities.

Table 4.20: Challenges related to lack of enough facilities to cater for all students

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
Nil	15.8	36.8	47.4	Nil	3.32	0.75

iv.) Providing guidance and counselling to students

This was not considered to be a challenge by 21.1% of the respondents, and the majority (68.4%) rated guiding and counselling of students as a mild challenge. Only one head teacher each rated the service as fairly serious and serious challenges respectively.

Table 4.21: Challenges related to providing guidance and counselling to students

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
21.1	68.4	5.3	5.3	Nil	1.95	0.71

v) Providing lunch to students

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This is not a very serious problem to all the head teachers. As many as 15.8% did not think this were a challenge at all, but the majority thought the challenge

was a mild one at 68.4 percent. Only one teacher (5.3%) seemed to have a fairly serious challenge with giving students lunch.

Table 4.22: Challenges related to providing lunch to students

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
15.8	68.4	10.5	5.3	Nil	2.05	0.71

vi) Control of social welfare

Control of Social welfare in the sebohinary schools in Kinango was not even a challenge to all head teachers and for those who thought it was (52.6%), they ranked it at only a challenge level without any seriousness. Other responses accounted for fairly serious (31.6%) and serious (15.8%). No head teacher thought of this as a very serious challenge, which implies that the head teacher were able to control the provision of social welfare to students.

Table 4.23: Challenges related to control of social welfare

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
Nil	52.6	31.6	15.8	Nil	2.63	0.76

vii) Discipline and code of conduct

These two factors of managing students and staffs discipline and compliance to an acceptable code of conduct did not pose any problem for the head teachers. None found it very serious and majority (73.7%) could on only rank it at a challenge, as recorded in table 4.8% above.

Table 4.24: Challenges related to discipline and code of conduct

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
Nil	73.7	21.1	Nil	Nil	2.32	0.58

viii) Student appraisal

This is another area where the head teacher in this district are having it easy according to their responses. From table 4.25, we observe that majority (68.4%) of them considered it as just another challenge which was not even serious, and the furthest 31.6% of the head teacher went was to consider it a fairly serious issue.

(Table 4.25: Challenges related to student appraisal

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
Nil	68.4	31.6	Nil	Nil	2.32	0.48

ix) Delivery of health care services

This type of challenge was not recognized by all head teachers; effectively the majority of them classified it at the lowest degree of seriousness that is a challenge, with 21.1% considering it a fairly serious. No head teacher thought of this problem as serious or very serious. Table 4.26 contains these results.

Table 4.26: Challenges related to delivery of health care service

Not a challenge %	A challenge %	Fairly serious challenge %	Serious challenge %	Very serious challenge %	Mean	Std
Nil	78.9	21.1	Isfil	Nil	2.20	0.42

G) Student personnel task areas

Results of the questions asked under the provision of student related services were summarized in table 4.27 below. Virtually all the head teacher (94.7%) involve the students in making school rules which perhaps leads to their acceptability. The consequence of this student involvement is the increased acceptability of the rules by the students and a reduced rate of discipline.

The school administrators meet with the students in all the schools. However more clarification needs to be made in a possible future research to identify the frequency, issues and the value placed on the ideas generated at such meetings and whether the students' voice is heard by the authorities especially their welfare concerns.

Students participate in selection of school prefects in all (100%) of the schools which is a good thing for the student leadership can be respected by the student body. More concern for the students welfare is demonstrated by most (84.2%) of the schools as the respondents indicated that the students had access to a health facility either within or nearby the schools, which perhaps explains the near total agreements in an earlier question that provision of health services was not a challenge to the head teachers. Three head teacher (185.8%) however, have to contend with challenges of the ensuring good health for the student particularly if these were boarding school since there are no health facilities or canters nearby.

Table 4.27: student personnel areas of service

Student personnel task areas	Valid N	Yes %	No %
Do students in your school participate in making school rules and regulations	18	94.7	5.3
Do students in your school hold meetings with the administration?	19	100.0	0
Do students participate in selection of school prefects?	18	100.0	0
Does your school have access to a health facility?	19	84.2	15.8
Do you maintain student health records?	19	63.2	36.8
Are the toilets sufficient as per MOE standards?	19	0.0	100
Does the school hold regular sports activities?	19	94.7	5.3

Most of the schools (63.2%) do not maintain students' health records perhaps because they do not provide these services in the first instance, given that there are health facilities near these schools except for three. The 36.8% of those schools who keep students health records may have their own dispensaries; but this may be a concern for another research to establish in addition, how such records are used for the welfare of the students.

It is also evident from table 4.27 that majority of the schools hold regular sporting activities as 94.7 % of respondents affirmed this. The odd school (5.3%) that does not hold regular sporting activities needs to be questioned further to establish the reasons why they don't. Otherwise for those who participate in the sporting activities do so to only two schools constituting 10.5% of respondents ever reach the National level. Another 47.4% reach the regional level, 26% the district level and only 3 schools or 15.8% only get to the zonal level of competitions.

Table 4.28; the level of participation of schools in interschool sporting competitions

		Frequency	Cumulative Percent
Valid	Zonal	3	15.8
	District	5	42.1
	Regional	9	89.5
	National	2	100.0
	Total	19	

From table 4.28 above, participation of schools in interschool's sporting competition is more in the regional, 47.7% than in the district, zonal and national. The participation implies that only 2 schools participate in the national level. This means the interaction of the students is within the region than in the national level. Therefore, student welfare services are affected. This means students in Kinango District are poorly represented in interschool sporting completion.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the influence of institutional and head teachers' characteristic factors on management of student welfare services in public secondary schools in Kinango District, Kenya. Several objectives were stated for the research and this chapter evaluates whether the respondents answers were able to meet the requirements of the research questions. This chapter presents the discussions following the results obtained in the last chapter in and presents them in order in which the research questions were listed. Comparisons of the findings of this research with the empirical results from the literature reviewed will be made and conclusions are reached to enable recommendations at the end.

The research was based on the felt need to establish the extent to which of some of the head teacher personal characteristics, the characteristics of the school and home-school partnerships affect the delivery of welfare services to the students in the secondary schools in Kinango district. Provision of welfare services was therefore the dependent variable of the research. It is therefore necessary to first present the findings of how the students welfare services have so far been provided by the head teacher in the secondary school in Kinango district, then examine the way each of the conceptualize variable contribute to student welfare management.

5.2 Summary of the study

Student welfare services were defined as duties that the head teacher carries out that directly involve learners. They may include guidance and counselling, performance, discipline, record keeping, co-curricular activities and student involvement in decision making. The level of delivery of such services is considered for each of these components below.

One component of student welfare service was the provision of health services by the schools. From the results, it was established that most of the schools (over sixty percent of them) do not maintain students' health records perhaps because they do not provide these services in the first instance. Given that there are health facilities near these schools the head teachers are most likely not to be overly concerned with provision of these services, especially since the schools are apparently day schools. Keeping of students' health records can therefore not be used as a good measure of how head teachers provide health services to the students.

Students' absence from schools was conceptualized as one of the factors that could deny them the welfare services. However, if students' absence was thought of as leading to poor or failure to provide quality welfare services, then the head teacher must look elsewhere for excuses or explanations. The responses revealed that this was not a serious challenge since majority (about sixteen out of nineteen) rated it as a mild challenge and the rest three head teachers did not even think it was a problem at all. It is therefore not a negative factor in the

provision of student services, and the head teachers are not hindered by this factor from providing students with welfare services

According to the results of the analysis, supervision of co-curricular is not a very serious challenge to the head teachers because the majority (over seventy percent) rated at the lower end as just another challenge. The level of supervision of the co-curricular activities is a service satisfactorily given especially since other results show that they participate in competitive inter-schools activities to from zonal to national levels. However it is difficult to relate the provision of this service to the teacher characteristics such as education level, age, or gender. The schools endowment is relevant though and based on this argument alone, then it can be concluded that the institutional characteristics in Kinango district are such that they can support the delivery of student welfare services in the area of co-curricular activities without much challenge.

Every head teacher seemed to consider sufficiency of facilities as a concern although none of them classified it as a very serious one. A small majority of about forty-seven percent though, had a feeling that this challenge was serious. There is a concurrence among the head teacher of the existence of a serious negative effect on the delivery of welfare services to the students occasioned by insufficient facilities.

Guiding and counselling of students is a major service in schools. The majority of the head teachers, who amounted to about sixty eight percent, rated guiding and counselling of students as a mild challenge. There may be in these schools specially trained guidance and counselling teachers who make the work

seem easy. Pastoral programs in the schools are also possible contributors to psychological and social well being of the students effectively reducing the burden of guidance of the students by the head teachers. Apparently this is a service well delivered despite the existence of financial, material and other challenges.

Providing lunch is not a very serious problem to all the head teachers. As many as three did not think this was a challenge at all, but the majority of about sixty eight percent, thought the challenge was a mild one .Perhaps lunch is the only meal the teachers have to provide to the learners as the other meals are taken from their homes.

Control of Social welfare in the secondary schools in Kinango was not even a challenge to all head teachers and for those who thought it was (52.6%), they ranked it at only a challenge level without any seriousness. No head teacher thought of this as a very serious challenge, which implies that the head teacher were able to control the provision of social welfare to students.

Discipline and code of conduct being two factors of managing students discipline and compliance to an acceptable code of conduct did not pose any problem for the head teachers. None found it very serious and majority of over seventy three percent rank it only as only a challenge. But this may form a ground for further investigations to establish the reasons for the head teachers in Kinango to have it easy at a time when other schools country wide are struggling with strikes and discipline melt down.

Student appraisal is another area where the head teachers in this district are having it easy according to their responses. Actually, a majority of about sixty eight percent considered it as just another challenge which was not even serious. Any challenges under this section would most probably be caused by shortages of stationeries, desks and classrooms. The conditions obtaining in most schools in Kinango district do not seem to hinder the head teacher from providing students with appraisal services.

Student involvement in decision making all the head teachers (ninety-five percent) involve the students in making school rules. The consequence of this student involvement is the increased acceptability of the rules by the students and a reduced rate of discipline. Elsewhere, the head teacher indicated that they had no significant challenges in maintaining the discipline in their schools. In all the schools, the school administrators often meet with the students to discuss issues. In addition, students in all schools participate in selection of school prefects which is a good thing for the student leadership can be respected by the student body.

A majority of the head teacher with a return of eighty four percent indicated that the students had access to a health facility which could mean that such facilities were available either within or nearby the schools; which perhaps explains the near total agreements in an earlier question that provision of health services was not a challenge to the head teachers.

The evidence of regular participation of students in games and sporting activities at various levels from zonal to national level shows that majority of

head teacher are able to provide for students sporting activity services. For those who don't proceed beyond any of the levels, there was no evidence that they failed because of lack of facilities or lack of financial support.

What is apparent is that lack of timely payment of fees, location of the school, the characteristic of the head teacher, lack of parent support and other variables do not have a serious effect on the ability of the teachers to give students the necessary welfare services.

The results show that the smallest school enrolment was below 200 students while the average had between 500 and 800 students, which was also the largest.

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Although the size of the schools can affect the effectiveness of the teachers as they attempt to provide services to the students especially under conditions of insufficiency of resources, these results do not reveal any relationship between the size of the school and the nature of challenges the teachers face in providing welfare services to the students.

The responses about challenges of providing curriculum and instruction revealed that the majority at about thirty seven percent classified it as a fairly serious challenge. The common agreement was that the head teacher considered obtaining of textbooks and other curriculum instructional materials as a challenge because none said it was not a challenge. However it is common knowledge that the disbursement of free education funds to the schools frequently disrupts the running of these schools. In June 2012, for example, the teachers countrywide had to threaten to strike before the government agreed to release these funds to the schools. This result therefore correlates well with the observations on the ground

that schools face challenges of providing the necessary instructional material in time to prepare the learners for the examinations upon which the success of the same head teachers' managerial acumen is based.

A related issue to acquisition, of the instruction materials was the availability of storage space for them. To ten head teachers who made up fifty three percent of the respondents considered the availability of storage space as a simple challenge, just as majority (sixty-three percent) of them ranked the frequent storage of teaching materials as a simple challenge. Teachers' ability to improvise instructional materials where they are not available in school was not a serious challenge as a cumulative ninety four percent considered it either as a non-challenge or just a challenge. That should make it easy for the head teachers to provide instructions to the students.

From the results obtained from the responses to the question of what challenges are experienced by head teacher regarding sufficiency of class rooms, the majority of about forty two percent consider the challenge of sufficiency of classrooms in their schools as serious while the next thirty six percent gave it a fairly serious rating. Just as they had problems with storage space, secondary schools in Kinango seem to be struggling with sufficiency of structures and instruction spaces. In addition, all the head teachers had a challenge in providing adequate desks for the students. Lack of desks forces the students to either share or stand during the instruction period, a situation that is not conducive to effective learning with the ultimate results of poor performance in the academic works. Furthermore, even where these facilities are available their repair and

maintenance has proven to be a mild to a serious problem to over ninety four percent of the head teachers. Because of these inadequacies, it may be surmised that insufficient physical facilities have limited the head teachers' management of student welfare services, hence negatively affecting their efficiencies and effectiveness in providing welfare services to the students.

These results are in conformity with the findings recommendations by Nuegu(1972), Olembo, Wanga and Karagu, (1992) and Fuller (1995), who argued that the head teacher should focus on determining goals and purposes of the learning process, designing and developing courses, organising learning activities, promoting changes and improvement in curriculum and instruction and supervising teaching and learning activities. To a large extent the head teacher of secondary schools in Kinango have met these conditions despite the many challenges they face. However, in Kenya, the design and development of the courses to be taught to students is a responsibility of Kenya Institute of education (KIE) not that of teachers.

Although the government initiated the program supporting schools financially the problem of receiving money on time from the Ministry of Education still persists. As results show, a cumulative sixty eight percent concurred that receiving money from the ministry ranges from serious challenge (thirty two percent) to a very serious challenge (thirty seven percent). This is a strong indictment of the ministry of education as contributing to the inefficiencies experienced ifr the schools. As noted earlier, the teachers are forced to run their schools with serious under capacities and even in June 2012, the KNUT and the

association of school suppliers had to threaten to call all teachers out for a national strike before the government provided the much needed funds to pay the creditors and suppliers of items in these schools. Consequently this seems to be one of the biggest hindrances head teachers face while trying to provide their students with welfare services.

Closely related to the problem of financing of the schools is the challenge of paying the teachers who are employed by the parents and teachers association, (PTA). This is a very serious problem according to sixty eight percent of the respondents, a serious one for a further fifteen percent of respondents, and a fairly serious challenge for the rest of the head teachers. Majority of the respondents clearly had very serious issues with paying of the support workers just as they had with PTA teachers. Perhaps some of the causes of this challenge might be associated and attributed to the ministerial delays in disbursing the funds to the school.

Actually, other results indicated that forty seven percent of the head teacher had a fairly serious challenge with getting the parents to give financial support to their schools. The problem was even more serious for the next twenty six percent of the schools. When the government combines with the parents' in failure to pay grants and subsequent levies in good time, it is not surprising that the head teachers should be unable to adequately and promptly pay the PTA teachers.

They also fail to acquire provisions and supplies for curriculum instruction and other services. Majority considered the timely buying of school materials as

a fairly serious challenge. Acquisition of materials in a timely way is hampered by first the delay of ministerial disbursements and secondly by the suppliers' sluggish responses to school requests in the face of previously un-cleared credits. Some of the suppliers had threatened to join the teachers in a strike in June 2012, to force the government to release school funds.

Since the introduction of free primary education in 2003 and the assumption by the government of the responsibilities of funding of the secondary education (since classified as basic education), most parents has tended to lie back and offload their responsibilities to the school and the government. Time may also be lost for instruction and syllabuses coverage due to such delays leading to poor performances at the National examinations. In effect the head teachers are saying that they work under strenuous conditions with the ministry delaying financial disbursements and the parents being difficult in giving essential support to their children in schools. This trend leads to only one result, which is poor service delivery to students.

This challenge of planning was rated by the majority of fifty three percent as mild. However a good proportion of twenty six percent thought it was a fairly serious challenge. Getting sufficient funds for planning for future physical facilities was a challenge to all schools in Kinango; it posed serious challenges to majority of the respondents, and was rated as fairly serious and as a very serious problem by two respondents each. This has the implications that either the physical planning is an easy job or the head teacher do not often have to do it. This last scenario may indeed be prevalent given the dire shortages of the funds

and serious lack of support from the parents. If the provision of the basic facilities such as desks classrooms were found to be a serious challenge by most schools, then expansion in physical development of the school must take a back seat. The question of getting funds for planning for the schools' development is intricately intertwined with the ability and willingness of the parents and the benevolence of the government in providing these funds. But while the head teacher is not planning, the students miss the opportunity to enjoy better facilities thus limiting their level of welfare services received.

These results seem to support the observation by Ozigi (1977) and Irungu(2002) who they pointed out that the financial aspect of an institution which influences all the managerial aspects of student service and that no organization can survive or carry out its functions effectively without adequate financial resources at its disposal. In the case of the head teacher in Kinango, they are struggling to pay PTA teachers, and provide essential curriculum and student welfare services because they are always restrained by the unavailability of timely funds.

Apparently the location of the school is only a mild challenge to majority of all the school heads. It was considered as serious and very serious problem by four of the nineteen head teachers. Related results indicated that seventy nine percent of the students travel mildly challenging distances, and it is not a serious challenge for students to reach school in time as reported by a majority of seventy nine percent of the of the respondents. Consequently the school location does not

pose an administrative problem to most of the schools so their management of student affairs ought to be a comfortable encounter.

These results are in contrast to the findings by Oyo (2002) and who established that distance had a strong effect on retention rates and regular attendance of school, ultimately affecting students' academic achievement. They also do not support the findings of Hossler and Gallagher (1990) who concluded that the proximity to the institution does affect students' attendance rates.

According to Psacharopoulos (1978) parents can have a powerful effect on student welfare services ensuring that students arrive at school on time, and ensuring that school fees is paid but done so in good time to avoid disrupting their children's learning. Unfortunately our results just prove the opposite because parents of students in Kinango secondary schools were proved not to be assistive to the head teacher because they hardly paid their levies in time. However one thing going for the parents is that they made it possible for the students to reach school in good time as the results show lateness and discipline were not a serious problems for majority of the head teacher.

In a way therefore the parents contributed both negatively and positively to the provision of student welfare at these schools. These results were therefore both consistent and in contradiction to Psacharopoulos (1978) propositions.

Findings of this research show that most of the head teachers in Kinango district of Kenya are males comprising sixteen out of a total of nineteen head teachers. The entire fifteen head teachers who responded to the question had mean academic and professional qualification of a bachelor's degree in education. The

results also revealed that most of the head teachers were of mature age averaging between forty-six and fifty years of age. Their experiences as head teachers recorded a mean range of between eleven and fifteen years. This combination of age and experience potentially makes the entire group of head teachers basically sufficiently skilled to handle their jobs at the schools, and to provide essential guidance to the students.

Although Karanja (1992) asserted that head teacher with experience greater than 10 years had their schools scoring higher in examination and that younger head teacher related to low experience had poorer scores in their performance, these results were not able to relate the teachers age to academic excellence. However although there was no direct comparison of the average age of the head teacher and organization performance, the average age and the experiences of the head teacher in Kinango seem to be in agreement with Karanja's expectations of an effective head teacher. Similarly, these results seem to support the views by Olembo, Wanga & Karagu (1992), that age played a role in the leadership trend practice. This is because age has both physical and psychological effects on ones behaviour. It was not possible to test the notion that age may affect the head teacher's memory, understanding and adaptability to instructional and management functioning of student welfare services as asserted by Olembo et al (1992).

5.3 Conclusions

This research set out to find out how institutional and head teacher characteristics influencing management of student welfare services in public secondary schools

in Kinango district, Kenya. The discussions of findings have led to the following conclusions in line with the objectives of the study.

The head teachers of secondary schools in Kinango district are fully qualified both academically and professionally and have sufficient maturity and experience which they have used to effectively provide and manage students' welfare services in their schools, despite the constraints of funds and insufficient parental support.

Although the size of the schools can affect the effectiveness of the teachers as they attempt to provide services to the students especially under conditions of insufficiency of resources, these results do not reveal any relationships between the size of the school and the nature of challenges the teachers face in providing welfare services to the students.

Delayed acquisition and insufficient curriculum instructional materials and coupled with poorly maintained physical facilities have limited the head teachers' management of student welfare services, hence negatively affecting their efficiencies and effectiveness in providing welfare services to the students.

The persistent delays in submitting of government grants to schools and the lack of financial support from parents make up the biggest challenge head teachers in Kinango face which negatively affects their ability to pay staffs, plan for future development and deliver welfare services to the students.

The school location does not pose an appreciable problem to the management of student welfare for secondary schools in Kinango district, since they seem well endowed with a good transport system and accessible health services.

Although the parents do not give sufficient and timely financial and material support to the schools, they nonetheless provide support for children to arrive at school in time which plays some role in delivery of instructions and other welfare services

All the head teacher of the secondary schools in Kinango had the sufficient combination of age, professional qualifications and experience which they effectively used to provide and manage student welfare services in their schools albeit under considerable financial and material constraints

5.4 Recommendations

From the conclusions reached above, the following recommendations are made.

That although the head teachers qualified to do their work, it is necessary for them to keep updating their financial management and planning skills to enable them be more efficient and innovative in strategic use of the funds so as to balance the all the needs areas. This study recommends that all head teacher in Kinango should attend suitable leadership and management courses to empower them even better in school management skills.

This study did not reveal how the size of the school affects the head teacher's ability to provide welfare services to the students; yet conventional wisdom holds it that the more the number of students the more number of expected problems. It is thus recommended that further investigations be done to focus on the actual relationships between the size of the schools and the unique problems associated with each school's effort to provide students with welfare services.

While it is easy to blame the fund givers such as the government and parents for the insufficiency of funds and instructional materials, the very knowledge that the funds will hardly come in time should make the head teacher plan and use the finances innovatively and carefully. It is recommended that the head teachers choose better quality materials which may last longer or can be re-used. This research further recommends that efforts be made by the head teachers to sensitize the parents on the value their sons and daughter miss when the parents do not pay in time, so that effective pay plans can be agreed upon between the parent and the head teacher.

5.5 Suggestions for further research

Further studies should be done on student welfare services and their challenges. Head teachers and teachers' participation should be researched further in order to know more about how to improve and handle student welfare services in all public secondary schools.

Research should also be done on ways of student motivation since most of the students are challenged in terms of their welfare services. Further research should be done on other factors influencing student welfare services in all secondary schools.

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APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

Department of Education

Administration and planning

P. O. Box 30197-00100

Nairobi.

The head teacher,

Dear Sir/Madam,

RE: LETTER TO RESPONDENTS

< .

I am a post graduate student in the College of Education and External Studies, Department of Educational, University of Nairobi.

As part of my Masters in Education course, I am required to collect data and write a project report on "Institutional and head teacher s' characteristics influencing management of student welfare services in public secondary school in Kinango District, Kenya."

I request your cooperation to enable me collect the requisite data.

Yours sincerely,

Nzomo Juma Mutinda.

APPENDIX Iis QUESTIONNAIRE FOR THE HEAD TEACHER

This questionnaire is designed to gather information on the "institutional and head teachers' characteristics influencing management of student welfare services in public secondary schools in Kinango District." I kindly request you to provide information to all items in the questionnaire by putting a tick 0 on one of the options most appropriate. For questions that require your opinion fill in the blanks (.....)

Part 1

Background Information.

In the following questions indicate your applicable answer by a tick 0 in the box provided.

1. What is your gender? Male [] Female []
2. What is your age? 26 - 30 years [] 31 - 35 years [] 36
- 40 years [] 41 - 45 years [] 46 - 50 years []
Above 50 years []
3. What is your highest academic qualification?
a) 'O' Level [] b)'A'Level [] c) Diploma [] d)
University Graduate [] e) OTHERS Specify
4. What is your highest professional qualification?
a) PI [] b) SI [] c) Diploma [] d) BED [] e)
Others [Specify

2. Finance and business management

i. The problem of receiving money on time from the Ministry of Education

[1] [2] [3] [4] [5]

ii. The problem of preparing an annual budget for the school

[1] [2] [3] [4] [5]

iii. The problem of paying teachers employed by PTA

[1] [2] [3] [4] [5]

iv. The problem of preparing monthly returns

[1] [2] [3] [4] [5]

v. The problem of keeping cash account books

[1] [2] [3] [4] [5]

3. Parents financial support

i. Do parents provide financial support to the school?

[1] [2] [3] [4] [5]

ii. Do students pay school fees in time? [1] [2] [3] [4] [5]

iii. Are school materials bought in time? [1] [2] [3] [4] [5]

iv. Are other school services provided by the parents?

[1] [2] [3] [4] [5]

v. Problems of paying support staff? [1] [2] [3] [4] [5]

4. School plant

i. Availability of adequate classrooms [1] [2] [3] [4] [5]

ii. Availability of adequate desks for all the students

[1] [2] [3] [4] [5]

iii. Maintaining and repairing the existing physical facilities for the students

[1] [2] [3] [4] [5]

iv. Planning for the expansion of the school in future

[1] [2] [3] [4] [5]

v. Obtaining sufficient funds to plan for physical facilities like toilets

[1] [2] [3] [4] [5]

5. School Location

i. Is the location of the school a challenge? [1] [2] [3] [4] [5]

ii. Do students reach school in time? [1] [2] [3] [4] [5]

iii. Do students travel long distance? [1] [2] [3] [4] [5]

iv. Availability of transport to school? [1] [2] [3] [4] [5]

6. Student personnel

i. Student absenteeism [1] [2] [3] [4] [5]

ii. Providing the supervision of the co-curricular activities

[1] [2] [3] [4] [5]

iii. Lack of enough facilities to cater for all students

[1] [2] [3] [4] [5]

iv. Providing guidance and counselling to students

[1] [2] [3] [4] [5]

v. Providing lunch to students [1] [2] [3] [4] [5]

vi. Control of social welfare [1] [2] [3] [4] [5]

vii. Discipline and code of conduct [1] [2] [3] [4] [5]

viii. Student appraisal [1] [2] [3] [4] [5]

ix. Delivery of health care services [1] [2] [3] [4] [5]

3.0 Student personnel task areas

1. Do students in your school participate in making school rules and regulations?

Yes [] No []

2. Do students in your school hold meetings with the administration?

Yes [] No []

3. Do students participate in selection of school prefects? Yes [] No []

4.0 School health services

1. Does your school have access to a health facility? Yes [] No []

2. Do you maintain student health record? Yes [] No []

3. State the adequacy or inadequacy of the number of students' toilets as stipulated by the Ministry of Education: Adequate [] Inadequate []

5.0 Sports

1. Does the school hold regular sports activities? Yes [] No []

2. If yes, up to what level? National [] Regional [] District [] Zonal [] School []

Thank you.

APPENDIX III: RESEARCH PERMIT

PAGE 2

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

Kinango	Location
Coast	District
	Province

on the topic: Institutional and head teacher characteristics influencing management of student welfare services in public secondary schools in Kinango District, Kenya.

for a period ending: 31st August, 2012.

PAGE 3

Research Permit No: NCST/RCD/14/012/736
Date of issue 22nd June, 2012
Fee received KSH. 1,000



[Signature]
Applicant's
Signature

[Signature]
Secretary
National Council for
Science & Technology

APPENDIX IV: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-20 2213-71, 2241349
254-020-310871, 2213123 . :i*«20
Fax JV4-0?0-ia?4S. 3KL49
When cply,ru please quote
tecr»Ury0nctf.fo ka

CO. D# 30623-00100
M A R C H K E N Y A
Weoime mwwaca go b»

NCST/RCD/14/012/736

22nd June 2012

Mzomo Juma Muiinda
University of Nairobi
P.O.Box 30197-00100
Nairobi.

P. 0

RE: RESEARCH AUTHORIZATION

Following your application for authorit> to cam- out research on
~Institutional and headteacher characteristics influencing management
of student welfare sen'ices in public secondary schools in Kinango
District. Kenya," I am pleased to inform you that you have been
authorized to undertake research in Kinango District for a period ending
31* August. 2012.

You are advised to report to the District Commissioner and the District
Education Officer, Kinango District 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.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Kinango District.

*a**

*Hi**
P