HEAD TEACHER EFFECTIVENESS: THE PERCEPTION OF HEAD TEACHERS AND TEACHERS IN DISTRICT SECONDARY SCHOOLS IN KILUNGU DIVISION, MAKUENI DISTRICT

BY

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DECLARATION

This Project is my original work and has not been presented for a degree in any other university

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DEDICATION:

This project is dedicated to my wife Tabitha and our two sons, Mark and David.
I wish to acknowledge the help given to me by the following people, without which the project would not be possible.

Dr. Samuel N. Waweru, my supervisor whose continuous advice and direction were of utmost importance the completion of this project.

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Colleagues who assisted in the piloting stage of the project, and all others who directly or indirectly assisted towards the success of this project.
The study was an investigation of the perception of head teachers and teachers about the effectiveness of head teachers in management of secondary schools. The purpose of the study was to establish how head teachers manage secondary schools' personnel, curriculum implementation and supervision, finance and business, public relations and physical and material resources.

The study was carried out among public secondary schools in Kilungu Division of Makueni District. From this population, a sample of seven head teachers and sixty teachers were randomly selected from seven schools. The study employed a descriptive survey design and utilized a questionnaire for data collection.

Data analysis was carried out using the SPSS package, utilizing both preliminary and statistical analysis procedures. The Chi-square test was used for statistical analysis while preliminary analysis was carried out using means, standard deviations and percentages.

It was established that head teachers' personal characteristics do not affect their management effectiveness, that teachers are moderately motivated, that they lack resources to enable adequate coverage of the syllabus, that most parents do not pay school fees in time, and that headteachers effectively managed the schools' public relations.

The results of the study are discussed in relation to the involvement of head teachers' management in secondary schools in Kenya.
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ACRONYMS AND ABBREVIATIONS

BOG means the Board of Governors who are the school managers

HOD means Head of Departments in a school

HT means Head Teacher in a secondary school used interchangeably with principal

KESI means Kenya Education Staff Institute

KNEC means Kenya National Examination Council

TAC means Teachers Advisory Centre

PTA means Parents and Teachers Association in a school

UNESCO means the United Nations Education, Social and Cultural Organization
CHAPTER ONE
THE PROBLEM

1.0 Introduction

In this chapter the researcher describes the problem under investigation. He seeks to establish the concern of effectiveness in running Secondary schools and the role of the Head teachers as pivotal in the schools achievement of its set out aims, goals and objectives. The concern is why schools have continued to perform dismally in examinations, discipline and co-curricular activities.

1.1 Background to the Problem.

A head teacher in a secondary school is charged with management duties (Fayol, in Cole, 1983), administrative duties (Mbiti, 1974) and planning duties (UNESCO, 1993) for the institutions. In the discharge of such duties, he is required to focus on the human resources available to him, to ensure full productivity (D’Souza, 1994). He should also focus on the curriculum and instruction (Saylor and Alexander, 1974), the school finances (Okumbe, 1998), the management of physical and material resources (Ministry of Education - Kenya (1999), and community relations (Campel et al, 1968).

If such duties are carried out effectively this would translate into an effective institution, characterized by among other things:

- Firm and professional leadership
- Shared vision
- An orderly and attractive working environment
- Purposeful teaching
- Maximum utilization of working time (ministry of education, 1993).

Such schools will produce well disciplined pupils, who excel in examinations and are well placed to contribute positively to the welfare of the society. In management, the head
teacher will need to define the school philosophy, principles, practices, techniques, plans purpose, organization, creation, input allocation and monitor progress (ministry of education, op cit.).

In planning, he needs to work the supply, demand and use of resources, adjustment proposals and evaluation (Okumbe, 1998). In administration, the head teacher needs to establish function, goals, objectives, target standards, responsibilities and duties, tasks, procedure and action schedules. (Ministry of education (op cit), Okumbe (op cit).

District secondary schools in Kilungu Division of Makueni District have continued to perform dismally in national examinations, discipline and in co-curriculum activities, despite all relevant literature on management, administration and planning available to head teachers.

Previous work done in other areas like Nairobi (Omondi, 1985) Kisumu (Abonyo 1984) Kirinyaga (Njoka 1985) and other places indicate head teachers are not fully effective in managing various task areas, particularly in financial and personnel management.

This concern aroused the interest of the researcher to investigate how head teachers actually perform their duties in all the basic areas in the schools in Kilungu division. This is an area that had not been researched before, yet there has been continuing decline in the standards used to gauge effectiveness.

The researcher was interested in revealing any discrepancies in leadership and management styles from those suggested by writers of management themes, and if any steps could be taken by the head teachers to arrest the declining performance.

1.2 Statement of the Problem

It is evident from the aforementioned research that schools suffer ineffectiveness partly occasioned by the Head teacher. In Kilungu division, District schools continue to perform
poorly in examinations (see appendix A- table 1.1) with more than half of the students scoring D+ and below (mean grade) in K.C.S.E. in 2002. The bulk of the school leavers cannot be absorbed at higher levels of education or work force, based on academic merit. Again under enrollment is evident in most of schools (see appendix B table 1.2). It may be due to high school dropout rate, or failure to attract enough students. Most Secondary schools within the division have noted cases of drug abuse, chronic absenteeism and pregnancies among girl students.

All these are deviations from the norms of a typical effective school.

The study therefore sought out how head teachers perform their administrative and managerial duties and in essence whether the methodology they use conforms to standard methodology, which could be a source of ineffectiveness, since as David and Ellison (in wachira, 1996) note; ‘Head teachers in Kenyan Secondary school are mainly elevated from the classrooms to headship on account of efficiency and effectiveness in classroom teaching, but lacking specific managerial skills of headship’.

1.3 Purpose of Study

The purpose of the study was to establish how Head teachers manage Secondary schools in Kilungu division Makueni District. It also sought to establish the problems they face and how those problems can be managed.

1.4 Objectives

1. To determine if the Head teachers background affects his headship effectiveness.
2. To determine if Head teachers effectively plan for their schools.
3. To determine if Head teachers manage personnel in their institutions effectively.
4. To determine if Head teachers effectively manage curriculum and instruction in their schools.
5. To determine if Head teachers effectively manage finances in their institutions.
6. To determine if Head teachers effectively manage public relations for their schools.

1.5 Research Questions

1. Do the head teachers' personal characteristics affect their school administration and management effectiveness?
2. How do the head teachers manage personnel in their institutions?
3. How are the head teachers involved in curriculum implementation and supervision?
4. How do the head teachers manage finance and business in their schools?
5. How do the head teachers manage public relations for their schools?
6. How do the head teachers manage physical and material resources in their schools?

1.6 Significance of the study

The results of this study revealed areas where Head teachers are effective or otherwise in managing schools. The Head teacher can then use the suggestions and recommendations arising to improve the weak areas. This will translate into effective headship and probably excellent performance by the school in general.

The B.O.G., the Ministry of education, KESI and the TSC can use such results to determine areas to concentrate on while doing in-service courses, seminars and workshops for the Head teachers.

Institutions of teacher training e.g. Kenyatta University can use the results to enrich their curriculum for teacher training, and make it more relevant to both the present and the changing demands of the Kenyan Secondary schools.

Where other aspects of management affect effectiveness e.g. students entering behavior, the availability of resources, their affordability etc., emerge, all concerned will appreciate the management situation of the Head teacher and give the necessary moral and material support. If this study was not done, the District Secondary schools in Kilungu division
would be likely to keep on under performing, this translating to continued waste of public resources in the area.

1.7 Theoretical framework

Okumbe (1998) outlines the functions of educational management as including

- Formulation of school objectives, goals and policies
- Procurement of the resources necessary for the achievement of objectives
- Organization and coordination of the schools activities to ensure maximum efficiency and effectiveness
- To influence and stimulate the human resource available by providing an appropriate organizational climate
- To integrate the school and its activities into the setup of the society
- To evaluate the school activities in accordance with the blue print

Okumbe (op cit) further stresses that strong educational management require ‘thorough knowledge and application of motivation and for job satisfaction.’

Luthans (1989) defines motivation as starting with ‘a psychological and physiological deficiency or need that activates behavior or drive aimed at a goal or incentive’. Locke (1976) defines job satisfaction as ‘a pleasurable or positive emotional state resulting from the appraisal of one job or job experience’.

In the modern trend of ‘bringing out the best in people’ in order to achieve the goals of the organization, the researcher looked at what motivates people to work, and used Herzberg’s two-factor theory in the framework.

In his analysis of the significance of higher and lower order needs in relation to work; Herzberg (In Hamner et al, 1978) developed a distinction between two elements: hygiene factors (also called dissatisfiers) and motivators (also called satisfiers.)
Hygiene factors include:

Company policy and administration: taken to mean company inefficiency, duplication of effort, struggle for power, waste and policies perceived as unfair and harmful (D’Souza (1994)

Supervision: concerns competence and fairness of immediate managers, unwillingness to delegate responsibility or to prepare people for greater responsibility being overly critical, harsh and overbearing.

Salary: wage increase given too late, too reluctantly, and the existence of insufficient differences between the salaries of older and newer employees.

Interpersonal (social relations): poor managerial supervision, or when managers don’t get along with employees. Their poor interpersonal relations affect the social relationships among workers.

Working conditions: proper lighting, noise levels, food quality, air conditioning, heat, and dirt.

Thus removing demotivators (hygiene factors) does not necessarily motivate people, but makes them less dissatisfied, therefore able to work; D’Souza (op cit) lists motivators as including

Achievement: the extent to which people feel good about what they have done. It includes successful accomplishment of a job, solutions to problems and seeing the results of their work.

Recognition: the extent to which people receive recognition for their work.

The work itself: the level of interest, challenge, variety and the opportunity to carry out the work from the beginning to the end.

Responsibility: the extent that people carry out their jobs without supervision.
Advancement: or growth: the potential that jobs offer for continued growth, development and advancement. People here need to be convinced that their performance on the job is related to growth opportunities.

Here motivators, when provided result to outstanding performance;

The Herzbergs two-factor theory can be illustrated in the following figure

**Figure 1.1: Illustration of Herzbergs two-factor theory:**

**Hygiene factors**
- Company Policy and Administration
- Supervision
- Salary
- Work Conditions
- Interpersonal relationships

When favorably dealt with

Decrease demotivation

**Motivational**
- The Work Itself
- Responsibility
- Recognition
- Achievement
- Personal Growth

When provided

Increase Motivation

Increase effectiveness

Improve Performance

1.8 Conceptual framework

The Ministry of education (1993) lists factors that affect the quality of teacher performance as including:

- Salary increase
• A feeling of job security
• Adequate supply of basic teaching resources.
• Regular consultation with the head
• When their work is appreciated
• When the school is a good one.
• When there are opportunities for promotion and personal development.
• When they are paid on time
• Tactful disciplining
• When they receive sympathetic help when dealing with their problems.

Thus the head teacher can to a large extent manipulate hygiene and motivational factors in Herzberg’s theory to great school effectiveness.

Hygiene factors (Dissatisfiers): these include;

Policy; the head teacher can create favourable school policy by involving all stakeholders in the formulation of the schools motto, mission and vision, in line with the educational aims of the nation. It makes the values of the school clear and acceptable for all to follow.

Supervision;

Okumbe (1998) defines this as that dimension or phase of educational administration concerned with instructional effectiveness. It can be general (principally outside the classroom, concerned with curriculum preparation, along with the units of materials for instruction, communication to the parents and the evaluation of the total educational programme.

It can also be instructional (now viewed as chiefly ‘clinical’) concerned with the pupil or students learning in the classroom.

Supervision therefore involves planning, management of personnel, managing curriculum, material and physical resources for curriculum and promoting school- community relations.
Salary: - This applies to B.O.G. employees only, both teachers and supportive staff, and through appropriate recommendations to the B.O.G.

Such recommendations would touch on merit by qualifications and experience.

Interpersonal (social relations): - The Head teacher needs to enhance interpersonal relations between him and his super-ordinates i.e. education officials, B.O.G., parents, the TSC, and his peers in Head teachers associations.

He should also streamline relations with his subordinates and establish friendly or working relations through planned detailed and extensive exploration to gauge the level of fairness, openness, truthfulness, reliability, credibility and integrity of a person. He should finally establish a mutual understanding, based on the truth, and understanding of each others good and bad points, weaknesses and strengths (Ministry of education, management module 2, 1993)

Working conditions; The Head teacher should ensure appropriate teaching - learning conditions, with classroom space adequate for free movement, adequate lighting and well aerated and clean.

There should be adequate food prepared hygienically, even if available for purchase to staff members who need not necessarily go for food far from the station during working hours.

Motivators:

Achievement; The Head teacher should provide opportunities and sustain them long enough for the staff to see the results of their work e.g. when the teacher is assigned a class, he should be allowed to carry on with it through to the final examinations unless it is unavoidable. Likewise for the coach of a team in games, music, drama, etc.

Recognition; people associate recognition with achievement, so the Head teacher should be quick to recognize work well done and show appreciation through words or token or both.

The work itself; the Head teacher should assign duties to his staff based on the level of interest, the challenge in the job and specialization.
The work should offer as much variety as possible and utilize fully the knowledge and
skills of the teacher.

Responsibility: The Head teacher can improve on the performance of his subordinates by
giving them responsibility and a free atmosphere to carry out that responsibility. Advice or
compliments should come after visible hindrances or progress of the work as appropriate.
The teacher should not be made to feel intimidated by the overly presence of the Head
teacher.

Figure 1.2: Illustration of Conceptual Framework from Herzberg's Two Factor
Theory.

**Hygiene Factors**
- Policy and administration - Relevant school motto, mission
  and vision
- Supervision - Adequate, both general
  and instructional
- Salary - Adequate rationalized,
  remuneration
- Interpersonal - Good social relations Within
  and outside school
- Work conditions - Conducive work physical
  environment

**Motivational factors**

- The work itself - Relevant job assignment
  (specialization)
- Responsibility - Freedom to work, Fair task
  allocation
- Recognition - Appreciation of achievement
- Achievement - Opportunities for work
  provided
- Personal growth - Internal and external problems
Advancement or growth: The Head teacher should provide adequate opportunities for growth in the job, through delegation of important responsibilities and taking a positive and objective stand in recommending deserving teachers for promotion, as well as promotion of members of the non-teaching staff on merit. Facilitating attendance to workshops, seminars and interviews would also go a long way in enhancing professional growth of all staff concerned.

The conceptual framework can be represented in a diagram as shown below

**Hygiene factors**

Since the mid 1980's there has been considerable interest in school effectiveness and improvement among researchers, policy makers and practitioners (Reynolds et al, 1995)

In their research on effective headship in schools, the UNESCO (1993) describes effective schools as those which show

- Good performance in examinations
- A shared vision for all
- An orderly and attractive working environment
- Maximum utilization of working time
- Positive reinforcement with a clear discipline for all.
- Purposeful teaching
- Raising pupils self esteem and positions of responsibility
- Effective monitoring of student progress
- Parental involvement in the school and other learning activities and a school based staff development programme.

They stress that one key factor in determining school effectiveness is the quality of leadership and management provided by each school Head.

Several studies have been carried out in Kenya, which reveal deficiencies in headship that adversely affect effectiveness in schools.
Abonyo (1984) notes that Secondary school heads in Siaya District do not sufficiently manage pupils relations, curriculum and instruction, and they lack sufficient skills in basic accounts which are necessary for proper book keeping.

Ochola (1985) observes that ‘the appointment of Head teachers in Kenya is done without taking into account the philosophy of the school organization’ and in the execution of the duties some lack commitment, loyalty and personal integrity.

Jennifer (1985) notes that Head teachers in Nairobi need to show consideration for their subordinates, and to display friendly relations, which suggest trust and respect.

Njoka (1985) found out that in Kirinyaga District participation in decision-making was widely practiced in schools except in financial matters.

Mbugua (1985) notes that among primary schools in Thika municipality, there is lack of general awareness of the importance of good school - community relations among, and between, school person educators, educational authorities as well as the general public.

Wanjiru (1997) notes that ineffectiveness in leadership among Secondary school Head teachers in Kirinyaga District arise due to lack of administrative training among other factors.

Kinja (1988) notes that Head teachers in Igembe division of Meru District ignored many tasks areas in their performance of duty out of ignorance or inexperience. They approach leadership without delegation and with a ‘know it all attitude’. They spent too much time on the finance and business at the expense of the other task areas. He stresses the need for Head teachers to develop team teaching and administration and also participate in co-curricular activity. He observed that the climate of the school is to a large extent shaped by the manner in which Head teachers perceive and perform their expected roles.

Wachira (1996) notes that Head teachers in Nairobi faced problems in performing all the six task areas viz; curriculum and instruction, finance and business, staff personnel, students personnel, physical and material resources and school community relations.
He notes further that Head teachers continue to manage schools through ‘trial and error’, thus inefficiently.

1.9 Assumptions

The study was based on the following assumptions

i. That the K.C.S.E. is an acceptable and standard instrument for evaluating students’ academic performance.

ii. That the respondents would be willing to cooperate and give accurate information to the researcher.

iii. That the data obtained from the research will be sufficient to establish the desired relationships.

iv. That the year 2002 was a typical year and will characterize generally what would be observed of other years about schools and pupils performance

1.10 Scope and limitations

The research covered the educational area defined as Kilungu division of Makueni District. It was done through questionnaire presentation, collection and analysis of the data provided there in. The researcher used Head teachers and teachers of the District Secondary schools in the division.

Limitations for this study include the following:

i. The time provided for the research could only allow research on a small area and for a limited category of respondents.

ii. Finances limited travel and mode of research to a small area, and to sample the population, not using the whole population

iii. The respondents’ truthfulness in answering the questions or even the return of the questionnaire was not guaranteed.

iv. Results of other years other than 2002 could reveal other aspects e.g. improvement of performance.
Some features of the Head teacher e.g. character cannot be extensively studied in this research yet they may have a great impact on his effectiveness.

Personal characteristics of the subordinate’s staff, teachers, and other staff may affect headship effectiveness, a factor that the Head teacher is not in much position to control.

Response in the questionnaire, the research tools to be used, could not be followed-up for clarity. Conclusion was only based on what is written down.

1.11 Operational definitions.

1. District Secondary school means schools whose catchment area for student’s lies within the District only.

2. Division means a cluster of schools grouped together by the Ministry of education (Kenya) to make an academic division e.g. Kilungu division.

3. Effectiveness means the extent to which the set goals or objectives of a school programme can be realized. Such effectiveness may be seen in relation to quality, quantity, equity and equality of educational instruction in a given school, or its outcomes.

4. Good performance means the students scoring a minimum of C- (minus) and above in K.C.S.E.

5. Head teacher: used interchangeably with principal means the person appointed by the appropriate legal body to head a Secondary school.

6. Institution: used interchangeably with Secondary school.

7. Poor performance: means students scoring D+ (plus) or below in K.C.S.E. examination.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The purpose of this literature review was to highlight findings of different researchers on what goes into effective management of a school and the management trends advocated, and those used by the head teacher in the institutions. The researcher sought to establish a standard to determine head teacher effectiveness. It was divided into a preamble, the different task areas, a summary and conclusion.

2.1 Preamble

Katz (1955) identifies the basic skills for effective managers as technical skills, human relations and conceptual skills.

Wachira (1996) further breaks these skills down thus:

- Technical skill – in financial management, curriculum implementation, maintenance of school plant, acquisition and maintenance of equipment.
- Human relations – with teaching and non-teaching staff, pupils, B.O.G., parents and all other stakeholders.
- Conceptual skills – that enables one to coordinate various departments within the school, between his neighboring schools, the Ministry of education and external environments

Fayol, in Cole (1983) defines the role of management as to forecast and plan, to organize, to command and to control. Mbiti (1974) identifies the facets of an effectively administered organization as involving:

- Clearly spelt out aims.
- Division of labour among the workers
- A hierarchy of authority, necessary to guide, control limit and manage, the various departments and the need for coordination.
D'Souza (1994) asserts that leadership is about achieving tasks, which involve determining objectives, planning the necessary activities, organizing the programme, preparing a timetable, clarifying responsibilities and accountability, maintaining channels of communication, developing cooperation and establishing control points. In school leadership Gilbert (1979) describes the Principal as the most influential individual in any school, responsible for all activities that occur in and around the school building.

Ross and Dean (1964) identify the role of the school principal as including among others:

- Working with the staff in the formulation and execution of an adequate philosophy of education.
- Providing leadership in curriculum improvement.
- Working with the staff in the school to develop instructional goals.
- Developing and executing an in-service programme of education to staff members and to see that the necessary facilities; equipments, books and supplies are available when required. Campbell et al (1968) identify the main Head teachers tasks as:
  - Finance and business management.
  - Curriculum implementation and instruction
  - Pupil personnel management
  - Provision and maintenance of physical facilities and
  - School community relations.

Following the world conference on education for all, in Jomtien Thailand in 1990, a joint programme for school heads in Africa was initiated in 1991 with a view to find ways of assisting school heads to do their work better. Participating countries included Botswana, Ghana, Kenya, Namibia, Zimbabwe, Nigeria, and Uganda. (UNESCO, 1993)
Here it was established that one key factor in determining school effectiveness is the quality of leadership and management provided by the school head. As the chief professional, The UNESCO (1993) identifies the Head teachers’ role as

- Setting out the mission and objectives for the school.
- Allocating duties to the staff
- Evaluating the school programme.
- Establishing working relationships between the governing board and staff and the employees.
- Ex-official member of the board
- Professional guidance to teachers as individuals and in the development of school programmes.
- Counseling pupils and parents on ethics, norms and values of the school.
- Participation in subject panels, curriculum development and all other external professional activities.
- A member of the school Heads association.
- Implementation of policies, procedures, rules and practices.
- Designing, initiating activities, monitoring activities and demanding research based on allocated resources.

2.2 Planning
The UNESCO sees planning as the process beginning with the formulation of a sound philosophy and mission of the school. Objectives should ‘create an enabling environment for the pupils and staff to experience success, provide sufficient facilities, equipment and materials to facilitate the attainment of objectives, create organizational structure which allow both pupils and staff realize their expectations, provide opportunities for the professional growth of the staff and to reflect the national goals of education’.
D’Souza (1994) sees planning as the ‘thinking (conceptualization) stage of management’.... ‘that ensures that events do not just happen by lack, but are both scheduled and on schedule’.

Planning ensures effective use of resources serves as a springboard to corporate behavior and ensures priorities are set. Lloyd et al (1970) also defines planning as ‘the attempt to control the future in the direction of the desired goals through decisions made on the basis of careful estimate of the probable consequences of the possible causes of action.’

Okumbe (1998) sees planning as ‘working out in broad outline, the things that need to be done and the methods of doing them to accomplish the purpose set for the enterprise’.

In planning the UNESCO (op cit) prescribes the Head teacher should take into account:

- The schools need e.g. infrastructure, equipment, capital and running costs, and community involvement, personnel and pupils population.
- Staffs needs e.g. a clear job description, professional growth, adequate supervision, sound discipline and adequate support materials and infrastructure.
- The Head teachers needs e.g. academic qualifications, knowledge and skills of education practice and the ability to provide professional leadership to all sections of the school community.

An effective Head teacher involves pupils teachers and parents in the translation of national educational policies into the school level programmes, projects, and activities and in the acquisition of resources for the same.

Planning in school is done at three levels based on varying degrees of involvement of different people but as Jones et al (1969) notes ‘none has greater responsibility than the principal’.
Operational planning emphases day-to-day implementation of particular activities, seeking the best method of delivery to meet objectives obtaining the necessary materials, teaching plan and programmes. All staff do this type of planning. Tactical planning, for about three to eight months places emphasis on the objectives of particular activities e.g. curriculum development, pastoral care, time table. It is more of routine, but take place within the guidance for the Strategic plans. This kind of planning involves Head teachers and senior staff.

Strategic planning, taking place for one to three years relates the organization to its environment. It’s concerned with broad policies and goals and involves creativity. This kind of planning involves governors and school head.

Planning therefore increases in scope through three levels thus

Operational ➔ Tactical ➔ Strategic

The school blue print (development plan) can be diagrammatically shown as follows.

**Figure 1.3:** Showing the school development plan.

Adopted from Brent Davies, et al (1990) Njoka (1985) found out that in Kirinyaga District in Kenya ‘participative decision making is widely practiced in schools, except in financial matters’ while Kaungania (1988) noted head teachers in Igembe (Meru District) approach leadership without delegation and with a ‘I know it all attitude’ Omondi (1985) noted that
good leaders initiate structure, are keen in organized work, show concern for productivity and goal emphasis.

2.3 Management of Personnel

This involves the skillful control and guidance of people (in the school context pupils, teaching and non-teaching staff) in order to realize the institutions’ desired outcomes. In involves according to D’Souza (op cit) ‘ensuring an open organizational climate, which is supportive, considerate, provides satisfying and relevant job distribution, provides consultative and cooperate decision-making and it’s open to change.’ Reynolds (1996) describes purposeful leadership as one in which the Head teacher is good at sharing power, consulting teachers and others in decision making.

According to D’Souza (1994).

‘Highly productive leaders spend more time than others motivating their employees, providing structure, keeping employees, informed getting ideas and suggestions on important matters before going ahead training employees for more responsibilities, trying out new ideas while showing consideration for their needs’.

2.3.1 Leadership Style


- Autocratic leadership: where the Head teacher in the sole decision maker and simply expects others to follow directives.

- Laissez faire, leadership: where no rules and regulations are set and each person is responsible for activities taken.

- Democratic leadership: also known as participative or consultative is most favored for schools. It decentralizes power and authority (Okumbe op cit).
The Ministry of Education, Kenya (1999) states that here consultations are done with all stakeholders within the framework of the mission and objectives of the school. Available talents and skills are utilized in this form of leadership to optimum through delegation. People here help to frame ideas are therefore more committed to them, exercise self-control and self-direction and are motivated.

Steers (1991) describes Fieldlers contingency theory of leadership, in which he asserts that 'the effectiveness of a group is based upon the interaction of the leadership and amount of control that the supervision has over the situation.'

The situation is characterized by:

- The leader-member relations i.e. the degree of confidence, trust and respect that the followers have on the leader.
- Task structures i.e. the degree to which the task assignments are clear to both the leader and the subordinates.
- Position power i.e. the amount of power attached to the leaders' position.

The effectiveness of a Head teacher is therefore based on his leadership style, based on the type of subordinates and the school environment.

2.3.2 Communication

Katz and Kahn (1978) and D'Souza (1994) define communication as the exchange of information involving mutual understanding.

UNESCO (1993) observes that the Head teacher requires both oral and written communication skills in order to communicate effectively to all stakeholders at different times.

Effective communication helps to control behavior. It provides feedback to the personnel as to how well they can do to improve. It facilitates decision-making and fulfils the social need of expression of feelings.
Oral communication can be done in the assemblies, while written communication can be done through proposals, reports, minutes, internal memos and correspondence, newsletters, suggestion boxes, fax, tele-fax etc. D'Souza (op cit) prescribes that to ensure effective communication, the Head teacher should ensure clarity of information and courteous language. He should choose an adequate channel to communicate and communicate in time for the appropriate response. He should also provide a proper atmosphere for feedback.

2.3.3 Motivation and Staff development

Campbell (1968) defines motivation as the direction of behavior, strength of response and its persistence.

Mbiti (1974) and Okumbe (1998) mention McGregor’s theory x and y of motivation. Theory X points to extrinsic motivation, where employees work for fear of the consequences of not working while theory y points to people working naturally, being innovative and the manager simply providing an enabling environment for the release of potentials with which employees are endowed. Mbiti, Okumbe and other writers have also described the Maslow’s hierarchy of needs theory, equity theory of Leon Festiger, expectancy theory of Victor Vroom. The Herzberg’s two factor theory has been described by many writers, and will form the basis of this research as has shown in the background of this problem.

Staff Personnel

UNESCO (1993) states that staff members will perform effectively when they are assured of:

- Salary rise
- Job security
- Regular consultation with the head.
• Their work being appreciated
• When the school is a good one
• When there are opportunities for promotion and personal development
• When they are paid on time
• Tactful disciplining
• When they receive sympathetic help when dealing with problems.

Some of the ways in which the Head teacher can use to meet his staff motivational needs according to the Ministry of education (1999) include:

• Ensuring that the deputy is fully able to deputize when necessary.
• Giving teachers a chance to attend in-service training and the other activities.
• Delegating important responsibilities such as chairing subject panels.
• Inviting role models to talk to teachers, pupils and supportive staff.
• Recognizing achievements and cerebrating success and rejoicing with stake holders.
• Organizing educational visits and tours.
• Taking a positive and objective stand in recommending deserving teachers for promotion and also non-teaching staff.
• Paying attention to the general welfare and individual problems fairly and without discrimination.
• Supplying all basic material and resources needed to teach.
• Regular raising of staff salaries as necessary.
• Meaningful staff appraisal.

Pupil personnel

Don (1971) lists the problems of personal development for young people as including

• Identity and self-acceptance
• Developing a giving - receiving pattern of affection.

• Belonging mutually with others and getting along with peers.

• To become reasonable independent and develop self control

• To become purposeful, to seek resources and responsibilities of the world, to become involved and respond to challenges with resourcefulness.

• To be competent and master certain tasks, to achieve.

• To be emotionally flexible to handle feelings and to manage aggression and frustrations.

• To make value judgments, choices and accept consequences of ones decisions.

• To get along with parents and other significant adults.

Jacobson, et al (1973) writes that students are more upset about personal than school related causes. He identifies students concerns as the need to be listened to be involved, to make choices, to be themselves and to be cared about.

Pupils can be managed, the Ministry of education (1998) asserts though adequate guidance and counseling services comprising a committee of teachers and peer counseling groups. Potential counselors like counseling personnel, church counselors, medical workers and role models can be invited frequently to talk to students generally and individually on matters such as learning problems caused by mental and physical disabilities, behavior related cases caused by social problems, conflicts stemming from differences in adjusting, adolescence, emotional problems, misconduct, premarital sex, career choices and the use of leisure time.

Staff and pupils should be involved in developing reasonable code of discipline, considering the schools aim, mission, motto, the psychology of the child, gender, special needs of certain children, the local community expectations and national aspirations. Rules should be precise, realistic, short, simple, consistent and possible to reinforce.
The head should device appropriate strategies to enhance enrolment and retention and minimize dropout by students from the school. Those involve seeking community support, involving the local authorities, creating a conducive social environment for both boys and girls improving academic performance, soliciting support for poor and needy children and avoiding levies which would keep pupils out of school. Errant behavior should be dealt with firmly and decisively and fairly.

Kaungania (1988) noted that Head teachers in Igembe Meru District Secondary schools neglected staff personnel in their management. Staffs are seen as threat especially when they hold higher academic qualifications. There is lack of delegation as Head teachers approach leadership with the know it all attitude’. He recommended there is need for the head teacher to develop team teaching and administration. Omondi (1985) noted that Nairobi province Head teachers emphasized the accomplishment of tasks more than sensitivity to individuals.


2.4 Management of Curriculum and Instruction:

Saylor and Alexander (1974) defines curriculum as ‘a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population by a single school’. Oluoch (1982) defines curriculum as ‘all that is planned to enable the students to acquire and develop the desired knowledge, skills and attitudes’.
This definition challenges the Head teacher to offer a broad spectrum of curriculum and co-curricular activities to fully enrich the students in preparation for adult life. The Ministry of education (1999) states that curriculum offered by a school should be dynamic and impress on the philosophy and educational purposes of the school and the nation. It further identifies the following facets for effective curriculum delivery.

- Guidance in preparations of lessons
- Effective teaching strategies
- Appropriate method of assessment and
- An effective mode of supervision.

The Head teacher role in this task of management fall under the following as identified by the Ministry of education (op cit) Subject allocation and timetabling: He demands should ensure that government directives and policies are compiled with and each teacher has access to and makes full use of school resources.

Clashes between individual teachers in timetabling demands should be resolved amicably and fairly and special needs of pupils addressed.

Teaching records: the Ministry of education (1998) and Ayot (1992) list these as schemes of work, records of work, Lesson plans and teacher lesson notes. Also in the list are pupil’s progress records and any other remarks necessary for the students. It is the responsibility of the Head teacher to assign instructional duties to the staff and help them understand how to keep records and documents properly so that they are secure and accessible when required. He should provide adequate materials and resources and ensure proper coverage of the syllabus and constantly update the curriculum.

He should teach lessons in classroom to be updated in what goes on. He should convene and conduct regular staff meetings at least twice per term and other tea breaks, end of year
parties, get together activities. He should ensure adequate preparation, registration and presentation of students for external examinations.

Co-curricular activities: - Jacobson et al (1973) outlines the values of co-curricular activities as:

Developing friendship, increasing interest in the school, learning how to win and lose in a sportsman like manner, developing greater loyalty to the school and discovering worthwhile things to do during free time. It is therefore necessary for the head teacher to give full support of these activities for the numerous benefits to the students and Infact participate directly or indirectly.

2.5 Management and Control of School Finances

Okumbe (1998) defines financial management as ‘concerned with the cost of educational sources of income to meet the education costs and spending of the income in an objective manner in order to meet the educational objectives.’ The TSC (1978) asserts that ‘as the chief accounting officer, the Head teacher is in charge of all revenue and expenditure plans, transactions and books of accounts.’

The Ministry of education (1999) describes management of school finances as involving the budget that reflects the school priorities and translating the funds into various school programmes. The school head should ensure that the expenditures are properly recorded and should prepare and facilitate the auditing of the books of accounts.

According to the Ministry of education (1993) an effective Head teacher liases with the B.O.G. in the preparation of the budget, which gives estimates of receipts (income) and expenditure (costs). It should follow after a cost – benefits analysis while retaining the Ministry’s guidelines on revenue collection from parents and other stakeholders.
The budget should ensure a comprehensive and equitable view of all services. It is the basis of accounting and a plan for evaluating the quantity and quality of services needed by the school.

The Ministry of education (1998) prescribes that the B.O.G. should adopt the prepared budget with a ‘minute’ before the beginning of the year, which it is to serve. Provision should of course be made for continue appraisal of the budget documents and the budgetary procedure.

Funds from government grants, fees from students, house, furniture, rents, sale of old and obsolete equipment, electricity and water charges recovered from staff, the school farm or any other source should be receipted in serialized official receipts.

All payments from the school should be authorized and supported and books of accounts should be properly kept and presented for approval and scrutiny by the relevant authorities. Books of accounts include the cashbook, ledger, journal, receipt books, stores ledgers, commitment register, inventories and payment vouchers, fees register and class attendance registers.

Proper procurement procedures should be followed in line with instructions from the Ministry of education. Abonyo (1994) notes that Head teachers in Siaya District lack sufficient skills in basic accounts, which are necessary in bookkeeping.

Wachira (1996) also notes that ‘Head teachers in Nairobi need training that should emphasize human relations skills and technical skills like budgeting accounting bookkeeping, auditing, expenditure and control of finances.’ Njoka (1985) regrets the lack of participation (democratization)) of decision making in financial matters among head teachers in Kirinyaga District. Kamau (1990) notes ‘that little has been done to upgrade head teachers and make them well versed in accounting procedures’.
2.6 Management of Physical and Material Resources:

The Ministry of education (1999) lists physical and material resources as buildings and facilities. School buildings include classrooms, offices, toilets, laboratories, workshops and other special rooms. It is necessary that the school acquire enough land, on which to build the necessary rooms and playing fields (for co-curricular activities.)

Material resources include equipment (for the office, classroom, games, kitchen etc) furniture, vehicles, farm animals and garden produce and other teaching learning materials and stationary.

Proper management of physical and material resources ensures:

- Proper utilization (for both learning and where necessary commercial purposes)
- Regular and proper maintenance e.g. of vehicles typewriters school buildings.
- Constructions is done in accordance with the public health act regulations and guidelines from Ministry of education e.g. on room sizes and other requirements e.g. doors, positioning etc.
- Food is sufficient to meet the students' need for growth.

The Ministry of education (1993) describes all movable property purchased from the School funds or otherwise acquired by the school as stores, and classifies them for accounting purposes thus:

Permanent stores (whose life span exceed two years and have an initial cost of more than four hundred Kenya shillings) they include cookers, desks, chairs, typewriters, filing cabinets, microscopes. These items are recorded in permanent and expendable stores ledger (S2) and issued only through inventory holders.
Expendable stores (with a value of more than ten shillings and wear out or are broken in normal use e.g. panga rulers, lamps, and textbooks: These are also recorded on ledger S2 and issued through inventory holders.

Consumable stores (completely consumed in use or lose normal identity e.g. building materials, food staffs, chemicals, paints, stationary, locks, spare parts etc.) these are recorded and issued directly from the consumable stores ledger.

The head teacher should ensure that such records for stores are properly kept for all departments including the office. It facilitates proper accounting for money spent on stores controls and promotes efficient use of the stores (by recording the rate of consumption. It also safeguards and facilitates identification of school property, ensuring it is used for the intended purpose.

The safety of ledgers and inventories is the responsibility of designated officers. Stores should be verified yearly through 100% check, to verify the balances on book against physical balances and accounts for any discrepancies.

Loss attributed to individuals is personally costly while loss due to old age, obsolete or redundant stores, deterioration due to wear and tear is made good by the school.

2.7 School Community Relations:

Campbell (op cit) states that 'education is a public venture and will be no better than the community want it to be'. Mbiti 1974 notes that 'the school is not an island, but part of the community where it is located and the pupils are part of that community.'

The Ministry of education (1993) lists the external publics of the school as including parents, professional associations (e.g. Kenya Secondary school heads association), the sponsor, politicians, religious leaders, B.O.G. and the general local community. In
managing community relations, the Ministry of education (op cit) advices that the Head teacher to consider:

The reception of visitors to the office, their welcome, the school’s ability to give quick information and guidance: the Head teacher should be available and polite; there should be established procedures to enable visitors to finish their business fast and feel welcome to the school.

Correspondence and dissemination of important information e.g. to the parents on academic progress for their children and on projects for which they’ve paid their money and general information on anything going on in the school: - information may be disseminated through letters to the parents, prize giving days, harambee and visiting days. The school has to find ways of dealing with complaints satisfactorily. The school can maintain relations with the community by admitting local children, allowing the community to uses the school facilities, employ locals, inviting locals to school functions, buy from the community. Attend public barazas and sell the school by correcting wrong information.

The Head teacher; being the epitome of public relations must be transparent and a person of integrity, since his conduct is always under scrutiny. Good public relations keep the school happy and free from a lot of undue community interference since these external publics are part of the school in their interactions.

Mbugua (1987) notes that among primary schools in Thika District, there is lack of general awareness of the importance of school – community relations among and between the school personnel, educators, educational authorities as well as the general public and realized the need for Head teachers to serve: -

• As community role models to the community.
• Provide effective communication channels with the community.
• Exercise fair disciplinary procedures to avoid clashes.
• Educate and counsel parents when need arises.

2.8 **Summary of the Literature Review**

From writers of management themes, it is clear that effective headship has to do with effective exercise of management, administration and planning duties. (Ministry of education 1993)

Management involves defining the school philosophy, principles, practices, techniques, plans, purpose, organization, creation, input allocation and monitoring progress. Administration involves organizational structure and establishment, function goals, objectives, target standards, responsibilities and duties, tasks, regulations, procedures and action schedules. Planning on the other hand involves the supply, demand and use of resources, adjustments proposals and evaluation.

An effective Head teacher should therefore chart the course of action for the future of the school; decide who is to do what and effectively influence his staff to accomplish the desired objectives. He should determine the goals and purposes of the curriculum articulate them well to the staff and offer proper instructional leadership and guidance as well as monitor and evaluate curriculum outcomes.

He should source funds, prepare a budget to reflect school priorities, translate the budgets into actual school programme, keep and facilitate auditing of proper accounting records. He should properly determine and provide for the space and material needs for the school. The Head teacher should exercise proper procedures in recruiting, selecting, orientating staff to work and maintain good relations. He should ensure proper records of census and attendance of students in the school, organize their classes and maintain proper records of
their progress. He should strive to manage student’s behavior through an effective guidance and counseling programme and ensure they are given opportunities to choose their careers.

An effective Head teacher should work closely with the B.O.G., P.T.A., and other relevant bodies, and persons for the development of the school and explain the school ethics and policies to the community.

He should exercise, democratic principles of leadership where possible, involving workers in decision-making, planning and control. He should accept criticism, without undue compromise or victimizing his colleagues.

These steps will ensure effectiveness in an institution characterized by

- Firm and professional leadership
- Shared vision
- An orderly and attractive working environment
- Maximum utilization of the working time
- Purposeful teaching
- High expectations
- Positive reinforcement with clear and fair discipline
- Monitoring progress performance of pupils and the school
- Raising pupils esteem and positions of responsibility
- Parental involvement in the children’s learning activities and a school based development programme.

2.9 Conclusion

Researchers have prescribed what an effective Head teacher should be doing in the institution, yet schools have continued to perform poorly in examinations, students discipline and in producing useful products (young responsible adults) for consumption by the society. Researches done in Nairobi, Thika, Kisumu, Siaya, Meru, and Kirinyaga, have
shown that Head teachers are not fully effective in management in the various tasks areas and particularly financial and personnel management are done poorly in all areas.

No research known to the researcher has yet been carried out on this subject among District schools in Kilungu division of Makueni District. Nairobi, Kisumu and Thika are mainly urban setup; where as the researcher sought to enrich research done in a rural setup.

The choice of schools allows uniformity of characteristics, e.g. most are day schools, admit almost the same caliber of students whose parents have similar economic background. This has not been the case of selection of previous researchers. Again in most of the researches done previously, the Head teacher has been the chief subject, whereas in this research the researcher was also interested in how the teachers perceive the effectiveness of their Head teacher. This would probably produce data that is more realistic and feasible recommendations will be made.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

The purpose of this study was to investigate the extent to which secondary school Head teachers in Kilungu division, Makueni district perceive themselves as effectively managing their schools and the extent to which teachers perceive the Head teacher as effectively managing the institution.

3.1 Project Design

In this study, descriptive survey was used. This is because the research dealt with the present realities in secondary schools. It provided first hand information on the Head teachers’ role, therefore effectiveness in planning, management of personnel, physical and material resources, the curriculum, and instruction and in public relations. The data here did not need internal or external criticism and was standard.

Dependent variable – this was the effectiveness of the Head teachers.

Independent variables- these included -

• The head teacher’s background i.e. working experience and professional qualifications.
• The Head teacher ability
• Leadership style of the Head teacher
• Communication ability
• Motivation skills.
• Management skill

3.2 Target Population

The researcher carried out his research in the educational area defined as Kilungu division of Makueni district. Local stakeholders have recently expressed concern over the declining academic standards of the district secondary schools, thus: Nunguni, Ikalyoni,
Kithanganini, Ndolo, St. Lucia Girls, St. Patricks Kyamatheka, Kasunguni, Katulye, Isovya, Mutulani, Kitandi and Nguluni Secondary schools.

Each school has one head teacher. The number of headteachers is distributed thus Nunguni (20), Ikalyoni (8), Kithanganini (12), Ndolo (10), St. Lucia Girls (7), St. Patricks Kyamatheka (8), Kasunguni (12), Katulye (8), Isovya (5), Mutulani (8), Kitandi (12) and Nguluni (8). This totals to 127 (one hundred and twenty seven teachers). Eleven schools are mixed, while one (St. Lucia Girls) is a girls school.

3.3 Sampling Procedure

According to Ary, Jacobs and Razarich, (1972), in descriptive research, a sample size of 10-20% is acceptable. Since larger samples produce better comparisons, the researcher used 60% of the target population for his sample. Thus he selected seven Head teachers and sixty teachers. Each sample set i.e. Head teacher and teachers were chosen from the same school, to give the research consistency, since different school situations affect schools differently, and data from only one type of respondent is subject to falsification.

Since eleven schools are mixed, out of these, simple random sampling was used choose six, then the girls' school was taken for research, this made seven schools. From these schools teachers were chosen proportionately to size of school, by simple random sampling.

3.4 Instrumentation

The researcher used questionnaires as his research tools. There was a questionnaire for Head teachers and a questionnaire for teachers.
Questionnaires would capture the intended sample size conveniently owing to the large sample size. The researcher would possibly have time to interview the said number of respondents, or the convenience of costs and organization of space. It was therefore cheaper to use questionnaires. Most responses required here are based on honesty, which can only be captured by the anonymity of the questionnaire.

**The Head teacher Questionnaire**

Contains two sections thus;

Section A contains questions on background information of the school:
When it started, number of streams, whether boarding or day whether mixed or single sex. It also contains background information of the Head teacher e.g. sex, age, working experience, professional course attended.

Section B sought information on how the Head teacher manages in planning, personnel, curriculum and instruction, finances, physical and material resources and public relations. It also seeks information on specific problems faced by the Head teacher in carrying out such management duties.

It then seeks the recommendations of the Head teacher on improvement of effectiveness of Head teachers in management of the school.

Questions included in the questionnaire will be open-ended (unstructured) and closed-ended involving ranking, scaled and categorical responses.

**Teacher’s Questionnaire**

This also has two sections;

Section A: contains questions on the teachers background e.g. sex, age, and working experience.
Section B: Contains questions on his involvement in running the school. It also seeks to know what the teacher feels the administration can do to improve their effectiveness.

3.5 Data collection procedures

3.5.1 Piloting
A pilot study was done as recommended for descriptive survey research: the research instruments were to be given to colleagues in the target population to comment on any necessary adjustments on format, context and importance of items. The corrected questionnaires were then ready for administration.

3.5.2 Administration of Instruments
After procuring a research permit, the researcher sampled out the intended population as described earlier. A visit to each specific school was made on 20th February 2004 and both the written and the oral request were made to the respondents through the Head teacher, to be allowed to conduct the research in their schools.

The questionnaire was then presented to different categories of respondents and a date for collection of the same will be agreed on as 20th March 2004.

3.6 Data Analysis
The purpose of the study was to investigate the extent to which the Head-teachers feel they are effectively running their schools and how the teachers view the Head-teachers as effectively running the school. The nature of the data collected allowed use of descriptive statistics.

Data collected was coded and entered in the computer for analysis using the SPSS package. Data analysis was carried out using both preliminary and statistical procedures. Preliminary analyses were carried out using frequency distributions, means and percentages while
statistical analyses were run using the Chi-square test at the 0.05 level of significance. Analysis findings were reported using frequency distributions and tables.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the data that was collected from head teachers and teachers and the data analysis procedures employed to arrive at the study findings. The purpose of the study was to establish how head teachers manage secondary schools in Kilungu Division of Makueni District. In order to attain the objectives of the study, the following research questions were formulated to guide the study.

1. Do the head teachers' personal characteristics affect their school administration and management effectiveness?
2. How do the head teachers manage personnel in their institutions?
3. How are the head teachers involved in curriculum implementation and supervision?
4. How do the head teachers manage finance and business in their schools?
5. How do the head teachers manage public relations for their schools?
6. How do the head teachers manage physical and material resources in their schools?

Data analysis to answer these research questions was conducted utilizing data collected from five head teachers and forty teachers randomly selected from district secondary schools in Kilungu division of Makueni district. This constituted 41.6% and 30% of the targeted population respectively, which according to Ary, et al (op cit) was adequate to make conclusions. Below is a presentation of the analysis procedures employed to answer the research questions.

4.1 Management Effectiveness across Head Teachers' Personal Characteristics

The first research question was concerned with identifying whether personal characteristics of head teachers had any effects on management effectiveness of the head teachers. To
answer this research question, the variables considered were the head teachers' age and experience as head teachers. Results concerning this are presented in the subsections below.

4.1.1 Management Effectiveness across Head Teachers' Age

The five head teachers in the study were asked to state whether they had a mission statement and a master plan for their schools. It was hypothesized that effective head teachers would possess them as opposed to ineffective head teachers. The responses given by the head teachers were compared across the head teachers' ages in years in order to identify whether age of head teachers had any significant influence on their effectiveness in school management. A chi-square test was used to test for differences. The results obtained are summarized in table 4.1 below.

Table 4.1 Management Effectiveness across Age

<table>
<thead>
<tr>
<th>Age of Head teacher in Years</th>
<th>Have a mission statement?</th>
<th>Total</th>
<th>Have a master plan?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Under 35 years</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>41 - 45 Years</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Chi-square value 0.833      2.917
df 2 2
sig 0.659 0.233

As revealed in the table, majority of the head teachers (n = 3, 60%) had a mission statement for their schools. There were 3 head teachers (60%) who had a master plan while two (40%) did not have. As shown by the significance for the chi-square value, the differences were not significant at 0.05 level of significance.
4.1.2 Management Effectiveness across Head teachers Experience in Headship

Another variable that was hypothesized to affect head teachers' effectiveness was their experience in headship. The head teachers' responses on whether or not they had mission statements and master plans for their schools were compared across their experience in years and Chi-square test used to establish whether the differences were significant at $p<0.05$. The results obtained are as tabulated below.

Table 4.2 Management Effectiveness across Experience

<table>
<thead>
<tr>
<th>Experience in Headship in years</th>
<th>Have a mission statement?</th>
<th>Total</th>
<th>Have a master plan?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Under 2 years</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3-5 years</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>6-8 Years</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9-10 Years</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Chi-square value</td>
<td>2.917</td>
<td></td>
<td>5.000</td>
<td></td>
</tr>
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<td>3</td>
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<td>3</td>
<td></td>
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<tr>
<td>sig</td>
<td>0.405</td>
<td></td>
<td>0.172</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in the table, majority of the teachers had mission statements. The head teacher at the age range of 3-5 years of experience did not have a mission statement or a master plan. The one with less than two years of experience had a mission statement but no master plan.

Two head teachers with experience ranging between 6-10 years were found to have both mission statements and master plans. This may be interpreted to mean that effectiveness in planning varies across experience where head teachers with a higher experience are more effective than those with less experience. However, statistical analysis results did not reveal these differences to be significant at $p<0.05$. 

42
4.1.3 Transfer Requests Handled across Head teachers’ Age

It was hypothesized that head teachers’ who were ineffective in school management would have major administrative problems with teachers that would make the teachers want to transfer from the schools. The head teachers were asked to state whether they had handled any transfers requests from their teachers in the last 2 years and if so to state how many. Their responses were compared across the head teachers’ age in years. Results obtained are summarized in table 4.3 below.

Table 4.3 Transfer requests across head teachers’ Age

<table>
<thead>
<tr>
<th>Age of head Teachers (years)</th>
<th>Handled any transfer requests in 2 years</th>
<th>Number of transfer requests handled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Under 35 years</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>36- 40 years</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>41 - 45 Years</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi-square value</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.875</td>
<td>0.392</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.287</td>
</tr>
<tr>
<td></td>
<td>5.000</td>
<td>4</td>
</tr>
</tbody>
</table>

Four head teachers responded that they had handled transfer requests from teachers in the last two years. There were two head teachers who handled one request, one handled four requests and another one 5 requests. The teachers, asked to give reasons for transfer requests, reported administrative reasons as the most frequent issue followed by health reasons and distance from home being long. This suggests that some head teachers were not doing well in their relationship with the teaching staff. However, there were no significant age differences established for this at 0.05 level of significance.

In conclusion therefore, it can be said that head teachers’ personal characteristics - age and experience as head teachers - did not significantly affect their effectiveness in school
management. Effectiveness could not be compared across gender of head teachers since all the head teachers who participated in the study were male.

4.2 Head Teachers' Effectiveness in Personnel Management

The second research question sought to find out how effective head teachers were in managing the personnel in their schools. To answer this research question; the following issues were considered:

(a) How the head teachers motivated their teaching staff?

(b) How effective the head teachers were in communicating with the teaching staff.

(c) How effective the head teachers were in managing the student personnel.

Data collected from both teachers and head teachers was used to carry out the analysis, which was conducted as presented in the subsections below.

4.2.1 Head Teachers' Effectiveness in Motivating the Teaching Staff

The head teachers were asked to state, on a 3-point Likert scale ranging from mostly to often, how often their teachers engaged in various activities that indicate level of their motivation. The total score of the head teachers was converted into a percentage and the results summarized in the table below obtained.

Table 4.4 Motivation of staff: Head teachers' Views

<table>
<thead>
<tr>
<th>Motivation score (%)</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.19</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>80.95</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>90.48</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>100.0</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The head teachers' scores for motivation of their teaching staff ranged between 76.19 to 100. This indicates that all the head teachers viewed their teaching staff to be highly motivated.
In order to confirm this, the teachers were asked to state, on a 3-point Likert scale ranging from mostly to rarely, how often their head teachers engage in various activities geared toward motivating the teaching staff. A percentage score for the motivation score by the teachers was then calculated and obtained as presented in the frequency distribution below.

**Table 4.5: Frequency Distribution: Teachers' Motivation Scores**

<table>
<thead>
<tr>
<th>Valid Motivation Score (%)</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.33</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>38.10</td>
<td>6</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>42.86</td>
<td>4</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>47.62</td>
<td>2</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>52.38</td>
<td>5</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>57.14</td>
<td>2</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>61.90</td>
<td>5</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>66.67</td>
<td>3</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>71.43</td>
<td>2</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>76.19</td>
<td>1</td>
<td>34</td>
<td>85.0</td>
</tr>
<tr>
<td>80.95</td>
<td>1</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>85.71</td>
<td>3</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>95.24</td>
<td>1</td>
<td>39</td>
<td>97.5</td>
</tr>
<tr>
<td>100.0</td>
<td>1</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Total 40 100

It is clear from the table that 16 out of 40 teachers (40%) had scores below 50%. This means that they were not motivated effectively by their head teachers. The rest of the teachers (n = 24, 60%) scored above 50% meaning they were motivated. However, only 7 teachers (17.5%) scored above 75 meaning that a majority of the teachers were slightly motivated.

Further, the motivation level of the teachers was calculated using a Likert-type scale ranging from high to low, in order to give a clear picture if the level of motivation received by teachers from the head teachers. The results were compared across the seven schools in the sample, in order to run a Chi-square test to identify whether there were differences in motivation given to teachers across the schools. Results are presented in table 4.6 below.
Table 4.6: Teacher’s Motivation across the Sample Schools.

<table>
<thead>
<tr>
<th>Extent of Teachers’ Motivation</th>
<th>School Identity Code</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

As can be seen in the table, 16 teachers (40%) had low motivation while 19 teachers (47.5%) had an average motivation. Only 5 (12.5%) were highly motivated. Chi-square test revealed the results given in table 4.7 below.

Table 4.7: Chi-square Results for Teachers’ Motivation across Sample Schools.

<table>
<thead>
<tr>
<th>$x^2$ value</th>
<th>df</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.859</td>
<td>12</td>
<td>0.457</td>
</tr>
</tbody>
</table>

Chi-square results did not reveal any significant differences in the teachers’ extent of motivation across the 7 schools.

It can therefore be concluded that although the head teachers responded that they effectively motivated their teaching staff, the teachers had a different feeling, with most of the teachers observing that they were either not motivated or were just moderately motivated.

4.2.2 Head teachers’ Effectiveness in Communicating with the Teaching Staff.

There were four items in the questionnaire for head teachers that dealt with the effectiveness with which head teachers communicated with their teaching staff. Each item required the head teachers to respond, on a 3 point Likert scale ranging from always to often, on issues regarding communication effectiveness. An overall effectiveness score
was calculated and the results obtained summarized in the table below for the five head teachers.

### Table 4.8: Head teachers’ Effectiveness in Communication

<table>
<thead>
<tr>
<th>Extent of communication</th>
<th>Head Teachers’ Identity No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Effective</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ineffective</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

As indicated in the table, majority of the head teachers (n = 3, 60%) appraised themselves as highly effective in communicating with the teachers. Two head teachers (40%) were found to be effective while no head teacher was found to be ineffective.

### 4.2.3 Effectiveness of Head Teachers in Management of Students Personnel.

The head teachers were asked to state whether they had in their schools various departments and tools necessary for effective management of the student personnel. The table below presents a summary of their responses.

### Table 4.9: Head teachers’ Management of Student Personnel

<table>
<thead>
<tr>
<th>Do you have the following in your school?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>A guidance and counseling Committee</td>
<td>5</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>A team of peer counselors</td>
<td>3</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>A forum for meeting with students</td>
<td>5</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>A set of rules and regulations</td>
<td>5</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

The table indicates that all the head teachers had:

- a guidance and counseling committee
- A forum were teachers and students met to discuss issues
- A set of rules and regulations.
Only two schools (40%) reported not to have a team of peer counselors.

Asked to indicate how they dealt with students’ errant behaviour, the head teachers gave the following measures:-

- Suspension from school
- Punishment
- Guidance and counseling
- Calling parents to school for discussions.

The head teachers also reported that they had no problems in dealing with the staff in their schools. However, one head teacher responded that some teachers have low motivation to work. The major problems encountered in dealing with students were absenteeism and negative attitudes toward correction.

4.3 Effectiveness of Head Teachers in Curriculum Implementation and Supervision

The third research question was concerned with identifying the effectiveness of head teachers in management of curriculum implementation and instruction.

4.3.1 Head Teachers’ Efficiency in Checking Professional Documents

The head teachers (n =5) were asked to indicate how often they checked various professional documents, including lesson plans, schemes of work, lesson notes, and records of work books. Their responses are as given below.

Table 4.10: Head teachers’ Frequency of Checks of Professional Documents.

<table>
<thead>
<tr>
<th>Document</th>
<th>Frequency of Checks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly</td>
<td>Monthly</td>
</tr>
<tr>
<td>Lesson Notes</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Schemes of Work</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Records of Work</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

48
The table shows that the most frequently checked professional documents were lesson plans, with 3 head teachers checking them on a weekly basis. This was followed by records of work books and then the lesson notes. Two head teachers reported to have never checked the lesson plans and another two never to have checked lesson notes. Schemes of work were checked by majority of the head teachers on a termly basis. Asked whether their teachers comfortably managed the lessons allocated to them; and whether they finish the approved syllabus in good time, the head teachers responded as shown below.

Table 4.11: Teachers' Effectiveness in Lesson and Syllabus Coverage.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Teachers Manage lessons well?</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td></td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Do Teachers cover syllabus well?</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen, all the head teachers (n = 5, 100%) reported that their teachers comfortably managed the lessons allocated to them. Two head teachers (40%) reported that their teachers always covered the syllabus while three (60%) reported that the syllabus was never covered in time.

4.3.2 Problems Encountered By Head Teachers in Management of Curriculum and Instruction.

The head teachers were asked to list the problems that they encountered in managing curriculum and instruction in their schools. They gave the following problems:

- Poor fees payments, means students stay away from school for too long and thus affecting the coverage of syllabus.
- Lack of enough text books, laboratory chemicals and other material for teaching and learning.
- Lack of enough T. S. C teachers
- Absenteeism by teachers and lack of motivation to work.
Asked what they felt could be done to solve these problems, the head teachers gave the following suggestions:

- Parents should be sensitized to pay fees adequately
- The TSC should post more teachers to schools
- Bursary funds should be given to solve the problems of lack of funds.
- The ministry should provide text books.

4.3.3 Head Teachers’ Effectiveness in Management of Curriculum and Instruction: Teachers’ Views.

The teachers who participated in the study (n = 40) were asked whether:

- They had all the resources needed for the subjects they teach
- They rated their schools as able to purchase the needed resources.
- They have ever carried out a yearly check of equipment and other resources in their custody.

The teachers responded to these issues in the manner given in the table below.

Table 4.12: Teachers’ Satisfaction with Resources for Curriculum Implementation and Supervision.

<table>
<thead>
<tr>
<th>Schools Identity Code</th>
<th>Have all subject resources?</th>
<th>Total</th>
<th>School can buy all resources needed?</th>
<th>Total</th>
<th>Had Yearly check of equipment?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>-</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>-</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>G</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>35</td>
<td>40</td>
<td>10</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X² Value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.371</td>
<td>6</td>
<td>0.154</td>
</tr>
<tr>
<td>4.711</td>
<td>6</td>
<td>0.581</td>
</tr>
<tr>
<td>5.421</td>
<td>6</td>
<td>0.491</td>
</tr>
</tbody>
</table>
The following observations can be made about the teachers’ responses:

- Majority of the teachers \( n = 35, 87.5\% \) reported that they did not have enough resources needed for their subjects to be taught effectively. Chi-square results indicated that there were no significant differences between the teachers’ responses across the seven schools.

- Majority of the teachers \( n = 30, 75\% \) responded that their schools did not have the ability to purchase all the resources needed for their subjects. It is notable that out of the 10 teachers who reported that their schools had the ability to purchase the needed resources, only two reported that they had all these resources. This means that their head teachers did not provide the resources, although they had the ability to provide them, indicating management ineffectiveness.

- A total of 26 teachers \( 65\% \) reported that they had carried out a yearly check of the equipment and other resources in their custody. The rest \( n = 14, 35\% \) have never carried out this.

4.3.4 Availability of Documents Supplementary to Curriculum and Instructional Material.

The teachers \( n = 40 \) were asked whether they were aware of the availability of the constitution of Kenya, the education Act (Cap 211), the code of regulation for teachers, and safety and security manuals in their schools. Their responses are as given in table 4.12 below.
Table 4.13: Availability of supplementary Documents

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>31</td>
<td>40</td>
<td>23</td>
</tr>
</tbody>
</table>

The following observations can be made about the teachers’ responses: -

- Majority of the teachers (n = 31, 77.5%) reported that their schools did not have a copy of the constitution of Kenya.
- Majority of the teachers (n = 23, 57.5%) reported that a copy of the education Act (Cap 211) was available in their schools. The rest (n = 17, 42.5%) reported that this was not available.
- Majority of the teachers (n = 37, 92.5%) reported that their schools had a copy of the code of regulations for teachers.
- A total of 34 teachers (85%) reported that their schools did not have safety and security manuals.

4.3.5 Major Problems Encountered by Teachers in Curriculum Implementation

The teachers were asked to state the major problems they faced in executing their professional duties. They gave the following problems: -

- Lack of enough teaching and support material.
• Indifference from the office in duty execution.
• Lack of motivation
• The head teachers do not appreciate teachers' efforts.
• A lot of interference from the senior office when executing duties.
• Lack of administrative support
• Lack of proper guidelines in administration
• Deliberations made in meetings are not implemented.

4.4 Head Teachers' Effectiveness in Management of School Finance

The fourth research question was concerned with identifying the effectiveness of head teachers in management of school finance and business.

4.4.1 Sources of Funds for Running Schools

The head teachers were asked to indicate the main sources of income for their schools. All of them (n = 5, 100%) reported that the major source of income was school fees paid by the students. None reported other sources of income generation e.g. the school farm.

Asked if their students paid the school fees in time, they replied as shown in the table below:

Table 4.14: Delay in Fees Payment

<table>
<thead>
<tr>
<th>Is fees paid in time?</th>
<th>Head Teacher's Identity Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Most do</td>
<td>-</td>
</tr>
<tr>
<td>50% do</td>
<td>1</td>
</tr>
<tr>
<td>Very Few do</td>
<td>-</td>
</tr>
<tr>
<td>None</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
</tbody>
</table>
It is clear from the table that 40% of the head teachers reported that very few parents paid school fees in time. Another 60% reported that only about half of the students in their schools pay their school fees in time. This indicates that the head teachers do face major challenges in financial management due to lack of enough finance since, as noted earlier, they reported that school fees was the only source of finance for their schools. The head teachers were further asked to state whether they found the revenue collected by their schools enough to run effectively. They responded as shown in the table below.

Table 4.15: Adequacy of Funds Collected by Schools

<table>
<thead>
<tr>
<th>Is Revenue collected enough?</th>
<th>Head Teachers' Identity Code</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

As can be seen in the table, majority of the head teachers (n =3, 60%) felt that the revenue collected by their schools was not enough and thus the academic programs in their schools were not running effectively.

4.4.2 Head Teachers Effectiveness in Budgeting and accounting

The head teachers, asked to state the term of the year in which they prepared the school budget, responded as indicated below:

Table 4.16: Term When Budget is made

<table>
<thead>
<tr>
<th>When do you make Budget?</th>
<th>Head Teachers Identity Code</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Term 1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Term 3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The head teachers prepared their budgets either during first term (60%) or third term (40%). A budget should be prepared and adopted before the beginning of the year which it is to serve, usually third term. Only two (40%) of the head teachers seem to be doing this. Further, the head teachers were asked to state who approves the budget, once made. All of them (n = 5, 100%) reported that their budgets were approved by the BOG. The head teachers were also asked if they kept various accounting documents in their schools. Their responses were as shown in the table below.

Table 4.17: Accounting Documents Kept in Schools

<table>
<thead>
<tr>
<th>Head Teachers' Identity Code</th>
<th>Do you Keep the Following Documents?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receipt Books</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

The table shows that all the head teachers had receipt books, payment vouchers, and cash books. Two head teachers reported not to keep a journal and another two not to keep vote books. The two head teachers found not to have journals and vote books also did not have money order and Cheque registers.

Asked when last their schools received an audited report of their accounts, the head teachers responded as shown below.
Table 4.18: Reception of Audited Reports of Accounts

<table>
<thead>
<tr>
<th>Last time an Audited Reports was Received</th>
<th>Head Teachers Identity Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3 - 5 Years</td>
<td>1</td>
</tr>
<tr>
<td>1 - 2 Years</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
</tbody>
</table>

40% of the schools’ head teachers received audited reports of their accounts 3 - 5 years ago while 60% received this, 1 - 2 years ago. Adequate time may therefore not be given to most school heads to correct any mistakes in their accounting procedures.

4.4.2 Problems Faced by Head Teachers in Financial Management

The head teachers were asked to state the major problems they faced in relation to school finance management. Four of the head teachers reported that poor fees payments result to strains - in financial management and having a budget deficit. One head teacher reported that he did not face any problems. Asked what they felt could be done to eradicate the problems, the head teachers suggested that bursaries should be awarded to the needy students and that the ministry of education should give grants to schools. They also suggested that parents need to be sensitized to pay school fees in time.

4.5 Head Teachers’ Effectiveness in management for public Relations.

The fifth research question was concerned with identifying the effectiveness with which head teachers managed public relations in their schools.

The head teachers were asked to state if:

- Their schools have appropriate mechanisms for receiving visitors.
- They have set days when they receive and serve their visitors
- Have a set mechanism of dealing with complaints from the outside community.
- They invite members of the local community to school functions.
It was hypothesized that effective school managers would have these issues in place in order to effectively manage the school-community relations. The head teachers responded to these issues in the manner shown in table 4.17 below.

### Table 4.19: Head Teachers' Effectiveness in School-Community Management.

<table>
<thead>
<tr>
<th>Head Teachers' ID Code</th>
<th>Mechanism to receive visitors</th>
<th>Set days to receive visitors</th>
<th>Mechanisms to deal with complaints</th>
<th>Invite locals to school functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

It is clear from the table that:

- All the head teachers had set mechanisms for receiving visitors.
- All the head teachers did not have set days in which they received and served their visitors.
- Three head teachers had set mechanisms to deal with complaints from the outside community while two didn't have.
- All the head teachers reported that they always invited the local community to school functions.

### 4.5.1 Problems Faced by Head Teachers in Dealing with the Local Community.

The head teachers were asked to state the major problems they faced in managing the school-community relations in their schools. They gave the following problems:

- Students damage the property of the locals.
- The locals charge a lot for services rendered to schools.
• The local community does not participate adequately in the development projects of
  the schools.

Asked how they felt the problems above could be solved, the head teachers gave the
  following suggestions:

• The local community should be sensitized to have a sense of ownership of the
  schools.

• The community should be educated to see the value of education and thus support
  the schools more.

• The local community should fence their land to deny students access.

4.6 Head Teachers’ Effectiveness in the Management of Physical and Material
  Resources.

The sixth research question sought to identify the effectiveness with which the head
  teachers managed their schools’ physical and material resource.

4.6.1 Availability of Physical Facilities in Schools

The head teachers were asked to state whether in their schools there were enough
  classrooms, offices, toilets, laboratories, workshops, playing fields and furniture (desks,
  tables etc). The table below presents the summary of their responses.

Table 4.20: Availability of Physical Facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Enough?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Offices</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Toilets</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Laboratories</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Workshops</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Playing Fields</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Furniture</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
It can be seen from the table that: -

- All the schools did not have enough playing fields.
- Majority of the schools did not have enough offices, laboratories, and workshops.
- 40% of the schools did not have enough classrooms and furniture
- One school (20%) did not have enough toilets.

Asked to list any facilities missing in their schools but which they felt were needed, they gave the following: -

- Administration block
- Kitchen and Dinning hall
- Library
- Additional dormitories
- Stores
- School bus
- Extra classrooms
- Laboratories.

4.6.2 Record Keeping for Schools Facilities.

The head teachers were asked whether they kept in their schools the various professional store documents. They responded as shown in table 4.19.

Table 4.21: Store Records Kept in Schools

<table>
<thead>
<tr>
<th>Head Teachers' ID Code</th>
<th>Expendable store ledger</th>
<th>Consumables store ledger</th>
<th>Inventories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

59
It was established that four head teachers (80%) had all the three store documents i.e. permanent and expendables store ledgers, consumables store ledger, and inventories in their schools. One head teacher did not have these documents, suggesting ineffectiveness in management of physical and material resources.

The head teachers were further asked to state when last they carried out a 100% check-up on their stores. They responded as shown below:

- Two head teachers reported that they had never carried out store check-ups.
- Two had conducted a store check-up one year ago while another reported to have done so three years ago.

4.6.3 Problems Experienced by Head teachers in Managing Material and Physical Resources.

The head teachers, asked to state the problems that they faced in management of material and physical resources, gave the following:

- Misuse of facilities by students
- Lack of adequate storage facilities
- Destruction by students who are careless.

They suggested that, to solve these problems, more support should be given by the local community to build stores, and that students should be encouraged, through counseling, to handle facilities with care.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher makes a summary of the research. This includes the purpose of the study, the methodology used to collect data, and a summary of the findings. He then derives conclusions and makes appropriate recommendations based on his research.

5.2 Summary

The purpose of the study was to establish how head teachers manage the different task areas in the district secondary schools in Kilungu Division of Makueni District, and how they manage any problems faced during their administration. Head teacher personal characteristics were assumed to be a factor in head teacher effectiveness. The head teachers’ personal characteristics were assumed to be a factor in head teachers’ effectiveness. The researcher had sampled out 7 out of the 12 district schools, 60 teachers out of the total of 127.

Out of these, five head teachers returned their questionnaire as forty teachers also returned. This constituted 33.3% and 30% of the total target population respectively, an adequate sample size to make appropriate conclusions (Ary et al. op cit). The research tools used i.e. questionnaire for teachers and head teachers were administered personally, and collected after two weeks.

5.2.1 Head Teachers Personal Characteristics

These did not affect the head teachers’ effectiveness as shown by analysis that no significant differences were observed with age compared to planning or administrative problems as presented by teachers’ requests for transfer due to administrative reasons. Neither was the years of headship experience seen as a significant factor in planning.
5.2.2 Management of Personnel

The head teachers felt that they adequately motivated their teachers, though the teachers felt differently, with most stating that they were poorly or just moderately motivated. This feeling by the teachers may have affected the results of the schools, hence contributed to head teachers' ineffectiveness. The head teachers were effective in communication, as indicated by their responses. The major problem encountered in dealing with students was absenteeism, and their negative attitude towards correction.

5.2.3 Management of Curriculum and Instruction

Majority of head teachers reportedly checked professional records i.e. schemes of work, records of work, lesson notes and lesson plans. Some however noted that the teachers do not finish the syllabus on time. It was reported by most head teachers that poor payment of fees keeps students away from school for long probably affecting syllabus coverage. They also lack adequate resources and personnel for proper curriculum implementation. Some teachers however noted that though their schools were able to purchase all the resources required for proper implementation of curriculum and instruction, a significant number did not avail the same. This could be a measure of ineffectiveness.

Majority of teachers reported that supplementary document viz. the Education Act and code of regulations for teachers were available to them, but not the constitution of Kenya, or safety and security manuals. Teachers also noted that lack of adequate teaching and support materials and inadequate administrational support was affecting their execution of their professional duties.
5.2.4 Management of Finance and Business

The major income for secondary schools is school fees. Most students however, do not pay fees in time. Most head teachers also felt that the fees collected was not adequate to run the schools' programmes. Some head teachers however prepare their budgets in term 1 of the year. This is inappropriate and probably affecting the revenue collection to the point that it is inadequate to run the school.

It is however correctly approved by the BOG (Ministry of Education (1993)). Majority of head teachers keep the proper financial records, except the vote books, and money order and cheque registers. Majority, however, do not receive audited accounts in good time to make corrections on their accounting procedures in the ensuing year. Majority of head teachers reported that poor fees payment occasioned budget deficits and financial management strains.

5.2.5 Management of Public Relations

The researcher found out that head teachers effectively managed community relations, since they all had adequate mechanisms for receiving visitors, and always invited members of the local community to school functions. They however lacked specific days for seeing visitors. The head teachers listed the problems they face in dealing with the community as:

- Property damage by students for the local community.
- Inadequate participation by the community in the schools development projects.
- High fees charged by the locals for services rendered to the schools.

5.3 Conclusions

From the observations made during the research, it can be concluded that:

- Teachers in secondary schools in Kilungu division are not adequately motivated and this affects head teachers' effectiveness in school management.
- The head teachers' personal characteristics do not affect their effectiveness in headship among the district secondary schools in Kilungu division of Makueni District.

- Financial management is greatly affected by inadequate funds. This also greatly affect the acquisition of physical and material resources hence cause inability of the head teacher to effectively manage these two basic areas viz. finance and business and curriculum and instruction.

- Head teachers adequately communicate to their subordinates.

- Head teachers adequately manage the school-community relations.

5.4 Recommendations

From the conclusions made on the research findings the researcher made the following recommendations. That the head teacher spends more of his time and the schools resources in motivating the teachers, if they have to find meaning in the work they do. The head teacher seems to have done a lot in communication, but should go further to interact with teachers on professional and personal matters i.e. improve on human relations within the institution.

The government of Kenya should play a more active role in provision of teachers, grants to schools and bursaries to schools to alleviate the financial burden of pupils which seems to be the main cause of absenteeism from school. Of course the absenteeism will occasion poor performance as pupils do not have adequate study time. Parents also need greater sensitization to involve them more in paying schools’ dues to avoid absenteeism.

Head teachers should also seek alternative sources of funding school projects and programme if they wish to offset the budget deficits they incur in managing the school finances and purchase all necessary physical and material resources.
Further research should be done to establish why teachers do not cover the syllabus in the stipulated time, despite their being able to handle their work load adequately. Research should also be done to investigate the extent to which low level of students' ability affect head teacher effectiveness as seen in pupil performance in examination and discipline. Perhaps then, stakeholders will be in a position to appreciate the level of performance observed in district secondary schools, usually characterized by students who achieved low marks in primary terminal examination.
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Katz, (1978): *Job Longevity As A Situational Factor In Job Satisfaction In Administrative Science Quarterly*.


APPENDIX A: LETTER OF INTRODUCTION TO THE HEAD TEACHER

Institute of continuing education
Kenyatta University
P. O. BOX 43844
Nairobi
Date _______________________

The Principal

_________ Secondary school
P. O BOX

Dear Sir / Madam

RE: Conducting Research in your School

I am a student at Kenyatta University pursuing a master's degree in education administration.
I am currently doing my research based on improving the effectiveness of Head teachers in our secondary schools (refer research permit No ____________).

I have selected your school by random sampling as one of the subjects.
I am therefore asking kindly to be allowed to conduct the above mentioned.

My sample subjects will be the Head teachers and teachers.
I will, if allowed, administer questionnaires to each group of subjects as the only research tool, thus will not interfere with the teaching time.
I would be most grateful if you permit me in your school.
All information provided will be treated with confidence and will only be used for the purpose of this research.

Yours faithfully

Peter Mutuku, Muasya

Dear Principal

RE: ASSISTANCE FOR RESEARCH

I am a student at Kenyatta University, pursuing a masters degree in educational administration. I am currently doing my research, based on improving headship effectiveness in our secondary schools.

I feel honored to introduce to you my questionnaire for Head teachers. I am kindly asking for your support in the research. Please read the questionnaire carefully and answer the questions as truthfully and fully as possible.

I would like to assure you that the data collected will be purely for research and will be treated with utmost confidence. I will personally collect the questionnaire.

Thanking you in advance.

Yours faithfully

Muasya Peter Mutuku.
SECTION A:

1. i) In which year was your school started? ______________________

ii) What is the current enrolment? ______________________

iii) How many streams are there in your school? ______________________

iv) Please indicate whether it is boarding ☐ or day ☐ (tick the appropriate boxes)

v) Please indicate whether it is boys ☐ girls ☐ or mixed ☐ (tick the appropriate boxes)

2) Please indicate by ticking in the appropriate boxes as the following of your personal characteristics

i) Sex: male ☐ female ☐

ii) Age: less than 35 ☐ 36- 40 years ☐ 41- 45 years ☐ 46- 50 years ☐ 51- 55 years ☐

iii) Years worked as a teacher; less than five years ☐ 6 -10 years ☐ 11 -15 years ☐

16 - 20 years ☐ over 20 years ☐

iv) Years worked as a principal: less than two years ☐ 3-5 years ☐

6-8 years ☐ 9- 10 years ☐ more than 11 years. ☐

v) Worked before as a class teacher ☐ head of department ☐ deputy head ☐

vi) How long have you been in the station? less than two years ☐

3-5 years ☐ 6- 10 years ☐ more than 10 years ☐

SECTION B (please tick the appropriate box)

3 i) Does your school have a mission statement? Yes ☐ No ☐

ii) If your answer in 3 (i) is yes, please indicate the areas it touches on:

knowledge ☐ skills ☐ attitudes ☐ societal values ☐ national goals of education ☐

others ☐ (please specify).
iii) Please indicate the persons who assisted in making of the mission statement
Students □ Teachers □ Non-Teaching staff □ BOG members □, the sponsor □ other □ (please specify)

iv) Does your school have school master plan? Yes □ No □

v) If you’re answer to (iv) is yes please indicate whether the master plan has a
time frame: yes □ no □

vi) In planning, whom does the school involve? The Head teacher □ BOG □
teacher’s □ student’s □ non-teaching staff □ others specify

vii) On a 1-4 rating where 1 is the least and 4 is the highest; what is your opinion
on the effectiveness of planning by most Head teachers.  1 □ 2 □ 3 □ 4 □

4) A) i) How many members of teaching staff does your school have? ------------

ii) Have you handled any transfer requests for the past two years? (please specify
if any) ______________

iii) How many times in a term do you find staff meeting necessary?

iv) What other avenues apart from staff meetings do you interact with your staff?
(Please specify appropriately)

Tea break □ lunch □ school games meeting □ other □ (please specify)

v) Do your staff members consistently look for new ways of improving
performance? Mostly □ often □ rarely □
vi) Do they respond positively to difficult challenging situations mostly? □ often □ rarely □

vii) Do they seek feedback on their performance? mostly □ often □ rarely □

viii) Do you get complaints from personnel once they’ve accepted responsibility? mostly □ often □ rarely □

ix) How many of your staff members have been promoted recently? (2 or 3 years) __________

4 b) Please tick appropriately in response to the following questions.

i) I pass all correspondence to the teachers and students in time: always □ often □ rarely □

ii) I get requests for clarification of information after I communicate: always □ often □ rarely □

iii) Teachers and other school personnel respond appropriately to the communication I pass to them always □ often □ rarely □.

iv) Many messages are in a language that all intended audience understand clearly always □ often □ rarely □

4 c) Please ticks appropriately in response to the flowing questions.

i) My Deputy Head teacher fully deputizes in my absence Yes □ No □

ii) Teachers use available opportunities to attend in-service courses. Mostly □ often □ rarely □
iii) Teachers use available opportunities to attend activities e.g. games, drama, music festivals educational tours etc mostly □ often □ rarely □

iv) Teachers responsibly handle work delegated to them mostly □ often □ rarely □

v) The school has guidance and counseling committee selected among teachers to deal with students’ problems Yes □ No □

vi) There are peer counselors selected among students to deal with students’ problems. Yes □ No □

vii) I meet with the students at particular times to discuss their problems
Yes □ No □

viii) Does your school have a set of rules and regulations Yes □ No □

ix) If your above answer is yes, please indicate on a 4-point scale, the extend to which these rules and regulations are followed
25% □ 50% □ 75% □ 100% □

x) Do you have any cases of drop out in your school? Yes □ No □

xi) Please rate the support given by parents to retain their children in school
25% □ 50% □ 75% □ 100% □

xii) Do you get support from elsewhere for the pupil’s welfare? Please state any other source apart from the parents.

xiii) Do you have any provision for children with special needs in your school welfare? Yes □ No □

xiv) Please indicate how you deal with student’s errant behavior
4 d) what problems do you face in dealing with staff and students in your school?


4 e) what do you suggest should be done to eradicate these problems.


5 a) i) on a 4 point scale please indicate the extent to which the curriculum offered by the school meets the students needs.

Intellectual  25% □ 50 % □ 75 % □ 100% □

Spiritual  25% □ 50 % □ 75 % □ 100% □

Physical  25% □ 50 % □ 75 % □ 100% □

ii) Do your teachers comfortably manage the lessons allocated to them?

Yes □ No □

iii) Do they finish the approved syllabus in good time? Yes □ No □

iv) Please indicate the frequency with which you check the following documents of instruction in the appropriate box

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Monthly</th>
<th>Termly</th>
<th>Yearly</th>
<th>Any other(specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson notes</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Schemes of work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Records of work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

v) How often in a term is students academic work assessed?

VII
vi) Are you normally available during games or other co-circular activities?
Always □ often □ rarely □

5 b) What problems do you face in managing curriculum and instruction in your school?
____________________________________________________________________________________
____________________________________________________________________________________

5 c) Please state ways you feel can be used to solve the above-mentioned problems
____________________________________________________________________________________
____________________________________________________________________________________

6 a) i) please state in which term of the year you prepare your budget Term 1 □
Term II □ Term III □

ii) Who approves the budget? BOG □ the Head teacher □ the DEO □ any other □
(please specify)

iii) What are the major sources of income? You may tick more than one alternative if applicable □ students □ grants from the ministry □ the school farm □ any other □ please specify _____________

iv) Do the students pay their school fees in time? Most □ about 50% □ few □ none

v) How do you rate parents faithfulness in paying school fees?
100% □ 75% □ 50% □ 25% □ 0% □
vi) Do you find the revenue collected by the school enough to run the academic year? yes ☐ no ☐.

vii) Please indicate by a tick whether your school keeps the following documents
Receipt books ☐ payment vouchers ☐ cashbooks ☐
Journal ☐ vote book ☐ money orders and cheque registers ☐

viii) When did your school last receive an audited report of the accounts? 3-5 yrs ☐ 1-2 years ☐ less than an year ago ☐ never ☐ other ☐ (please specify)

6 b) please indicate the problems you face when managing finances in your school.

__________________________________________________________________________
__________________________________________________________________________

6c) What would you suggest should be done to reduce or eradicate the above-mentioned problems?
__________________________________________________________________________
__________________________________________________________________________

7a) i) Please indicate whether for your size of school there are enough

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Offices</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Toilets</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Laboratories</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Workshops</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Playing fields</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Furniture</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
ii) Please indicate other physical and material resources available to the school


iii) Are there any facilities you consider you are missing, but are essential to the school? Please indicate them by listing.


iv) Please indicate by tick and number appropriately whether the school keeps the following

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent and expendable store ledger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumable stores ledger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

v) Does your school keep and use the following books

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The constitution of Kenya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The education act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The code of regulations of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heads manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitors book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety and security manuals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X
vi) When did you last carry a 100% check up on your stores? 1 year ago □ two years □ 3 years ago □ never □

7b) What problems do you experience when managing the material and physical resources for the school?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

7c) What suggestions would you make toward alleviating those problems

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

8 a) i) does your school have an appropriate mechanism for receiving visitors

Yes □ no □

ii) How would you rate your availability to the visitors who want to see you in a day you're in school?

100% □ 75% □ 50% □ 25% □

iii) Do you have set days in which you can receive and serve your visitors without disturbances yes □ no □

iv) What forums do you use to communicate important information to the school's outside community (pleased tick where applicable newsletters to parents □ prize giving days □ visiting days □ harambee days □ public barazas □

XI
v) Does your school have a set mechanism of dealing with complaints from the outside community? Yes ☐ no ☐

vi) Please indicate the appropriate percentage of

- Your non-teaching staff who come from the local community (area around the school) 100% ☐ 75% ☐ 50% ☐ 25% ☐ 0% ☐
- The extent to which the community around uses the school’s facilities. 100% ☐ 75% ☐ 50% ☐ 25% ☐ 0% ☐
- The extent to which the school buys materials or services from the local community 100% ☐ 75% ☐ 50% ☐ 25% ☐
- Do you invite members of the local community to school functions always ☐ often ☐ rarely ☐

8 b) what problems do you face in dealing with the school’s publics? i.e. the school community around.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8 c) what suggestions would you give towards solving these problems

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please ensure that all the questions are answered as fully as possible.

I once more take this opportunity to thank you most sincerely for your time and cooperation.

XII
I will be collecting this questionnaire from you personally on __________ to keep all confidentiality possible and once more I assure you that all information will be kept confidential.

Yours faithfully

Peter Mutuku Muasya.
Dear Sir / Madam,

RE: ASSISTANCE FOR RESEARCH

I am a student at Kenyatta University, pursuing a masters degree in educational administration, Am currently doing my research, based on improving headship effectiveness in our secondary schools,

I feel honored to introduce to you my questionnaire for teachers

I am kindly asking for your support in the research. Please read the questionnaire carefully and answer the questions in here as truthfully and fully as possible

I would like to assure you that the data collected will be purely for research and will be treated with utmost confidence. I will personally collect the questionnaire.

Thanking you in advance.

Yours faithfully

Muasya Peter Mutuku.
SECTION A

(Please answer these questions by ticking in the appropriate box (eg)
1. Personal characteristics
   a) Sex: male ☐ female ☐
   b) Age: less than 30 years ☐ 31-35 years ☐ 36-40 years ☐ 41-45 yrs ☐ over 45 years ☐
   c) Number of years worked as teacher: less than 5 years ☐ 6-10 yrs ☐
      More than 10 yrs.
   d) Years worked in the present station: less than 2 years ☐ 3-5 yrs ☐ 6-10 yrs ☐
      more than 10 yrs ☐

SECTION B

2. Please tick the appropriate box
   a) Does your school have a mission statement? yes ☐ no ☐
   b) Does your school have a master plan? Yes ☐ no ☐
   c) Does your school have a motto? Yes ☐ no ☐.
   d) If your answer in (c) above is yes please indicate who participated in
      formulating the motto (you may tick more than one box as appropriate.
      Students ☐ Teachers ☐ BOG ☐ PTA ☐ the HOD ☐ the principal ☐

3) Please indicate by once, twice etc the number of times your school holds the
   following in a term
   Staff meeting ________________________________
   Departmental meetings ________________________________
   Students meetings with the administration_____________________

XV
4 a) Please respond by ticking the following questions

i) The goals of institutions I work in are clear to me yes □ no □

ii) I understand my roles and responsibilities clearly yes □ no □

iii) I am able to perform my duties well because I am qualified for them. Mostly □ often □ rarely □

iv) To what percentage would you rate the distribution of duties in your school as fair 100% □ 75% □ 50% □ 25% □

v) Have you applied for transfer from your present station for past two years? Yes □ no □

vi) If your answer in (v) above is yes please indicate the reasons. Health □ Distance from home □ administration □ other (please specify)

b) Please respond to the following questions appropriately

i) Normally I am aware of changes made in the school before they are introduced Mostly □ often □ rarely □

ii) I contribute my ideas on the changes mostly □ often □ rarely □

iii) I get support from the administration when conducting my private functions. Mostly □ often □ rarely □

iv) I feel secure discussing my personal problems with the administration Mostly □ often □ rarely □

v) I feel satisfied with how my professional mistakes are handled Mostly □ often □ rarely □

vi) I get support from the administration for my professional development
Mostly ☐ often ☐ rarely ☐

vii) I get feedback on my professional progress mostly ☐ often ☐ rarely ☐

5 i) Do you have all resources you need for your subject(s) ☐ yes ☐ no ☐

ii) Do you rate the school as able to purchase all the resources you need for your subjects ☐ yes ☐ no ☐

iii) Have you ever carried out a yearly check of all equipment and ether resources in your custody ☐ yes ☐ no ☐

iv) If your answer to (vii) above is yes, please indicate when you last carried the check (mention the year) ______________________

v) Are you aware of the availability of the following documents for your use in the school? Yes ☐ No ☐

The constitution of Kenya ☐ ☐

The educational Act (Cap 211) ☐ ☐

The code of regulation for teachers ☐ ☐

Safety and security manuals. ☐ ☐

7 a) Please state the common problems you face in executing your professional duties

__________________________________________

__________________________________________

b) How would you advice the administration to deal with these problems?

__________________________________________

__________________________________________

XVII
Once more ensure that all the questions are fully answered.

I thank you most sincerely for your cooperation. I will collect the questionnaire personally on (__________) to keep its confidentiality.

Yours faithfully

Peter M Muasya.
APPENDIX D

The Table 1.1 showing KCSE performance in 2002 among the District Schools in Kilungu Division of Makueni District

<table>
<thead>
<tr>
<th>Secondary school</th>
<th>Total no of candidates</th>
<th>Score D + and below</th>
<th>% D+ and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aic Nunguni</td>
<td>104</td>
<td>86</td>
<td>83%</td>
</tr>
<tr>
<td>2 Kitandi</td>
<td>63</td>
<td>33</td>
<td>52%</td>
</tr>
<tr>
<td>3 Kithangasthini</td>
<td>41</td>
<td>20</td>
<td>49%</td>
</tr>
<tr>
<td>4 Katulye</td>
<td>22</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td>5 Kasunguni</td>
<td>49</td>
<td>28</td>
<td>57%</td>
</tr>
<tr>
<td>6 Nguluni</td>
<td>24</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>7 Ikalyoni</td>
<td>14</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>8 Kauti</td>
<td>20</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>9 St Patricks</td>
<td>15</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>Kyamathelka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Ndolo</td>
<td>52</td>
<td>12</td>
<td>23%</td>
</tr>
<tr>
<td>11 Mutulani</td>
<td>05</td>
<td>04</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: the District Education Office, Makueni district (June 2003)
Table 1.2 showing the enrolment in district secondary schools in Kilungu division of Makueni District (2003)

<table>
<thead>
<tr>
<th>Secondary school</th>
<th>No of classes</th>
<th>Total enrolment</th>
<th>Maximum enrolment</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIC Nunguni</td>
<td>8</td>
<td>367</td>
<td>320</td>
<td>Excess by 47</td>
</tr>
<tr>
<td>Kitandi</td>
<td>8</td>
<td>260</td>
<td>320</td>
<td>Less by 60</td>
</tr>
<tr>
<td>Kithangasthini</td>
<td>6</td>
<td>207</td>
<td>240</td>
<td>Less by 33</td>
</tr>
<tr>
<td>Katulye</td>
<td>4</td>
<td>158</td>
<td>160</td>
<td>Less by 2</td>
</tr>
<tr>
<td>Kasunguni</td>
<td>5</td>
<td>262</td>
<td>200</td>
<td>Excess by 62</td>
</tr>
<tr>
<td>Nguluni</td>
<td>4</td>
<td>100</td>
<td>160</td>
<td>Less by 60</td>
</tr>
<tr>
<td>Mutulani</td>
<td>4</td>
<td>119</td>
<td>160</td>
<td>Less by 41</td>
</tr>
<tr>
<td>Ikalyoni</td>
<td>4</td>
<td>158</td>
<td>160</td>
<td>Less by 2</td>
</tr>
<tr>
<td>Kauti</td>
<td>4</td>
<td>107</td>
<td>160</td>
<td>Less by 53</td>
</tr>
<tr>
<td>St Patricks Kyamathelka</td>
<td>4</td>
<td>130</td>
<td>160</td>
<td>Less by 30</td>
</tr>
<tr>
<td>Ndolo</td>
<td>5</td>
<td>219</td>
<td>200</td>
<td>Excess by 19</td>
</tr>
<tr>
<td>Isovya Secondary</td>
<td>2</td>
<td>50</td>
<td>80</td>
<td>Less by 30</td>
</tr>
</tbody>
</table>

Source: The District Education Office, Makueni District (June 2003)
TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORISATION: 
MUASYA PETER MUTUKU

The above named, Muasya Mutuku of registration No. 354/0023/2002 is a postgraduate student at Kenyatta University intending to carry out field research work in the District.

This is to confirm that he has been authorised to conduct the above mentioned research on "Local Teachers' Effectiveness: The Perceptions of the Head Teachers and the TSC in District Teachers" echo in an "Area to be studied".

Please accord him the necessary facilities.

DISTRICT COMMISSIONER
P.O. Box 1-90300
MAKUENI

20th February 2004.