

**AN INVESTIGATION INTO THE PARTICIPATION OF
TEACHERS IN THE ADMINISTRATION OF PUBLIC
SECONDARY SCHOOLS IN KIHARU DIVISION OF
MURANG'A DISTRICT**

IRUNGU MARTIN N.

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OF THE REQUIREMENT OF THE DEGREE OF MASTER OF
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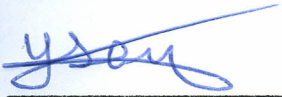
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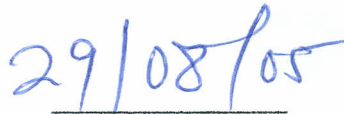
DECLARATION

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



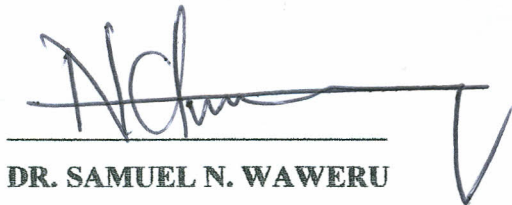
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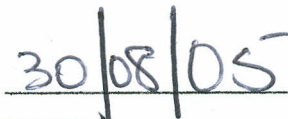


DATE

This Research Project has been submitted with my approval as the University Supervisor



DR. SAMUEL N. WAWERU



DATE

Lecturer, Department of Educational Administration, Planning and Curriculum Development, Kenyatta University

DEDICATION

To my daughter Melanie Wairimu and her sister Stella Njuguini and their mum Jane Wahithe for being a source of joy and satisfaction during my all trying moments.

and

To my parents Samuel Kuria Irungu and Milka Njuguini for their great sacrifice in putting me through school which ha enabled the progression of my academic excellence.

ACKNOWLEDGEMENT

The space of my indebtedness to all individuals and institutions who contributed towards the success of this study cannot be bridged without my recognition to their to their worthy cause.

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Secondly, my thanks go to my employer the Teachers Service Commission, for keeping me financially oiled as I struggled to meet all my many financial obligations, as I went through the Masters Degree Programme.

Special thanks go to the staff of Murang'a District Education Office, more so the District Education Officer and his deputy, all the headteachers and teachers of all my sample schools in Kiharu Division who readily participated in the study. To Mr. Ndung'u Francis thanks for your supply of the proverbial 'third eye' to my work.

Lastly my appreciation to Lucy and Baba na Mama Ian and for typing my work.

ABSTRACT

Participation of teachers in the administration of secondary schools has been and still is an important aspect of education. To facilitate the achievement of goals and objectives of education, teachers must be properly utilized through an effective and efficient teaching and learning process in our schools.

Studies done earlier have mainly focused on head-teachers as the key administrators hence advertently or inadvertently over shadowing the role of teachers in the administration of their schools. However, headteachers being overloaded with numerous administrative tasks are unable to carry out exhaustively, these roles and responsibilities hence leaving administrative gaps. This in effect contributes to ineffective teaching and learning. This study employed a descriptive survey research approach to carry out an investigation into the participation of teachers in the administration of public secondary schools in Kiharu Division of Murang'a District. The target population was all the eighteen (18) public secondary schools in the division. Fifty-six teachers and eight headteachers from this population were randomly selected for the study. Data was collected using questionnaires, interviews and observations. The District Education Officer, Murang'a District was also included in the study.

Data analysis was conducted through both qualitative and quantitative analysis techniques and presented using frequencies, percentages and tables.

Key findings were that teachers participate in administration of Curriculum and Instruction and that majority never participate in the administration of the other task areas.

It was recommended that they should be integrated to a programme that ensures in-servicing of their administrative skills and those to be appointed as head-teachers should have a master degree in educational administration. Also head-teachers should be sensitized on the importance of Teachers participation not as challengers/rivals but as supplements to fill any administrative gaps.

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ACRONYMS

B.Ed	-	Bachelor of Education
BOG	-	Board of Governors
D.E.O	-	District Education Officer
HOD	-	Head of Department
I.L.O	-	International Labour Organization
K.I.E	-	Kenya Institute of Education
L.M.S	-	Local Management of Schools
M.Ed	-	Master of Education
MoEST	-	Ministry of Education, Science and Technology
T.S.C	-	Teachers Service Commission
UNESCO	-	United Nations Education of Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Participation of teachers in the administration of secondary schools is an important aspect of any education system. For any system or organization (school) to function effectively and efficiently and eventually achieve its set goals and objectives, it is necessary for each person to participate in the process. Each participant acquires skills in the use of methods of solutions with profit to himself and to the schools. He also develops sensitivity to the existence of problems previously beyond the scope of his experience and will seek to solve them through co-operative interaction with others similarly aware of them.

As present issues are cleared up, as new ones are discovered and solved the practicing teachers continues to gain experience in dealing with issues hence increase their competence in this work. In return the school system improves rapidly and becomes dynamic. This is indeed the rationale of teacher's involvement in administration of their schools.

Rutledge and Kegan in Eric (1969) say that:

In medieval ages, learning in primitive societies was informally organized. Children learned informally through observing, imitating participating etc from their parents, brothers and sisters etc. but primitive societies did not as a rule have 'teachers' in the sense of persons whose specialized role in the society was to instruct the young (pg 8).

The children acquired knowledge of their culture through the process of socialization; and in this society, socialization was synonymous with education; it involved learning but little teaching. But there were some exceptions in somewhere 'teachers' were found. One of the most interesting of these exceptions occurred in some parts of West Africa "bush" schools or polo schools were established. The educative units of West Africa had been the "secret societies" into which both boys and girls were initiated. For the purpose of initiation

“schools” were established in the forest away from the tribe and here the novice lived for a “term” which varied in length from area to area but lasted on average for two years.

Children showing special aptitude were in schools presided over by a teacher of whom Walins in Eric (1969) writes;

He had majestic status in the society, was respected by the chief and elders of the tribe, and was honoured with intense devotion by the youth of the land. In personal characteristics he must be chivalrous courteous, public – spirited, law – abiding and fearless. He must have full knowledge of all the native love, arts and crafts and must be well – versed in the history and tradition of his people and an authentic judge of all matters affecting their welfare. Other men of good repute who were specialists in various fields of activity served as assistants and teachers of the novices. (pg 132)

The grand master (teacher) both supervised the transmission of skills and produced ‘good’ members of his tribe hence performed an essentially conservative function. He followed the system of ‘agreed’ syllabus.

More distinctive teaching role emerged in the so-called ‘intermediate’ societies, which were more complex than primitive societies, but not as complex as industrialized societies.

In India there was a long tradition whereby the guru or wise man had a number of pupils constantly in attendance at his side. In Athens the philosopher – teacher had his heyday and in medieval Europe he was frequently a priest – teaching the neophytes to follow him in his calling and children of the elite group. In some societies the teacher visited the boys’ home to instruct them, but where schools were established as distinctive institutions the father would take care to ensure that the teacher was inculcating the appropriate values.

1.1.1 Role of Teacher after Emergence of Industrialization

The emergence of industrialization was the turn-around of the distinctive role of the teachers. Certain knowledge and skills were in great demand so as to keep pace with the fast moving wheels of industrialization.

Hence teachers were necessarily orientated towards preparing students for their future occupational role which were very much more open to talent.

Though conservative first like the medieval teachers, they were more pressured to move towards a more open – ended form of education permitting flexibility in skills necessary today.

They were concerned with the mass of the population i.e. taking all comers and their authority was earned by virtue of their personal skills, different from early teachers whose authority was institutionalized. They laid emphasis on the actual skills of teaching due to education extension and growth of a profession of specialized teachers.

Again they were much more selective on what they taught and had democratized knowledge. The former aristocratic view of knowledge as somehow ‘sacred’ had given way to the need to disseminate knowledge much more widely and a growth in the belief that it hadn’t been reached, and probably never will, the limit of what the mass of population can gain from education.

Traditional approaches to school administration vary in their emphasis on aspects of leadership, vision, participation and culture. More precisely the difference in participation is greatly influenced by the country’s current resources, traditions, political philosophies e.t.c. The level of importance and meaning attached to each element differs considerably from one perspective to another.

For example leadership can be viewed as the responsibility to:-

- i) Ensure smooth operation of school procedures in order to allow teachers to teach,
- ii) Be directly and actively involved in the teaching and learning process.

These different orientations illustrate the variety possible within the manifestation of leadership. This in effect has led to the substantial restructuring efforts in a number of countries so as to inculcate the school-based management structure.

In America, in a very real sense, since the dawn of the 20th century, teachers have always performed major administrative and organizational functions within the classroom such as;

- Teachers have made decisions about what concepts or units were to be taught,
- What text books or other media were to be used,
- What groupings of students were necessary,
- The methods by which the progress of students was to be measured,
- The standard of performance that were to be expected of students.

But teachers and teacher groups are now beginning to influence the development of school policies outside the realm of the individual classroom. School administrators are increasingly seeking the advice and creative thinking of teachers in making decisions. Major restructuring efforts in a number of American school districts

While some superintendents have assumed leadership roles in restructuring schools and school systems, principals have not been key players in the conceptualization of restructuring. Although principals remain the gatekeepers of change at the school site, they have been relatively passive recipients of this latest round of educational reforms and only after restructuring efforts are underway are principals becoming involved.

Such school-based management, which is being put in places demands greater participation by staff in the policy and decision making process of the school. By definition, decisions are

made collectively and collegially by relevant stakeholders not individually by the principal and/or deputy principal of the school.

Research studies done earlier in the states of Tennessee, New York and Illinois had revealed that on the issue of teachers' involvement in decisions making, both principals and teachers took quite different positions. For example, teachers explicitly favoured a more active role in technical decision-making though they were not convinced that such participation would be authentic. At the same time, principals tended to question the number of teachers who wanted to participate in school decision-making. They also wondered how long that interest would last once the reality of increased meeting time, commitment and conflict set in.

In another study it was concluded that teachers viewed shared decision making as a formality or an attempt to create the illusion of teacher influence. However, it was noted that, "teachers do not want to be involved in decision making without a clear designation of their role and authority in the process." The teachers in this study were skeptical that administrators would be willing to share their authority in the decision making process. They seemed to believe that school administrators would find excuses to hold on to their authority or would devise ways to mitigate the effects of new governance structures.

These critics have suggested that inevitable school administrators will be reluctant to relinquish the rein of control and if unchecked, will prevent fundamental change from occurring. But it is the International Inquiry done by UNESCO in the 1970s on teacher's participation in the administration of their secondary schools globally and whether they are aware of their right to participate, which lay bare a wider picture of the whole situation.

Of distinctive importance, among the inquiry's objectives were;

- To discuss as accurately how teachers themselves view their own roles in respect of freedom to modify practice in the light of circumstances and to participate with others in the process of educational decision-making.
- To attempt to specify particular issues within a given aspect of teachers role which seem of special significance.

Countries were sampled from every continent. Among the responses was the feeling that principals openly discriminate against teachers on ideological grounds and in most cases exercise a strong influence and at times uses their prerogatives in an autocratic manner.

And in all areas of professional freedom i.e. areas of teachers activities, responsibilities and duties, there was a general consensus in their perceptions that more needed to be done so as to enhance teachers participation. This would ensure that they were part of problem identification and solution.

On the other hand, principals who were involved in the inquiry so as to "spot check" the teachers responses offered distinctive perceptions as compared to what the teachers said. Majority were of the view that teachers had no entitlement neither was there any infringement in their participation in decision-making. They offered reasons for these perceptions such as that whatever happened in the school, good or bad they were solely held accountable by the end of the day. Hence were limited on the fronts of delegation and consultation.

1.1.2 Participation of Teachers in Administration of Secondary Schools in Africa

Education systems in Africa is a fragmentation of various colonial ideologies depending on the colonizers of individual countries, but on a general scale the centralized system of education in most African countries means that curriculum reform is almost centrally controlled. Teachers are rarely involved or consulted in changes except to implement them.

Much of what is materialized is borrowed from the western world. This can have the effect of discouraging local initiatives for innovations. Again the rapid expansion of education in most countries means that resources are stretched to the limit and services are thinly spread. For example many schools find supplies of even basic teaching materials to be inadequate. Complicating the whole scenario is the numerous civil wars, diseases such as Aids and malaria, soured by very high disproportionate poverty levels that dot every part of the continent. Therefore, the effort has not very much centered on quality but quantity.

However, a number of African countries such as Nigeria, Tanzania and Zambia have entered into national debate concerning their primary school curriculum. For example Nigeria National Curriculum conference held in 1969 brought together educationists of various levels and representatives of leading groups within the community and tried to decide what the aims of Nigeria primary education should be. This was followed in 1971 by a national workshop on primary education at which objectives for each area of the curriculum were discussed and new syllabus worked out. Then in 1973 there was held the seminar on National Policy in Education. Each of the meetings was an attempt to get wider participation in determining the curriculum used in the schools and collectively they have had a significant effect.

But in countries where the process has not been spread so widely, the task of reviewing the curriculum has often been placed in the hands of a curriculum development unit. In Kenyan

context, it is the responsibility of the KIE to review the curriculum. Teachers are handed down the prescribed curriculum knowledge.

The result of such a scenario has varied. In some cases, revision to existing curricula has been quite restrained; in other cases it has been radical. That being the case, the teacher being at the grass root, has the actual touch of all the curriculum needs of the society. Hence, lack of his involvement and participation can be equated to steering a vehicle with old-punctured tyres. In East Africa, the type of administrators in those schools mainly determines running of schools. This is because there is no set criteria of training those who are to become principals. The same teachers who are teaching in the classrooms are the same ones who end up being appointed as principals. Hence, inexperienced as they are, on their own they are to come up with the kind of administrative systems they prefer in their schools either, self-contained, closed or open systems. The much one adopts an effective and efficient administrative system the better the output of his/her school. In a research carried out by Somerset (1968) in Uganda, he observed that;

One factor that perhaps more than any other, tends to determine the quality of a school is the efficiency of its headmaster (sic) (principal). "During our schools visits it was noticeable that where a headmaster (principal) was competent, and had a sense of involvement in doing his job well, this was reflected in most aspects of the school work. The morale of the assistant teachers and students was usually high, the school garden and library were usually well run, the school meal tended to be nutritious and well prepared and examination results were usually good. If on the other hand the headmaster was inefficient and lacking in concern for the progress of his pupils, the school and grounds tended to have a generally run down appearance, students and teachers were often absent from the classes and examination results were usually poor. (pg 128)

This is actually a typical scenario of how secondary schools in Kenya are run. The type of administrative structures to be found in a school by and large depends with the principal and hence the school is the principal and the principal is the school. This research study is an attempt to contribute towards the effort to fundamentally improve teaching and learning in schools through aiding teachers in the daily solution of their specific problems hence

improve quality of education, foster the development of the child, vis-à-vis future adults, as well as community progress. This is indeed a calling from God for the teachers. And failure to take up the intricacies of the calling in itself carries an eternal punishment.

“My brothers and sisters, not many of you should become teachers. As you know, we teachers will be judged with greater strictness than others...” (James 3: 1-3).

1.2 Statement of the Problem

Teachers are the fundamental resources in every school and therefore it is vital for head teachers to create an environment in which they willingly give their services to the best of their ability. Okumbe (1998) says;

“Teachers are probably the most important resources that any country has”
(pg 207)

However, much as they are the most essential resources, their in depth participation in the administration of their schools is an issue, which has raised more questions than possibly it should, in every school. More often than not, they are relegated to being mere subject teachers (classroom teachers). The headteacher on the other hand, being overburdened with other numerous administrative duties normally have little or no time to undertake exhaustively all the administrative tasks.

The administrative gap that is created out of this scenario is as a result of lack of delegation to facilitate teacher's participation. This in effect leads to lack of proper facilitation for improved quality decisions in all the task areas hence contributing to ineffective teaching and learning. It is against this background that the proposed study was conceived. The study will be an investigation into the participation of teachers in administration of public secondary schools in Kiharu Division of Murang'a District.

1.3 Purpose of the Study

The purpose of this study was to investigate into the participation of teachers in public secondary schools in Kiharu Division of Murang'a District in the following 4 Key Result

Task Areas;

- Administration of curriculum and instruction,
- Administration of business and finance,
- Administration of physical and material resource,
- Administration of student personnel.

The study also examined whether teachers possess the necessary administrative skills to enable them participate effectively and efficiently in the administration of their schools, hence generate the desired outcome of the teaching-learning process.

It was hoped that the findings of the study would eventually help suggest areas needed for improvement so as to enhance and sharpen the administrative skills of teachers for increased effective and efficient participation.

1.4 Research Questions

1. (i) To what extent do teachers in public secondary schools in Kiharu Division of Murang'a District participate in the administration of their schools in Curriculum and Instruction?
- (ii) To what extent do teachers in public secondary schools in Kiharu Division of Murang'a District participate in the administration of their schools in Business and Finance?
- (iii) To what extent do teachers of public secondary schools in Kiharu Division of Murang'a District participate in the administration of their schools in physical and material resources?

- (iv) To what extent do teachers in public secondary schools in Kiharu Division of Murang'a District participate in administration of their schools in student personnel?
2. Do teachers possess the administrative skills needed for their effective and efficient participation in the administration of their schools?
 3. What areas are needed for improvement so as to enhance and sharpen the administrative skills of teachers for increased effective and efficient participation?
 4. Does the information provided by the headteachers support or negate that provided by the teachers as far as their participation in the administration of their schools is concerned?
 5. Does the D.E.O. regard it as important, the participation of teachers in the administration of their schools and what role does his office play to enhance on the same?
 6. Do teachers regard their participation in administration of their schools important for improved teaching and learning?

1.5 Assumptions

1. All the respondents would be co-operative and willing to provide freely both correct and reliable information as requested.
2. That all the respondents had undergone professional training as teachers.
3. That all teachers were willing to participate or be involved in the administration of their schools.
4. That all public secondary schools were run following the basis of the set guidelines by the Ministry of Education Science and Technology, MoEST.
5. That the involvement of teachers in the administration of their schools had major benefits to teaching-learning process.

1.6 Significance of the Study

The researcher believed that teacher's participation in the administration of their schools is the foundation of any effective and efficient teaching and learning. However, studies done on administration of public secondary schools mainly focused on the role of head teachers. Very little, if any, has been done on the teachers' performance in the administration of their schools. The study would thus investigate the teacher's participation in the administration of public secondary schools in Kiharu Division of Murang'a District.

The findings would among other things help teachers understand their other roles other than being subject teachers. It would also enlighten the headteachers on the need and importance of involving teachers in the administration of their schools. They would also know how to involve teachers in the Key Result Areas (KRA) and eventually change their attitude by viewing teachers as supplements to their numerous administrative duties and be able to integrate them to the whole school system. This among other benefits would enable the facilitation of making quality decisions and as a motivator to them.

The Ministry of Education and teacher trainers would benefit from the study, as it would suggest Key Result Areas (KRA) and issues that should be included in the supervision of teachers and in the curriculum of training future teachers.

This would in effect improve effective and efficient teaching and learning hence improve the education standards in the division, district and nation as a whole.

1.7 Scope and Delimitations of the Study

1. The four administrative task areas the researcher used as the best measures of teachers' participation in the administration of their schools were not exhaustive. There were two more administrative task areas, which also need a similar measure so as to have a complete picture of total school administration.
2. The facts established were only from Kiharu Division and could not be generalized to represent all similar schools beyond this area.
3. Lack of adequate time and resources hindered the inclusion of the students in the study, yet they were the key beneficiaries of effective and efficient teachers' participation in the administration of their schools.
4. The study randomly selected seven teachers from each school to participate in the research. However, there were differences in the number of teachers in each school and thus disadvantaging big schools. This in effect, left out teachers who would have had interesting input.
5. The study focused only on public secondary schools leaving out private schools hence the findings cannot be generalized to all secondary schools.

1.8 Theoretical Framework

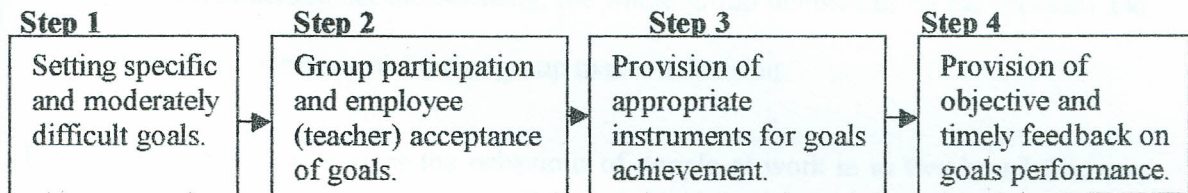
The study was an investigation into the participation of teachers in the administration of public secondary schools in Kiharu Division of Murang'a District. The study was based on a rationale from various concepts borrowed from a number of motivation, leadership and decision – making theories and models.

With its proponents being Locke and Latham in Okumbe (1998), goal setting theory shows how the fields of organizational behaviour should progress from a sound theoretical

foundation to sophisticated research and to actual application of more effective management practice.

According to Locke, people work hard to achieve goals so as to satisfy their emotions and desires. Locke emphasizes that for goal setting theory to work employees (read teachers) must show commitment to the goals, which they set. He defines commitment as one's attachment to or determination to reach a goal, regardless of the goal's origin. After an employee has set the goal to be achieved he or she then responds and performs accordingly. Below is a model of goal setting in its four fundamental steps.

Fig. 1.1 A Model of Goal Seeing Theory in its 4 Fundamental Steps



Source: Educational Management, Okumbe J. A. (1998)

The rationale is that in organizations, most decisions should be made through a participatory approach whereby individuals or group are involved in the decision making process. And in practical terms, educational managers should be aware that the degree of participation in group decisions making should be determined by the teachers' experience, education and the nature of the task.

Group or participatory decision-making process is recommended for a number of reasons;

- In groups, a lot of knowledge and facts can be gathered very easily since groups have a broader perspective and can collectively consider more alternative solutions.
- In participatory decision making individuals who participate are usually more satisfied with the decisions they have collectively made and they enthusiastically support it.

- Participatory decision making also help teachers to communicate freely on matters concerning their profession, and this can be motivating and satisfying.

Group participation increases the likelihood that teachers work for rewards and outcomes, which they value. It expands the amount of control, which teachers have over their own behaviour. The researcher then feels that participation in decision-making is very useful vehicle for the facilitation of both organizational goal attainment and personal need satisfaction and motivation.

- In consultative technique the educational manager solicits for subordinates' participation. However the ultimate decision is in the hands of the superiors.
- In the democratic decision-making, the whole group deliberates on the problem and through a consensus; the entire group makes a decision.

Douglas McGregor categorizes the behaviour of people at work in to two broad theories; theory X and theory Y.

Okumbe (1998) says that;

Theory X refers to a set of assumptions about employees namely;

- That they are lazy,
- That they dislike work and will avoid it,
- That since they dislike work they must be coerced in order to do it,
- That they will avoid responsibilities and so will seek to be led; and,
- That most employees are self-centered in that they place security above all other factors. (pg 54)

So the only way the management can make employees (teachers) to achieve high performance is to coerce, control and even threaten them. This theory emphasizes strict employees (teachers) control and the application of extensive rewards.

Okumbe (1998) goes ahead and says that:

Theory Y employs a humane and supportive approach to management.
It assumes that employees;

- Are not inherently lazy,
- View work as being as natural as rest or play,
- Will exercise self-direction and self-control if they are committed to the objectives,
- Can on average learn to accept, and even seek responsibility and,
- That the ability to make innovative decisions is widely dispersed throughout the population,
- Are more rather than less, able to exercise imagination and ingenuity at work. (pg 54)

According to this theory the manager's role is only that of providing an enabling environment for the release of potentials which employees (teachers) are endowed with.

But as a matter of facts, the two theories (X and Y) assumption about employees (teachers) help educational managers (BOG, Principals) to identify extreme forms of management styles which can be blended for effective administration.

However, McGregor himself held to the belief that theory Y assumptions were more valid than Theory X. Therefore he proposed ideas such as participation in decision-making, responsible and challenging jobs, and good group relations as approaches that would maximize an employee's (teacher's) job motivation.

In an effort to blend, modern day theorists have in effect come up with the Transitional model which experts have argued may be the most effective style that require to be employed in educational management.

This style seeks a compromise between nomothetic leadership style (that which stresses organizational demands) and ideographic leadership style (that which stresses individual needs of employees). The leader appreciates the need to achieve organizational goal but at the same time make sure that individual members' needs are not ignored as they strive

towards the institutional (school) goals. Effective administration requires both nomothetic and ideographic dimensions;

- i) **Nomothetic leadership:** Here the leader (headteacher) emphasizes the objectives of the organizations and the role of the workers position (teachers roles) thus applying the scientific approach to management. The workers (teachers) are strictly controlled through the application of rules and regulations stipulated by the organizational structure (school structure). It is a task-centered approach to leadership.
- ii) **Ideographic leadership:** Have the leader (headteacher) emphasizes the human dimensions of the organization and is sensitive to the workers' (teachers) individual needs. Hence it is workers - centered and applies the human relations approach.

When both of these are blended or merged with varied emphasis on each of the two as and when the situation demands they form the transactional leadership style. The whole aspect has a closely-knit similarity with John Adair's contingency theory, which is based on the theory that leadership is more of a question of appropriate behaviour than of personality or of being in the right place at the time.

The functional model distinguishes the concern for individuals from the concern for groups and stresses that effective leadership lies in what the leader does to meet the needs of task, group and individual needs. Task group and individual needs are fulfilled in the context of a total leadership situation. An effective leader is one who is aware of the priorities attached to each area of needs and who can act in accordance with them.

One of the major problems that often face headteachers especially in decision-making process is the extent to which they should allow subordinates (teachers) to participate in making decisions which affect their work. By encouraging participatory decision making headteachers are in effect decentralizing authority within their organizations (schools).

This leads to improved decisions quality, increased commitment of workers to the decision outcomes, which they have influenced, and above all, it enhances their job satisfaction and motivation. It is on these premise that the researcher will seek to find out how the participation of teachers in Administration of public secondary schools in Kiharu Division of Murang'a District seem to satisfy all these concepts to enhance improvement of teaching and leaning in schools.

1.9 Definition of Operational Terms

Participation: It is the art of being part and parcel of the outcome of a process.

Administration: It is the total of processes through which appropriate human and material recourses are made available and made effective for accomplishing the purposes of an enterprise.

Teacher: Anybody licensed by the T.S.C after undergoing professional training, to teach in a public school.

Head teacher: The chief executive of the school also called principal in a secondary school.

1.10 Abbreviations

B.Ed	-	Bachelor of Education
BOG	-	Board of Governors
D.E.O	-	District Education Officer
HOD	-	Head of Department
I.L.O	-	International Labour Organization
K.I.E	-	Kenya Institute of Education
L.M.S	-	Local Management of Schools
M.Ed	-	Master of Education
MoEST	-	Ministry of Education, Science and Technology

- T.S.C** - Teachers Service Commission
- UNESCO** - United Nations Education of Scientific and Cultural Organization

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to teacher's participation in Administration of Secondary Schools. This chapter is divided into five sections.

- Definition of participation,
- Administration and decision making,
- Purpose and rationale of participation of teachers in Secondary School Administration,
- Basic principles that facilitate the participation of teachers in Administration of Secondary Schools,
- Key – Result Task Areas (KRTA) in School Administration,
- Conclusion.

2.2 Definition of Participation, Administration and Decision Making

Participation in a wider perspective is the art of being part and parcel of the outcome of a process practically. But in the context of the school situation, participation is the act of taking part or being involved in the rigorous process of decision making in all the nitty-gritty of a school process. On the other hand a participatory process as defined by Dimmock (1993) is;

The aggregate of those activities carried on by persons who seek to solve problems by co-operative methods, according to principles in line with the way in which man learns and including the specific behaviours of a democratic people (pg 230)

Each person who participates with others in the solution of problems – problems that bother group as a whole – acquire skills in the use of methods of solution which can be employed

on other occasions with profit to himself and to the schools. Administration on its part, for all practical purposes as portrayed by the Cave and Wilkinson (1990) as;

Routine support and maintenance of a system with administrators frequently lacking the authority to make judgments and decisions in key areas like policymaking and the allocation of resources (pg 81).

Campbell and Greggon in Dimmock (1993) on their part define administration as;

The total of processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise. (pg 191)

This is the definition that judiciously suits the role the teachers' are expected to play in their schools on matters of administration. Decision-making as defined by Okumbe (1998) is;

The process of specifying the nature of a particular problem and selecting among available alternatives in order to solve it. (pg 145)

It is the process of choosing between competing alternatives. This indicates that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course will be selected. In the school situations, important areas where decisions are made are such as; allocation of scarce teaching and learning resources, the enrolment of students, employment of teaching and non-teaching staff, the introduction of new curriculum or curriculum reformation, student and staff discipline, staff training, methods of improving pedagogy and educational research, guidance and counseling budgetary allocations and many others.

However, in a school organization most of these decisions should be made through a participatory approach whereby individuals or groups are involved in the decision making depending on the teachers' experience, education and nature of the task.

2.3 Purposes and Rationale of Participation of Teachers in Secondary School Administration

In 1847, Lord McNally in Barry and Type (1972) in his speech to the House of Commons described teachers as;

... "the refuse of all other callings, discarded footmen, ruined peddlers, men who cannot work a sum in the rule of three, men who do not know whether the earth is a sphere or a cube, men who do not know whether Jerusalem is in Asia or America. And to such men, men to whom more of us would entrust the key of his cellar, we have entrusted the mind of the rising generation."

In the response to this sort of concern there followed the period in which teachers were trained to accumulate a great log bag of facts so that they could implant information such as whether Jerusalem was in Asia or America in the minds of the rising generation and also maintain academic respectability. Either way, the teacher could expect to be regarded as someone skilled in imparting his specialist knowledge, inducting his students into his own subject discipline.

Major changes have been introduced in the organization of schools' specifically since 1944 due to societies' need to have not just literate labourers but also an educated population. The new roles for teachers' world over were called for by a curriculum and organization that would create schools open to all comers rather than just certain sections of student population. Years ago, it was not difficult for a teacher to be knowledgeable in a number of different fields and to be an authority in at least one.

Today the explosion of knowledge has made this increasingly difficult and compelled the teacher to become a "lifelong learner", constantly improving himself by broadening his horizons and bringing his knowledge up to date. He must have an active mind and must keep it sharp by constant activity. This is done through private study, discussion with others on topics that exercise the intellect and by developing habits of mental activity. If a teacher

ceases to learn, his mind becomes stagnant. Once a teacher is in rut he has virtually closed his mind to other truths and innovations.

The mark of the brilliant teacher is not that he makes his decisions simple but makes them seem simple to the student. For example a lesson is not taught until it has been learned and it cannot be learned until it is understood. Students benefit from having their minds stretched by being faced with problems which puzzle them and tax their intellect. Farrant (1980) says;

The skills of the teacher are not easily won, but they will come to the person who patiently practices them. (pg 76)

All this is as far as the headteacher of the school possesses high qualities of leadership because (like a general) he cannot win the battle by himself, but only by inspiring those with whom he serves. Leadership (like authority) does not come readily to the person who grabs for it, but it comes with knowledge and experience and an understanding of people and human relationships. The test of a headteachers' leadership is to be found in the quality of the personal relationships in the school and the extent to which he has forged the staff into a united team.

He must recognize exactly what kind of school his is or what kind he wants it to be, for schools like people, come in all shapes and sizes, and do a variety of jobs. His technical efficiency depends largely on the effectiveness of his management, which involves the ability to plan the school programme of activities, supervise its practice and analyze and assess its result.

Good management requires knowledge and experiences and the ability to demonstrate practical processes when required. If good tone or spirit is to exist in a school there must be a corporate spirit amongst the members. The headteacher, staff and students must talk of

'we' because they feel they belong together. They must have ties of the same kind that hold a family or a team together. This brings us to the issue of school – based management and school effectiveness. For a start teachers experience the challenge of culture presented by the school – based management as much as principals. It is the influence of the principal, however, which is critical in shaping the culture and extent of teachers' participation in decision- making. Participation is likely to be high among staff where the principal encourages participation, values individual contributions and the decision-making process is affected as a result.

When three conditions exist, participation seems to result in increased trust between senior management and teachers. More authoritarian principals on the other hand are likely to confine power to a few people, with resultant staff resentment even if democratic structures are in place. A more authoritarian principal on the other hand is likely to confine power to a few people, with resultant staff resentment even if democratic structures are in place. A more participative school environment may enhance the sense of personal efficacy felt by principals and teachers. Bandwa, Wood and Bundura in Dimmock (1993) says that the;

Construct of self – efficacy refers to the individual expectations of coping with, and being able to control, the environment. (pg 326, 289)

An individual's expectations regarding ability to exert personal control over the environment have been shown to facilitate adaptive behaviour, promote constructive behaviour change, and lead to improved performance.

High levels as Bandura and Wood in Dimmock (1993) say of;

Personal and professional efficacy also increases the likelihood of the individual successfully coping with environmental challenges, and through persistence, adopting effective - problem – solving behaviours. (pg. 290)

It is possible that school – based management in so far as it facilitates a more participative school environment, could lead to an increased sense of control over school activities for teachers and principals and a greater sense of individual contribution to the school. Teachers are more likely to confront issues, to consider alternatives and to justify practices under school – based management.

It is good to note that flexibility is seen as possibly generating innovations and creating more rewarding work environment and a better-motivated staff. The kind of school – based management that fosters a participatory work environment is also instrumental in promoting teacher collegiality. Little in Dimmock (1993) argues that;

Vital ingredients seem to be that collegiality is characterized by, close, constructive, and congenial individual and group relations (pg 65).

The ability of principals and school managers to foster such a climate is critical. Writing in the North American context, Hodgkinson in Dimmock (1993) equates leadership with administration and specifies a distinction between administrative and managerial practice. He distinguishes between the two by suggesting that management include;

Those aspects of the role which are more routine, definitive, programmatic and susceptible to quantitative methods (pg 5).

Leadership or administration on the other hand, is;

The art of influencing men to accomplish organizational goals (pg 5).

Similarly, Sergiovanni in Dimmock (1993) recognizes the relationship of leadership and managerial actions. He views leadership in an inclusive sense, that is, leadership includes the functions, tasks and responsibilities of management; Hodgkinson in Dimmock (1993) on his part says;

“Leadership combines management know-how with values and ethics. (pg 57)

From this perspective, it is the manager who ensures that the school functions in a competent manner, but no matter how competently managed a school may be it is the extra quality of leadership that makes the difference between ordinary and extraordinary performance". Sergiovanni in Dimmock (1993) discusses transactional and transformational leadership. That transactional mode of operation attaches primary importance to managerial skills. The leader manages and individuals "do their job".

A transformational style of leadership is a move in this direction. Here staff, "do a fair day's work." Not solely as an obligation of a work contract but because they feel a level of commitment to and gain satisfaction from their involvement.

A leader who seeks to support and build this climate among staff stands to create a more unified mindset in the school. A transformational leader seeks to build a culture where individual members of staff strive to support and advance mutually determined outcomes for students. Here it is more likely that staff is informed about budget possibilities and constraints and have an active role in planning and allocating monies.

Sergiovanni in Dimmock (1993) supports the claim made in the effective school's research that leadership is somewhat "grander" or more "encompassing" than management and contributes to the distinction between competent and excellent school. He suggests that;

If the principal is viewed as a leader of leaders and responsible for helping teachers, parents and others assume a greater share of responsibility and obligation for what happens in the school, then his or her role becomes decidedly more 'executive than managerial' (pg 153)

As Burns in Coles (2004) suggested, the difference between leadership and management is that the latter is "doing things right" while the former is "doing the right things". The choice of the "right things" is based on values.

In a nutshell, participation is geared both to tackling some tough and persisting problems, which represent real challenges, and to working out some developments in which the answer is fairly immediate so that the group experiences success. It is important to note that the extension of participation will occur only as participation is effective in making educational progress in the direction the participant understand and want.

To say that in a democratic culture the goal of education is to produce greater ability to solve problems is the same way as saying that in a good educational institution, students learn to learn. Democratic leadership seeks to develop people who will become increasingly better skilled in solving their problems. The democratic leader always seeks to help people become skilled enough to carry on without his leadership.

The educational leader is more than a technically trained professional operating a school program under public direction – he must also be concerned with the strengthening and improvement of democratic behaviour through increasing both the quality and quantity of participation in school administration.

Participative management if both quality and quantity lessens the need for militancy in the adversary process of collective bargaining. It is indeed a fact that increased participation by teachers both in educational policy making, and planning as Thomas (1975) notes;

Is both an expression of the teachers' emerging professional outlook and a stimulus to it (pg 117).

This, as I have said previously creates staff awareness and commitment. A well informed staff educates its managers. Also teachers are encouraged to evaluate change and to devise strategies to carry out the evaluation; the teacher becomes a teacher-researcher. More still a well informed staff is able to respond to all issues within the total context of an institution, its philosophy, values and policies and is able to participate in educational debate.

But we shouldn't run away from the fact as Marland (1986) puts it that;

Most teachers are aware of the haphazard nature most of decision-making that occurs in most schools. (pg 114)

Some headteachers and staff consider bookwork the only aspect of schooling that justifies effort and therefore allow the school environment to deteriorate to the extent that it has a demoralizing effect on themselves and their students. In fact many schools are very authoritarian and give little attention to staff development or training in leadership and responsibility. Teachers from such schools when promoted to leaderships, often find that their lack of adequate experience of responsibility gets them into serious difficulties when they try to manage their new schools. This problem spreads on accruing basis and hence occurs in many of the schools especially in Africa.

In conclusion, the headteacher on his part should unite the staff into a team so that all have similar views concerning the aims of the school. He has to encourage friendly attitudes among the teachers, by his own co-operative and friendly attitudes to them. He will discuss school planning with them before making decisions and will gladly receive suggestions. He will not assume that the head has all bright ideas. This spirit of co-operation between head and staff is important because people are always more willing to put plans into practice if they have a share in making them. Castle (1965) asserts that;

In this way; teachers become more than teachers of the students. (pg 82)

It is therefore the feeling of the researcher that the working relationship between the headteacher and the teacher should help to cement the achievement of the set goals and objectives for improved teaching and learning.

2.4 Basic Principles that Facilitate Effective and Efficient Participation of Teachers in Administration

Teachers are highly skilled and often underestimate themselves and avoid tackling new tasks by claiming that the organizations around them work in mysterious way. One important way to bring about a positive school climate is by opening up the management process.

“Open” climate i.e. what Halpin regarded as the “good” climate, (Halpin in Eric 1969) is characterized by; teachers who work well together; enjoy friendly relations without feeling the need for a high degree of intimacy; possess the incentives to work things out and to keep the organization “moving.”

The head on his part works hard himself; criticizes or helps teachers depending on circumstances; shows compassion in satisfying the social needs of teachers; sets rules and regulations but is also flexible; allows leadership acts to emerge from teachers. He also needs to reconsider the decision-making structures and the communication pattern of his school and whether the way he allocates roles and facilities (classes, rooms, equipment etc) are influenced by professional considerations. In order to facilitate effective and efficient teacher participation in every school, school, the head must make use of three key basic principles namely; Delegation, Communication and Consultation.

2.4.1 Delegation

Delegation is essentially, as Cole (2004) puts it;

A power-sharing process in which individual managers (principals) transfer part of their legitimate authority to subordinates (teachers) or team members, but without passing on their own ultimate responsibility for the completion of the overall task which has been entrusted to them by their own superiors. (pg 200)

Delegation is the process by which a person such as a head teacher entrusts authority to someone of lesser status. In its strictest form, the person who receives such delegated authority will act on behalf of the one from whom he receives it.

The fact is that if a job holder (teacher) is to carry out the responsibilities attached to their job successfully, they must have the right to possess adequate resources with which to complete the job. As the old classical management idea put it, "authority should be commensurate with responsibility". More generally delegated authority gives the recipient fairly wide powers to act as he thinks right.

Delegation is an integral part and unavoidable part of the process of organizing and running a school. Skilful delegation strengthens and diversifies the school so that aims and objectives will have the best possible chance of fulfillment. Each single strand of delegation should have precise significance:-

- It should relate to the individual the responsibility is delegated to;
- Also it should take the school a stage further along the road towards its destination;
- Its terms must be understood by the head to person whom he delegates, and all his colleagues so that the staff as a whole may know exactly who is doing what, to whom they should turn for information or advice and to whom they are themselves, in turn, responsible.
- Effective exercise of delegated responsibility depends on the necessary degree of authority. The relationship between management and delegation in Marland (1986) words is that;

Management should relate to harnessing enthusiasm to an enabling process rather than formally defining a hierarchical framework. Delegation is essential not only in practical terms but as an expression of teamwork and partnership and as a process of staff development and training. Each staff member needs to feel part of a school beyond the classroom role. Delegation makes the management process more human and management process more human and in order for it to work in a convincing fashion very clear communication is required. Senior staff and middle management have a vital role in developing views, ideas and initiatives. They need to stimulate and enhance real participation. (pg 107)

Headteachers like to keep decision making in their own hands. It is not wise to hold on too much to it because if too many decisions have to be made by the head

Farrant (1980) says;

Delays will occur before appropriate action is taken in response to problems and the organization of the school will suffer. (pg 118)

On the other hand if the head delegates too much responsibility to his staff for decision-making; Farrant (1980) observes;

“There is likely to be chaos because everyone reacts differently to similar problems.” (pg 118)

Therefore a balance has to be struck between those two extremes. These calls for considerable thoughts as far as delegation of responsibility are concerned with the school. Obviously the composition of a staff ultimately determines the delineation of administrative role. This is to say that certain factors, which may influence the extent to which tasks may be delegated, include; -

- The experiences and expertise of individual teachers;
- The competence of the school secretary (head);
- The head skills in giving directions and providing support;

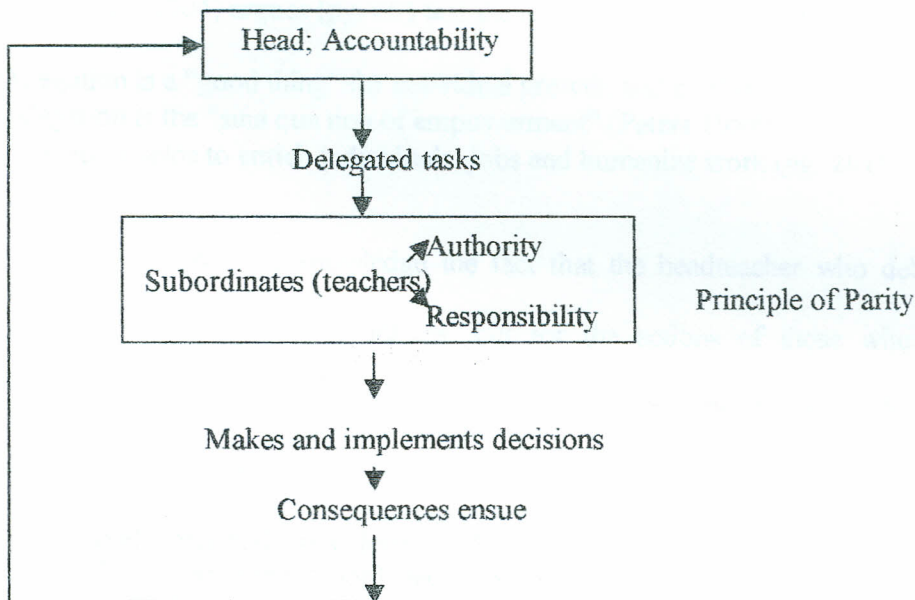
In a typical school, there is an often-untapped bank of expertise and knowledge available from both the teachers and students. This can only be discovered and utilized through

delegation. More often than not senior managers of the school are tempted to undertake tasks which can be carried out very competently by others (teachers). The delegation of such tasks should free the manager (principal) to engage in higher order management activities like planning, policymaking and innovating.

Delegation is an important tool of staff development – but should not be seen as an opportunity for passing the unpleasant boring aspects of management to other staff.

Below is a figure showing how the process can be undertaken effectively.

Figure 2.1 The Process of Delegation



Source: Local Management of Schools. Cave and Wilkinson (1990)

From the table the principle of parity indicates that the process of delegation involves giving the subordinates (teachers) sufficient authority to carry out a decision as well as responsibility for it. In the education system, ultimate accountability resides with the headteacher although authority and responsibility may be delegated.

Hoyle (1969) says that, effective delegation may consist of the following activities;

- Find out the competences and experience of intended delegates,
- Introduce intentions and ascertain willingness,
- Organize relevant staff development activity,
- Define parameters and outcomes of task and allocated resources,
- Check understanding and agreement,

Determine procedures and structures which may be followed if problems arise; delegation is not abdication.

- Provide for contingencies,
- Grant and make public the necessary authority over staff and resources,
- Offer feedback and positive reinforcement where appropriate,
- Carry out regular review Unobtrusively (pg 69)

Idealistically, Cole (2004) argues (pg. 69) that the reasons for delegation are;

- Delegation is a “good thing” for individual growth, and contributes to staff morale;
- Delegation is the “sine qua non of empowerment” (Peters 1988)
- Delegation helps to enrich individuals’ jobs and humanize work (pg. 201).

However, it is important to acknowledge the fact that the headteacher who delegates is accountable not only for his own actions, but for the actions of those who exercise responsibility. Kanyoro (2004) in a newspaper article of The Standard Newspaper, December 2, 2004, observes that;

Many headteachers do not delegate duties. But delegation would solve many of the management bottlenecks in schools. It ensures that teachers serve as the heads representatives in the management of the school. (Education Profile pg. 10)

He goes on and says that, even when a head teacher delegates duties to the deputy, H.O.Ds, senior or class teachers, he still is responsible for whatever is done. This is because delegation does not mean “abdicated duty”. The duties may be monitored and supervised by the headteacher.

But some headteachers fear delegation perhaps because they could lose control. Others feel they can work quicker themselves. But delegating tasks to teachers is valuable in many ways such as;

- Teachers learn to act on the headteachers behalf when he is away and school activities do not grind to a halt in his or her absence,
- The head also gets a chance to assess the ability and loyalty of his teachers.

In all, the reality is that best practice is to be found in organization that use delegation positively as an important employee (teacher) motivator as well as a means of facilitating effective decision making throughout the enterprise. The rationale is, unless regulations forbid or undesirable variations of judgement are likely to result, the head should pass decision – making to the lowest level of authority able to implement them effectively.

2.4.2 Communication

The operational definition of communication as provided by Okumbe (1998) is that it is the;

Exchange of information and the transmission of meaning. (pg. 127)

Communication therefore involves both transference and understanding of meaning. That is to say, the communicative exchanges between people provide the sole method by which influence or effects can be achieved. Cole (2004) on his part defines communication as;

The process of creating, transmitting and interpreting ideas, facts, opinions and feelings. (pg. 220)

He classifies communication into two; formal and informal.

In an organization (school) formal communication is generally dealt with in terms of the following;

- The content of communication (factual information, discussion points, formal notices e.t.c),
- The form of communication (memos, reports, bulletins e.t.c
- The media of communication (fact-to-face, written reports/memos, emails, fax, telephone, audio – visual e.t.c)
- The skills of communication (report – writing, chairing meetings, interviewing, telephone, selling e.t.c.)
- The organization of communication (formal channels of communication, committee structure, authority level, communication procedures, disciplinary issues e.t.c)

In-formal or unofficial methods of communication within organization described as “grapevine” refer to information posed on by individuals with no authority and which gives rise to rumour or gossip. Sometimes such informal communication represents strongly felt opinions from amongst the workforce and may eventually be recognized as legitimate and be placed in the formal communication chain. In management practice, effective communication as a basic pre-requisite for the attainment of organizational goals.

Communication is fundamental to all types of social organizations, whether they be bureaucratic or collegial, large or small.

Where several individuals combine to achieve a common goal, communication is crucial at all stages of endeavour. Without communication there would be no common aims or purpose, no co-ordination and no co-operation. Increasing size of schools and school systems has made it imperative that communication between the different level and among different groups must be facilitated and encouraged.

The larger size of school staffs, together with the greater specialization of individuals has resulted in greater compartmentalization. This too has increased the difficulty in the easy

flow of ideas in the school organization. The large size often leads to pyramiding of position on position, lengthening the line of communication, introducing gap and blocks and effective status influences on the effectiveness of communications Campbell and Gregg in Okumbe (1998) views the professional role of communication in an organization as one which is;

To influence the evolution of organizations and their governing systems in keeping with scientific – ethical values. (pg 116)

Miller and Spalding (1958) assert that;

Change from co-ordination through control and direction to co-ordination through communication and participation is underway. The democratic way around the bottleneck of having everything finally go over on man's desk is the effective use of multidirectional channels of communication to establish system – wide relationships among a staff of able and trustworthy workers...under such a plan of operation the responsibility for co-ordination does not rest solely upon the chief administrator. (pg. 63)

They go ahead and say that each individual staff member assumes, over and above that of his specialty, a responsibility for fitting his specialty in to the total operation. The function of the administrator becomes more and more one of communicating information about the whole system and about significant parts of it to individual staff members. In fact his job becomes one of putting various parts of the system and the interested individuals and groups in the community into communication with each other.

Such a plan of operation is more productive in that it does not restrict growth to the amount that can be checked and approved and put in place by one man. It expands development to the point where there will probably always be more good things going on than one individual can keep track of.

In opening up channels of communication and in developing greater interested participation, a wide variety of means are utilized. More attention is given to informal occasions where staff members and others talk freely and easily about things that are immediately pressing and may not be of great consequence. This experience makes it possible for them to talk more freely and easily in situations where significant items are under consideration. Provision is made for heterogeneous groups of various sizes in which the variety of ideas and approaches stimulate self – evaluation of presently held ideas and the development of new ideas.

Participation is encouraged on the basis of what is important and not imposed on the basis of what seems urgent only to the administrator. Schools, like organisms are dependent upon an efficient network of communication between the administration and people who make up the school community if they are to operate as intended.

Indeed, as Farrant (1980) argues;

The effectiveness of communication within the school determines to a large extent, how well it functions (pg. 119).

Barry and Type (1975) emphasis on the same and adds that for an organization to be efficient;

- Those who work within it must have all the information they need;
- Also when they need it,
- Know how to act upon it when they-have got it,
- And understand how to feedback the results of that action (pg. 37).

More to it, they say, so far as is humanly possible, the information so provided should be easy to understand and difficult to misunderstand. A pattern of communication is essential for a school, but its imperative that both discrimination and clarity are required if

communication is to be successful. Communication is not a one-way street. It must operate from all sides i.e. downward, upward, sideways (most difficult) since any effective system of communication must rely upon the sense of responsibility and co-operation of every member of the school.

Everybody must be willing to play his part in seeing that the channels of communication are designed to achieve their purpose, are kept open and are subject to continuous review. Ideally, the form and nature of a communication should be appropriate to its content i.e. it should reach the person for whom it is intended at the moment when it is most receptive to it; it should be clearly phrased to eliminate misunderstanding; it should demand some form of individual response and commitment.

Okumbe (1998) identifies 4 major roles played by communication namely;

- Communication helps control the behaviour of teachers, students and non-teaching staff in a number of ways e.g. teachers and other staff members are inducted into various aspects of their jobs and other organizational and employment regulations; students likewise are informed about their expected behaviour within the educational organization. The consequences of deviant behaviour are also specified and understood through communication.
 - Communication helps to motivate teachers, students and other workers. Through communication all members in an educational organization are informed about what is to be done, how well they are performing their various assigned tasks and what can be undertaken to make the tasks be done even better. This is done through proper feedback mechanisms.
 - Communication provides a release for the emotional expression of feelings and for fulfillment of social needs. For teachers, students and other workers an educational organization or a work group provides a primary source of their social interaction. It is through communication in the work place that people show their satisfaction or share their show their satisfaction or share their feelings of frustrations with both their work-related activities and social aspects of their lives.
 - Communication facilitates decision-making. Communication provides teachers and others with the information which they require for making appropriate decisions.
- (pg 128)

But one of the biggest and difficult problems of communication has always been the opening up of channels through which even the most insecure individual may feel it possible to transmit an opinion about the administration to the administration.

These beat the fact that every part of the process of the school operation should be subjected to evaluation, even including the administrative process itself. However, it is indeed by consensus that it is all agreed that a democratic school administration is judged largely by the degree to which it has been successful in getting many persons to have a part in deciding what ought to be done in a school system by utilizing all channels of communication. Communication serves to transmit messages, to influence groups towards goals, to coordinate different members of an organization, and to facilitate leader behaviour. In short, it pervades the administrative process.

2.4.3 Consultations

The headteachers have a major responsibility for the internal organization, management and control of the school. They should direct their skills to establishing effective structures and processes which are simple, clear and understandable as possible.

Central in this is the process of consultation and involvement with the school staff to achieve its objectives. Consultation involves helping teachers to maintain and develop their profession and competence and remain abreast of professional advances. Enns in Olembo, et al (1992) comments on consultation and says that for teachers to learn, they must;

Become involved and they must come to grips with their own problems as they perceive them (pg 97).

For consultation to be effective, mutual trust and confidence between the teacher and the headteacher should be there. Mbiti (1974) concurs;

A man performs his functions well when he is trusted both by his superiors and his colleagues. (pg 14)

Olembo, et al (Ibid) on his part outlines the criteria of good desirable consultation as;

- Involving teachers and students in defining and solving their instructional problems especially concerning new approaches in teaching technology.
 - Working with teacher as professional colleagues in solving professional problems, providing feedback after consultation with teachers and students.
 - Working also with other educators to provide in-service activities for teachers.
- (pg 97)

The purpose of genuine consultation between the headteacher and his staff is indeed to enable the head draw upon the knowledge, experience and judgement of his colleagues, while they (in turn) derive professional satisfaction from making their views known and from putting their advice at his disposal. Through consultation, they also acquire training for posts of greater responsibility by being in consideration of major issues of policy and planning. Again it provides the staff with the opportunity to contribute to the success of the school by involving them in decision- making and the joint examination of problems which involve everyone. This in effect will assist the school to achieve its objectives. Consultation helps staff develop a sense of collective identity and purpose and is aware of the schools priority.

Above all the process of consultation as Cave and Wilkinson (1990) puts it;

Also provide the; cornerstone to the successful appraisal and development of staff at all levels.” (pg 77)

For all practical purposes, all heads ought to be good or moderately good teachers. This is because besides being teachers they are the makers of school policy and school philosophy of education. While this is so, Cook and Mack (1971) observe that;

In order for them to succeed, they must make it in consultation with his staff.

pg 42

One of the major avenues for effective and efficient thorough consultations is in meetings.

Meetings as Marland (1986);

- Define
- Approve or promote school policies
- Decide on various lines of action
- Explore the feelings of members
- Transfer information (pg 105)

From these facts then, any school that values consultations will have long detailed and controversial meetings to define new policies and to take decisions and this will involve meetings at all levels within the school. It is also the feeling of the researcher that meetings can make people feel more involved and responsible for their institutions, help develop their educational background and train people for promotion, as well as radically increasing the schools access to expertise in a staff, hence the need for most of the consultations to be done through meetings.

2.5 Key-Result Task Areas (KRTA) in Secondary School Administration

Key-Result Task Areas (KRTA) is the most important performance task units in the school that must function effectively and optimally for quality outcomes to prevail. These KRTA must involve major academic activities or groups of related activities that occur throughout the school. The researcher has identified four KRTA necessary, for teachers' participation namely;

- Administration of curriculum and instruction
- Administration of physical and material resources
- Administration of business and finance
- Administration of student personnel

2.5.1 Curriculum and Instruction

Curriculum and instruction refer to all subjects taught and all activities provided by the school and may include the time devoted to each subject and activity and the mode of delivery of the content. It is the core area where every teacher participates in but mostly at the periphery level of classroom teaching. Yet there is a lot for the teacher to participate in.

A survey conducted by ILO in conjunction with UNESCO (1981) globally, showed that the general content of teaching syllabuses, textbooks and teaching material is a subject that provokes highly critical reactions with regard to the fitness of teachers to participate in decision making. But on the area of methods of delivery of the curriculum there seems to be considerable independence principally because when the teacher is within his/her own classroom, he/she enjoys a relatively high degree of privacy and autonomy.

The committee carrying out the survey, recommended as one of its major recommendations, that since teachers are particularly qualified to judge the teaching aids and methods most suitable for their student, they should be given the;

Essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods within the framework of approved programmes and with the assistance of the educational authorities. (pg 18)

But probably, the major test of a teacher's administrative skills in classroom is based on two areas namely;

- Ability to control his/her class i.e. to maintain authority over his students. A teacher who cannot maintain control is regarded as a threat to the good order of the school as a whole upon which teachers depend to minimize wear and tear in their nerves minimize indiscipline.
- Ability to maintain social distance from the students.

Lack of maintenance is seen as a threat to the general esteem of teachers and that those two familiar with their students are seen as undermining the authority of his colleagues by talking about them in terms other than reverential. In the classroom the teacher has two basic sets of administrative roles, Eric (1969) states, otherwise called "facilitating roles".

These are;

- Functions of instruction, socialization and evaluation,
- Functions of motivating students, maintaining control, creating an environment for learning, (pg. 88)

One of the fundamental problems of the teacher is the involvement – detachment dilemma i.e. how a teacher can be personally involved with his students and reduce the social distance between them in order to motivate them whilst at the same time retaining his authority.

Waller in Eric (1932) distinguishes between "institutionalized" leadership behaviour of the teacher, which is found upon the formal support of the teacher's office, and "personal leadership" which is based upon the teacher personal qualities. The skillful teacher can play the role a comedian, kindly uncle, confidante or any other informal role, but yet retain the capacity to return with ease to a more detached role when necessary without losing the goodwill of his students.

The good teacher as Waller in Eric (1969) puts it in a characteristically telling phrase;

Lengthens and shortens the rubber band of social distance with consummate art. (pg 58)

Cunningham and her associates in Eric (1969) conclude from their studies of leadership patterns in the classroom that;

Teachers whom observes agreed were most effective used the wildest range of patterns according to the appropriateness of the pattern to the situation. (pg 91)

On a wider scale, in the secondary school where school-based management has taken root there may be closer interdepartmental relations, fostering a more co-ordinated, whole - school curriculum perspective. Increased teacher participation may also generate greater commitment to curriculum policy decisions, which Chapman in Dimmock 1993 (1990) believes may improve educational outcomes in two ways;

- First, more information and knowledge dissemination is likely to lead to improved understanding and clarity of policies, decisions and reasons for change,
- Secondly, feelings of increased trust, greater sense of self-efficacy and commitment to decisions are thought to improve curriculum development and educational outcomes.

If a participatory school decision-making environment is conducive to teacher collaboration and collegiality, then the critical question is whether there are benefits to students learning when teachers work together.

In Dimmock 1990, the work of Little and Bird provides important evidence of the potentially positive effects of collegiality on curriculum, quality especially on teaching. Little for example cites a study of six urban high schools in the USA where teachers attributed school - wide academic gains and improved classroom performance to having worked together once a week for two years to tie their curriculum and instruction to principles of mastery learning.

Compelling evidence is provided by Bird and Little who report teacher claims of substantial student gains in mathematics and improved classroom behaviour often they had collaborated on changes to the curriculum, including testing and student placement.

According to Little (1990) the benefits of teachers' collaboration for students are;

The quality of program in which students participate, the sense of program coherence and faculty cohesiveness that students detect, and the consistency in expectations that students encounter. (pg. 167)

Further benefits result in:-

- Teachers better preparation for classroom work,
- Teaching which display greater instructional range, depth and flexibility,
- Teachers who are more influenced by and gain respect for each other,
- A more rewarding and satisfying work environment for teachers.

It seems reasonable for Little (1990) to argue that the quality of teaching and student learning is likely to benefit from collegiality in at least four ways;

- When teachers talk about teaching, the complex relations between their actions and students learning are clarified,
- Teachers' shared planning and preparation of programmes makes for consistency and co-ordination of approach throughout the school,
- Teachers are more willing to engage in classroom observation of each others' lessons and to provide feedback,
- Teachers are more likely to train together and to train one another.

The researcher, therefore, feels that the teacher's administrative role will be to help identify the students' problems and instead of giving them solutions, he will direct them to the means of solving these problems (i.e. instead of giving them fish, he shows them how to catch fish). This entails the teacher becoming expert in locating the source of knowledge, identifying the techniques of problem – solving and either teaching those techniques or putting the students in touch with those specialists who will do so.

He also has to initiate, to challenge and to make demands, physical and intellectual on each and all of his students.

2.5.2 Business and Finance

Okumbe (2001) refers to this area as the business management in an educational organization with the head teacher being the “business manager” or the “chief accounting officer.” The headteacher should supervise and guide teachers, H.O.Ds, bursar, accounting clerks, cateress, matron, technician etc to ensure proper writing and keeping of books of accounts and store records.

To maintain a system of education which responds to changing governments and community priorities and which can use government funds most efficiently, individual schools must be the focus for the administration and delivery of education.

Others have focused upon the idea of empowerment giving teachers and also parents, local citizens and employers a greater participation in school decision making. Such empowerment has usually involved delegation of financial management but has not centered on it. Indeed in some schemes it has been very limited in scope.

As Conley and Charach in Dimmock (1993) says;

School-site management alone does not guarantee administrative decentralization the issue is not simply how to achieve school-site management but how to achieve collegial and collective management at the school level. (pg 540)

Taylor and Levine in Dimmock (1993) and their part say;

School-based management is only one way to restructure decision-making and planning at the school site so that day-to-day administration and teaching can be collaborative and collegial (pg 394)

Other approaches, however, see financial delegation as just one of several conditions necessary to create a competitive market economy for schools. A further analysis is provided by Bowe et al (1992) in relation to developments in the education system of England and Wales:

- The educational process becomes the production process.
- Teachers are the producers.
- Parents are consumers
- Knowledge becomes a commodity and
- The educated students the products, with the minimum specification laid down by the National Curriculum (pg 320).

For the government, the essence of Local Management of Schools is buried within the move to market driven funds. This encourages schools to enter a new era of self-help, entrepreneurialism, cost-effective and consumerism.

In the "natural environment" of the market however, free from the "contamination" of a system, schools should release the "natural" gifts of individual enterprise, initiative and the instinct for survival.

The "successful" schools will be those that become self-determining enterprise promoting innovative and cost-effective approaches to fulfilling consumer demands. Removing the constraints of the system will allow the schools to "do what should come naturally."

It is clear, however, that the nature and emphasis of policies as far as financial delegation is concerned differ between countries. The researcher feels that, African schemes do not favour teachers' participation in financial delegation, but leave every thing as a prerogative of the principal whether to involve them or not.

But many schemes in Canada and Australia, the Netherlands and Belgium and England and Wales before the 1988 Education Reform Act, were more concerned with managerial

efficiency and effectiveness. Again many of the schemes in the U.S.A. were more concerned with empowerment.

In contrast, the current Local Management of Schools development in the UK, those in New Zealand and the Dutch secondary schools are centered upon a market economy.

Many managerial schemes are also concerned with empowerment through participation. Empowerment schemes assume that greater involvement of teachers and community in financial management will lead to greater effectiveness. Recently a new category of financial delegation has appeared, namely cost transfer i.e. where schools take full responsibility for all their non-salary costs and to raise the funds for them. (e.g. premises maintenance, energy and water costs, grounds rates and taxes, insurance, furniture equipments, book and material and other supplies and services).

The researcher clearly feels that financial delegation has no standard form worldwide and differ enormously in scope, administration, structure and implementation. Dimmock (1993) argues that variations in school responses to financial delegation arise from factors such as:

- The personality and values of the principal
- The views of senior staff or the staff as a whole and the BOG.
- The effectiveness of the school management
- The previous experience and the tradition of the school.
- School perceived needs i.e. schools do not exercise choice rationally.
- Schools current financial position, in particular whether it sees itself as winning or losing under the formula as facing rising or falling enrolment and expanded or reduced central funding. (pg 116)

But as this is the case, the researcher would ask two vital questions;

- To what extent does financial management distract the focus of principals' deputies and other senior staff away from other key tasks, such as instructional leadership?
- Does financial delegation bureaucratize relations between principals and staff and create a less caring climate?

The answers to these two vital questions lie in the explanation below. That there is a general agreement that the importance of the Principal increases significantly with financial delegation and the quality skills that he employs in the delegation – clear job specification.

Smilanich in Dimmock (1993), the Associate Superintendent reports:

The principal has the unenviable task of arbitrator – of soliciting the needs and wishes of the staff and community (often conflicting in competition) and being the final authority on planning decisions reflected in the proposed budget (pg 380)

This is echoed in the American context by Conley and Charach in Dimmock (1993);

Even today many schools that fit the criteria commonly ascribed to school-site management (e.g. decentralization of resources) are managed by a single person; the principal (pg 540)

Participation and involvement of staff, the enhanced role of governing bodies and increased accountability, all have provided some limitations. In a number of schools there is evidence that financial delegation tends to trickle down to departments in secondary schools and to class teachers in primary schools. This is partly through the process of consultation but also because the logic of subsidiarity (i.e. decision-making at the lowest point appropriate) implies delegation beyond the principal.

But in most instances there are situations where the personality of the principal resists further delegation.

Some argue that their failure to do this further is that, they, not their staff, are held responsible to their respective schools in everything. This is evidenced in the type of administration in Kenyan secondary schools.

The researcher feels that there is the likelihood that, over time exhortations will prevail against resistant principals. Some delegating authorities have mandated schools to organize participation. Cambridgeshire, United Kingdom, for example, in the mid 1980's insisted that

all schools set up consultative procedures (Downes 1980). Thomas in Dimmock (1993) described a consultative process in operation;

Staff in this middle management area now feels that the discussions are comprehensive in their meetings. Papers are produced, costing made, revival claims discussed and at the conclusion a decision is reached and ultimately introduced..... Thus in preparing the budget for 1986/87, the year GCSE was introduced, real agreement ensued as to whether greater capitation (books, equipment and material) or more auxiliary support staff was required (pg. 78)

A description of a fully collaborative model is provided by Stermer, head of a Cambridgeshire Primary School in Dimmock (1993);

The procedure for deciding priorities for next year's budget and for allotting any under-spend were improved after the second year by having joint meetings for all governors and staff to make the decision together. The model of decision – making which was involved is partly collegial and partly based on a “market – system”, in that individual teachers and governors put in bids for sums of money. They have to convince the others that the bid is for reasons of development, current deficiencies or whatever it might be, and then a decision is made by everyone about priority order or if ideas race ahead of resources, which projects are to be deferred (pg. 66)

In general, financial delegation tends to involve wider participation and reduce autocracy, though not universally. It creates a need to legitimize decisions, enlist enthusiasm or expertise, delegate responsibility and obtain co-operation. This is as the researcher feels authoritatively.

2.5.3 Physical and Material Resources

A major part of the success of a good school is how well the resources are utilized, managed and maintained, teachers being the key resources in every school. More so the appearance of physical facilities as well as the school compound is a very important source of inspiration and motivation for members of the school, the community and other stakeholders.

Teachers' administration in resources has to do with the control of resources and processes in a production operation. Good administration as Farrant (1980) observes, requires that:

The resources are used in the most efficient way possible and that a high quality of products is maintained. (pg. 132)

In school and at class teacher level, this means that the teacher must be able to exercise efficient management over their students, the resources at their disposal and the various programmes of learning that are going on in each subject, to ensure that learning proceeds efficiently and that desired standards of output are maintained.

More to it, the teacher should be able to identify the resources available outside the school, plan to acquire them and eventually stimulate the students to utilize those resources effectively and efficiently.

But one major problem in public secondary schools is that many schools are inefficient because local education authorities fail to provide them with adequate support especially financial support.

Actually it is not uncommon for parts of schools to become unusable because management has not provided funds to carry out urgent structural repairs or to mend broken equipment. The principle aim of every school management should be to make the most efficient use of the available resources such as teachers, buildings and equipments in order to achieve predetermined educational aims relating to the students, the community served by the school and the national system of education.

It is a field that invites innovation because there is always a better way of doing things but with caution. Efficient management of resources means that the headteacher must co-ordinate effectively.

- The work of the members of the teaching and supporting staff,
- The funds, facilities and equipments possessed by the school,
- The resources offered by the community.

He can also be consulted concerning any innovative teaching methods that might necessitate a redistribution of teaching resources or teaching staff.

Another key intangible resource in the school is time. The limitation of a finite amount of time is identified by many teachers as one of the most serious constraints they face in attempting to meet the challenges presented by the changed managerial arena.

Time may also be seen as the composite total of that available to and utilized by all the staff in the school. Clear job specifications for staff, negotiated, through sympathetic and reciprocal processes of appraisal which relate to the aims and objectives of the school and the priorities identified, can be useful instruments in achieving more effective utilization of the total bank of time available to and utilized by all the staff in the school.

Identifying priorities and goals is a key step in the proper use of time so that the process of analysis and evaluation which follows is more clearly focused within an appropriate framework. Daily encounters with colleagues may provide opportunities to share and explore issues of concern both for the individual and the school.

All in all, it is a known fact that the establishment of priorities, in consultation with teachers, in the use of time, resources and people may assist in raising the school's institutional characteristics to a level of consciousness not only in the public but also in the administration and the staff.

2.5.4 Student Personnel

Students are the key stakeholders within every school. Managing them effectively is vital in the overall management of a school. Teachers can participate in the administration of student personnel within the framework of three distinct areas namely; Counseling, Supervision and Guidance

Counseling

It is the duty of a teacher to help his pupils to develop as fully as possible all aspects of their potential. This will involve him in responsibilities for his students' welfare. Here he provides leadership, example and care for his students. He establishes trusting and friendly relations and acts as a liaison between the student and his peers, and between the students' teachers and his parents. Welfare is therefore concerned with several aspects of the students life as Farrant (1980) observes, including;

- Physical well being i.e. absence of the student and the reason for absence. The teacher must try to anticipate and prevent trouble as well as to alleviate it hence will have safety rules in his class and a first aid box to deal with minor accidents and ailments;
- Emotional well-being; this deals with special problems such as emotional maladjustments,
- Moral and spiritual well being; has to do with the creation of healthy moral and spiritual environment in the class and can result in a harmonious atmosphere that gives pleasure to everyone concerned.

Guidance

Part of the guidance role of teachers is to monitor the educational progress of students and advice or assist those who are underachieving. The teacher will want to help each student embark on a course that is suited to him and that has opportunities for developing his potential.

Hence teachers need to know their students intimately and also to have knowledge of careers and the job market so as to get students on to the right track as early as possible. He also has the responsibility of counseling students with personal problems, both connected with home and personal relations at school.

Farrant (1980) says that;

This task requires that the teacher gain the students' confidence so that he is willing to share his problems with him – hold it in confidence (pg. 30)

Supervision

Teachers have a legal liability to ensure the safety of the children in their care and as a conscientious people they will supervise the students as carefully as if they were their own.

Farrant (1980) goes ahead and asserts that;

Effective supervision requires a genuine interest in and concern for the students (pg 131)

It anticipates potential causes of trouble and dangers and takes appropriate measures to stop trouble before it grows unmanageable. Supervision concerns both students safely and their learning as well.

For example teachers should have progressive and cumulative records of all the information pertaining to the students' backgrounds, health status, academic and character records safely kept in the office. They should ensure that students are in school for curricula and co-curricular programmes all the time as scheduled. They should keep abreast of the

attendance trend of the students and intervene where necessary to ensure that truancy does not develop. Where applicable they should liaise with class teachers and suggest remedies.

Perhaps the best example of the teacher's delegation on his supervisory roles is the prefectureship system. The teachers should participate fully in the selection and appointment of the prefects in the school. These being a suitable ground for future leaders and also a display of talents; teachers should strive to come up with acceptable, appreciable, and disciplined prefects who are capable of setting example very moral to the other students.

Anyway the researcher feels that the whole topic is inexhaustible and probably would recommend for further research.

2.6 Summary

In conclusion therefore the researcher would express his feelings and say that recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work i.e. should be inspired by a lofty conception of their calling - they should set themselves the highest possible professional standards in keeping with the importance of the role of the educators in society.

Headteachers are no exception in this and should set themselves even the highest professional standard. In any case, it would be every teacher's joy (inclusive of headteachers) to watch his product (educated students) selling like "hot cakes" in the global market. This is the outcome of participation of teachers in the administration of their secondary schools in an effective and efficient teaching and learning process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with methods and procedures that were used in the research study. It focuses on research design, the location, the target population, sample and sampling procedures, data collection techniques, data analysis and the mode into which the data is presented.

3.2 Research Design

The study was an investigation into the participation of teachers in the administration of public secondary schools in Kiharu Division of Murang'a District. This was a descriptive survey research. This kind of design was concerned with gathering facts and obtaining pertinent precise information concerning the current status of phenomenon and wherever possible, making conclusion from the facts discovered. It was concerned with generalized statistics that result when data was abstracted from a number of individual cases.

Igwe (1985) says that descriptive research in education involves finding out what people are doing and thinking by gathering the information from them basically using questionnaires, observation and interviews.

Descriptive survey designs in preliminary and exploratory studies allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho 2002). Gay (1976) notes that:

Descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. (pg 5)

3.3 Target Population

The study was an investigation into the participation of teachers in the administration of public secondary schools in Kiharu Division of Murang'a District. The target population was all the public secondary schools in the division. There are eighteen public secondary schools within Kiharu Division with eighteen headteachers and 236 teachers.

Teachers were the key respondents in the research since the whole research revolved around their participation in the administration of public secondary schools in the division. The headteachers were also included in the study so as to find out the extent to which they involved teachers in the administration of their schools and also to confirm the information given by teachers. Again headteachers are the ones who inspire and facilitate teachers' participation in the administration of their schools.

The D.E.O. was included to confirm whether participation of teachers in the administration of their schools was important, whether in his opinion teachers possessed the necessary skills for effective and efficient participation in the administration of their schools and being the top educator in the district, the role his office played in enhancing/sharpening the administrative skills of both teachers and headteachers.

3.4 The Sample and Sampling Procedures

From the target population as given above, eight (8) headteachers and 56 teachers were selected for the study.

According to Gay (1976),

A researcher selects a sample due to various limitations that may not allow researching for the whole population. (pg 39)

Public secondary schools in the division fall under different categories as shown in the table below:

Table 3.1 Categorization of Public Secondary Schools in Kiharu Division

Category		Number of Schools
1	Boys Boarding only	1
2	Girls Boarding only	2
3	Mixed Boarding only	2
4	Mixed Day only	13
5	Mixed Day and Boarding only	0
Total Number of Schools		18

Source: Murang'a District Education Office (2005)

To categorize the schools as shown above the researcher used purposeful sampling. He also used the same sampling in the identification of schools within the categories. To arrive at the sample schools in each category the researcher used the following procedures: -

- The only school in Category 1 (Boys Boarding only) automatically picked as a sample school.
- Two schools were selected as sample schools in Category 2 and 3 (Girls Boarding Only and Mixed Boarding only respectively), one in each category. To arrive at the sample schools, the researcher used simple random sampling in each category. This involved writing on two pieces of papers the school in one category and labeling one school as "A" and other as "B". Then folding the papers and requested somebody else to pick one from the two folded pieces of papers. This was repeated in the next category.
- The remainder of five sample schools was selected from Category 4, which had thirteen schools. Again here the researcher used simple random sampling through systematic sampling method. This involved listing down all the schools in this category and then selecting the sample schools at an equal.
- Interval: The first name in the list was selected and then others followed at an interval of; after every 2 schools the third one is selected. Hence the following numbers were selected; 1st, 4th, 7th, 10th and 13th.

Orodho (2004) identifies purposive sampling as;

One that involves selecting using set criteria such as type of school, boarding status (boarding, day, mixed day/ boarding) or whether the school is Boys, Girls or Mixed. (pg. 40)

On the other hand Gay (1976) identifies random sampling as;

The best of sampling as it allows all members of the population to have an equal and unbiased chance of appearing in the sample. (pg 41)

Out of the eighteen schools in the division, ten schools were the remainder after the sample of eight schools had been selected. From the ten, one school was randomly selected for use in the pilot study.

Again here, the researcher used random sampling to select the pilot school. Each of the headteachers in the eight sample schools was included in the final study, while 56 teachers – seven from each school – was randomly selected from all the teachers in the eight sample schools. The sample of 56 teachers was 23.73% of all the teachers in the division.

The researcher had seven pieces of papers marked “YES” and others with no numbers (blank) and both types tallied to the total number of teachers in each school. The papers were folded, mixed properly and the seven teachers who picked the “YES” were included in the study. This procedure was repeated in all the eight sample schools.

3.5 Data Collection

The research instruments that were used for data collection included:

- Questionnaires
- Interviews
- Observation schedules

3.5.1 Questionnaires

Questionnaires are widely used to obtain information about current conditions and practices and to make inquiries concerning attitudes and opinions quickly and in a precise form. They provide cheap means of collecting data from a large number of people, (Peil 1995).

The researcher administered the questionnaire to the teachers. The questionnaire had three sections: Section A sought personal data of the teachers, Section B requested for information on the teachers' participation in the administration of the four key administrative task areas namely; curriculum and instruction, business and finance, physical and material resources and student personnel.

The teachers, in some questions chose one of the five possible expressions (Never, Rarely, Sometimes, Often, Always) that best indicated the frequency of involvement in the four Key Administrative Task Areas. While in other questions they were required to choose between "YES" and "NO" with possible explanations and/or comments based on their choice. Section C requested information on the teachers Awareness and Educational preparation for Secondary School Administration.

3.5.2 Interview

Peil (1995) maintains that;

An interview provides reliable, valid and theoretical satisfactory results than a questionnaire. (pg 47)

The researcher gave an interview to both the headteachers and the D.E.O, Murang'a District. For the headteachers the interview schedule had two sections; Section A requested for the headteachers personal data. Section B requested for information on the head teachers, involvement of their teachers in the administration of their schools especially on the four

Key Administrative Task Areas namely: Curriculum and instruction, business and finance, physical and material resource and student personnel.

The headteachers in some questions chose one of the possible expressions (Never, Rarely, Sometimes, Often, Always) that best indicated the frequency with which they involved their teachers in the administration of the key task areas. In other statements/ questions, they were required to respond with either "YES" or "NO" with possible comments or explanations depending on their choices. All these "spot checked" information given by the teachers.

For the D.E.O, the interview schedule consisted of two sections; Section A; requested information on personal data. Section B; requested information on teachers' participation practices. This section was meant for him/her to indicate whether in his/her view the participation/involvement of teachers in the administration of public schools especially on the four key task areas, was important. He also indicated in his opinion, teachers possessed the necessary skills for effective and efficient participation in the administration of their schools. He also indicated the role his office played in enhancing/sharpening the administrative skills of both teachers and headteachers.

3.5.3 Observation Schedules

The researcher made observations in each of the school on indicators of the participation in certain administrative sub-tasks namely;

- Timetable - both school and personal and the distribution of lessons.
- Duty roster.
- Charts in the principal's offices showing allocation and distribution of responsibilities and duties in each school. Also charts showing the school structure.
- General discipline in each school e.g. orderliness, silence etc.
- General routine of teachers both in their offices and in the school compound.

3.6 Piloting of the Research Instruments

Out of the eighteen schools in the division, ten schools were the remainder after the sample of eight schools had been selected. From the ten, the researcher randomly selected one school for piloting the research instruments.

The piloting had two main objectives:

1. Enhancing the reliability and validity, (Orodho 2004) states;

“.....reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials..... Validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. It is degree to which the empirical measure or several measures of the concept, accurately measure the concept.” (pg 41 - 42)

To further enhance these reliability and validity, the research consulted his supervisor and other experts both in the Institute of Continuing Education (ICE) and at the Department of Planning, Educational Administration and Curriculum Development.

2. Assessing the weakness of the instruments and whether the respondents understood the items therein. The response of this was examined in an attempt to reveal sources of confusion and ambiguity in the instructions and items. This will led to shaping of instruments in a more effective manner.

3.7 Data Collection Procedures

This was conducted in the following stages:

- Obtaining a letter of introduction from the Director, Self Sponsored Programmes (SSP) Kenyatta University.
- Obtaining a research permit from the office of the President through the District Commissioner, Murang'a.

- Seeking official permission from the District Education Officer, Murang'a to visit schools.
- A visit to the eight secondary schools within the division, informing them about the study and make more arrangements for the researchers visit.
- The actual visit to schools and administration of questionnaires to the teachers and interview to the headteachers.
- A visit to the D.E.O., Murang'a, informing him about the study and making appropriate time for the interview.
- The actual visit to the D.E.O. Murang'a and administration of the interview. But this came last after the researcher was through with all the schools.

3.8 Data Analysis

The study was a descriptive survey research. Gay (1976) says:

The most commonly used methods of reporting descriptive survey are frequency polygons, calculating percentages and tabulating them appropriately. (pg 67)

The following stages were followed in data analysis:

- General information about the respondents and their schools including their number and indicators observed by the researcher as evidence of effective teachers' participation in the administration of their schools mainly in the four task areas, namely; curriculum and instruction, business and finance, physical and material resource and student personnel.
- The data on teachers was analyzed in four tables:
 - a) Table 1 indicated the personal information of teachers.
 - b) Table 2 showed teachers response on the questionnaires, which was the core area of this research. In this table, all responses (expressions) for each statement and frequency of involvement in the administration of various sub-tasks in each of the four key task areas, from the 56 teachers were indicated.

- c) Table 3 indicated an analysis of teachers' regards on the importance of their participation as a tool of improving teaching and learning.
- d) Table 4 showed an analysis of teachers' educational preparedness for their participation in the administration of their schools.
- On the analysis of the headteachers' interview schedule;
 - a) Table 5 indicated the personal data of the headteachers;
 - b) Table 6 showed the responses (expressions) of their involvement of their teachers in the administration of their schools mainly in the various sub-tasks within the 4 key task areas.
- The DEO's interview schedule findings on his personal data, his views on whether;
 - a) It was important to involve teachers in the administration of their schools in the listed sub-tasks within the 4 key task areas;
 - b) Teachers possessed the necessary skills to effectively participate in the administration of the schools.
 - c) The role of his/her office in enhancing/sharpening both the teachers and headteachers' administrative skills; was reported in summary form.
- A summary of the findings based on teacher's questionnaires, headteachers interview schedule and the DEO's interview was given.
- The researcher gave a conclusion and answers to the eight questions guiding the research.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, the researcher present the data collected from the field. The major findings of the study are presented here as well as the data analysis procedures employed. The purpose of the study was to investigate the participation of teachers in public secondary schools in Kiharu Division of Murang'a District. The study set to answer the following research questions.

4.2 Demographic Data of Study Participants

The study targeted a sample of eight headteachers and fifty-six teachers together with the D.E.O for Murang'a district. However, six teachers and one headteacher did not return the questionnaires, meaning the final analysis was carried out using data collected from seven headteachers and fifty teachers and one D.E.O. Given below is the demographic data of the headteachers and teachers.

Table 4.1 Headteachers Personal Data

Gender	F	%
Male	3	42.9
Female	4	57.1
Total	7	100.0
Age in years	F	%
30-40 years	5	71.4
41-50 years	2	28.6
Total	7	100.0
Professional Qualification	F	%
B.Ed	7	100.0
M.Ed	0	0.0
Total	7	100.0
Years Served as Headteacher	F	%
1-5 years	3	42.9
6-10 years	3	42.9
11-15 years	1	14.2
Total	7	100.0

There were three male and four female headteachers in the sample. All of them were B.Ed degree holders and their ages were between 30 and 50 years.

Table 4.2 Teachers Personal Data

Professional Qualifications	F	%
B.Ed	27	54.0
Diploma	19	38.0
S1	4	8.0
Total	50	100.0
Teaching Experience	F	%
1-5 years	11	22.0
6-10 years	12	24.0
11-15 years	13	26.0
16-20 years	6	12.0
Over 20 years	8	16.0
Total	50	100.0

Majority of the teachers (N=27, 54.0%) were B.Ed holders. This was followed by 19 (38.0%) who were diploma holders and then 4 (8.0%) S1 teachers. The teaching experience of the teachers ranged between 1 year and over 20years.

4.3 Participation of Teachers in Administration of Curriculum and Instruction

The first research question of the study asked: "To what extent do teachers in public secondary schools in Kiharu division of Murang'a district participate in the administration of their schools in curriculum and instruction".

The teachers who participated in the study (n=50) were asked to state whether they were involved in textbook selection in their subject areas. They responded as shown below:

Table 4.3 Teachers Participation in Text Book Selection

Involved in textbook selection?	F	%
Never	3	6.0
Rarely	2	4.0
Sometimes	8	16.0
Often	7	14.0
Always	30	60.0
Total	50	100.0

It was established that majority of the teachers (N=30, 60.0%) were always involved in text book selection. The teachers were further asked to state whether they belonged to any department in their subject areas and whether their professional document (e.g. schemes of work, record of work books and reasons plans) were structured according to department. Their responses are given in Table 4.4.

Table 4.4 Teachers Membership Departments

Belong to any department?	F	%
Yes	43	86.0
No	7	14.0
Total	50	100.0
Are professional documents structured according to departments?	F	%
Yes	39	78.0
No	10	20.0
No response	1	2.0
Total	50	100.0

Most of the teachers (86.0%) belonged to their subject area departments. In most of the cases (78.0%) the department checked their professional doc e.g. lesson areas and schemes of work. The researcher probed the existence of informal groups in the sample schools by asking the teachers whether there were informal groups in their schools and whether the groups were positively or negatively influential to running of the schools. Their responses are as shown in Table 4.5.

Table 4.5 Existence and Influence of Formal Groups

Are there informal groups?	F	%
Yes	10	20.0
No	40	80.0
Total	50	100.0
Are informal groups positively or negatively influential to running of the school?	F	%
Positive	5	10.0
Negative	5	10.0
No groups	40	80.0
Total	50	100.0

Majority of the teachers (n=40, 80%) reported that there were no informal groups in their schools. Among those who reported that such groups existed, 5 (50%) felt that the groups were positive while 5 (50%) felt that they were negatively influential to the running of their schools. Further, the teachers were asked to state whether they participated in helping their student make subject chooses (career guidance). Table 4.6 gives a summary of their responses.

Tables 4.6 Teachers Participation in Career Guidance

Do you participate in career guidance?	F	%
Never	8	16.0
Rarely	3	6.0
Sometimes	23	46.0
Often	6	12.0
Always	10	20.0
Total	50	100.0

Most of the teachers (46.0%) responded that they sometimes participated in career guidance. A further 20% of them always participated while 16.0% never participated. Asked to state how the teachers were involved in sharing of work load and distribution of lessons in the school time table, the teachers responded as below.

Tables 4.7: Sharing of Workload by Teachers

How do teachers share workload?	F	%
By being represented in the committee	22	44.0
By making individual requests to principal	8	16.0
By making the time table themselves	14	8.0
The principal determines	11	22.0
The deputy principal determines	5	10.0
Total	50	100.0

Most of the teachers were represented in subject committees while others made individual requests to their principal. For others, the headteacher (22%) or the deputy principal (10%) determined how workload was to be shared. With regard to registrations of student for KCSE, the teachers, asked whether they participated in this, responded as shown below.

Tables 4.8 Do You Participate in Registering Students for KCSE?

Participate in KCSE registration	F	%
Never	28	56.0
Rarely	2	4.0
Sometimes	14	28.0
Often	1	2.0
Always	5	10.0
Total	50	100.0

Most of the teachers (56.0%) had never been involved in registration of student for KCSE. Only five (10.0%) reported to have been always involved. Lastly the teachers were asked to state whether they covered the syllabus without supervision, and if so how they did it. They responded as shown in Table 4.9

Table 4.9 Coverage of Syllabus

Do you cover syllabus without supervision?	F	%
Yes	48	96.0
No	2	4.0
Total	50	100.0
How do you cover syllabus?	F	%
School sets deadline	4	8.3
Department sets deadline	3	6.3
I set my own deadlines	41	85.4
Total	48	100.0

Majority of teachers covered the syllabus without supervision. Most of them (85.4%) reported that they set their own deadlines, while for the rest, either the school 8.3% or the department 6.3% set the deadlines.

4.4 Participation of Teachers in Administration of Business and Finance

The second research question of the study asked, "To what extent do teachers in public secondary school in Kiharu division of Murang'a district participate in the administration of their school in business and finances?"

The teachers who participated in the study (n=50) were asked to state whether they were involved in income generating activities. Their responses are as given below.

Table 4.10 Involvement of Teachers in Income Generating Activities

Are you involved in I.G.A?	F	%
Yes	1	2.0
No	49	98.0
Total	50	100.0

Only one teacher (2.0%) reported having been involved in income generating activities.

Asked to state how he was involved, he stated that he was in charge of agricultural activities in the school meant to raise extra funds. Further, the teachers were asked whether they were involved in suggesting priority needs of their departments for budgetary allocation before beginning of the year. They responded as below.

Table 4.11 Involvement of Teachers in Budgeting

Involved in budgeting?	F	%
Never	29	58.0
Rarely	9	18.0
Sometimes	6	12.0
Often	2	4.0
Always	4	8.0
Total	50	100.0

Most of the teachers were never (58.0%) involved in suggesting priority needs for budgetary allocations. Only 4 (8%) reported to have been involved always. Asked to comment on this, majority of the teachers reported that the headteachers did it without consultation. The teachers, asked whether they were involved in utilization of funds, responded as shown below.

Tables 4.12 Involvement of Teachers in Utilization of Funds

Involved in utilization of funds?	F	%
Never	41	82.0
Rarely	6	12.0
Sometimes	3	6.0
Often	0	0.0
Always	0	0.0
Total	50	100.0

A total of 41 teachers (82%) had never been involved in utilization of funds. Only three (6%) reported to have been involved sometimes.

4.5 Participation of Teachers in Administration of Physical and Material Resources

The third research question of the study asked: "To what extent do teachers of public secondary schools in Kiharu division of Murang'a district participate in the administration of their schools in physical and material resources?"

Asked to state the extent to which they were involved in procurement of teaching-learning resources, the teachers responded as below.

Table 4.13 Involvement of Teachers in Buying Teaching - Learning Resources

Involvement in buying teaching-learning resources	F	%
Never	30	60.0
Rarely	3	6.0
Sometimes	9	18.0
Often	4	8.0
Always	3	6.0
No response	1	2.0
Total	50	100.0

Majority of the teachers (N=30, 60.0%) were never involved in buying of teaching-learning resources. Only three (6.0%) were always involved. The teachers were further asked whether they were involved in determining the ration of available resources of text books, lab equipment, classrooms, etc in relation to the number of students in their schools. They responded as shown in Table 4.14.

Table 4.14 Teachers involvement in Determining Ratio of Resources

Involvement in determining ratio of resources?	F	%
Never	20	40.0
Rarely	4	8.0
Sometimes	13	26.0
Often	5	10.0
Always	7	14.0
No response	1	2.0
Total	50	100.0

It emerged that 40% of teachers were involved in determining the ration of available resources in relation to the number of students. Among those involved, only 7 (14%) were always involved, while 26% were involved sometimes. Asked whether they were directly responsible for stores in their departments in regard to utilization, storage and maintenance of material resources, the teachers responded as shown below:

Table 4.15 Teachers Role in Department stores

Are you responsible for stores?	F	%
Yes	22	44.0
No	28	56.0
Total	50	100.0

Fourty-four percent of the teachers reported that they were responsible for stores while the rest (56%) were not.

4.6 Involvement of Teachers in Management of Student Personnel

The fourth research question of the study asked: "To what extent do teachers in public secondary schools in Kiharu division of Murang'a district participate in administration of their schools in student personnel?"

The teachers were asked to state whether:

- (i) They had access to all students documents related to their census and attendance
- (ii) They were members of functional disciplinary committees in their schools.

They responded as shown in Table 4.16

Table 4.16 Teachers Access to Students Documents and Participation in Discipline

Do you have access to documents?	F	%
Yes	35	70.0
No	15	30.0
Total	50	100.0
Are you a member of discipline committee	F	%
Yes	14	28.0
No	36	72.0
Total	50	

Majority of the teachers (n=35, 70.0%) had access to students' documents. Majority of them (n=36, 72.0%) were not members of functional disciplinary committees in their schools. The researcher sought to find out how the teachers were involved in guidance and counseling. He asked the teachers to indicate whether they participated in guidance and counseling and how they participated. The teachers responded as below:

Table 4.17 Participation of Teachers in Guidance and Counseling

Do you participate in Guidance and Counseling	F	%
Never	5	10.0
Rarely	3	6.0
Sometimes	26	52.0
Often	8	16.0
Always	8	16.0
Total	50	100.0
How do you participate in guidance and counseling?	F	%
Member of Guidance and Counseling	12	24.0
I am the guidance and counseling HoD	4	8.0
Individually at own free time	29	58.0
Do not participate	5	10.0
Total	50	16.0

As can be seen in the table, majority of the teachers sometimes participated in guidance and counseling. Only 24.0% of them were members of the Guidance and Counseling committee, while majority participated by counseling students individually at their own free time.

The researcher further sought to establish whether the teachers were adequately involved in selection of prefects. Asked to state how prefects were appointed and whether the appointment procedure was satisfactory, the teachers responded as below:

Table 4.18 Involvement of Teachers in Appointment of Prefects

How do you appoint prefects?	F	%
The office makes appointments	1	2.0
Through discussions in staff meeting	22	44.0
Students choose won leaders	1	2.0
Students and teachers participate	26	52.0
Total	50	100.0
Is appointment procedure satisfactory	F	%
Yes	46	92.0
No	4	8.0
Total	50	100.

It was established that the teachers were adequately involved in appointment of prefects and that they were satisfied with the appointment procedures in their schools.

4.7 Administrative Skills Possessed by Teachers

The fifth research question of the study asked: "Do teachers possess the administration skills needed for their effective and efficient participation in the administration of their schools?"

The teachers who participated in the study were asked to state whether the training received as professional teachers:

- (i) Provided them with knowledge in theories and practice of school administration.
- (ii) Provided them with knowledge of carrying out their roles and responsibilities delegated to them.
- (iii) Provided with the knowledge in human relations.
- (iv) Emphasized the need for them to keep learning, to keep them abreast with new trends in education.

They responded to these issues as given in Table 4.19. Two teachers did not respond to these items and so the analysis is done using information from 48 teachers.

Table 4.19 Knowledge Received from Teachers Training

Did training offer knowledge in theories and practice of school administration	F	%
Yes	46	95.8
No	2	4.2
Total	48	100.0
Did training give you knowledge in carrying out duties	F	%
Yes	43	89.6
No	5	10.4
Total	48	100.0
Did training give you the knowledge in human relations?	F	%
Yes	43	89.6
No	5	10.4
Total	48	100.0
Did training emphasize the need to keep learning	F	%
Yes	43	89.6
No	5	10.4
Total	48	100.0

It is clear from the table that majority of the teachers had received adequate training which emphasized the major aspects required in preparing them for school administration. Further the teachers were asked to state how adequate the preparation of teachers, was in the administrative functions (roles, responsibilities and duties) which they are expected to perform. Table 4.20 summarizes their responses.

Table 4.20 Adequacy of Teachers Preparation

How adequate is preparation of teachers for duties?	F	%
Inadequate	24	48.0
Adequate	21	42.0
Very adequate	3	6.0
No response	2	4.0
Total	50	100.0

Forty-eight percent of the teachers reported that the training received by teachers was inadequate in administrative functions. Another 42% reported that the training was adequate while 3% found it very adequate.

4.8 Areas Requiring Improvement to Enhance Teachers' Administrative Skills

The sixth research question of the study asked: "What areas are needed for improvement so as to enhance and sharpen the administrative skills of teachers for increased effective and efficient preparation?"

Those teachers who reported that the training received in administrative functions (n=24)- (see Table 4.20) were asked to state which areas of knowledge needed to be emphasized in education preparation. They gave the following areas:

Table 4.21 Areas Requiring Improvement

Area	No. of teachers endorsing it	%
Theories and practice of school administration	22	91.7
Knowledge in administrative functions	20	83.0
Knowledge in human relations	24	100.0
Emphasis on need to keep learning	22	91.7

From the table above, it was found out that all the four areas need emphasis.

4.9 Comparison of Teachers and Head teachers Responses

The seventh research question of the study asked: "Does the information provided by the head teachers support or negate that provided by the teachers as far as their participation in the administration of their schools is concerned?"

4.9.1 Headteachers Responses on Teachers Participation in Administration of Curriculum and Instruction

The head teachers who participated in the study were asked to state whether:

- They involve teachers in text book selection.
- They involved teachers in helping students make subject choices.
- They involved teachers in K.C.S.E registration
- Their teachers are self-driven in syllabus coverage.

They responded as shown in Table 4.22.

Table 4.22 Headteachers Responses on Teachers Participation in Administration of Curriculum and Instruction

Administrative Area	Yes	No
Involve teachers in text book selection	7	0
Involve teachers to assist students in subject selection	7	0
Involve teachers in KCSE registration	7	0
Are teachers self-driven in syllabus coverage?	6	1

All the seven headteachers reported that they always involved their teachers in textbook selection, assisting students with subject selection, and registration of students in K.C.S.E.

Only one headteacher reported that the teachers were not self driven in syllabus coverage.

Comparing these responses with those of teachers, it can be seen that the headteachers' responses contradicted those of teachers in some areas, including subject selection (see Table 4.6) and K.C.S.E registration (see Table 4.8).

The responses by head teachers supported those by teachers in textbook selection and teachers' self-drive in subject coverage.

4.9.2 Headteachers Responses on Teachers' Participation in Administration of School Business and Finance

The headteachers were asked to state whether they involved their teachers in initiating income generating activities in their schools. They responded as shown in the table below:

Table 4.23 Teachers Involvement in Income Generating Activities: Head teachers Responses

Are teachers involved in IGA?	F	%
Yes	4	57.1
No	3	42.9
Total	7	100.0

A total of four headteachers (57.1%) reported that their teachers were involved in income generating activities while the rest (42.9%) reported that they were not. This disagrees with what was reported by teachers (Table 4.10) whereby only one teacher reported to have been involved in income generating activities.

4.9.3 Teachers Involvement in Utilization of Funds Set Aside for Priority Areas

The head teachers were asked to state how they involved their teachers in the utilization of funds set aside for the priority areas that they may have suggested. The head teachers responded as below:-

- Two head teachers reported that their teachers made requisitions for the items recommended for procurement.
- Three headteachers said that they appoint some of the teachers in the school's procurement committee.
- Two headteachers reported that the teachers at times do the purchasing themselves.

4.9.4 Headteachers Responses on Teachers' Participation in Administration of Physical and Material Resources

The headteachers were asked to state whether:

- (i) They involved their teachers in determining the ratio of available resources in relation to the number of students in their schools.
- (ii) Their teachers were directly responsible for stores in their departments.
- (iii) They involved their teachers in procurement of teaching-learning resources.

They responded as shown in Table 4.24.

Table 4.24 Head teachers' Responses on Involvement of Teachers in Administration of Physical and Material Resources

Involve teachers in procurement?	F	%
Yes	7	100.0
No	0	0.0
Total	7	100.0
Involve teachers in determining ratio of resources?	F	%
Rarely	1	14.3
Sometimes	2	28.6
Often	1	14.3
Always	3	42.9
Total	7	100.0
Are teachers responsible for department stores?	F	%
Sometimes	3	42.9
Often	1	14.2
Always	3	42.9
Total	7	100.0

All the headteachers responded that they involved teachers in procurement of teaching learning resources. Three of them (42.9%) reported that their teachers were always involved in determining ratio of resources, while three (42.9%) reported that their teachers were always responsible for stores in their departments.

The finding regarding procurement of resources refuted the information given by teachers (Table 4.13) whereby most of the teachers (60%) said they were never involved in this. On the other two issues, the head teachers and teachers were in agreement as can be seen from Tables 4.14 and 4.15.

4.9.5 Headteachers Responses on Teachers' Involvement in Administration of Student Personnel

- (a) The head teachers were asked to state whether: -
- (b) Their teachers had access to all students' documents.
- (c) They had a functional disciplinary committee.
- (d) They had a functional guidance and counseling.
- (e) They involved their teachers in selection of prefects.

Their responses are as given below:

Table 4.25 Headteachers Responses on Participation of Teachers in Administration of Student Personnel

Do teachers have access to students' documents?	F	%
Always	7	100.0
Total	7	100.0
Do you have a functional discipline committee?	F	%
Yes	5	71.4
No	2	28.6
Total	7	100.0
Do you have a functional discipline committee?	F	%
Yes	7	100.0
No	0	0.0
Total	7	100.0
Do you involve teachers in prefect appointment	F	%
Always	7	100.0
Total	-	-

All the head teachers reported that their teachers always had access to student documents and always participated in appointment of prefects. The head teachers also reported that they had functional guidance and counseling committees. Five of them (71.4%) reported having a functional discipline committee. The findings agree with those given by teachers. However, there were fifteen teachers (Table 4.16) who reported not having access to students' documents.

4.10 D.E.O's Views on Importance of Involving Teachers in School Administration

Asked to state whether it is important to involve teachers in school administration, the DEO reported that it was important in all areas of: -

- Administration of curriculum and instruction
- Administration of business and finance
- Administration of physical and material resources
- Administration of student personnel

4.11 Teachers Views on Importance of their Participation in Administration of Schools

The teachers who participated in the study were asked to state whether they regarded their participation in the administration of their schools in the four task areas important for improving teaching and learning. They responded as shown below:

Table 4.26 Teachers Views on Importance of Their Involvement

Do you regard your involvement as important?	F	%
Yes	40	80.0
No	3	6.0
No response	7	14.0
Total	50	100.0

As can be seen, majority of the teachers (n=40, 80%) reported that their participation in school administration was important. Only three (6.0%) teachers felt that participation was not important. The rest (n=7, 14%) did not respond to this item.

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

The purpose for this study was to investigate the participation of teachers in the administration of public secondary schools in Kiharu division of Murang'a district, in the following Key Result Task Areas (KRTA): -

- Curriculum and instruction
- Business and finance
- Physical and material resources
- Student personnel

The study also sought to find out the teachers regards on their participation and their feelings on educational preparedness for schools administration.

5.2 Summary and Discussion of the Research Findings

This section summarizes the research findings presented and analyzed in Chapter Four and attempts to answer the nine questions that guided the study.

1. Teachers in public secondary schools in Kiharu division of Murang'a district participated in the administration of their schools in curriculum and instruction. The means score for the eight areas itemized in the task area from the highest to the lowest were text book selection (60%), membership in department (86%), structuring of professional documents departments (78%), lack of informed groups (80%) syllabus coverage through own deadlines (85.4%) career guidance (20%), sharing of work load through committee (44%) and registering of students for KCSE (10%).

The highest scores in textbook selection, membership in department, structuring of professional documents departmentally and syllabus coverage through own deadlines may be attributed to teachers realization that curriculum and instruction is the core area where every teacher participates in, more so the periphery level of classroom teaching. Similarly, these teachers are particularly qualified to judge the teaching aids and methods most suitable for their students as the survey conducted by International Labour Organization (ILO) in conjunction with UNESCO (1984) revealed.

Of the eight areas itemized, it was found out that participation in both career guidance and registration of students in KCSE posed the biggest problem as Oliva (1992) found out. Though majority of the teachers indicated that they participated sometimes in career guidance (46%) and KCSE registration (28%) it was quite clear from the responses that majority only did so out of the fact that they were Form Four class teachers hence could not avoid carrying out that responsibility. Again, if they offer any career guidance, the researcher would prudently say that its too little too late because as Farrant (1980) suggested teachers need to know their students intimately and also to have knowledge of careers and the job market so as to get students on the right track as early as possible. More so, the same marks may be attributed to lack of requisite skills in instructional supervision by headteachers in guiding the teachers.

2. Teachers in public secondary schools in Kiharu Division of Murang'a District never participate in the administration of their schools in business and finance. The mean score for the three areas itemized in this task area rated as follows: - Income generating activities (98%), budgeting (58%) and utilization of funds (82%). This may be attributed to the lack of consultation by the headteachers while performing the functions.

The researcher feels that failure by the headteachers to consult maybe due to lack of mutual trust and confidence between them and teachers because a man performs his functions well when he is trusted both by his supervisors and his colleagues as Mbiti (1974) concurs.

Among the itemized areas, the one which posed the biggest problem was that of income generating activities. This may be attributed to the situations in most schools whereby majority acquire their incomes primarily from fees paid by parents and to a lesser extent bursaries and donations. Again, many of the schools which do have activities are indeed educational agricultural projects which in actual sense are handled by agricultural teachers.

Budgeting on the other hand rated lowly and posed as a big problem. This can be attributed to the head teachers assumptions that they and not their staff, are held responsible to their respective schools in all matters of finances as Dimmock (1993) found out. Similarly, the researcher felt that even the head teachers lack requisite skills in financial management and hence tend to delegate more to the bursars and accounting clerks.

3. Majority of the teachers of public secondary schools in Kiharu division of Murang'a district never participate in administration of physical and material resources of their schools. The mean score for the areas itemized from highest to lowest were as follows; procurement (60%, determining ratio of available resources (40%), in charge of departmental stores (56%).

It was clear from the responses that teachers were only involved in the elementary stage of identification of resources in procurement contrary to what Farrant (1980) asserts; that teachers should be able to identify the resources available outside the school, plan to acquire them and eventually stimulate the students to utilize these resources effectively and efficiently.

It would seem from the responses that a sizeable number are sometimes (26%) involved in determining ratio of available resources and even a bigger number (44%) is in charge of departmental stores. This can be attributed to some headteachers having established resources as a priority area hence are in constant consultation with teachers in their respective subject/duty areas as far as the ratio, utilization and storage of those resources are concerned less maintenance, which has financial implications. However, it was clear that majority were not involved in the three areas, underscoring the fact that many headteachers lacked prudent resource management skills hence not aware of how to go about involving teachers.

4. Teachers in public secondary schools in Kiharu Division of Murang'a District never participate in the administration of student personnel in a school structured system but rather do so through 'crafted' individualized methods save for their accessibility to students' documents.

This was demonstrated by the rating of mean scores which were as follows: - membership to discipline committee (28%), membership to guidance and counseling (24%) and prefectureship selection through staff meeting (44%).

The good rating of accessibility to students documents (70%) may be attributed to their legal liability as class teachers which requires them to facilitate admission procedures (admission registers), ensure maximum student attendance, ensure complete, accurate and up to date student inventory (class registers) ensure proper and accurate records of students especially cumulative student records (mark books), ensure adequate procedures for recording student progress to parents and guardians (report books) as Kochhar (1993) observes.

Similarly their failure to be members of discipline and guidance and counseling committees can be attributed to the diverse ways through which schools discipline, guide and counsel

their students. The researcher may also attribute it to lack of an educational policy detailing procedures of handling and managing the students behaviour. Hence, teachers are left with the option of handling it individually (58%) during their free time.

Why the teachers felt their method of selecting prefectureship was satisfactory (92%) may be attributed to their realization that this is a suitable ground for future leaders and also a display of talents hence are expected to strive to come up with acceptable appreciable and disciplined prefects who are capable of setting examples very moral to the other students as Farrant (1980) found out.

5 Majority of the teachers reported that they possessed the administrative skills needed for effective and efficient participation. However 48% of those teachers felt the knowledge received was inadequate for them to effectively participate in administrative function, roles, responsibilities and duties.

This can be attributed to lack of policies by the MOEST probably through KESI to constantly in-service them as a way of modernizing the skills. This leaves them in a precarious position to even become rut hence virtually closed in mind to other truths and innovations as Richey (1973) found out.

6 Almost all the teachers who felt inadequate (48%) in possession of the necessary administrative skills acknowledged that all the areas itemized required improvement for greater enhancement of their skills. This maybe attributed to their realization that the explosion of knowledge has compelled the teacher to become a "lifelong learner" constantly improving himself by broadening his horizons and bringing his knowledge up to date as Dimmock (1992) puts it right.

7 Headteachers painted a very rosy picture as to how they go about inspiring and facilitating of their teachers in the administration of their schools.

However, their teachers scaled down this ideal picture they painted of themselves almost in all the 4 key result task areas. For example, while the head teacher mean average score of their involvement of teachers in business and finance was 63.5%, that of teachers for their 'never' participation was 79.3% hence the two-sides-of-a-coin scenario. The only close correlation in teachers' scores and those of the headteachers was noted in the task area of curriculum and instruction, more so in text book selection, membership in departments and structuring of professional documents departmentally.

However, headteachers mean scores in the task area of physical and material resources which are; procurement (100%), determination of ratio (42.9%), departmental stores (42.9), raise fundamental issues on how resources are identified, planned, acquired, utilized and maintained in every school. The researcher would suggest for further study in this area, which might shed light on this state of affairs.

8. The D.E.O in Murang'a was quite in agreement and regarded the areas itemized in all the task areas as important for the participation of teachers. His office also contributes through in-service of their skills, though not often.
9. Teachers highly regard their participation in administration of their schools as important for improved teaching and learning. The mean score (80%) was a testimony to this.

5.3 Conclusions

Based on the research findings, the following conclusions were made regarding the teachers participation in the administration of their schools.

5.3.1 Curriculum and Instruction

Selection of textbook, membership in departments, structuring of professional documents departmentally, career guidance, sharing of work loads through timetable committee, registration of students for K.C.S.E and syllabus coverage are some of the most important functions that a teacher should participate in administration.

However, the level of their participation was quite high though so much limited to areas directly related to their teaching subjects. Yet in those other areas such career guidance and registration of students for K.C.S.E, their participation was at its lowest despite their headteacher assertion that they do participate. For example the teachers mean score for career guidance was 20% while that of head teachers was 100% and in registration of students for K.C.S.E while the teachers had a mean score of 10%, headteachers had a whopping 100% mean score.

Bell and Rhodes (1996) summed up the role of head teacher in curriculum and instruction as that the head teachers overall responsibility is to ensure that the curriculum is managed effectively through appropriate delegation to colleagues e.g. through liaison with HOD's, subject teachers and teachers and then authority to act. He carries out constant monitoring and evaluation and implementation process so as to fill in gaps left. However, it is encouraging to note that teachers participate with vigour in selection of text books within the framework of approved programmes and with the assistance of the educational authorities (curriculum evaluators) a fact supported by their head teachers but the same vigour need to be extended to those other sub-task areas.

5.3.2 Business and Finance

Though the overall responsibility for budget preparation and execution lies with the headteacher it is a participatory process that involves all other members of staff. In fact a good budget reflects the school priorities, main one being the teaching-learning process.

This study concluded that this is one area that the teachers participation was very ineffective whereby an average mean score indicating their 'never' participation was 79.3%, yet that of headteachers indicating their participation was 63.5%. From these results it is clear that there are many gray areas that need to be addressed. Again there is need to regularly in-service the headteachers and by extension, teachers through seminars, and workshops on financial management skills.

5.3.3 Physical and Material Resources

A major part of the success of a good school is how well the resources are utilized, managed and maintained, teachers being the key resources in every school. Good administration, Farrant (1980) observes, require that the resources are used in the most efficient way possible and that a high quality of products is maintained.

This study concluded that this is not the case with majority of the teachers despite the headteachers assertion that it is to the contrary. It would seem that teachers are only involved in the administration of those resources and programmes of learning that are going on in their respective subject areas and again which do not carry any financial implications requiring teachers' participation.

Though the high rating of the headteachers on procurement may be attributed to the ministry guidelines on the inclusion of teachers in procurement committees, teachers mean score indicating their 'never' involvement is a confirmation that the committees are moribund.

Thus, there is need for a linkage between schools and the relevant organs of the ministry on how procurement is executed.

5.3.4 Student Personnel

Kochhar (1993) underscores the place of students in the educational systems by saying that pupils are the legitimate occupants of the school. It is for them that all the educational efforts are organized. It is they who occupy the centre of educational administration. It is for their wholesome development that curriculum are designed and planned, plant is set, qualified and auxiliary services are arraigned. Hence, are the centres for education management process. However, this study concluded that their administration posed the greatest challenge to teachers especially on the area of discipline and guidance and counseling despite headteachers assertions that it was on the contrary.

To rectify this situation, there is need for the ministry to come up with procedural guidelines on how best to run discipline and guidance and counseling committees. Again, there is need to identify particular teachers in every school to handle the said committees and then equip them with proper skills through training and regular in-service course. This would facilitate an all-round development of the student as he would be easily integrated with his other academic undertakings as Farrant (1980), asserts.

5.4 Recommendations

Going by the current trends in education, there is need for headteachers to have a Master's degree in educational administration. This will not only empower them psychologically, hence build their confidence that they are more qualified than other regular teachers, but also will have acquired and mastered the techniques of administration and instructional supervision. Likewise, teachers should be integrated to a programme that ensures in-servicing of their administrative skills.

The ministry should make it mandatory for all teachers and headteachers to do a course in financial management and book keeping. It should also provide guidelines that give clear-cut details on the role of both teachers and headteachers in financial management.

The universities in conjunction with the MoEST should redesign the present structure of B.Ed students whereby those aspiring to be teachers should undergo an extra one year course to acquire specialized training on school administration. These would help the graduates both as teachers and if promoted as head teachers or education officers/inspectors since they will already be equipped with the necessary administrative skills.

Head teachers should be sensitized that teachers' participation in the administration of their schools is only meant to supplement them but not to challenge or rival them. This would help to avoid suspicion between them especially on issues related to resources and finances.

A pool of manuals for teachers, headteachers, books on principles and practices of school administration, problems and successes should be made available by the Ministry of Education, Science and Technology to individual schools, the DEO's offices, District Assurance and Standard Offices, or Teachers Advisory Centers for reference by both teachers and headteachers.

5.5 Suggestions for Further Research

1. This study covered only Kiharu division and therefore a similar one should be done to cover the whole district to find out the participation of teachers in the administration of their schools.
2. Further research should be done on the factors hindering effective and efficient participation of teachers in the administration of physical and material resources.
3. Research should be carried out on the role of the students in the administration of their schools.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

I am a student at Kenyatta University and doing my research on participation of teachers in the administration of public secondary schools in Kiharu Division of Murang'a District. May I assure you that everything said in this questionnaire will remain confidential.

There is no right or wrong answer; all information given therefore will be useful. Section A request for information or personal data. Section B requests for information of the teacher's participation in the Administration of the 4 key administrative task areas namely Curriculum and Instructions; Business and Finance; Physical and Material Resources; Student Personnel. Section C requests information on the teachers Awareness and Educational preparation for secondary school Administration.

Section A: Personal Data

1. Name of the secondary school
2. Classes you teach
3. Average number of students per class (that you teach)
4. Academic qualifications

"A" level []

"O" level []

Any other (Specify)

5. Professional qualifications

M.ED []

B.ED []

Diploma in Education []

SI []

Any other (specify).....

6. When did you start teaching?

Section B

Please respond to the following expressions on how you participate in your school's Administration in the various key task areas;

Key Administrative Task Areas

1. Administration of Curriculum and Instruction

A.i) Are you involved in the selection of textbooks in your subject(s) area (TICK (✓) where appropriate)

- | | | | |
|--------|--------------------------|-----------|--------------------------|
| Never | <input type="checkbox"/> | Sometimes | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> | Often | <input type="checkbox"/> |
| Always | <input type="checkbox"/> | | |

ii) Please comment.....

B. i) Do you belong to any Department(s) in your subject(s) area? Yes No

Name the Department(s)

- a).....
- b).....
- c).....

ii) Are teaching – learning records e.g. schemes of work, record of workbooks, lesson plans etc structured according to Departments or does the school have a general structure of these records?

Yes No

Others (Specify).....

C. i) Are there informal groups in your school? (Social groupings based on qualification, subject area, junior versus senior) Yes [] No []

ii) If Yes, which one do you belong to?.....

D. i) Does the existence of the informal group(s) interfere positively or negatively with the running of your school? (Tick where appropriate) Positively [] Negatively []

ii) Please comment.....

E. i) Do you participate in helping your students make subject choices? (Career guidance)

Never [] Rarely []

Sometimes [] Often [] Always []

ii) Depending on your Answer, what role do you play?.....

F. i) In your school do you have a functional timetable committee? Yes [] No []

ii) How are teachers involved in the sharing of workload and distribution of lessons in your school timetable? (Tick where appropriate)

By being represented in the committee []

By making individual requests to the principal []

By making the Timetable themselves []

Others (Specify).....

G. i) Do you participate in the registration of your students for K.C.S.E?

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Please Explain.....

H. i) Do you ensure that you cover the syllabus of your subject(s) without supervision?

Yes [] No []

ii) If Yes how? (Tick where appropriate).

School sets deadline []

Department(s) set deadline []

I set my own deadline []

Other reasons (Specify).....

2. Administration of Business and Finances

A. i) Are you involved in any income generating activities in your school?

(e.g. Agricultural projects, Drama/Poems writing and Acting, school magazine writing,

Charity walks e.t.c) Yes [] No []

ii) If Yes, how are you involved?

B. i) Are you involved either individually or as a Department in suggesting the priority needs of your Department for budgetary allocation before the beginning of every financial year of the school.

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Please comment.....

C. i) Basing on the priority area(s) that you have ever suggested in B (i) above,

e.g. Buying of textbooks, Audio visual material etc are you ever involved in the utilization of funds set aside for the particular priority area(s)

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Please comment.....

3. Administration of Physical and Material Resources

A. i) Are you involved in the procurement (purchasing) of teaching – learning resources

e.g. lab equipments, games equipments, textbooks e.t.c either for your subject area or for your school or both?

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Please comment.....

B. i) Are you involved in determining the ratio of available resources e.g. textbooks, lab

equipments, classrooms, fields e.t.c in relation to the number of students in your school?

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Please comment.....

C. i) Are you directly responsible for stores in your Departments (or subject) i.e. utilization, storage, and maintenance of all material resources in your department or subject) Yes [] No []

ii) Please Explain.....

4. Administration of Student Personnel

A. i) Do you have access to all students documents related to their census (Admission registers) and Attendance (class registers) Yes [] No []

ii) Give a brief comment.....

B. i) Are you a member of a functional disciplinary committee in your school?

Yes [] No []

ii) Give a brief explanation of how your school handles disciplinary cases.....

C. i) Do you participate in carrying out guidance and counseling sessions in your school?

Never [] Rarely [] Sometimes [] Often [] Always []

ii) How do you participate? (Tick the most appropriate)

By being a member of guidance and counseling committee []

By being the guidance and counseling HOD []

Individually during my own free time []

Other ways (specify).....

D. i) How do you appoint student prefectureship (leadership) in your school? (Tick the most appropriate)

The office makes the appointment []

We do it through discussions in staff meeting []

The students choose their own leaders

Both teachers and students participate

Any other way (specify).....

ii) Basing on your answer above, is the procedure used in your school satisfactory?

Yes No

Please comment.....

Section C: Teachers' Regards on their Participation and Educational Preparation for School Administration

A. i) In your opinion, do regard, your participation in the Administration of the above 4 (KRTA) as important tools in the improvement of teaching and learning in your school.

Yes No

ii) Depending on your response in (A) above please comment?

.....

B. Did the training that you received as a professional teacher provide you with?

i) Knowledge in theories and practice of school Administration?

Yes No

ii) Knowledge on how you can go about carrying out the roles, responsibilities and duties

that can be delegated to you in school? Yes No

iii) Knowledge in human relations? Yes No

C. Did the training emphasize the need for educators like you to keep learning in order to

keep abreast with new trends in education? Yes No

D. How adequate is the preparation (training) of teachers in the administrative functions

(roles, responsibilities, duties) which they are expected to perform

Inadequate Adequate Very adequate

E. If "Inadequate" which one of the following areas of knowledge do you feel should be emphasized in educational preparation?

i) Theories and practice of school administration Yes [] No []

ii) Knowledge in Administrative functions (roles, responsibilities, duties) of teachers.

Yes [] No []

iii) Knowledge in human relations

Yes [] No []

iv) Emphasis on the need to keep learning

Yes [] No []

Any other (please specify).....

7. Were you initially trained headship position before your appointment as a headteacher?

Yes [] No []

8. For how long have you been a headteacher? (Please tick where appropriate)

0 – 5 years [] 16 – 20 years []

6 – 10 years [] 21 – 25 years []

11 – 15 years [] 26 – 30 years []

9. i) Have you attended any in-service course since you were appointed as a headteacher?

Yes [] No []

ii) If Yes please list the main areas covered

a).....

b).....

c).....

d).....

10. How many teachers do you have in your school?.....

11. How many of your teachers have the following qualifications?

M.Ed holder []

B.Ed holder []

Diploma in Ed holder []

Others (please specify) []

12. What is the number of streams per class in your school?.....

13. What is the number of students per form in your school?.....

Section B: Key Administrative Task Areas for Headteachers in Kiharu Division of Murang'a District

1. Administration of Curriculum and Instruction

A. Do you involve your teachers in the selection of textbooks in their subject areas?

Never [] Rarely [] Sometimes [] Often [] Always []

B. Are teaching – learning records e.g. schemes of work, Record of workbooks, lesson plans, e.t.c structured according to Departments or does the school have a general structure of this records?

Yes [] No []

Others specify.....

C. i) How influential are the informal groupings (i.e. social groupings based on religion, social/peer activities, gender e.t.c) in the running of your school.

Very positively influential []

Positively influential []

Moderately influential []

Negatively influential []

Very negatively influential []

ii) How do you deal with the negative influences (if any) from these groupings?.....

D. i) Do you involve teachers in helping the students to make subject choices? (Career guidance) Yes [] No []

ii) If Yes, what role do they play?.....

E. How do you make the timetable in your school? (tick where appropriate)

I make the timetable []

The deputy, teachers and I make it []

The deputy and teachers form a committee []

Others (specify please)

[]

F. i) Do you involve teachers in the registration of students for K.C.S.E?

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Depending on your expression above, how do you involve them?.....

G. i) Are your teachers self-driven in ensuring that they cover their syllabus on time?

Yes [] No []

ii) Give Brief comment please.....

2. Administration of Business and Finance

A. i) Are your teachers involved in initiating income-generating activities in your school?

(e.g. Agricultural projects, Drama/poems writing and Acting, School magazine writing, charity walks e.t.c)

Yes [] No []

ii) If Yes, how do you involve them?.....

C. i) To what extent do you involve your teachers in the utilization of funds set aside for the priority areas that they may have suggested?.....

3. Administration of Physical and Material Resources

A. i) Do you involve your teachers in the procurement (purchasing) of teaching – learning resources? (e.g. textbooks, laboratory equipments e.t.c)

Yes [] No []

ii) Please comment.....

B. i) Do you involve your teachers in determining the ratio of available resources e.g. textbooks, laboratory equipments, games equipments, classrooms, fields, e.t.c in relation to the number of students in your school?

Never [] Rarely [] Sometimes [] Often [] Always []

ii) Please comment.....

C. i) Are teachers directly responsible for stores in their Departments (or subjects) i.e utilization, storage and maintenance of all material resources in their Departments or subject areas.

Never Rarely Sometimes Often Always

ii) Please comment.....

4. Administration of Student Personnel

A. Do your teachers have access to all students' documents related to their census (admission register) and attendance (class registers).

Never Rarely Sometimes Often Always

B. i) Do you have a functional discipline committee in your school?

Yes No

ii) How do you handle discipline cases in your school? (Tick where appropriate)

I handle all cases to the end

The committee handles cases then I give the verdict

I abide by the decisions of the committee

The deputy and teachers handle all cases

Others (specify).....

C. i) Do you have a functional guidance and counseling Department?

Yes No

ii) If yes, what is its composition?

a).....

b).....

c).....

d).....

D. i) Do you involve your teachers in the selection of students prefectureship/leadership?

Never []- Rarely [] Sometimes [] Often [] Always []

ii) Please comment.....

THANK YOU AND GOD BLESS YOU

APPENDIX C

DEO'S INTERVIEW SCHEDULE

I am a post graduate student in Kenyatta University and doing my research on participation of teachers in the Administration of public secondary schools in Kiharu Division of Murang'a District, to ensure that there is quality teaching – learning process in schools hence improved performance. May I assure you that everything said in this interview will be treated with confidentiality.

Section A

1. Number of public secondary schools in the District,
2. Number of public secondary schools in Kiharu Division,
3. How often do you visit each school?
4. Which is your highest academic qualification?

University []

“A” level []

“O” level []

Others (please specify).....

5. Which is your highest professional qualification?

M.Ed []

B.Ed []

Diploma in Ed []

S1 []

P1 []

Others (please specify).....

6. i) Have you ever been a teacher before your present post? Yes [] No []
- ii) Have you ever been a headteacher? Yes [] No []

iii) If Yes, how long?years

7. Were you trained before your current post? Yes [] No []

8. If Yes, please explain the type of training.....

9. Have you attended in-service courses in form of seminars and workshops?

Yes []

No []

10. If Yes, explain what type of administrative knowledge that was emphasized.....

Section B: Teachers' Participation In Administration Practices

In your opinion do you regard the following, as important areas of teachers' participation of their secondary schools, based on the 4 key Administrative task areas?

A. ADMINISTRATION OF CURRICULUM AND INSTRUCTION	
i) Selection of textbooks in their subject areas	Yes [] No []
ii) Structuring of teaching-learning records e.g. schemes of work, records of work books, lesson plans e.t.c either individually or departmentally to accommodate their methodology, initiatives, available resource materials, own and student needs e.t.c	Yes [] No []
iii) Helping their students make subject choices (career guidance)	Yes [] No []
iv) Helping in making the school timetable through representation in the Timetable Committee.	Yes [] No []
v) Helping in the registration of students for K.C.S.E.	Yes [] No []
vi) Making unsupervised individual efforts to meet own deadlines in the coverage of syllabus.	Yes [] No []

B. ADMINISTRATION OF BUSINESS AND FINANCE	
i) Being involved in income-generating activities in their schools	Yes [] No []
ii) Being consulted in suggesting the priority needs of their department (or subject area) for budgetary allocation before the beginning of every financial year of the school	Yes [] No []
iii) Being involved to a certain extent (if not fully) in the utilization of funds set aside for the particular priority area(s) he/she has suggested.	Yes [] No []

C. ADMINISTRATION OF PHYSICAL AND MATERIAL RESOURCES

i)	Involvement in the procurement (purchasing) of teaching-learning resources e.g. lab equipments, games equipments, textbooks e.t.c either for the subject areas or for the school.	Yes [] No []
ii)	Involvement in determining the ratio of available resources e.g. textbooks, lab equipments, games equipments, classrooms, fields, e.t.c. in relation to the number of students in their schools.	Yes [] No []
iii)	Being directly responsible for stores in their departments (or subject areas) i.e. utilization, storage and maintenance of all material resources in their departments or subject areas.	Yes [] No []

D. ADMINISTRATION OF STUDENT PERSONNEL

i)	Having access to all students documents related to their census (Admission registers) and Attendance (class registers)	Yes [] No []
ii)	Being members of functional disciplinary committee on rational basis.	Yes [] No []
iii)	Conducting guidance and counseling sessions either individually or through functional guidance and counseling committee rotationally.	Yes [] No []
iv)	Participation in the selection and appointment of student prefectureship (leadership) in their schools.	Yes [] No []

2. i) In your opinion, how adequate do you feel teachers are prepared to effectively participate in the administration of their schools?

Adequately []

Very adequately []

Inadequate []

ii) Please Explain.....

3. Does your office organize seminars or in-service/induction meetings for teachers or both headteachers and teachers with one of the objectives being to enhance/sharpen their administrative skills?

Yes [] No []

4. In your opinion would you regard the participation of teachers in the Administration of their secondary schools as one of the most valid ways of promoting quality teaching-learning process hence improved performance in our public secondary schools?

Yes []

No []

LETTER OF INTRODUCTION

This is to certify that _____ of Reg. No. _____

has been _____

and assistance offered will be _____

Thank you

Mr. Henry O. Ayot

Director, S.M.S. _____



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DIRECTORATE OF SELF-SPONSORED PROGRAMMES (SSP)

P.O. Box 43844
NAIROBI, KENYA
Tel: 810901-19 Ext. 57356
Fax 811242/811575
Website: www.ku.ac.ke

Our Ref: ES4/0059/03

Date: 3/03/05

TO WHOM IT MAY CONCERN

RE: LETTER OF INTRODUCTION

This is to confirm that IRUNGU MARTIN N. of Reg. No. ES4/0059/03
Is a student of Kenyatta University undertaking MASTERS IN EDUCATION
Degree programme .

Any assistance offered will be appreciated.

Thank you.

Yours faithfully,

Henry O. Ayot

Prof. Henry O. Ayot
Director, Self-Sponsored Programmes



/mao.

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", Murang'a

Telephone: Murang'a 22590/3/4

(Office Exchange)

When replying please quote

Ref. No. PUB. 24/11/IV/164
and date



THE DISTRICT COMMISSIONER

MURANG'A DISTRICT

P.O. Box 7-10200

MURANG'A

... 4th May 20.05

The District Officer
KIHARU DIVISION

RESEARCH AUTHORIZATION

MARTIN IRUNGU - NO. E 54/0059/2003 - TSC NO. 357149

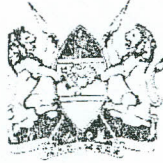
The above named, who is a masters student at Kenyatta University, has been authorized to carry out research on 'The participation of Teachers in the Administration of Public Secondary Schools in Kiharu Division'.

Accord him the necessary assistance.

A handwritten signature in dark ink, appearing to read 'S. M. Wanyata'.

S. M. WANYATA
FOR DISTRICT COMMISSIONER
MURANG'A

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



Telegrams: "SCHOOLING", Murang'a
Telephone: Murang'a 30231 AND 30236
When replying please quote

DISTRICT EDUCATION OFFICE
MURANG'A DISTRICT
P.O. BOX 118
MURANG'A

Ref: MGA/TSC/357149/17

May 4, 2005

The Principals,
KIHARU DIVISION:

1. Maragi Sec School
2. Muchungucha Sec School
3. Gatari Girls Sec School
4. Murang'a High School
5. Gakurwe Sec School
6. Nyakihai Sec School
7. St Joseph Kiangage
8. Gikindu Sec School

**REF: RESEARCH: INVESTIGATION INTO THE PARTICIPATION OF TEACHERS IN
THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN KIHARU
DIVISION, MURANG'A DISTRICT
IRUNGU MARTIN N. E54/0059/2003- TSC NO. 357149 MARAGI SEC SCHOOL
KENYATTA UNIVERSITY: MASTERS DEGREE**

The above named student has permission from this office to carry out research in the above mentioned schools.

Please give him the necessary assistance.


GATIKI J. C.
FOR: DISTRICT EDUCATION OFFICER
MURANG'A

C.C:

The Area Education Officer
KIHARU DIVISION