

**THE ACTUAL AND EXPECTED ROLE OF THE HEAD OF DEPARTMENT  
AS PERCEIVED BY HEAD TEACHERS AND SECONDARY SCHOOLS  
HEADS OF DEPARTMENTS IN KAKAMEGA EAST DISTRICT, KENYA**

**BY**

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## DECLARATION

I declare that this is my original work and to the best of my knowledge, it has not been presented for examination to any other university.

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## **DEDICATION**

This Research Report is dedicated with a lot of respect and appreciation to my wife Hellen Nyang'au for her love, perseverance, prayers and giving motherly love to my children and for the moral support and encouragement during my pursuit of further education, not forgetting my beloved children Alice and Alvin.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

Aids	- Acquired Immunodeficiency Syndrome
BOG	- Board of Governors
CBE	- Curriculum Based Establishment
DEB	- District Education Board
DEO	- District Education Officer
ESSP	- Education Sector Strategic Plan
HIV	- Human Immunodeficiency Virus
HODS	- Heads of Department
KCPE	- Kenya Certificate of Primary Education
KCSE	- Kenya Certificate of Secondary Education
KNEC	- Kenya National Examination Council
KESSP	- Kenya Education Sector support programme
MOE	- Ministry of Education
PDE	- Provincial Director of Education
PTA	- Parent Teachers Association
SAGAs	- Semi Autonomous Government Agencies
SMCs	- School Management Committees
TAC	- Teacher Advisory Centre
TSC	- Teachers Service Commission
TIVET	- Technical and Vocational Education and Training
UNESCO	- United Nations Environmental Scientific and Cultural Organization

## ABSTRACT

Secondary heads of department occupy a crucial position, as ‘linking pins’ between their departments and the upper executive of the school. The middle executive in schools are finding their current responsibilities onerous, and at times contradictory, with the holders of these positions experiencing various facets of role conflict, role ambiguity and role overload. In Kenya, the decentralization of education services through the civil service reform programme, HODs are increasingly expected to take up new roles and responsibilities. For instance, they are now required to sit on teacher recruitment and teacher disciplinary panels. The policy decision has vested HODS with additional administrative and financial responsibilities. However, HODS have not been prepared or trained to equip them with the necessary skills to handle the added responsibilities and management challenges arising from these changes. This has resulted in role ambiguities, role conflicts, tension and sometimes stress. This study aimed at exploring how HODs are currently performing and in turn, being influenced by their roles within the changing educational circumstances. The study investigated reasons for seeking the position of HOD and preparation for assuming the role. The HODs were asked about the elements of their work both actual and expected. Origins and influences on personal leadership style, level of involvement in whole school decision-making and professional development needs of the HOD were also explored. The design of the study was ‘ex-post facto’ because the cause and effect relationships that were to be studied were not amenable to experimental manipulation. The study location was Kakamega East district in Western Province, which has 28 public secondary schools with 28 duly appointed secondary head teachers and 84 appointed heads of department. A pilot study involving two principals and six HODS was carried out in two randomly selected schools. Fifty one HODs and seven Head teachers took part in the study. It was expected, that on analysis of generated data the findings may help in re-engineering the role of the secondary HODs so as to increase their efficiency and effectiveness in the changing education scenario within Kakamega East district and Kenyan secondary schools in general. The main findings of the study were; HODs play a crucial role in Curriculum development and implementation, financial, human and instructional resource management; financial management, guidance and counseling are not their expected roles. Preparation of HODs mainly involved induction on communication and information technology skills, with professional training and consultative meetings being held as need arose. Head teachers perceptions were that HODs should take a more active role in management of the school. Conclusions of the study included the fact that HODs mainly aspire to the position because of the desire for leadership, service to the community and professional growth. The HODs suffer from role overloads; with most of their roles conflicting with those performed by class teachers, subject heads and head teachers. Regular professional courses, seminars and workshops need to be organized in order to equip the HODs with appropriate knowledge and skills for effective performance of their duties and responsibilities. Policy recommendations were that HODs be professionally qualified with post graduate qualifications in educational administration, KESI to institute mandatory training for those aspiring to the position of HODs or head teachers; TSC should come up with a scheme of service for HODs with post graduate qualifications.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

A UNESCO resolution during the United Nations Conference on environment and development or “Earth Summit” in Rio de Janeiro, Brazil in June 1992 States that education is not pursued as an end. It is instead a key instrument for bringing about changes in the knowledge, values, behaviours and lifestyles required to achieve sustainability and stability within and among countries, democracy, human security and peace. It further stresses that education at all levels and in all forms constitutes a vital tool for addressing virtually all global problems relevant for sustainable development, in particular poverty, HIV/Aids scourge, environmental degradation, knowledge formation and sharing, rural development and changes in production and consumption patterns (UNESCO, Rio De Janeiro, Brazil).

Kenya, underscores the importance of education in various official document statements. This includes the Sessional Paper No. 1 of 2005 which states that: the provision of education and training to all Kenyans is fundamental to the success of the Government’s overall development strategy. First, education aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustained livelihoods. Secondly, development of quality human resource is central to the attainment of National goals for industrial development by the year 2020. Thirdly, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including disadvantaged and vulnerable groups. Fourth, education is necessary for the development and protection of democratic institutions and human rights. (Republic of Kenya, 1998).

To further illustrate the importance the Kenya government attaches to education as a basic human right and a powerful tool for eliminating poverty, disease and ignorance, in 2003, it implemented the Free Primary Education programme, completed a review of the Education Sector in 2004 and has finalized an Education Sector Strategic Plan (ESSP). At the same time, the Government, communities, development partners and other stakeholders continue to make substantial investments to support Education programmes through the Kenya Education Sector support programme (KESSP).

### **1.1.1 Structure of the Education and Training System in Kenya**

According to the report of the sector review and development direction (Republic of Kenya, 2003), the current structure of education and training in Kenya which has been commonly referred to as the 8-4-4 system comprises of:- early childhood development, which covers early childhood care for up to 3 year olds and nursery education for 3-5 years old children, 8 year primary school education catering for 6-13 year olds leading to Kenya Certificate of Primary Education (KCPE), 4 year secondary school education for 14-17 year olds leading to Kenya Certificate of Secondary Education (KCSE), Technical and Vocational Education and Training (TIVET) which includes artisan courses and youth polytechnics, artisan craft and diploma courses at national polytechnic leading to certificates and diplomas in various disciplines and business education courses at the above TIVET institutions, Business and professional studies in middle level colleges leading to certificates and diplomas, and Minimum of 4 years university education leading to bachelors' degrees with some professional degree programs taking up to 6 years.

### **1.1.2 Management of Education in Kenya**

According to the Sessional paper No.1 of 2005 the Ministry of Education (MOE) has the responsibility to manage all aspects of education and training in Kenya. Other partner ministries include local government, home affairs, labour and human resources development. The MOE is responsible for the education sector policy development, planning development of sector strategies and training service by other providers.

### **1.1.3 Management Structure of the Ministry of Education (MOE)**

At the ministry headquarters there is the minister, two assistant ministers, the permanent secretary as the accounting officer, five directors who report to the permanent secretary through the education secretary, and administration, finance and accounting divisions, who all report to the permanent secretary. The structure also includes a number of semi-autonomous government agencies (SAGAs) responsible for the development and management of the various aspects of education and training. These agencies also report to the permanent secretary.

At the provincial level, the Provincial Director of Education (PDE) coordinates education activities in their respective provinces. At the district level, education management, planning, registration and monitoring of school and teacher management fall under the District Education Boards (DEBS) with the District Education Officer (DEO) as its secretary.

The DEO, apart from being the secretary to the district education board of his respective district has other management functions. The day to day management of secondary schools in the district is one of his major functions. In this he is assisted by education officers, assistant education officers, zonal quality assurance and standards officers, and TSC TAC-tutors. A large



number of the officers assisting the district education officers are found in divisions and zones. Each district is divided into several divisions which in turn are divided into zones.

At the institutional level, primary schools are managed by school management committees (SMCs) and Parent Teachers Associations (PTAs) which are responsible for their respective schools; on the other hand, secondary schools, middle level colleges and TIVET institutions are managed by Boards of Governors (BOG) and universities by councils. These bodies are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure development and the provision of teaching and learning materials.

According to the Education Act Cap 211 (1968), the Minister of education may by order establish a board of governors for any maintained or assisted schools other than a primary school. The function of the board of governors in relation to a secondary school include: - The exercise by the board of the duty of management of the school or schools, subject to the Education Act, the Teachers Service Commission Act and any regulations under the Education Act; vesting the movable and immovable property of the school under the board, in trustees incorporated under any law or in the public trustee. The application of all the income of the school to promoting the objects of the school and any other matters which the minister consider it necessary, and is desirable to provide for with respect to the status, functions, constitution or procedure of the board (Republic of Kenya, 1968).

Olembo (1992), states that the headmaster is regarded as an agent of management on behalf of the ministry of education at the school level. Headmasters are involved in the translation of education policies and objectives into programmes within the school. The headmaster has the overall responsibility over the operations of the school, besides this the headmaster is also

responsible and accountable to: - his/her employers and other agents, for example the ministry of education, the teachers service commission, the Kenya institute of education and the inspectorate. The head teacher is a professional model for his staff and pupils to emulate, a public relations officer to the community he is serving, including parents. A human resource officer where he is involved in recruitment, placement, orientation, promotion, and transfers of staff and pupils. He/she also looks after the welfare of all present in the school. He/she is also involved in school finance and facilities where he/she is in charge of budgeting and accounting of school funds, record keeping and maintenance of facilities and supplies in the school.

The secondary school heads manual (Republic of Kenya, 1998), states that the link between the head teacher and the teachers in institutional management is the Head of Department (HOD). This position of HOD was established in 1998 through the scheme of service for graduate teachers. Earlier on there was no salary benefit for HODs. Those who qualified after the posts were advertised in 1998 were placed in job group 'L'. After serving as HODs for two years they would be deployed to be deputy head teachers in secondary schools with 9-14 classes or as head teachers in secondary schools with 5-8 classes as per the scheme of service.

According to the management guidelines by the Teachers Service Commission (TSC), to be able to manage people, a HOD must have essential skills which include high levels of decision making and problem solving and not to forget communication skills especially when handling meetings in the departments. A HOD, being a human resource and relations manager needs to have individual capacity to motivate others and to promote team spirit in the department. While teaching the subject of specialization in the department, the HOD should have effective instructional leadership and supervision skills and create an atmosphere that facilitates effective

learning. This requires critical and creative thinking to maintain interactive learning in the department.

Furthermore, to be able to coordinate the department, the HOD must have information and data gathering skills and more importantly, have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential (Republic of Kenya, 1998).

The new curriculum based establishment (CBE) of 1999 by the ministry of education (Republic of Kenya, 1998) requires that a HOD in job group 'L' teaches 20-28 lessons per week while a HOD in job group 'M' teaches 18-20 lessons per week whereas a subject teacher who is not a HOD teaches a maximum of 27 lessons per week. Earlier on the maximum teaching load for a subject teacher had been 25 lessons per week.

The HOD establishment in national schools is a maximum of eight (8) in job group 'M' and thirteen in job group 'L' totaling to twenty one while in provincial schools with sixteen classes and over, the establishment is a maximum of six in job group 'M' and thirteen in job group 'L' totaling to nineteen. Public schools with twelve to fifteen classes can have a maximum of eight HODs in job group 'L' while public schools with five to eleven classes can have a maximum of two HODs in job group 'L'. There is no establishment of a HOD in a public school with one to four classes.

In addition to teaching, the manual for heads of secondary schools (Republic of Kenya, 1998), outlines management responsibilities for HODs which include: - Ensuring that the school is working to the current syllabi as laid down in the Kenya National Examination Council (KNEC)

regulations, Ensuring that there is a scheme of a work for each subject on the curriculum, Organizing the subjects under his/her jurisdiction through the school, Organizing the setting, moderating and marking of school examinations in his department, Advising the head teacher on the purchase of text books and equipment and be responsible for their proper use and allocation, Conducting and assisting newly qualified teachers by advising them on the teaching of their subjects and, finally, maintaining a record of work of the subject.

However, as a result of the government decentralization of services policy, heads of department are being assigned new responsibilities which has led to new management challenges resulting into role ambiguity, role conflict and stress among HODs.

## **1.2 Statement of the Problem**

Secondary heads of department internationally and locally occupy a crucial position being linking pins between the departments and the upper executive of the school. If educational change of a positive nature is to occur, the department head must guide and drive these both at departmental and executive level. However this position of the middle manager in schools has been relatively neglected in prior research which has concentrated on the other levels especially principals and classroom teachers.

Without adequate knowledge on their roles and responsibilities, secondary heads of department's performance has been curtailed by role ambiguity, role conflict, tension and sometimes stress. Middlehurst (1993) emphasizes this point by stating that the potential for role conflict has greatly increased as heads of departments find themselves simultaneously expected to act as agents of institutional management, required to deliver according to institutional objectives and to act as first among equals in a unit level where all are engaged in a collective enterprise. Middlehurst

further argues that heads of departments feel themselves ill equipped to deal with the new management challenges. Middlehurst underscores this argument by stating that the ambiguity and tension associated with being head of department have increased as a result of the move toward 'managerialism'.

In Kenya, the same dilemma exists. According to the sector review and development direction report (Republic of Kenya, 2003) the government of Kenya, taking into cognizance the vast expansion of the education sector in terms of student numbers, number of institutions, teachers and providers has decided to decentralize the functions of the ministry up to the institutional or school levels. This has resulted in vesting heads of departments, institutional managers and boards of governors with the administrative and financial authority for the management of all resources under their jurisdiction (Republic of Kenya, 2003)

The report further notes that for effective decentralization, there is need to assess the human and institutional capacities to undertake this responsibility in terms of their current capacities and proposed new responsibilities. Moreover, the ministry will also be required to define the specifics and scope of the authority of decentralization. It will also require designing the timetable and schedule for phasing out the process. The requisite legal enabling arrangements which will vest the lower level structures with adequate mandate will also require to be put in place. However, the report notes that the process of decentralization has been rolled out without the requisite preparatory measures listed above. In the absence of this and compounded with new responsibilities without proper guidelines it is envisaged that the secondary heads of department will be ill equipped with the new management challenges. It is with this in mind that the researcher is prompted to investigate the actual and expected role of the head of department as

perceived by head teachers and heads of department with a view to redesigning the role to suit the changing circumstances.

### **1.3 Purpose of the Study**

The main purpose of the study was to determine the perception of head teachers and secondary school heads of departments as regards the actual and the expected role of the heads of department.

### **1.4 Objectives of the Study**

1. To determine how heads of department are currently performing.
2. To determine how heads of department are being influenced by their changing roles.

### **1.5 Research Questions of the Study**

1. What are the roles of HODs according to TSC management guidelines book?
2. What other roles are they performing outside their mandate?
3. How well are HODs prepared for their actual roles and their expected role?
4. What are the Headteachers perceptions on the actual and expected role of HODs?
5. What are the future aspirations of HODS?

### **1.6 Significance of the Study**

This study was expected to generate knowledge that may be utilized to sensitize Headteachers, heads of departments, and the members of the school community on the requisite elements of the roles and responsibilities of heads of department, necessary for effective departmental leadership. Secondly, the study may provide a detailed explanation of the role of the head of

department within the changing educational scenario so as to improve understanding of HODs roles hence reduce any role ambiguities and role conflicts. Thirdly, the study may help in developing knowledge for universities and education managers that participate in the training of educationists and finally, the research findings may form a basis for generalization of the recommendations for other schools in Kenya.

### **1.7 Basic Assumptions of the Study**

One of the basic assumptions of the study was that secondary school principals and the school heads of departments were conversant with the roles and responsibilities of a secondary head of department as a bridge between the principal and teachers.

The second basic assumption of the study was that the principals and heads of departments gave truthful and honest responses.

### **1.8 Limitations of the Study**

The study set out to investigate the perception of the principals and HODs as regards the roles and responsibilities of a secondary school head of department. It left out other members of the secondary school community who included students, parents, support staff, members of the board of governors and education managers. The results were to be generalized to the extent of the sample size.

In addition, the researcher may have difficulty in getting honest and impartial answers to data collection instruments. In that respect, the researcher attached letters of introduction to questionnaires to provide assurance of confidentiality in handling the information.

### **1.9 Delimitations of the Study**

The study was concerned with the actual and expected role of the head of department as perceived by head teachers and secondary heads of departments in public secondary schools in Kakamega East District. The study used secondary school principals and heads of departments within Kakamega East District as the respondents to give information on their perceptions of the roles and responsibilities of a secondary school head of department.

### **1.10 Theoretical Framework of the Study**

Role theory and studies of role pressure provide yet another externally oriented perspective on understanding of behaviour in organization. As authored by Kahn, Donald, Robert & Dierick, (1964), role theory argues that individuals in organizations occupy positions. Associated with these positions (or jobs) are sets of activities, including interaction with others, that are required or expected as part of the job.

This set of activities including interactions, constitutes the role of the individual who occupies that position. Because of the nature of organization as systems of interdependent activity, the occupant of any given role is interdependent in his or her actions with others both inside and, in boundary roles outside the organization. These others with whom the individual is interdependent as a consequence of occupying a particular position in the organization constitute that person's role set (Merton, 1975). The very concept of interdependent means that performance of the individual's own role depends importantly on the activities of others in the role set, in turn the performance of their jobs depends importantly on "what the individual in the focal role does". Because of this interdependence and particularly the dependence of others on the individual's role set they may demand appropriate behaviour. These demands get communicated



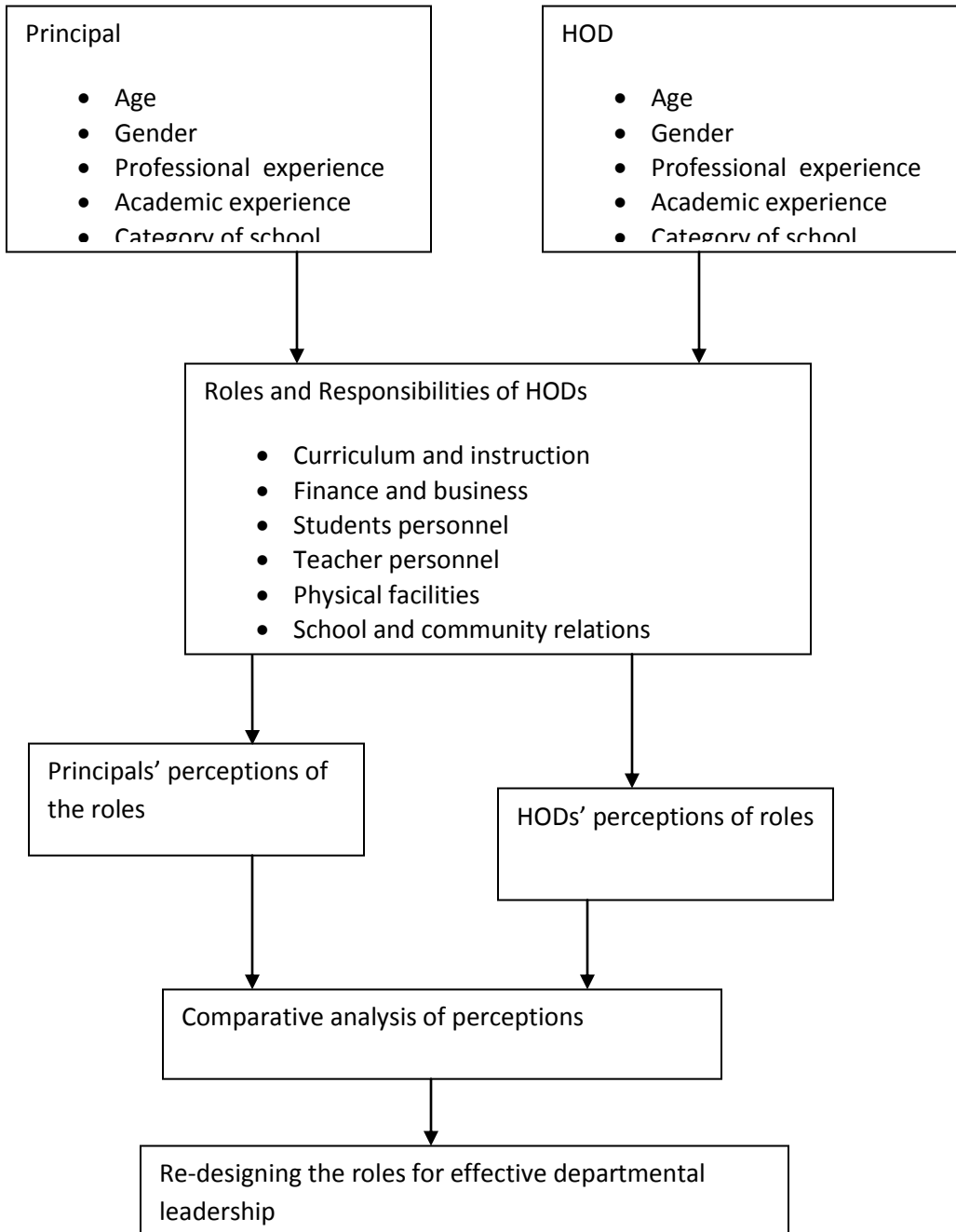
to the role occupant and may constitute role pressures. Role pressures as sent or communicated by various members of the role set need not of course, be accurately perceived by the occupant of the focal role.

Thus, there is a distinction between sent role demands and received role demands. Nevertheless, role pressures enforced by various sanctions form an important set of constraints on the behaviours of role occupants.

Roles and role pressures were viewed by Khan et al (1964) as important sources of tension and psychological stress in organizations. By occupying a given position, there was no guarantee that the individual so constrained would be confronted with a consistent or feasible set of expectations and pressures. Kahn (1964), identified the following forms of role conflict: *Intersender conflicts*, in which the demands of one member of the individuals role set conflict or are incompatible with the demands of another person in the set; *intrasender conflict*, in which the demands of a single member of the role set are contradictory; *interrole conflict*, in which the demands on one role occupied by an individual, such as employee, conflict with the demands of another role such as family member; *person role conflict*, in which the expectation associated with fulfilling a role, conflict with an individual's moral or ethical beliefs or self concept; *role overload*, in which the demand of the role are not contradictory per se but are so extensive and time consuming that the individual cannot cope with all the role expectations and, *role ambiguity* in which the individual face stress because of uncertainty about what behaviours are in fact required in the role.

## 1.11 Conceptual Framework of the Study

*Figure 1: Conceptual framework*



**Figure 1.1: Conceptual Framework**

**Source: Researchers own**

The HODs and principals who will be the respondents to the study have various demographic differences such as age, gender, professional experience, academic experience, all of which will determine their perception of the HODs real and expected roles and responsibilities.

Their perceptions will be collected and recorded after which an analysis will be done to determine the common and dissimilar perceptions held on the expected and reality of the role of the HOD. These will enable the researcher to re-design the roles of the HOD with a view to improving the effectiveness of departmental leadership.

### **1.12 Definition of Operational Terms**

**Public secondary school:** The school to which government funds are appropriated and whose statement of income and expenditure is approved by the Ministry of Education.

**Principal:** Head of a secondary school duly appointed by the Teachers Service Commission of Kenya (T.S.C)

**Departmental head:** All first-line academic and administrative heads in a school who are in job group 'M' and have appointment letters from the Teacher service commission as HODs (e.g. department chair, sector head, unit head)

**Role(s):** A set of expected behaviour patterns attributed to someone occupying a given position in a social unit

- Role identity:** Certain attitudes and behaviours consistent with a role.
- Role perceptions:** An individual's view of how he or she is supposed to act in a given situation. Perceptions are got from stimuli around the individual such like friends, books, movies, and television.
- Role expectations:** How others believe a person should act in a given situation.
- Role conflict:** A situation in which an individual is confronted by divergent role expectation.
- Perceptions:** A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

## **CHAPTER TWO**

### **REVIEW OF RELEVANT LITERATURE**

#### **2.1 Introduction**

Review of relevant literature was discussed under the following sub-headings.

- i. Educational administration
- ii. School leadership and administration
- iii. School department administration
- iv. General understanding of the HODs role
- v. Roles of secondary school HODs
- vi. Roles of secondary school HODs in Kenyan
- vii. HOD Roles: Ambiguities and conflicts
- viii. HOD effectiveness: Major obstacles and impediments
- ix. Perceptions regarding the role of HODs
- x. Summary of literature review

#### **2.2 Educational Administration**

Campbell, Corbally & Nystrand, (1983), define Educational administration as the management of institutions designed to foster teaching and learning. These institutions include public schools, private schools, institutional organization sponsored by industry, public and private colleges, public and private universities, and many others. In addition, they suggest that a school administrator should enhance teaching and learning. For preparation as an educational administrator, Campbell, Corbally & Nystrand say that:

*To comprehend and perform such a role, the prospective administrator should have a strong liberal education, training in education as a broad field of study, and finally, training in education administration.*

Moreover, they argue that the training for educational administration should equip the administrator with such basic skills on recruitment and selection procedures, background on educational organizations and the people who work in them, the relationship between schools and school districts to the larger society, curriculum and instruction, supervision and evaluation of instruction and of school business management.

Mintzberg (1973) has prescribed that educational administration plays ten (10) different roles. He categorized them under three major headings: Interpersonal roles which include: Figure head, Leader and Liaison; Information roles which include: Monitor, Disseminator and Spokesman; and, Decision roles which include: Entrepreneur, Disturbance handler, Resource allocator and Negotiator

### **2.3 School Leadership and Administration**

Campbell et al (1983), point out that schools are complex organizations, resembling other organizations in many aspects but differing from them in others including in goals, technology, division of labour, power centers, and environment. These differences suggest some important tactical considerations for the school leader to be successful.

These include among others to: pursue and persist towards clear attainable goals, use multiple paths to attain goals by adapting to environmental changes in different ways, utilize information networks to link various subsystems and constituencies when they have common interests and

acknowledge and allow the group to exercise some influence over them. Further, and more importantly, Scott (1992) states that, school leaders must articulate a coherent vision as well as define the components of quality education for students.

In addition, they must motivate professionals at the school level to implement that vision, while also becoming committed to and involved with a comprehensive and sustained programme of staff development activities. Further, he states that school leaders must be sophisticated in the knowledge and use of education outcomes at the school level and they must invoke symbolism as well as exhibit professional skill during this process.

#### **2.4 School Departmental Organization**

Edmonson (1941) underscores the importance of school department organization by saying that the chief value of departmental organization should lie in its contribution to the improvement of classroom instruction. He contends that, when there is more than one teacher of any given subject, it is desirable to have some coordination of content and method. Someone should take the lead in developing the courses of study and in arranging for the proper correlation of efforts. He further reveals that many principals have attempted to act in that capacity for all subjects, even in comparatively large schools. However, casual inspection offers abundant evidence of their failure in all but the most exceptional cases. He concludes that except in small schools, it is obviously impractical for the principal to attempt to look after the details of departmental work.

Siskin & Warren-Little (1995) adds that subject departments are the preferred organizational units of secondary schools. They define who teachers are, what they do, where and whom they work and how they and their work are perceived by others.

White and Rosen field (1999:1) view subject departments as potentially highly influential sites with the head of department responsible for the development of a

*Motivated collegial team of workers united in direction and committed to the learning of their students.*

Bennet (1990) asserts that subject departments are indispensable because they are

*Situated precisely where the academic mission of the institution is implemented.*

## **2.5 Preparation for the Role of Head of Department**

Callahan (1971) asserted that because of the importance of the position, a head of department must undergo proper preparation before assuming that position. Preparation should include exposure to the policies and practices governing the selection, training, operations and evaluation of staff. Secondly as regards the qualifications he emphasizes that on top of having a successful teaching experience, HODs must also demonstrate that they possess training and skills appropriate to their subject areas and to positions of leadership for which they are applying.

Finally, and more importantly Callahan underscores the importance of training as a way of preparing the HOD by stating that;

*It is indefensible – professionally and economically for a district to appoint a teacher to fill a position as complex and demanding as that of the department head and then simply to leave him there to shift for himself as best he can.*

## **2.6. Roles of the Secondary School Head of Department**

According to Connors (1999) the major responsibilities of a Department supervisor are to contribute, through the Institution, the implementation of the curriculum in his respective area, to maintain the continuity and progression of pupils, to have the responsibility of supervising,



coordinating and evaluating the development and administration of the total program of his department.

Callahan (1971) clearly outlines the roles of the secondary school head of department as one who is a resource person for the teachers in his department, a resident curriculum consultant, a teacher leader who is knowledgeable about his subject and about the latest met HODs of teaching it effectively. In addition, a HOD should prepare a budget which will make it possible for a department to continue to function during the coming year.

In many cases, Callahan asserts, HODs are frequently called upon to provide liaison between their colleagues and groups of administrators, teachers, or citizens in the community. He further argues that HODs have the task of planning and presiding over worthwhile departmental meetings that mark the school academic year. Altogether, he contends that: - Not only should chairman be a master teacher, a subject matter expert, and the curriculum and instructional leader of his department, but he must also be an efficient departmental administrator, providing a host of executive and managerial services for his colleagues.

### **2.6.1 Role of the Head of Department in Secondary Schools in Kenya**

According to the manual for heads of secondary schools (Republic of Kenya), the duties of the HOD or senior teacher as sometimes referred include: ensuring that there is a scheme of a work for each subject on the curriculum. The HOD ensures that the school has obtained the correct external syllabus for any particular subject; he also ensures that the subject time table is well prepared and is posted in each classroom. In addition he ensures that teachers are not overloaded

and that the time table allows for rapid change if necessary, he is also charged with responsibility of ensuring that school examination are set, moderated and marked. In addition he ensures that students are assessed on the basis of regular assignment.

Further, he ensures that draft papers are prepared within given time limits, marking schemes are prepared and approved accordingly and that any necessary alterations or amendments are made in time, moreover, he ensures that estimates (budgets) are made for a particular year and that allocation for the financial year is according to the needs of a particular subject. In addition he/she should make a review of the financial situation at the end of each year with a view to making adjustment in the following year; he further ensures that each teacher prepares his lesson in accordance with the content, structure and methodology approved. In addition he ensures that each teacher is supplied with a lesson preparation book, and record of work book which should be well used and up to date. Finally he should ensure that teachers set work regularly, check, mark and comment on students work and that they comment on all written work in the exercise book. In addition he should ensure that teachers continuously record marks in their mark books.

## **2.7 HOD Roles:**

### **2.7.1 Ambiguities and Conflicts**

The head of department, for better or worse is to be found in the majority of high schools in the world. There he occupies a vaguely defined and constantly changing position. He is in part a classroom teacher, in part a curriculum consultant and also in part an administrative assistant to the principal of his school. He is thus a colleague, an advisor, and a director of the teachers in his subject area. Koehler (1993:11) asserts that department chairs walk a tight rope between the maintenance and survival needs of the school and the human and professional needs of the people within it.

Brown and Rutherford (1998) argue that we do not yet understand the complexity of the HODs role and that initiatives need to be taken and obstacles overcome in order to facilitate and improve teaching and learning in secondary departments.

Middlehurst (1993) suggests that the ambiguity of the head of departments' role arises from the dual identity afforded to the position, one of which is manager/leader, and the other of which is academic colleague.

On the other hand, Connors (1997:27), reveals this ambiguities and conflicts by stating that:-

*Heads of departments, who are a driving force in a secondary school, are very much pre-occupied with routine administration and crisis management, but have little time for strategic thinking, and are reluctant to monitor the teaching of their colleagues.*

Further he asserts that the key indicator of effective departments as being their ability to organize teaching.

### **2.7.2 HOD Effectiveness: Major Challenges**

Brown and Rutherford (1998) enumerate these challenges as:-

1. Lack of time to effectively carry out all dimensions of their role;
2. Lack of curriculum stability in the face of the demands for the National curriculum;
3. Lack of professional development opportunities at the department level;
4. Lack of direction and vision from some senior executive members;
5. Often lack of effective communication between HODs and senior management.

## 2.8 Perceptions regarding the Role of HODs

Callahan (1971) in interviewing a number of California school administrators in his study on effective heads of departments recorded the following responses about the HOD as they perceived him. The head of department is:

*...a catalyst for action in his department ...* Assistant superintendent, San Francisco Unified School District,

*...a leader who can speak with teachers about the specifics of teaching...* Mr. Curtis Davis, assistant superintendent, San Jose Unified School District;

*...The instructional leader in his subject field...* Dr. F. Willard Robinson, Principal, Beverly Hills High School,

*...the most knowledgeable individual and the most effective leader in his field that a district can get ... A consultant, a resource person to the members of his department.* Dr. Norman Coats, assistant superintendent, New Port – Mesa Unified School District.

## **2.9 Summary of Literature Review**

Campbell et al (1983) defines Educational administration as the management of institutions designed to foster teaching and learning. In addition they contend that for an administrator to be effective, he should be prepared with a strong liberal education, training in education as a broad field of study and finally training in educational administration.

Mintzberg (1973) prescribed that the roles of educational administrators can be categorized into 3 major categories namely: - interpersonal roles, information roles and decision roles.

Scott (1992) further adds that for effective school leadership and administration, school leaders must articulate a coherent vision as well as define the components of quality education for students. In addition, they must motivate professionals at the school level to implement that vision.

However, Middlehurst (1993) states that without adequate knowledge on their roles and responsibilities, secondary heads of departments performance has been curtailed by role ambiguity, role conflict, tension and sometimes stresses. Middlehurst (1993) emphasizes this point by stating that the potential for role conflict has greatly increased as heads of departments find themselves simultaneously expected to act as agents of institutional management, required to deliver according to institutional objectives and to act as first among equals in a unit level where all are engaged in a collective enterprise. Middlehurst further argues that heads of departments feel themselves ill equipped to deal with the new management challenges. Middlehurst underscores this argument by stating that the ambiguity and tension associated with being head of department have increased as a result of the move toward 'managerialism'.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This section covered research methodology which was organized under the following sub-headings: Research design, Target population, Sample and Sampling Procedure, research instruments, instrument reliability, instrument validity, data collection procedures, and data analysis techniques.

#### 3.2 Research Design

This study used ex-post facto research. Borg and Gall (1996) say that ex-post facto design is used because causes are studied after they presumably have exerted on another variable and the cause and effect relationship in education that we wish to study are not amenable to experimental manipulation.

Kerlinger (1986, p348) defined ex- post facto research as:

*A systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.*

This method of research is appropriate because it leads to establishment of the relationship between independent variables such as sex, age, academic qualifications and administrative experience of Headteachers as well as sex, age, academic qualifications and teaching experience of HODs and dependent variables of actual and expected roles.

### **3.3 Study Location**

According to the Kakamega District Development Plan 2002-2008 (Republic of Kenya, 2003), Kakamega East district is one of the 32 districts in Western Province. The district is bordered by Kakamega North district to the north, Kakamega Central District to the North East, and Kakamega South district to the south and the south west. It lies between latitudes  $0.25^{\circ}$  and  $0.43^{\circ}$  south of the equator, and between longitude  $35^{\circ} 05'$  and  $35^{\circ} 35'$  east. The district covers a total area of  $1,100\text{km}^2$ . The district was created in 2007 and was carved from Kakamega North district.

The district is divided into two divisions namely: Shinyalu and Ileho. The divisions are further divided into 22 locations and 51 sub-locations. In terms of area, Shinyalu division is  $185\text{ km}^2$ , Ileho division  $143\text{ km}^2$ .

### **3.4 Target Population**

According to Ministry of Education (Republic of Kenya, 2006) there are 28 public secondary schools of which male head teachers' head 20 and 8 are headed by female head teachers in Kakamega East district. The schools constitute 3 girls boarding, 3 boys boarding, 22 mixed day schools.

The district has 297 teachers, with 184 being male and 113 being female. Out of the 297 teachers, 28 are head teachers and 84 are head of departments. 7 head teachers and 51 head of departments were the respondents while 2 head teachers and 6 heads of departments will participate in the pilot study.

### 3.5 Sample and Sampling Procedure

The sample was 7 Head teachers and 51 HODs in Kakamega East district.

**Table 3.1: Sample Size for Headteachers**

Population		Pilot	Sample	
Male	20	1	Male	3
Female	8	1	Female	4
<b>Total</b>	<b>28</b>	<b>2</b>	<b>Total</b>	<b>7</b>

**Table 3.2: Sample size for HODs**

Population		Pilot	Sample	
Male	43	3	Male	26
Female	41	3	Female	25
<b>Total</b>	<b>84</b>	<b>6</b>	<b>Total</b>	<b>51</b>

Sixty point seven percent of HODs in the public secondary schools were involved in the study apart from those who took part in the pilot study, the sampling procedure was simple random sampling technique that helped obtain 25% of the head teachers as registered from the offices of the provincial Director of Education.



### **3.6 Research Instrument**

This study used questionnaires as the research instruments. The researcher has developed the instruments. Both the questionnaire for Headteachers and HODs contained thirty six questions items divided into 3 sections. Section A contained details on the school and demographic information of the respondents. The data included age and gender of respondent. The other data will include category and size of the school. Section B and C contained question on their views on the roles and responsibilities of heads of departments. The open ended questions elicited information on the real role performance and the expected roles of a HOD.

### **3.7 Instrument Reliability**

Instrument reliability refers to the level of internal consistency or the stability of the measuring device. To test for reliability of research instruments, the split half technique was used. The questionnaires administered in the pilot study were divided into two by placing all odd-numbered items in one subset and all even-numbered items in another subset. The scores of each of the two subsets was then analyzed and correlated. Correlation technique was applied in order to obtain the reliability for the questionnaire in entirety. The formula used was as shown below:

$$Re = \frac{2r}{1+r}$$

Where

Re = Reliability

r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even ones

### **3.8 Instrument Validity**

The validity of the instrument represents the extent to which the instrument measures what it purports to measure. The questionnaire instrument of collecting data for the study was appraised by three lecturers who are experts in the area of Educational Administration at Kenyatta University. The ratings of the three specialists were compared and necessary adjustments made. To enhance instrument validity, a pilot study was carried out. The researcher identified items that were inadequate in collecting data, which were modified, or discarded to improve their quality.

### **3.9 Data Collection Procedure**

In order to carry out the study, a research permit was sought and obtained from the Ministry of Education Headquarters. Authority to carry out the study was obtained from the office of the Provincial Director of Education, Western Province and the District Education Office, Kakamega East District. The researcher then proceeded to pilot the instrument in 6 secondary schools in Kakamega East District. The researcher also booked appointments with sampled respondents for the administration and collection of the questionnaire. The researcher personally administered and collected the questionnaire from the respondents.

### **3.10 Data Analysis Technique**

Data from the questionnaire consisted of the qualitative and quantitative data. The qualitative data from the open-ended questions was first coded to enable quantitative analysis. The coded data and the quantitative data were then analyzed using descriptive statistics. The statistics was calculated by use of the Statistical Package for Social Sciences (SPSS); and included frequencies and percentages.

## CHAPTER FOUR

### FINDINGS AND INTERPRETATION

#### 4.1 Introduction

The purpose of the study was to determine the perception of head teachers and secondary school heads of department as regards the actual and expected role of heads of department.

The chapter deals with the results of data obtained from the study on the perceived role and actual role expectation. Data was collected from 51 secondary schools heads of department and 7 head teachers. Sample size was made of 26 male heads of department and 25 female heads of department; 3 male head teachers and 4 female teachers who participated in the study from secondary schools in Kakamega East District, Kenya.

Data collected were analyzed and presented in tables, frequency distributions, percentages, bar graphs and pie charts. The findings of the study are represented and discussed as under the following themes:-

- 1) Roles of school Heads of department.
- 2) Roles school Heads of department are performing outside their mandate.
- 3) Heads of department preparedness for their actual and expected roles
- 4) Challenges school Heads of department encounter when performing their roles.
- 5) Head teachers' perceptions on the actual and expected roles of the school Heads of department.
- 6) Future aspirations of school Heads of department.

#### 4.1.1 Demographic Data on HODs

The research study sought to find out the age bracket, experience and type of schools the HODs were teaching. At least 35.3% of the HOD's were 36-40 years of age, 15.7% having 41-45 years, while 9.85% were aged 46-50; with a smaller percentage having less than five years to retirement. Interestingly, 33.3% of the HOD's were fairly young people, some as young as 25 and 27 years, making their professional experience questionable.

**Table 4.1: Size of schools as expressed by HODs and Head teachers**

HODs		Head Teachers		
Streams	n	%	n	%
1-2	7	13.7	1	14.3
3-4	8	15.7	0	0
5-6	36	70.6	6	85.7
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

Most (70.6 %) of the HOD's were teaching in 5-6 streamed schools; only 15.7% taught in 3-4 streamed schools, with only 13.7% teaching in 1-2 streamed schools. The study also revealed that 78.4% of the HOD's were in Provincial schools, 19.6% in District schools, only 2% were in national schools; while most (85.7%) head teachers were teaching and serving in provincial schools, only 14.3% of the head teachers taught in district schools.

**Table 4.2: Teaching Experience of HODs and Head Teachers**

Teaching Experience (Years)	HODs		Head Teachers	
	n	%	n	%
Less than 35	17	33.3	0	0
36-40	18	35.3	3	42.9
41-45	8	15.7	1	14.3
46-50	5	9.8	2	28.6
51-55	3	5.9	1	14.3
56 Years and above	0	0	0	0
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

The study was well balanced in terms of gender, as 49% of the respondents were Female HOD's while the male were 51%. According to the findings there were 57.1% female head teachers and 42.9% males head teachers; enabling the researcher to obtain a representative sample in terms of gender eliminating gender biasness.

**Table 4.3: Gender of HODs and Head Teachers**

Gender	HODs		Head Teachers	
	n	%	n	%
Male	26	51	3	42.9
Female	25	49	4	57.1
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

#### 4.2 Roles of School Heads of Department

The researcher sought to find out the actual roles of the heads of department, in managing human and other instructional resources under their jurisdiction. Since HODs serve as human resource and relations managers in educational institutions.

#### 4.2.1 Actual Roles Performed by HOD's in Curriculum Development, Implementation and Student Discipline

Most (37.3%) of the HOD's said that they were mainly involved in Curriculum development and implementation, while 13.7% and 25.5% reporting that they were responsible for maintaining teacher and student discipline.

Having got induction in public relations, 11.8% reported that they play a key role in maintaining good teaching and learning relations.

**Table 4.4: Actual Roles Performed as expressed by the HODs and Head Teachers**

Skills	HODs		Head Teachers	
	n	%	n	%
Maintaining Discipline	13	25.5	19	37.3
Developing Curriculum	19	37.3	2	28.6
Good Relations	6	11.8	1	14.3
Student Discipline	7	13.7	0	0
Training Teachers on Job	1	2.0	0	0
Others	5	9.8	2	28.6
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

#### 4.2.2 Actual Roles Performed by HODs in Preparing Schemes, availing Syllabus and Student Assessment

Majority (62.7%) completely agreed that they ensured schemes of work are prepared and availed; while 35.3% of the HODs said to a great extent ensured that external syllabus are

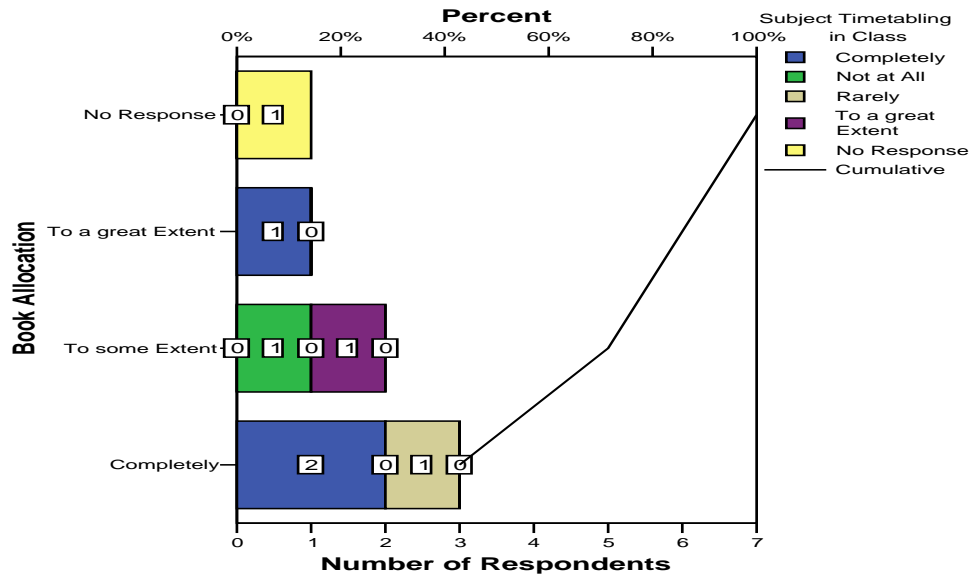
available as actual responsibilities of HODs. According to 33.3% of the HODs, it was their complete role to ensure that external syllabus are available. Ensuring that student assessment is done on regular basis was seen by 37.3% as a complete role of the HODs, another 37.3% supported the view by saying it was to a great extent their role.

#### **4.2.3 Actual Roles Performed by HODs in Examinations and Lesson Planning**

Majority (68.9%) of the HODs agreed completely that they ensured examinations are set, moderated and marked as required, with 39.2% supporting the idea that they completely carried out lesson preparation.

#### **4.2.4 Actual Roles Performed by HODs in Book allocation and subject timetabling**

Book allocation to a great extent is an actual role of the HODs as reported by 37.3% of the HODs, with only 21.6% supporting subject timetabling; at least 21.4% completely held the view that HODs do carry out exercise book allocation; as 19.6% completely agreed that subject timetabling was their role. Asked to state the expected role of the HODs, 54.9% said that they were expected completely to ensure proper book allocation and 21.65% arguing that it was to a great extent. Role expected in subject timetabling similar proportion of 29.4% each said to a great extent and completely.

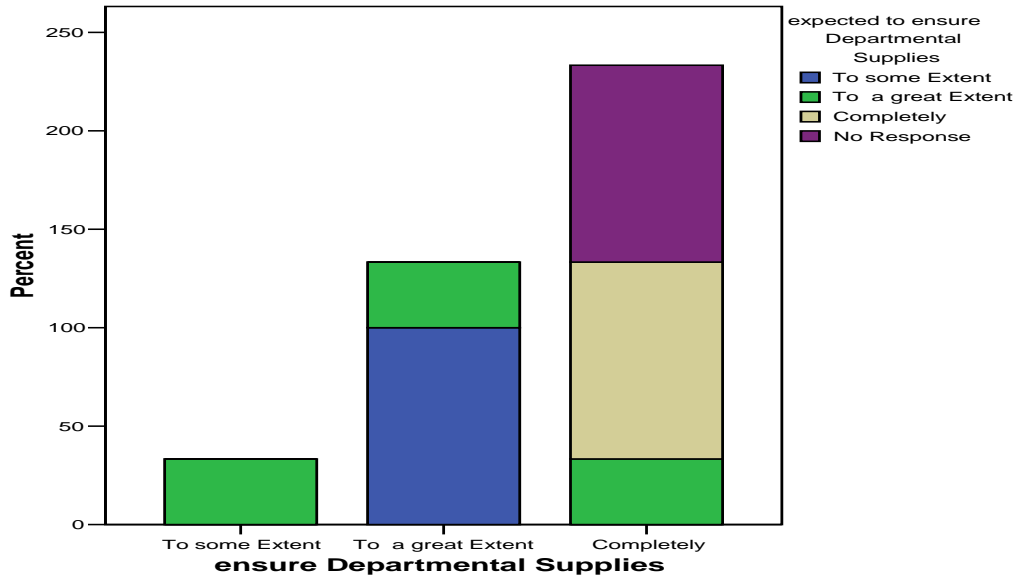


**Figure 4.1 Head Teacher responses on Actual and Expected roles in Subject Timetabling And Book Allocation by HODs**

#### 4.2.5 Actual role of HODs in Department Supplies

Each and every head of department has the responsibility of ensuring his or her department gets the necessary supplies, in order to ensure that the instructional programs successful implementation. The majority (37.3%) of heads of department said that they received and ensured departmental supplies like books and equipment to a great extent. Most (45.1%) of the HODs still felt that it was their duty to ensure that supplies were adequate and timely.





**Figure 4.2: Actual and Expected role in Departmental Supplies as expressed by HODs**

#### **4.2.6 Actual Role Performance by HODs in Financial Management**

##### **4.2.6.1 HOD Participation in Financial Allocations for the Year**

According to 25.5% of the HODs they received allocations for the financial year to great extent while, 21.6% reported to some extent with similar proportions of 15.7% each reporting that they never, rarely or completely received allocations for the financial year, in contrast with the head teachers; majority (42.9%) of whom reported that HODs received their departmental allocations for the financial year completely, asked the expected role in relation to departmental allocation for the financial year, 28.6% of the head teachers confirmed that the allocations for the financial year were done completely and to some extent respectively.

**Table 4.5: HOD Participation in Financial Allocations for the Year**

<b>Rating</b>	<b>Actual Role</b>				<b>Expected Role</b>			
	<b>HODs</b>		<b>Head Teachers</b>		<b>HODs</b>		<b>Head Teachers</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Not at All	8	15.7	5	9.8	2	28.6	1	14.3
Rarely	8	15.7	1	2.0	0	0	0	0
To some Extent	11	21.6	16	31.4	0	0	2	28.6
To a great Extent	13	25.5	9	17.6	2	28.6	1	14.3
Completely	8	15.7	15	29.4	3	42.9	2	28.6
No response	3	5.9	5	9.8	0	0	1	14.3
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

#### **4.2.6.2 HOD Participation in Book keeping, Recording, Review and Audit of Departmental Financial situation**

Head teachers who participated in the study had varied views, with 28.6% arguing that to a great extent it was an expected responsibility of HODS, a similar number saying completely a view that was held by 57.1% of the Head teachers who said it was the actual responsibility.

Most (42.9%) of the head teachers said HODs were expected to review departmental finances and carry out an audit of the expenditures and use of resources in their respective departments, on the actual performance of this role 42.9% supported it completely; 28.6% said it was to a great extent a responsibility of HODs. The departmental heads had a different view on review and audit of finances with most 29.4% saying not all to review and as 23.5% said completely,

while to audits 23.5% said 'Not all' and 31.4% reported that they rarely did auditing of departmental finances at the end of the year.

#### **4.2.7 Role of HODs in Teacher Induction, Orientation and Supervision**

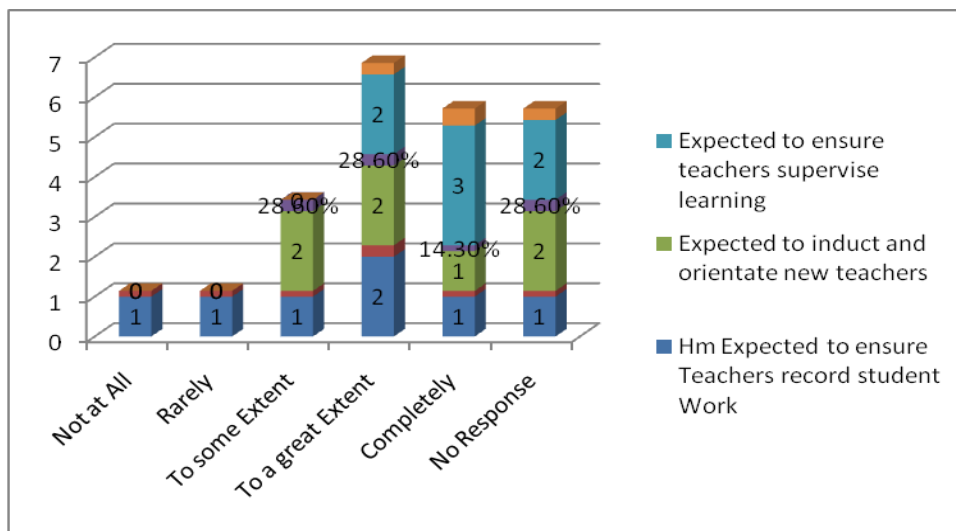
Most (45.1%) HODs were in agreement that supervision of teachers; orientation and induction of new teachers were actual responsibilities of the departmental heads. A slightly lower percentage (41.2%) of the HODs said that induction and orientation of the teachers was an actual role performed by HODs; compared to only 29.4% who said that they ensured that teachers record student marks in the mark books.

A greater majority (72.5%) completely agreed that it was expected that HODs conduct and assist new teachers in their departments, only 9.8% of the head teachers said that they conducted and assisted new teachers to a great extent, as a small minority of 3.9% confirmed that heads of department conduct and assist new teachers, 56.9% felt that they were completely expected to ensure that teachers supervise and mark students work regularly, a small percentage reported that HODs are expected to ensure that teachers check, mark and comment on student work in their exercise books; 49% completely agreed that HODs completely ensure that teachers record student work.

**Table 4.6: Responses on Actual role of checking, Marking, Commenting Recording and Assisting New Teachers**

Rating	Teachers Record work		Conduct and assist New teacher		Check, Mark & Comment on student work	
	n	%	n	%	n	%
Not at All	1	2.0	1	2.0	1	2.0
Rarely	2	3.9	1	2.0	1	2.0
To some extent	6	11.8	2	3.9	5	9.8
To a great Extent	12	23.5	5	9.8	10	19.6
Completely	25	49.0	37	72.5	29	56.9
No response	5	9.8	5	9.8	5	5.8
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>

A similar percentage of 28.6% said that HODs were expected to ensure teachers record student work, induct and orientate new teachers; and supervise learning respectively.



**Figure 4.3: Expected Roles of HODs in Teacher orientation, induction and supervision**

#### 4.2.8: Role of HODs in Promotion of Student Welfare Activities

The research also sought to find out the actual role performed by HODs in schools with respect to promotion of student welfare activities. Majority (37.3%) of the HODs felt that to some extent they actually performed the role, with only 25.5% arguing that to a great extent this was their responsibility while a minority (3.9%) supported it completely.

**Table 4.7 Expected Roles of HODs in Student Welfare and Promotion**

<b>Expectation on student Welfare and Promotion</b>		
<b>Expected Role</b>		
<b>Rating</b>	<b>n</b>	<b>%</b>
Not at All	2	3.9
Rarely	0	0
To some Extent	12	23.5
To a great Extent	15	29.4
Completely	17	33.3
No Response	5	9.8
<b>Total</b>	<b>51</b>	<b>100.0</b>

Subject allocations to the various teachers in their respective departments was viewed by 31.4% of the HODs as an actual role, with 25.5% saying that this was completely an actual role the school heads of department to ensure that subject allocations were appropriately done.

#### 4.2.9 Planning and Presiding over Departmental Meetings

Heads of department need essential skills including high levels of decision-making, problem solving and communication skills especially in planning and handling departmental meetings. Majority (66.7%) of the heads of department completely agreed that it was their actual

responsibility to plan and preside over departmental meetings. On their role expectations, most (76.5%) completely felt that they were expected to plan and preside over departmental meetings.

**Table 4.8: Planning and Presiding over Departmental Meetings as expressed by HODs**

Rating	Planning and Presiding over Departmental Meetings			
	Actual Role		Expected Role	
	n	%	n	%
Not at All	1	2.0	1	2.0
Rarely	1	2.0	0	0
To some extent	1	2.0	0	0
To a great Extent	6	11.5	7	13.5
Completely	34	66.7	39	76.5
No Response	8	15.7	4	7.8
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>

#### 4.2.10 Expected role of HODs in Community Relations

According to 28.6% of the head teachers HODs were expected to a great extent to report to the parents on student welfare, discipline and academic progress; ensure student participation in community work and organization of social and religious talks by inviting inspirational speakers. Except for reporting on student welfare and discipline, head teachers were of the opinion that the HODs were expected to completely report on student academic progress, organize religious and social talks and ensure student participation in community work including tree planting.

A similar proportion of 28.6% expressed the fact that it was to a great extent the responsibility of the HODs to report on student discipline, academic progress and organize social and religious talks, only a small percentage said reporting on student progress and organization of student

participation in community work was not at all a responsibility of the HODs. According to 14.3% of the head teachers, student record keeping, induction of teachers and supervision of exams was expected responsibility of HODs.

**Table 4.9: Actual and Expected HOD roles in School - Community Relations**

Rating	<u>Student Welfare</u>				<u>Community Work</u>				<u>Academic Progress</u>				<u>Social Talks</u>			
	Actual		Expected		Actual		Expected		Actual		Expected		Actual		Expected	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Not at All	5	9.8	3	5.9	11	21.6	11	21.6	5	9.8	2	3.9	4	7.8	3	5.9
Rarely	6	11.8	2	3.9	8	15.7	5	9.8	3	5.9	5	9.8	11	21.6	2	3.9
To some Extent	7	13.7	10	19.6	10	19.6	8	15.7	10	19.6	4	7	13	25.5	9	17.6
To a great Extent	14	27.5	6	11.8	11	21.6	9	17.6	13	25.5	7	13.7	8	15.7	14	27.5
Completely	11	21.6	25	49.0	1	3.9	14	27.5	11	21.6	28	54.9	5	9.8	18	35.3
No Response	6	11.8	5	9.8	4	7.8	4	7.8	7	13.7	5	9.8	8	15.7	5	9.8
Totals	51	100.0	51	100.0	51	100.0	51	100.0	51	100.0	51	100.0	51	100.0	51	100.0

The HODs attached a low value to the responsibility of ensuring student participation in community work, only 21.6% said it was not an actual responsibility of HODs to ensure student participation in community work, while 27.5% said that to a great extent they were to report on student welfare and discipline, another 25.5% reported that reporting on student academic progress was to a great extent an actual role of the HODs, with the minority (9.8%) arguing that organizing social and religious talks was an actual responsibility of HODs.

Majority ((49%) of head teachers and (54.9%)) of the HODs felt that they were completely expected to report to parents on student welfare, discipline and academic progress respectively;

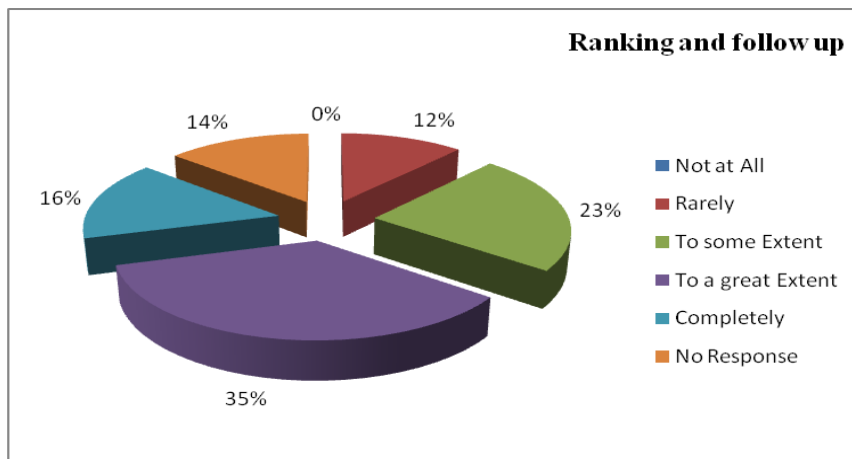
35.3% said it was completely expected that HODs organize social and religious talks by inviting inspirational speakers. Just like the Head teachers 21.6% of the HODs felt that it was not at all expected of them to ensure students participate in community work.

#### 4.2.11 Actual and Expected Guidance Role of Heads of Department

At least 37.3% of the HODs said to a great extent guidance was their responsibility, a view supported by 41.2% of the HODs who reported that they were expected completely to perform the role of guidance and counseling, as 21.6% said to a great extent, with only 19.6% saying to some extent they were to guide and counsel both teachers and students.

#### 4.2.12 Ranking and student follow up service as reported by HODs

Most (35.3%) of the HODs were of the opinion that ranking of students was to a great extent a responsibility of the school heads of department, as 15.7% held the view that they completely carry out this responsibilities in their respective schools as 23.5% noted that to some extent they were performing this role.

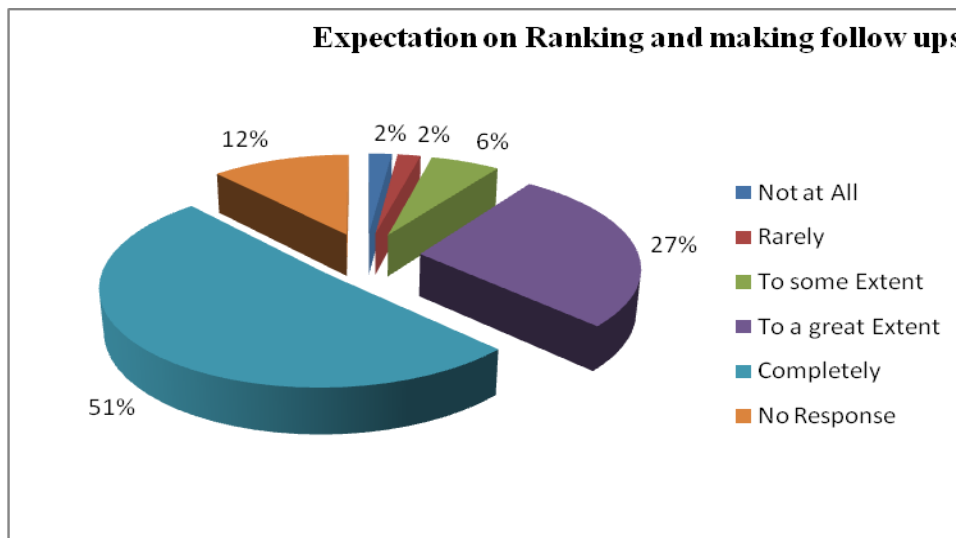


**Figure 4.4 Actual Ranking and student follow up service as reported by HODs**



#### 4.2.13: Role expectation in Ranking and Follow up on student progress as expressed by HODs

Most (51%) of the heads of the department said that they were expected to completely to rank and make up follow-ups on student progress in academic programs. Similarly, 33.3% held on the same argument that HODs were expected to ensure student welfare and promotion; 39.2% of the HODs reported that they were completely expected to ensure fairness in timetabling.



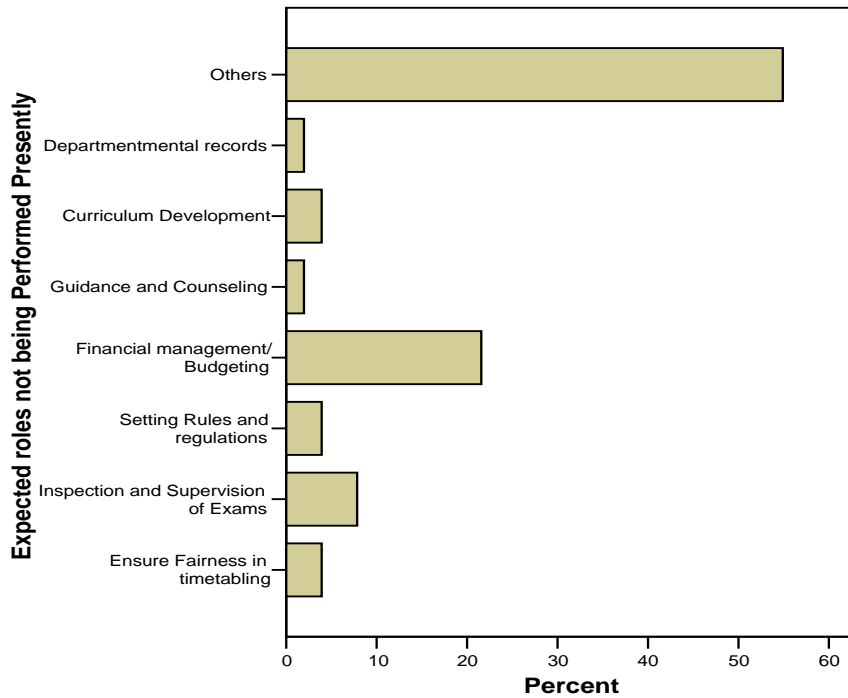
**Figure 4.5: Role expectation in Ranking and Follow up on student progress as expressed by HODs**

#### 4.3 Roles HODs are performing outside their mandate

Heads of demand perform diverse roles in the management of educational institutions including roles in curriculum development and implementation, finance, physical and human resource, Staff personnel, student personnel and fostering school community relations. It was therefore necessary for the researcher to find out if there were any roles the HODs were performing that are not as prescribed in the manual for teacher management.

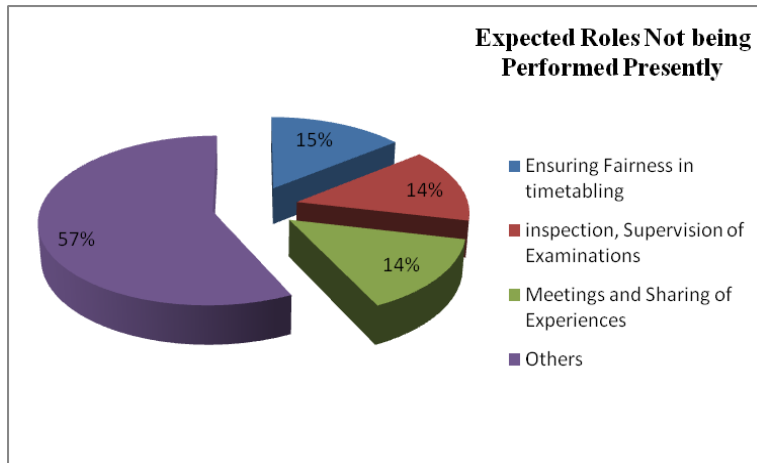
### 4.3.1 Roles HODs are expected to be performing

A wide range of views were given with some 21.6% of the HODs arguing that they were expected to participate in financial management, 7.8% said inspection and supervision of exams, while ensuring fairness in tabling and setting rules and regulations by 3.9% of the HODs respectively; only 2% argued in favour of Curriculum Development.



**Figure 4.6: Roles HODs are expected to perform as Perceived by HODs and Head Teachers**

On average (14.3%) of all the school head teachers said in each case that HODs were expected to ensure fairness in timetabling, inspect and supervise examinations; and have regular meetings with members of their departments to discuss and share their experiences respectively.



**Figure 4.7: Expected Roles not being performed by HODs as reported by Head Teachers**

#### **4.4 Heads of department preparedness for their actual and expected roles**

In view of these the researcher sought to find out whether heads of department were individuals of integrity and professionally prepared for their actual roles

##### **4.4.1 Induction Skills for HOD's**

The research set out to find out which particular skills HODs were expected to have to have been inducted in as preparation for their role..

Most (64.7%) of the HOD's said that they mainly received induction on communication skills, with only 7.8% reporting that they were inducted on decision making and information Technology respectively. As professional teachers, 3.9% said that teaching techniques were given, with 2% reporting that they were inducted in public relations and Supervision.

**Table 4.10: induction skills as expressed by HODs and Head Teachers**

<b>Induction skills</b>	<b>HODs</b>		<b>Head Teachers</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Communication	33	64.7	2	7.8
Information Technology	4	7.8	3	42.9
Decision Making	4	7.8	0	0
Public Relations	1	2.0	2	28.6
Teaching Techniques	2	3.9	0	0
Supervision	1	2.0	0	0
Others	2	3.9	0	0
<b>Total</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

#### **4.4.2 Participation of HODs in Administrative and Consultative Meetings**

Most (70.6%) of the HOD's said that they held regular administrative and consultative meetings more than once per term, while only 17.6% reporting that meetings were held at least once per term, 9.8% said meetings were held as need arises, the remaining 2% noted that such meetings were held once per term.

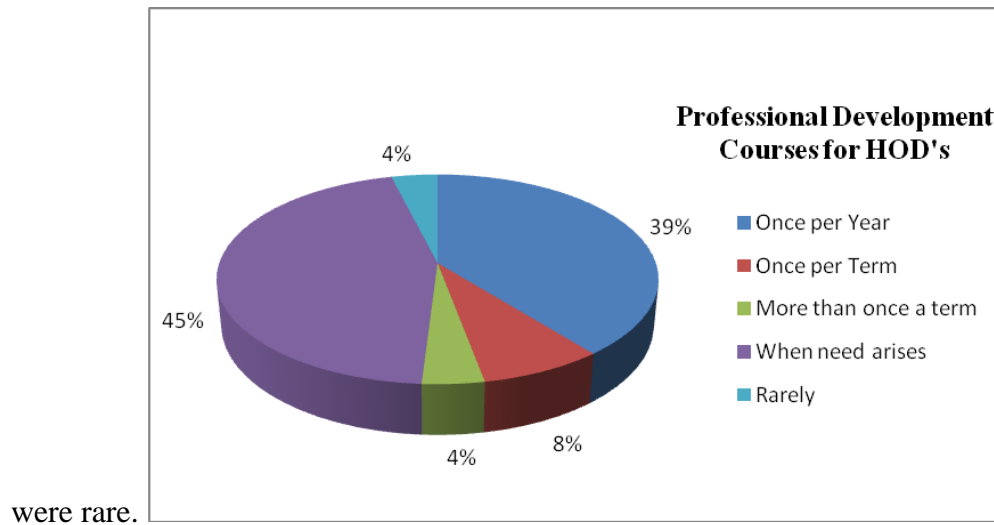
**Table 4.11: Frequency of Administrative and Consultative Meetings**

Frequency of Meetings	HODs		Head Teachers	
	n	%	n	%
Once per year	1	2.0	4	57.1
Once per term	9	17.6	1	14.3
More than once	36	70.6	0	0
When need Arises	5	9.8	2	28.6
Total	51	100.0	7	100.0

#### 4.4.3 Professional Courses, Seminars and Workshops Attended by HODs

The research sought to find out how regular HODs attended professional courses, seminars and workshops in enhancement of their professional competences. Majority (45%) of the HODs said that courses were organized for them as Need arose, as 39% reported that such courses were organized once per year, 8% said that meetings for HODs were organized once per term; 4%

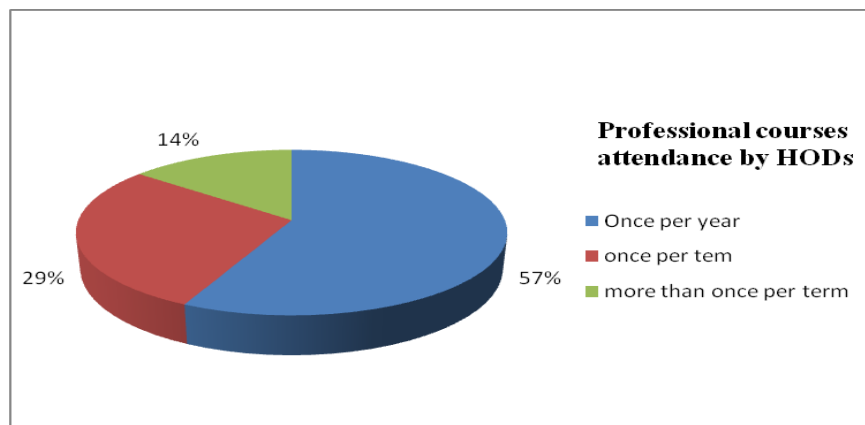
said they are held more than once per term and a similar percentage argued that such meetings



were rare.

**Figure 4.8: Professional Development courses Attendance as expressed by HODs**

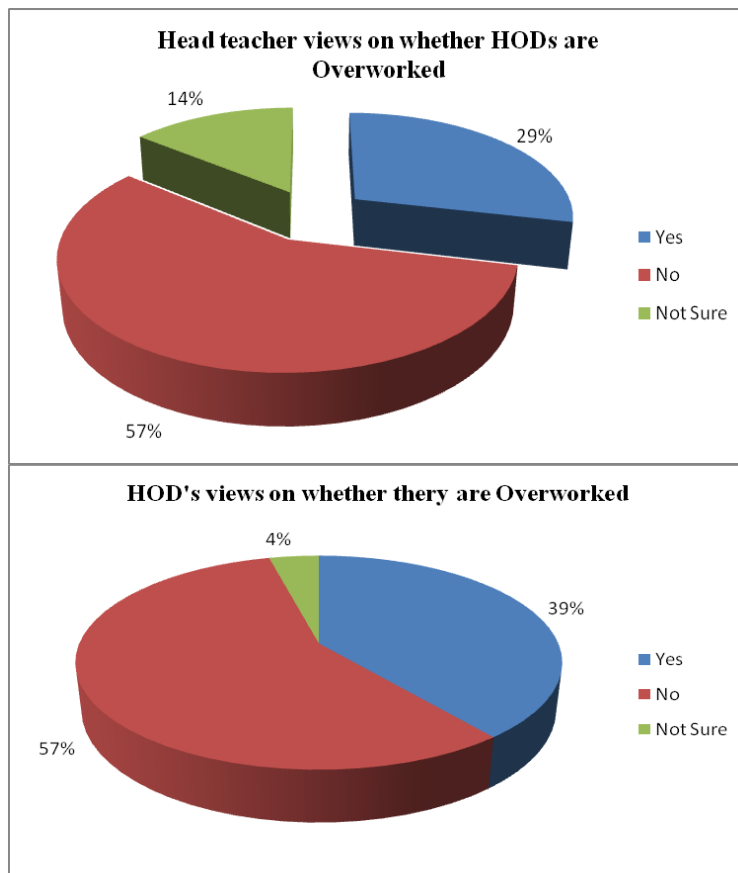
Most (57%) of the head teachers reported that HODs attended professional courses, workshops and seminars at least once per year, while only 29% of the head teachers reported that such courses, workshops and seminars were attended by HODs once per term, the minority noted that professional courses were held more than once per term.



**Figure 4.9 Professional Courses, Workshops and Seminars as expressed by Head Teachers**

#### 4.4.3.1 Actual Teaching Roles of HOD's

It was necessary to find out from head teachers and HOD's whether HODs are overworked or not. The findings of the study revealed that majority (57.1%) of the head teachers who participated in the study said that the heads of department were not overworked; only 28.6% said they were overworked with the rest unsure and unable to comment on whether they were overworked. A similar proportion (57%) of the HOD's were of the view that HOD's are not overworked, while 39% said that they are overworked and there is need for some of the responsibilities to be scaled down.



**Figure 4.10: HODs views on whether they are Overworked or Not**

#### 4.4.3.2 Roles Performed by HODs that should be Scaled down or up

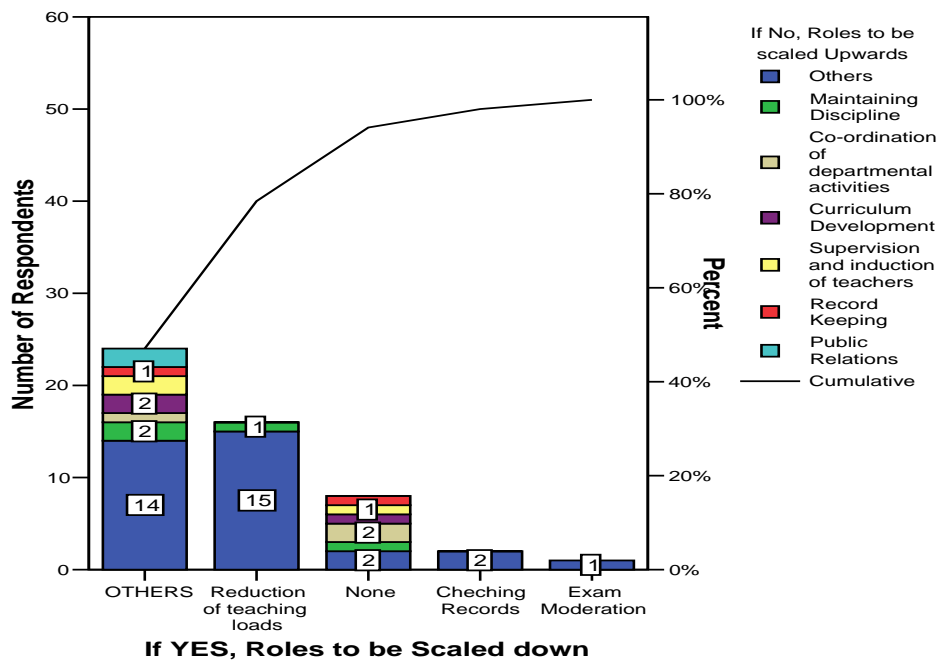
The findings of study as reported by 57% of HODs and 57% of the head teachers indicated that HODs were not overworked. It was necessary to know whether some of the roles being performed by the HODs could be scaled up or downwards. Most (28.6%) of the head teachers noted that the role of guiding and counseling should be scaled down with a small minority of 3.9% of the Head teachers arguing that checking of records needed to be scaled down. Majority of the head teachers felt that the financial responsibilities should be scaled up if the heads of department were to effectively perform their role in book keeping, recording, auditing and reviewing the departmental finances. It was the view of 14.3% of the head teachers that HODs should have their teaching role scaled up; with 28.6% adding that the examination moderation role needed to be scaled upwards.

**Table 4.12: Roles to be scaled down and up as reported by Head Teachers**

<b>Roles</b>	<b>Scaled Down</b>		<b>Scaled Upwards</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Guiding and counseling	2	28.6	0	0
Teaching load	0	0	1	14.3
Financial Responsibilities	0	0	3	42.3
Exam moderation	0	0	2	28.6
Checking records	2	3.9	0	0
Others	5	71.4	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>



When asked which roles should be scaled down, it was the feeling of 31.4% of the HOD's that teaching loads should be reduced to enable the HODs perform administrative roles more effectively, only 3.9 % felt that the work of checking teaching records be offloaded together with that of examination moderation as reported by 25% of the HODs. Some, despite saying that HODs were overloaded never responded to this item.



**Figure 4.11: HODs view on the roles to be scaled down or upwards**

At least 7.8% of the HODs said that the discipline role be scaled up, with more power and authority given to the heads of department. A similar proportion of 5.9% said that curriculum development and co ordination of departmental activities be scaled up. With 5.9% saying that supervision and induction of new teachers be scaled up, minority 3.9% said that record keeping and public relations were to be scaled up to enhance performance of HOD's.

#### 4.5 Head teachers' perceptions on the actual and expected roles of the HODs.

The head teacher is the professional model for his staff and pupils to emulate and as a public officer. It was then necessary that the researcher find out their perceptions on the actual role of the heads of department.

##### 4.5.1 Head teachers responses on the role of HODs in Curriculum Development

A section of the head teachers, 28.6% noted that HODs were responsible for curriculum implementation in their respective schools. Another 28.6% reported that maintaining discipline was a major skill and role played by the heads of department. Maintaining good public relations was supported by 14.3% of the head teachers.

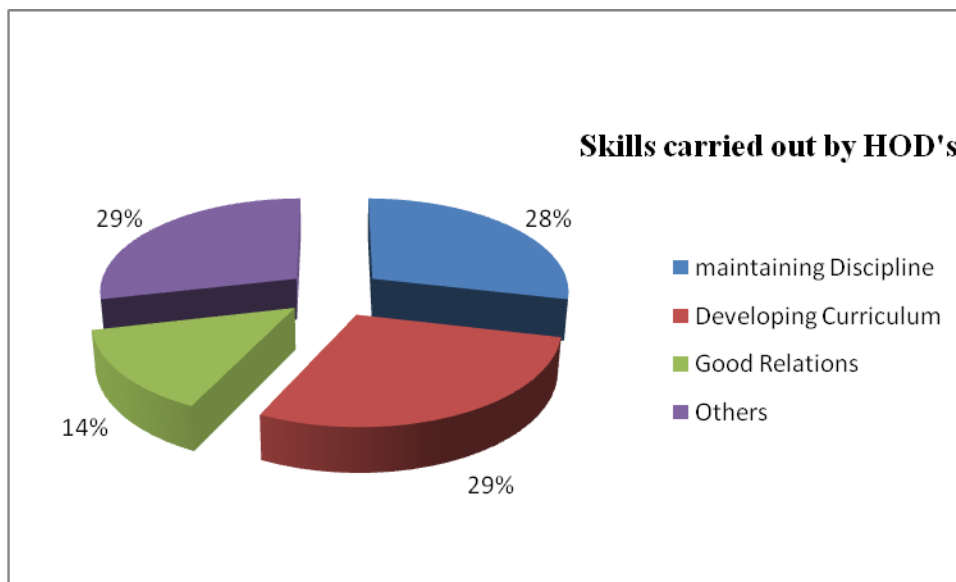
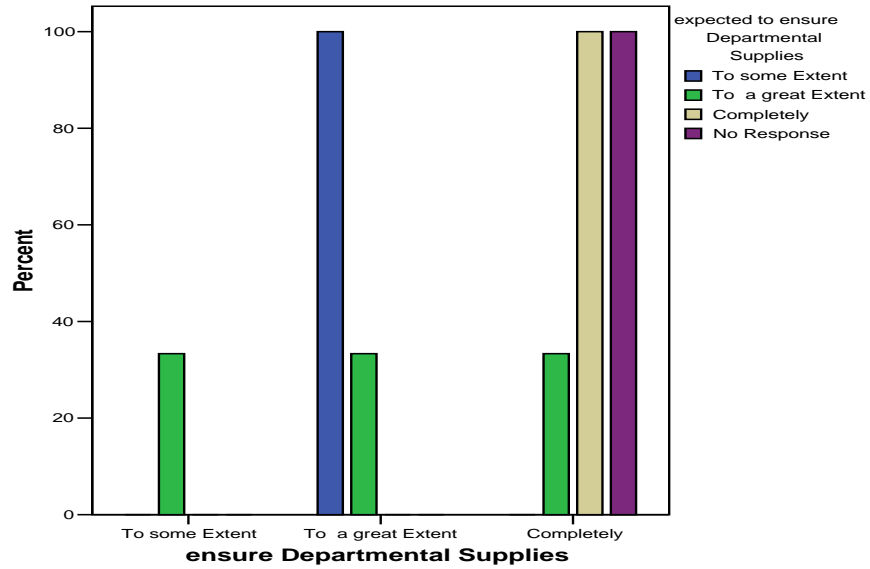


Figure 4.12: Skills carried out by HODs as expressed by Head Teachers

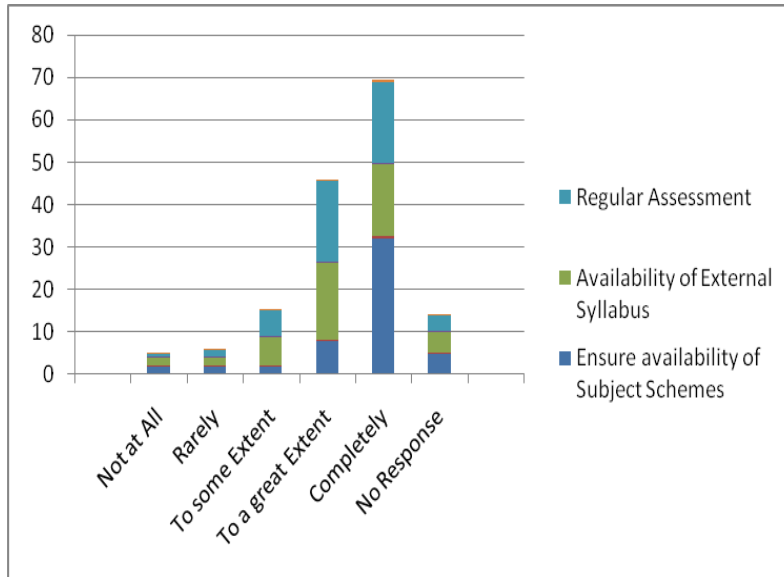
##### 4.5.2 Head teacher views on HODs role in departmental supplies

Head teachers who participated 28.6% were agreement that HODs were to completely ensure that their respective departments received the necessary supplies; a view that was supported by 42.9% of the school heads who said to a great extent.



**Figure 4.13: Head teacher views on Departmental supplies**

**4.5.3 Availability of schemes of work and regular assessment on basis of assignments as expressed by Head teachers**



**Figure 4.14: Availability of schemes of work and regular assessment on basis of Assignments as expressed by Head Teachers**

Just like the HODs, 57.1% of the head teachers were of the opinion that HODs should completely ensure that schemes of work are available, majority (71.4%) of the head teachers also felt that HODs were completely responsible for ensuring that external syllabus were available for use in the instructional process; a simple majority of 42.9% of the principals said that ensuring regular assessment of learners on basis of assignments were completely responsibilities of the departmental heads.

#### **4.5.3 Role of HODs in Subject Timetabling**

Most 42.9% head teachers said HODs are to ensure proper subject timetabling, similar proportions of 14.3% each reported that HODs actually perform the role of ensuring subject timetables are prepared and posted in class; 28.6% expressed the fact that proper allocation and use of exercise and text books was the responsibility of the departmental heads. According to 42.9% of the head teachers, HODs are expected to ensure that subject timetables are prepared and posted in class for the students, ensuring a fair lesson distribution. Only 14.3% said that this was not the role of head teachers, a small majority of 28.6% of the head teacher noted that HODs ensure proper book allocation and use. In spite of this view, some 14.3% of the head teachers said that it was not at all the responsibility of the HODs to ensure books are allocated and used properly.

#### **4.5.4 Principals view on lesson plans and examinations**

Head teachers agreed that the actual role of HODs was to set, mark and moderate examinations, a view held by 57.1% while a similar percentage noted that HODs were to completely ensure that lesson lessons are prepared in accordance with content structure and methodology; only

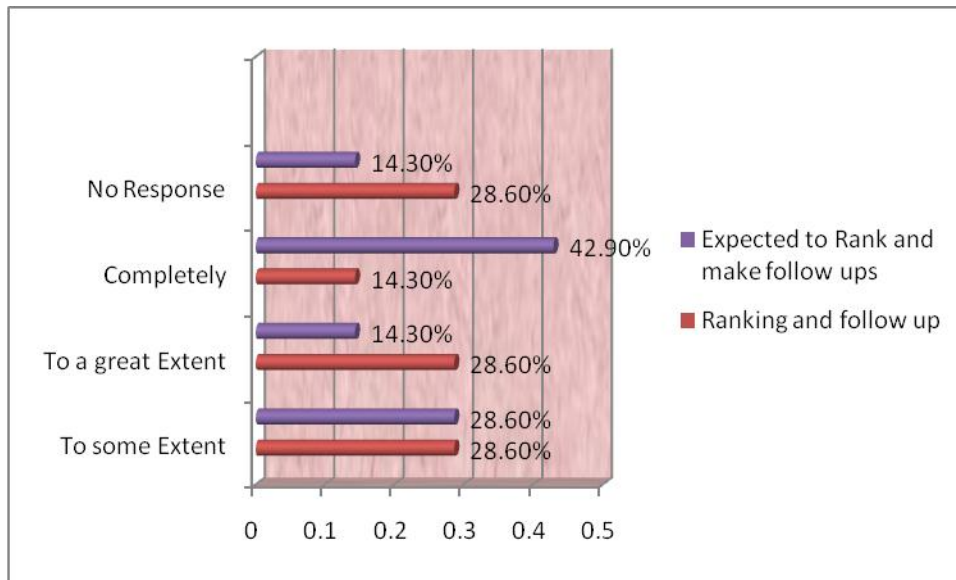
28.6% said that they were to a great extent responsible for ensuring these role is performed. According to 42.9% of the head teachers, HODs were rarely expected to prepare lesson plans. On the other hand 28.6% of the head teachers felt that it was expected that HODs set, moderate and mark examinations.

**Table 4.13: Head Teacher views on Examinations, moderation and Lesson Preparation**

Rating of the role	Examination Setting, Moderation And Marking				Lesson preparation			
	Actual		Expected		Actual		Expected	
	n	%	n	%	n	%	n	%
Not at All	0	0	1	14.3	0	0	1	14.3
To some Extent	1	14.3	1	14.3	0	0	3	42.9
To a great Extent	1	14.3	1	14.3	2	28.6	1	14.3
Completely	4	57.1	2	28.6	4	57.1	1	14.3
No response	1	14.3	2	28.6	1	14.3	1	14.3
<b>Total</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

#### 4.5.5 Role of HODs in ranking and student follow up

Majority (42.9%) of the head teachers reported that heads of department were completely expected to rank and make follow up on student progress, this view was supported by 14.3% of the head teachers who said that ranking and follow up was completely a role of Heads of department. At least 28.6% of the head teachers said that to a great extent it was the responsibility of the HODs. This view was supported by 14.3% of the head teachers who maintained that to a great extent the HODs are expected to perform the role.



**Figure 4.15: Head teacher views on actual and expected role in ranking and follow up.**

#### **4.5.6 Actual Role on conducting and assisting teachers as reported by the school Head teachers**

Similar proportion of the school heads agreed that induction, orientation and teacher supervision were actual roles of HODs, a view held by 42.9% of all the head teachers. At least 28.6% of head teachers and HODs respectively agreed that to a great extent supervision of students work and marking were actual roles of HODs, 28.6% said to some extent as a similar proportion said to a small extent.

#### **4.5.7 Head teacher Responses on HOD expectations in Community Relations**

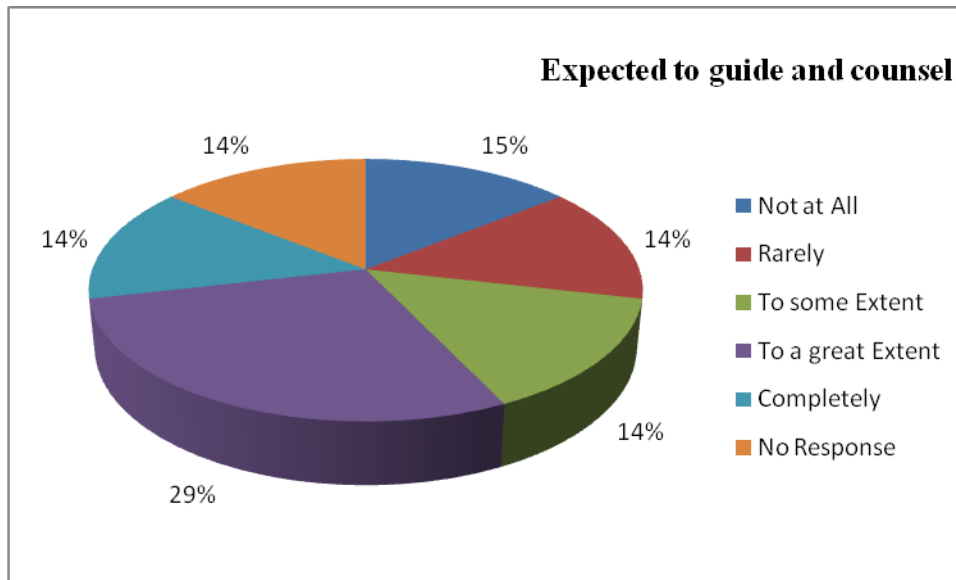
The head teachers were in agreement across all the levels touching on community relations, 28.6% of the head teachers said that HODs were expected to report to parents on student welfare and discipline. Another 28.6% of the head teachers said that HODs were completely expected to

ensure student participation in community work report on academic progress and organize religious and social work.

**Table 4.14: Head teacher views on various School- Community Relations**

<b>Rating</b>	<b>Student Welfare and Discipline</b>		<b>Community Work</b>		<b>Academic Progress</b>		<b>Social and Religious Talks</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Not at All	0	0	1	14.3	1	14.3	0	0
To some extent	1	14.3	1	14.3	0	0	3	42.9
To a great extent	2	28.6	1	14.3	2	28.6	2	28.6
Completely	2	28.6	0	0	1	14.3	0	0
No Response	2	28.6	2	28.6	2	28.6	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

The head teachers had diverse views on actual role performance; with 28.6% saying that HODs report to parents on welfare and discipline, as another 28.6% supported were of the opinion that HODs do these to a great extent, while majority of the heads said that HODs to some extent ensure that social and religious talks are organized, minority (14.3%) of the head teachers said that HODs organize student participation in community work.



**Figure 4.16: Guiding and Counseling role as expressed by Head Teachers**

#### **4.5.8 Guiding and Counseling role of HODs as expressed by Head Teachers**

The head teachers were generally of the idea that the role of guiding and counseling was not an expected responsibility of HODs only 29% supported it to a great extent while the rest had varied views with some saying not at all, rarely and to some extent, each groups percentage was 14% respectively

Equal proportions of 28.6% of the head teachers said that ranking and promotion of student welfare were to some extent and great extent HODs actual responsibilities, with only 14.3% supporting it completely. At least 42.9% of the school heads said that promotion of student welfare were actual responsibilities of HODs. The head teachers had diverse feelings with regard to fairness in subject allocation. Just like the HODs head teachers were of the view that ranking and promotion of student welfare were expected responsibilities of the HODs, a small percentage (14.3%) were in agreement that student welfare were expected responsibilities of HODs as 42.9% expressed that to a great extent HODs were expected to ensure proper timetabling.



#### 4.5.9 Head teachers view on planning and presiding over meetings

Majority (42.9%) of the head teachers said that it was completely the actual and expected responsibility of the HODs to plan and preside over departmental meetings with 14.3% in each case reporting that they were to a great extent expected to plan and preside over the meetings.

**Table 4.15: Planning and Presiding over Departmental Meetings**

	<b>Planning and Presiding over Departmental Meetings</b>			
	<b>Actual role</b>		<b>Expected Role</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
Not at All	0	0	0	0
To some Extent	1	14.3	1	14.3
To a great Extent	1	14.3	1	14.3
Completely	3	42.9	3	42.9
No Response	2	28.6	2	28.6
<b>Totals</b>	<b>7</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

#### 4.6 Future aspirations of HODs

The position of the head of department is a crucial administrative role that requires mature, professionally trained and qualified individuals who must have essential leadership, instructional and supervisory skills that create effective learning teaching program. It was of interest to know why most teachers aspire to this very crucial position in the teaching fraternity.

**Table 4.16: Inspiration of HODs to the Position as expressed by HODs and Head Teachers**

Inspiration	HODs		Head teachers	
	n	%	n	%
Desire for Leadership	11	21.6	3	42.9
Job Satisfaction	2	3.9	0	0
Service to the Community	1	2.0	2	28.6
Financial Benefits	5	9.8	0	0
Capacity Building	5	9.8	0	0
Professional Growth	9	17.6	0	0
Self Actualization	4	7.8	0	0
Others	14	27.5	2	28.6
<b>Totals</b>	<b>51</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>

The study revealed that most (21.6%) of the HOD's had desire for leadership, chances of one becoming a Head teacher were higher if in the position of a HOD than just s classroom 17.6% of them said that it was necessary for professional growth; it was interesting to note that 9.8% of the HOD's desire the position due to the perceived financial benefits with a similar percentage feeling, the position would help them develop their capacity, 7.8% argued that it was a position for self actualization, 2% said it was necessary to serve the community well, only 3.9% aspired to the position for job satisfaction. According to the head teachers who participated in the study, HODs aspire to the position because of the desire for leadership as reported by 42.9% of them; while only 28.6% of the heads said it is the desire to serve the community that inspires the HODs.

#### **4.7 Discussion of the Findings**

This section deals with the discussion of the findings of the study on the roles of the heads of department as perceived by the head teachers and the HODs. The discussion is based on the findings presented under demographic data, actual and expected roles of the HODs as expressed by the HODs and head teachers.

##### **4.7.1 Demographic Data on HODs**

The school heads of department are expected to be mature, experienced and highly responsible individuals who can perform assigned tasks, duties and responsibilities with a lot of ease. The study revealed that most of the HOD's were mature individuals with adequate teaching experience. The findings of the study revealed that 66.7% of the HODs were in the range of 36 years to 55 years of age, with 35.3% of the HOD's in the age bracket of 36-40 years and 15.7% in the age bracket of 41-45 years, while 9.85 of them were aged 46-50; a smaller percentage were less than five years to Retirement. It was interesting to note that 33.3% of the HOD's were fairly young people. Some were as young as 25 and 27 years, making their professional experience questionable. As Merton, 1975; noted the role of an individual is interdependent on others and in particular the individual in the focal view; his qualification, sex and experience.

According to the findings in Table 4.1, 70.6 % of the HOD's were teaching in 5-6 streamed schools; as 15.7% taught in 3-4 streamed schools and only 13.7% reporting they were in 1-2 streamed schools. The findings presented in Table 4.2 revealed that 78.4% of the HOD's were in Provincial schools, while 85.7% of the head teachers were teaching and serving in provincial schools. Its worth noting that views across all the levels of secondary education were collected from the Heads of department and school heads.

The study was well balanced in terms of gender, with 49% of the respondents being female HOD's while the male counterparts were 51%. According to the findings 57.1% of the school head teachers were females and 42.9% males head teachers; this enabled the researcher to obtain a representative sample eliminating gender biasness.

#### **4.7.2 Roles of School Heads of Department**

The researcher sought to find out the actual role of the heads of department, in managing human, financial, physical and other instructional resources under their jurisdiction. Since HODs are human resource and relations managers in n educational institutions.

##### **4.7.2.1 Actual Roles Performed by HOD's in Curriculum Development, Implementation and Student Discipline**

According to the secondary schools heads manual, the head of department is an important link between the head teacher and the teachers. Heads of department therefore need to be familiar and competent in translating curriculum objectives into teaching learning activities (Republic of Kenya, 1998). To ascertain these 37.3% of the HOD's said they were mainly involved in Curriculum development and implementation. Conner (1999) asserts that heads of department contribute to the institutions through Curriculum implementation; similarly Callan (1971) noted that heads of department are Curriculum consultants.

According to Callan (1971), HODs act as resource persons in the department. Having got induction in public relations, 11.8% of the HODs reported that they play key roles in maintaining good teaching and learning relations. The findings in Table 4.4 indicated that a minority were responsible for on job training of teachers and maintaining student discipline.

#### **4.7.2.2 Actual Roles Performed by HODs in Preparing Schemes, availing Syllabus and Student Assessment**

According to the school heads manual (Republic of Kenya, 1998) preparation of schemes of work, availing a syllabus and ensuring proper student assessment are key roles of the HODs. Most (62.7%) HODs agreed that ensuring subject schemes of work are prepared and availing external syllabus as reported by 35.3% HODs were their actual responsibilities. Ensuring that student assessment is done on regular basis was cited by 37.3% as a complete role of the HODs; another 37.3% said it was to a great extent their responsibility.

#### **4.7.2.3 Actual Roles Performed by HODs in Examinations and Lesson Planning**

Heads of department have to ensure that examinations are set, moderated and marked and that teachers prepare lesson plans in accordance with the laid down structures and methodology (Republic of Kenya, 1998),. Majority (68.9%) of the heads of department agreed with these view completely that they ensure examinations are set, moderated and marked as required, with 39.2% supporting the idea that they completely carried out lesson preparation.

#### **4.7.2.4 Actual Roles Performed by HODs in Book allocation and subject timetabling**

It is the duty of the HODs to advise the head teacher on purchase of text books and equipment and be responsible for their proper use and allocation (Republic of Kenya, 1998); Book allocation to a great extent is an actual role of the HODs as was reported by 37.3%, while only 21.6% supported subject timetabling; Asked to state the expected role of the HODs, 54.9% said that they were expected to ensure proper book allocation. As 29.4% argued that subject timetabling was to a great extent an expected role of HODs as presented in Figure 4.1. this finding confirms the role expectations of HODs.

#### **4.7.2.5 Role of HODs in department supplies**

Each and every head of department has the responsibility of ensuring his or her department gets the necessary supplies, in order to ensure successful implementation of the instructional program.

Majority (37.3%) of HODs said that they received and ensured departmental supplies like books and equipment to a great extent adequate. Most (45.1%) of the HODs still felt that it was their duty to ensure that supplies were adequate and timely. The HODs should make sure that each teacher is supplied with a lesson preparation book, and a record of work book which should be well used and up to date (Republic of Kenya, 1998).

#### **4.7.2.6 Actual Role Performance by HODs in Financial Management**

##### **4.7.2.6.1 HOD Participation in Financial Allocations for the Year**

According to Olembo J.O., Wanga P.E., Karagu N.M. (1992), financial management is one of the major responsibilities of the head teacher, and he/she can only delegate some responsibilities, but still remain the final decision maker. Heads of department play important roles both as teachers and administrators, thus a major source of role conflicts. Since it was in the interest of the researcher to find out the actual roles played by HODs in the day-to-day performance of their duties and responsibilities. The findings in Table 4.5, revealed that 25.5% of the HODs received allocations for the financial year to great extent while, 21.6% reported only to some extent with similar proportions of 15.7% each reporting that they never, rarely or completely received allocation for the financial year, this was in contrast with the head teachers; majority (42.9%) of whom reported that HODs received their departmental allocation for the financial year completely, asked the expected role in relation to departmental allocation for the financial year, 28.6% of the head teachers confirmed that the allocations for the financial year were done completely and to some extent respectively.

#### **4.7.2.6.2 HOD participation in Book keeping and Recording**

It is the duty and responsibility of the Departmental Head to ensure that departmental book keeping and recording is done on time, accurately and as per the professional requirements. Proper records of work, schemes and financial books in the department were updated regularly. Although, head teachers who participated in the study had varied views, as 28.6% argued that to a great extent it was an expected responsibility of HODs, 57.1% of the Head teachers said it was an actual responsibility of the HODs. These finding is in line with the view that teachers set work regularly, check, mark and comment on student work and comment on all written work in the exercise book (Republic of Kenya, 1998).

#### **4.7.2.6.3 Review of Departmental Financial situation and Audit of finances**

Most (42.9%) of the head teachers said HODs were expected to review departmental finances and carry out an audit of the expenditures and use of resources in their respective departments, The departmental heads had a different view on review and audit of finances with most (29.4%) saying not all to review and 23.5% completely, while to audits 23.5% said 'Not all and 31.4% reported that they rarely did auditing of departmental finances at the end of the year. Propped further most noted that head teachers rarely allow them to plan, review and even audit the departmental allocations.

#### **4.7.2.7 Role in teacher induction, orientation**

Scott (1992), argued that for effective school leadership and administration school leaders must articulate a coherent vision as well defining components of quality education for students by motivating, encouraging and supporting teachers in their work. Most (45.1%) HODs were in agreement that supervision of teachers; orientation and induction of new teachers were actual

responsibilities of the HODs as compared to 29.4% who said that they ensured that teacher's record student marks in the mark books. Heads of department are expected to regularly inspect and advice teachers on how best to keep proper records.

A greater majority (72.5%) completely agreed that it was expected that HODs conduct and assist new teachers in their departments. In order to ensure that teachers are kept abreast with curriculum innovations and are able to adjust and carry out their responsibilities effectively, 56.9% felt that they were completely expected to ensure that teachers supervise and mark the students work regularly, with a small percentage reporting that HODs are expected to ensure that teachers check, mark and comment on student work in their exercise books; 49% completely agreed that HODs completely ensured that teachers record student work as presented in Table 4.6. of the findings.

The results presented in Figure 4.3, indicated that 28.6% of the HODs were expected to ensure teachers record student work, induct and orientate new teachers; and supervise learning respectively.

#### **4.7.2.8: Promotion of Student Welfare Activities**

The findings on the actual role performed by HODs in promotion of student welfare activities in Table 4.7 indicated that 37.3% of the HODs felt that to some extent they actually performed the role with only 25.5% arguing 'to a great extent', this was their responsibility. This finding depicts the crucial role played by HODs in ensuring that issues concerning student welfare are carefully carried out.



#### **4.7.2.9 Planning and presiding over departmental meetings**

According to the management guidelines by the Teachers Service Commission (TSC, 2003), heads of department need essential skills including high levels of decision making, problem solving and communication skills especially in planning and handling departmental meetings. Majority (66.7%) of the HODs completely agreed that it was their actual responsibility to plan and preside over departmental meetings. On their role expectations still most (76.5%) completely noted that they were expected to plan and preside over meetings .as in Table 4.8. heads of department should be able to hold and preside over departmental meetings in order to develop an understanding of the needs, challenges and set out appropriate strategies necessary for achievement of set departmental goals.

#### **4.7.2.10 Actual and Expected Roles of HODs in Community Relations, Academic Progress and Social Talks**

According to the findings in Table 4.9, only 28.6% of the head teachers said that to a great extent HODs were expected to report to the parents on student welfare, discipline and academic progress; ensure students participate in community work and organization of social and religious talks by inviting inspirational speakers. Except for reporting on student welfare and discipline, head teachers were of the opinion that the HODs were expected to completely report on student academic progress, organize religious and social talks and ensure student participation in community work including tree planting.

A similar proportion of only 28.6% expressed the fact that it was to a great extent the responsibility of the heads of department to report on student discipline, academic progress and organize both social and religious talks, only a small percentage said reporting on student progress and organization of the students participation in community work was not at all a

responsibility of the HODs. On student participation in community work 14.3% of teachers felt that student record keeping, induction of teachers and supervision of exams was expected responsibility of HODs.

The HODs attached a low value to these responsibility, with majority 21.6% saying it was not the actual responsibility of HODs to ensure student participation in community work but rather a collective responsibility of all the stakeholders, as 27.5% of them said to a great extent they report on student welfare and discipline, another 25.5% argued that reporting on student academic progress was to a great extent the actual role of the HODs, with the minority (9.8%) saying that organizing social and religious talks was an actual responsibility of HODs. A thorough knowledge of student progress and performance was a pivotal role of HODs.

Majority ((49%) and (54.9%)) of the HODs felt that they were completely expected to report to parents on student welfare, discipline and academic progress respectively; 35.3% said it was completely expected that HODs organize social and religious talks by inviting inspirational speakers. Just like the Head teachers 21.6% of the HODs felt that it was not at all expected of them to ensure students participate in community work.

#### **4.7.2.11 Ranking and student follow up service as reported by HODs**

The findings in Figure 4.4 showed that most (35.3%) of the HODs were of the opinion that ranking of students was to a great extent a responsibility of the HODs, as 15.7% held the view that they completely carry out this responsibilities in their respective schools, 23.5% noted that to some extent they performed the role. According to results presented in figure 4.5, most (51%) of the heads of the department agreed they were expected to completely rank and make up follow-ups on student progress in academic programs. Similarly, 33.3% held on the same argument that

heads of departments were expected to ensure student welfare and promotion; 39.2% of the HODs, reported that they were completely expected to ensure fairness in timetabling.

### **4.7.3 Roles HODs are performing outside their mandate**

Heads of department perform diverse roles in the management of educational institutions including roles in curriculum development and implementation, finance, physical and human resource, Staff personnel, student personnel and fostering school community relations. It was therefore necessary for the researcher to find out if there were any roles the HODs were performing that are not as prescribed in the manual for teacher management.

#### **4.7.3.1 Roles HODs are expected to be performing**

School finances are one among the main task areas HODs are expected to perform. Thus necessitating the study on roles HODs are expected to perform yet they do not. A wide range of views were given with some 21.6% of the HODs arguing that they were expected to participate in financial management; according to the manual for heads of secondary schools (Republic of Kenya, 1998), HODs must ensure that estimates (Budgets) are made for a particular year and that the financial allocations for the financial needs of the particular subject, 7.8% said inspection and supervision of exams, while ensuring fairness in tabling and setting rules and regulations by 3.9% respectively. Only 2% argued in favour of Curriculum development.

According to Figure 4.6, only 14.3% of all the school head teachers said that HODs were expected to ensure fairness in timetabling, inspect and supervise examinations; and have regular meetings with members of their departments to discuss and share their experiences respectively.

#### **4.7.4 Heads of department preparedness for their actual and expected roles**

Callahan (1971) noted that a head of department must be an executive and managerial service provider who has the requisite skills, mastery of content, experienced and highly competent as an education master teacher, subject master expert and a curriculum and instructional leader. In view of these the researcher find out that HODs were individuals of integrity and professionally prepared for their actual roles

##### **4.7.4.1 Induction Skills for HOD's**

According to Callahan (1971) because of the importance of the position, HODs must undergo proper preparation before assuming such position. This was complemented by majority 64.7% of the HOD's as in Table 4.10, who said that they mainly received induction on communication skills among others. Since the position is administrative, it was necessary for them to have adequate communication skills. According to the management guidelines by the Teachers Service Commission (TSC), HODs need effective leadership and instructional skills coupled with critical thinking and communication skills. Only 7.8% said that they were inducted on decision making and Information Technology (IT) respectively. Being teachers 3.9% said that teaching techniques were given, with 2% reporting that public relations and supervision as the areas of induction.

##### **4.7.4.2 Role of HODs in administrative and consultative meetings**

According to Callahan HODs should have the task of having and presiding over worthwhile departmental and consultative meetings that mark the school academic year.

Most (70.6%) of the HOD's said that they held regular administrative and consultative meetings more than once per term, while only 17.6% reported that they held meetings at least once per

term, 9.8% said meetings were held as need arises, the remaining 2% noted that such meetings were held once per term.

#### **4.7.4.3 Professional Courses, Seminars and Workshops attended**

Callahan (1971), asserts that on top of having a successful teaching experience, HODs must also demonstrate that they possess training and skills appropriate to their subject areas and to positions of leadership. The study revealed that HODs attended professional courses, seminars and Workshops in enhancement of their professional competences. Majority (45%) of the HODs said that the courses were organized for them as Need arose, 39% reported that such courses were organized once per year with 8% saying that meetings for HODs were organized once per term; only 4% argued that such meetings were rare.

Most (57%) of the head teachers reported that HODs attended professional courses, workshops and seminars at least once per year, while only 29% of the head teachers reporting that such courses, workshops and seminars were attended by HODs once per term, the minority noted that professional courses were held more than once per term. Regular meetings are necessary in capacity building and keeping the HODs updated on the current trends in education.

##### **4.7.4.3.1 Actual Teaching Roles of HOD's**

Many at times teachers and especially the HODs complain of having heavy teaching loads. It was necessary to know from both groups whether HOD's are overworked or not. The findings of the study revealed that majority (57.1%) of the head teachers who participated in the study said that they were not overworked; only 28.6% said they were overworked with the rest unsure and unable to comment on whether the HODs were overworked. A similar proportion (57%) of the

HOD's were of the view that HOD's are not overworked, while 39% said that they are overworked and there is need for some of the responsibilities to be scaled down.

According to the Curriculum Based Establishment (CBE) of 1999 by the Ministry of Education (Republic of Kenya, 1998) HODs in job group 'L' teaches 20-28 lessons per week while those in job group 'M' teaches 18-20 lessons per week, a spot check indicated that most taught less than 15 lessons, an indication that they were not having a heavy teaching load. As Brown and Rutherford (1998) noted many do not understand the complexity and the initiatives that should be undertaken to overcome the overloads and obstacles in the performance of their roles. They further argued that HODs are heavily loaded with a lot of responsibilities thus need more time.

#### **4.7.4.3.2 Roles Performed by HODs that should be Scaled down or up**

The findings of study indicated that 57% of HODs and 57% of the head teachers felt that HODs were not overworked. Most (28.6%) head teachers noted that the role of guiding and counseling should be scaled down with a small minority of 3.9% of the Head teachers arguing that checking of records needed to be scaled down. Majority of the head teachers felt that the financial responsibility role should be scaled up if the heads of department were to effectively perform their role in book keeping, recording, auditing and reviewing of the departmental finances. It was the view of 14.3% of the head teachers that HODs should have their teaching role scaled up; with 28.6% adding that the examination moderation role needed to be scaled upwards.

Asked to give the roles that need to be scaled down, it was the feeling of 31.4% of the HOD's that the teaching loads should be reduced to enable the HODs perform their administrative roles more effectively, only 3.9 % felt that the work of Checking teaching records should be offloaded

together with that of Examination moderation as reported by 25% of them. Brown and Rutherford (1998) supported these finding by arguing that HODs lack time to effectively carry out all dimensions of their role. Some despite saying that HODs were overloaded never responded to this item. Reducing the teaching loads would mean HODs in job group 'L' teaches less than 20 with those in job group 'M' teaching less than 8 lessons per week.

At least 7.8% of the HODs said that there was need for maintenance of discipline to be scaled up, and more power and authority given to the heads of departments. A similar proportion of 5.9% said that Curriculum development and co ordination of departmental activities were to be scaled up. With 5.9% saying that supervision and induction of new teachers be scaled up, the minority 3.9% saying that record keeping and public relations were to be scaled up.

#### **4.7.4 Head teachers' perceptions on the actual and expected roles of the HODs.**

The head teacher is the professional model for his staff and pupils to emulate and as a public officer. It was then necessary that the researcher find out from them their perceptions on the actual role of the heads of department.

##### **4.7.4.1 Actual and Expected roles of the HODs in Curriculum Implementation, Supplies, Examinations and Availing Schemes and Timetables**

The head teachers noted that HODs were responsible for curriculum implementation, maintaining discipline and good public relations in their respective schools, as in the manual for secondary school head teachers (Republic of Kenya, 1998), HODs are links between the teachers, students and the head teachers. At least 28.6% head teachers, were in agreement that HODs were to completely ensure that their respective departments received the necessary supplies; a view that was supported by 42.9% of the heads teachers who said to a great extent.

Just like the HODs 57.1% of the head teachers were of the view that HODs completely ensure that schemes of work are available, majority (71.4%) of the head teachers felt that HODs were completely responsible for ensuring that external syllabus were available for use in the instructional process; a simple majority of 42.9% of the principals said that ensuring regular assessment of learners on basis of assignments were completely responsibilities of the HODs; this view is stipulated in the Heads manual for secondary schools (Republic of Kenya, 1998); none of the principals said no. this is a clear indication that heads of departments ensure Syllabi are available and students given regular assessment. This view is line with the roles of the HODs as set out in the manual for heads of secondary schools which states that heads of departments are to ensure that the school is working to the current syllabi as laid down in the Kenya National Examinations Council (KNEC) regulations (Republic of Kenya, 1998).

Most (42.9%) head teachers said HODs ensure proper subject timetabling, similar proportions of 14.3% each reported that HODs perform the role of ensuring subject timetables are prepared and posted in class; 28.6% expressed the fact that proper allocation and use of exercise and text books were the responsibilities of the HODs. The finding is spelled out in the manual for heads of secondary schools (Republic of Kenya, 1998).

Head teachers agreed that the actual role of the heads of department were to set mark and moderate examinations, this view was held by 57.1% while a similar percentage noted that HODs were to completely ensure that lesson lessons were prepared in accordance with content structure and methodology; only 28.6% said that they were to a great extent responsible for ensuring these role. According the findings in Table 4.13, only 42.9% of the principals said HODs were rarely expected to prepare lesson plans. This was in line with the view that most HODs undertake minimal teaching responsibilities.



Ranking and student follow up services was perceived by 42.9% of the head teachers as completely an expected role of the HODs, a view supported by 14.3% of the head teachers who said that ranking and follow up was completely a role of HODs. At least 28.6% of the head teachers said that to some extent and great extent it was the responsibility of the HODs to carry out this duty.

#### **4.7.4.1 Actual Role on conducting and assisting teachers as reported by the Head teachers**

Similar proportion of the head teachers agreed that induction, orientation and teacher supervision were actual roles of the HODs, a view held by 42.9% of all them. They both agreed that that to a great extent teacher supervision of the student work and marking were actual roles of the HODs. A few head teachers (28.6%) said to some extent, as another 28.6% felt that this was only but to a small extent.

#### **4.7.4.2 Head teacher responses on HOD expectations in Community Relations**

The head teachers were in agreement heads of department were expected to report to the parents on student welfare and discipline. Similar proportions supported the view that HODs are expected to ensure that students participate in community work. They further noted that they were expected to report also on the student academic progress. As 28.6% of the head teachers said that HODs were completely expected to ensure student participation in community work report on academic progress and organize religious and social work. These are responsibilities of HODs as set out in the heads manual (Republic of Kenya, 1998).

Some 28.6% of the head teachers said that HODs report to parents on welfare and discipline, as another 28.6% said to a great extent, majority of the heads said that HODs to some extent ensure that social and religious talks are organized. The minority (14.3%) of the Head teachers said that HODs organize student participation in community work. Performance of these particular role requires collaboration between the parents, school management, teachers and students, other than being a responsibility of the HODs.

#### **4.7.4.3 Guiding and Counseling, Planning and presiding over meetings as expressed by Head teachers**

The head teachers were generally of the idea that the role of guiding and counseling was not an expected responsibility of HODs only 29% supported it to a great extent while the rest had varied views with some saying not at all, rarely and to some extent, each group percentage was an average 14%. This view was supported by the fact that due to decentralization of services, HODs had been assigned new responsibilities that led to role conflicts, ambiguity and stress; Middlehurst (1993) emphasized that the potential of role conflict as HODs find themselves simultaneously expected to act as agents of institutional change and management has greatly increased. At least 42.9% of the school heads said that student welfare and promotion were actual responsibilities of HODs. The head teachers had diverse feelings with regards to fairness in subject allocation. Just like the HODs head teachers were of the view that ranking and promotion of student welfare were expected responsibilities of the heads of department, as 42.9% expressed that to a great extent HODs were expected to ensure proper timetabling.

Majority (42.9%) of the head teachers said that it was completely the actual and expected responsibility of the HODs to plan and preside over departmental meetings with 14.3% in each case reporting that they were to a great extent expected to plan and preside over the meetings.

#### **4.7.5 Future aspirations of HODs**

According to the management guidelines set out in the manual for secondary school heads (Republic of Kenya, 1998), the position of the HODs is a crucial administrative role that requires mature, professionally trained and qualified individuals who must have essential leadership, instructional and supervisory skills that create effective teaching and learning program.

The findings presented in Table 4.16 revealed that most (21.6%) of the HOD's had a desire for leadership, chances of becoming a head teacher were higher if a HOD than just classroom teacher, 17.6% of the HODs said that it was necessary for professional growth; interestingly, 9.8% of the HOD's desire the position due to the perceived financial benefits with a similar percentage feeling, the position would help them develop their capacity, 7.8% argued that it was a position for self actualization, 2% said it was necessary to serve the community well, only 3.9% aspired to the position for job satisfaction. Mitnberg (1973) noted that administrative positions enabled one to develop leadership skills , figure and liaison roles.

According to the head teachers who participated in the study, HODs aspire to the position because of the desire for leadership as reported by 42.9% of the HODs; while only 28.6% of the heads said it is the desire to serve the community that inspires the HODs. This view is also held and supported by Kahn, Robert & Diedrick, 1964; who argued that individuals in organizations hold positions and that there are certain expectations; interactions and aspirations individuals have in their jobs.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Introduction**

The chapter presents a summary of the research findings, conclusions and suggestions for further research. The purpose of the study was to determine the perception of head teachers and secondary school heads of department as regards the actual and expected role of HODs.

The chapter deals with the results of data obtained from the study on the perceived role and actual role expectation. Data was collected from 51 secondary schools heads of department and 7 head teacher. Sample size was made of 26 male heads of department and 25 female heads of department; 3 male head teachers and 4 female teachers who participated in the study from secondary schools in Kakamega East District, Kenya.

Head of department and head teacher questionnaires were used to collect data from the HODs and head teachers respectively. Data collected were analyzed and presented in tables, frequency distributions, percentages, bar graphs and pie charts. The findings of the study are represented and discussed as under the following themes:-

Review of related literature in chapter two revealed that there were role perceptions by the head teachers on the role of the heads of department and the actual role expectations that posed several role conflicts and ambiguities; which interfere with the effective performance of HODs.

## **5.2 Summary of the Findings**

The findings of the study were summarized, considering the fact that data collected from the study was to achieve the following objectives

- a) Determining how the heads of department are currently performing their roles
- b) Determining how they are being influenced by the changing roles. The findings of this two objectives were as under the following themes

### **5.2.1 Roles of school Heads of department**

Majority (62.7%) of the HODs completely agreed HODs ensure that subject schemes of work are prepared and availed; it was also found out that examinations setting, moderation and marking are basic responsibilities of the HODs.

Most (45.1%) of the HODs felt that it was their duty to ensure that departmental supplies were adequate and timely. The findings revealed that HODs ensure that teachers are supplied with lesson preparation books and record of work book which are well used and up to date.

It is the duty and responsibility of the HODs to ensure that book keeping and recording is done on time, accurately and professionally. Proper records of work, schemes and financial books in the department were updated regularly.

Most (42.9%) of the head teachers said HODs were expected to review departmental finances and carry out an audit of expenditures and use of resources in their respective departments.

Most (45.1%) HODs were in agreement that supervision, orientation and induction of new teachers was an actual responsibility of the HODs.

A greater majority (72.5%) completely agreed that HODs are expected conduct and assist new teachers in their departments.

Both the HODs and the head teachers were in agreed that HODs plan and preside over departmental meetings. The HODs felt that they were completely expected to report to parents on student welfare, discipline and academic progress respectively; Most (51%) of the HODs said that they were expected to completely rank and make up follow-up on student progress in academic programs.

### **5.2.2 Roles HODs are performing outside their Mandate.**

- Ensuring fairness in timetabling, inspection and supervision of examinations; many HODs felt it was not their responsibility.
- Guidance and counseling was majorly found out to be a role that HODs should not actually or expected to perform in schools.
- Reporting to parents, ensuring that students participate in community work and organization of social and religious talks.

### **Heads of department preparedness for their actual and expected roles**

- i. Most of the heads of department were mature individuals with adequate experience.
- ii. Most (70.6 %) of the HOD's were teaching in 5-6 streamed schools.
- iii. HOD's mainly received induction on communication skills among other skills.
- iv. Professional development courses were organized as need arose.
- v. Most (57%) of the head teachers reported that HODs attended professional courses, workshops and seminars at least once per year,

### **5.2.3 Head teachers' perceptions on the actual and expected roles of the HODs.**

A small percentage of head teachers noted that HODs were responsible for Curriculum implementation. Just like the HODs, 57.1% of the head teachers said HODs completely ensured that schemes of work and external syllabus were available.

Majority of the principals argued that regular assessment of learners on basis of assignments were completely responsibilities of the HODs.

Heads of department ensure timetables are prepared and posted in class for the students; and a fair lesson distribution.

Head teachers agreed that the actual role of the HODs was to set, mark and moderate examinations; and that lesson lessons are prepared in accordance with content structure and methodology;

Ranking and making follow up on student progress was the responsibility of HODs.

Teacher orientation, induction and supervision were actual roles of the HODs. Guiding and counseling was not an expected responsibility of most HODs in schools by head teachers.

HODs regularly plan and preside over departmental meetings

### **5.2.4 Future aspirations of HODs**

The main findings with respect to aspiration to the position were that;

- Most HODs' desire leadership; and that chance of upward mobility were higher if of a HOD; than a classroom teacher,
- Many HODs aspire to the position for professional growth.

- According to head teachers y, HODs aspire to the position because of the desire to serve the community.

### **5.3 Conclusions**

Most HODs were professionally qualified and experienced individuals with a high level of competence in management and the instructional process.

Heads of department aspire to the position because of their desire for leadership, service to the community and professional growth.

Head teachers perceptions on the actual roles of the HODs are that they play an active role in Curriculum development and implementation, financial and human resource management, student affairs and school community relations.

Heads of department suffer from role overloads; with most of their roles conflicting with those performed by class teachers, subject heads and head teachers.

HODs occupy vaguely defined and constantly changing positions that make them partial managers, curriculum consultants and classroom teachers.

The position of HOD is quite challenging that requires seasoned, experienced and professionally qualified personnel.

For effective performance of the management roles teaching loads of the HODs should be scaled down as those of the head teachers.



Regular professional courses, seminars and workshops should be organized to equip HODs with knowledge, skills and a more positive attitude towards performance of their tasks, duties and responsibilities.

#### **5.4 Recommendations**

Effective school leadership and administration requires articulation of a coherent vision and individuals who can walk the talk. It is in view of these that the following recommendations on the perceptions of HODs and head teachers on the actual and perceived role of the school head of department, that the following recommendations were made.

##### **5.4.1 Policy Recommendations**

According to Campbell, Corbally and Nystrand (1983), educational administrators should enhance teaching and learning, be individuals with strong liberal education, training in education and professionally trained in Educational Administration.

The study therefore recommends that

- a) Heads of departments should be professionally qualified teachers with post graduate qualification in educational administration
- b) The Kenya Education Staff Institute should institute mandatory training in educational management for those aspiring to the position of HODs or head teachers.
- c) More emphasis on human resource management and acquisition of interpersonal skills, Information Technology and critical thinking. professional courses, seminars and workshops organized on regular basis.

- d) The Teachers service Commission (TSC) should come up with a scheme of service for HODs and those who have acquired the requisite post graduate qualifications in education including master's and doctorate degree holders.
- e) Financial management role should remain the sole responsibility of the head teachers and the Bursars or Accounts Clerks in schools to avoid the possible source of role conflicts.

#### **5.4.2 Recommendations for Further Research**

- 1) A research study should be carried out on the perceptions of the teachers and students on the actual and expected roles of the heads of department.
- 2) A study on the challenges heads of department face in the performance of their roles.
- 3) A research study on the role of the Kenya Education Staff Institute in the training of the teachers, HODs and administrators in institutional management.
- 4) Further researcher on service delivery in secondary schools.

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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

ISAAC N. ATEBE,  
FACULTY OF EDUCATION  
KENYATTA UNIVERSITY,  
P.O. BOX 43844,  
NAIROBI

TO ALL HEADTEACHERS AND HODS  
KAKAMEGA EAST DISTRICT.

#### **RE: LETTER OF INTRODUCTION**

**This questionnaire is designed to gather general information on the roles and responsibilities of secondary school heads of departments. The information will be used in a study titled: *The Actual And Expected Role Of The Head Of Department As Perceived By Head Teachers And Secondary Schools Heads Of Departments***

. Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All the information in this questionnaire is confidential. You are therefore requested not to write your name or the name of your school anywhere in the questionnaire.

Kindly respond to each question by ticking [  ]; encircling the number bearing the appropriate response or, writing the appropriate response. Please feel free to add any information you find necessary in the space provided at the end of the questionnaire.

Yours faithfully,

I. N. ATEBE

## APPENDIX B : QUESTIONNAIRE FOR PRINCIPALS

### SECTION A

1. State your age in the space provided below

[       ]

2. Indicate by ticking [  ] your gender in the space provided

1. [       ]

2. [       ]

Female

Male

3. Show by ticking [  ] the size of the school where you are currently the principal from the sizes identified below:

i. 1 to 2 streams [       ]

ii. 3 to 4 streams [       ]

iii. 5 to 6 streams [       ]

4. Select the category of your school from the categories listed below.

1. National school [       ]

2. Provincial school [       ]

3. District school [       ]

### SECTION B

#### Instructions

For scale a circle the right choice to indicate the actual performance of HODs for the roles listed and for Scale B circle the right choice to indicate the extent to which HODs are expected to perform the roles listed. Use the key below to guide you.

Key

5 - Completely                      4 - To a great extent

3 - To some extent                2 - Rarely

1 - Not at all

**SCALE A**

**SCALE B**

	Actual role performance	Role of HOD	Expected role
1.	5,4,3,2,1	Departmental allocating for the financial year	5,4,3,2,1
2.	5,4,3,2,1	Ensure departmental supplies such as text books and equipment	5,4,3,2,1
3.	5,4,3,2,1	Departmental book keeping and record keeping	5,4,3,2,1
4.	5,4,3,2,1	Review department financial situation at the end of the year	5,4,3,2,1
5.	5,4,3,2,1	Audit departmental expenditure and use of resources	5,4,3,2,1
6.	5,4,3,2,1	Ensures availability of subject schemes of work	5,4,3,2,1
7.	5,4,3,2,1	Ensures availability of external syllabus	5,4,3,2,1
8.	5,4,3,2,1	Ensures assessment on basis of regular assignment	5,4,3,2,1
9.	5,4,3,2,1	Ensures the examinations are set, moderated and marked	5,4,3,2,1
10.	5,4,3,2,1	Ensures that lessons are prepared in accordance with content structure and methodology	5,4,3,2,1

11.	5,4,3,2,1	Ensure proper allocation and use of exercise and text books	5,4,3,2,1
12.	5,4,3,2,1	Ensure subject time table is prepared and posted in each class	5,4,3,2,1
13.	5,4,3,2,1	Guide and counsel students to maintain discipline	5,4,3,2,1
14.	5,4,3,2,1	Rank and follow up on students progress	5,4,3,2,1
15.	5,4,3,2,1	Promote and maintain student welfare	5,4,3,2,1
16.	5,4,3,2,1	Ensure subject time table is fair and well distributed	5,4,3,2,1
17.	5,4,3,2,1	Ensure teachers check, mark and comment on students work in their exercise books	5,4,3,2,1
18.	5,4,3,2,1	Ensure teachers record marks in their marks books	5,4,3,2,1
19.	5,4,3,2,1	Conduct and assist newly qualified teachers	5,4,3,2,1
20.	5,4,3,2,1	Planning and presiding over departmental meetings	5,4,3,2,1
21.	5,4,3,2,1	Ensure that teachers assign students work regularly	5,4,3,2,1
22.	5,4,3,2,1	Report to parents on students welfare and discipline	5,4,3,2,1
23.	5,4,3,2,1	Organize regular student participation in community projects such as tree planting	5,4,3,2,1
24.	5,4,3,2,1	Report on student academic progress during school open days.	5,4,3,2,1
25.	5,4,3,2,1	Organize regular social and religious talks by invited inspiration speakers	5,4,3,2,1



## SECTION C

1. In your view why do HODs aspire to the position?

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2. Against the skills listed below tick those that HODs were inducted on as a way of preparing them for their role.

Communication	<input type="checkbox"/>	Supervision	<input type="checkbox"/>
Information Technology	<input type="checkbox"/>	Negotiation	<input type="checkbox"/>
Decision making	<input type="checkbox"/>	Guidance & Counseling	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	Report writing	<input type="checkbox"/>
Public relations	<input type="checkbox"/>	Public speaking	<input type="checkbox"/>
Teaching techniques	<input type="checkbox"/>	Book keeping	<input type="checkbox"/>

3. Against the roles listed below, tick those that HODs actually do.

Maintaining discipline among staff	<input type="checkbox"/>
Developing the curriculum in the context of official syllabus	<input type="checkbox"/>
Maintaining good relationships with parent and community	<input type="checkbox"/>
Managing school finance	<input type="checkbox"/>
Maintaining good discipline among pupils	<input type="checkbox"/>
Training teachers on the job	<input type="checkbox"/>
Guiding the learning of the handicapped	<input type="checkbox"/>

4. a) In your view are the HODs overworked?

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b) If yes which of their role should be scaled down?

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c) If no, which of their role should be scaled upwards?

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5. (a) How many times in a year do you hold administrative and consultative meetings with HODs? Tick the appropriate answer

- i. Once a year [     ]
- ii. Once a term [     ]
- iii. More than once a term [     ]
- iv. When the need arises [     ]

6. How many professional development courses, seminars or workshop do you organize for HODs in any one calendar year? Tick the appropriate answer.

- i. Once a year [     ]
- ii. Once a term [     ]
- iii. More than once a term [     ]
- iv. When the need arises [     ]

7. List down any roles that you expect HODs should be performing that they are not performing presently.

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**APPENDIX C: QUESTIONNAIRE FOR HEAD OF DEPARTMENTS (HODS)**

**SECTION A**

1. State your age in the space provided below

[       ]

2. Indicate by ticking [  ] your gender in the space provided

1. [               ]

2. [               ]

Female

Male

3. Show by ticking [  ] the size of the school where you are currently the principal from the sizes identified below:

i) 1 to 2 streams       [       ]

ii) 3 to 4 streams     [       ]

iii) 5 to 6 streams    [       ]

4. Select the category of your school from the categories listed below.

1. National school       [       ]

2. Provincial school     [       ]

3. District school        [       ]



8.	5,4,3,2,1	Ensures assessment on basis of regular assignment	5,4,3,2,1
9.	5,4,3,2,1	Ensures the examinations are set, moderated and marked	5,4,3,2,1
10.	5,4,3,2,1	Ensures that lessons are prepared in accordance with content structure and methodology	5,4,3,2,1
11.	5,4,3,2,1	Ensure proper allocation and use of exercise and text books	5,4,3,2,1
12.	5,4,3,2,1	Ensure subject time table is prepared and posted in each class	5,4,3,2,1
13.	5,4,3,2,1	Guide and counsel students to maintain discipline	5,4,3,2,1
14.	5,4,3,2,1	Rank and follow up on students progress	5,4,3,2,1
15.	5,4,3,2,1	Promote and maintain student welfare	5,4,3,2,1
16.	5,4,3,2,1	Ensure subject time table is fair and well distributed	5,4,3,2,1
17.	5,4,3,2,1	Ensure teachers check, mark and comment on students work in their exercise books	5,4,3,2,1
18.	5,4,3,2,1	Ensure teachers record marks in their marks books	5,4,3,2,1
19.	5,4,3,2,1	Conduct and assist newly qualified teachers	5,4,3,2,1
20.	5,4,3,2,1	Planning and presiding over departmental meetings	5,4,3,2,1
21.	5,4,3,2,1	Ensure that teachers assign students work regularly	5,4,3,2,1
22.	5,4,3,2,1	Report to parents on students welfare and discipline	5,4,3,2,1
23.	5,4,3,2,1	Organize regular student participation in	5,4,3,2,1

		community projects such as tree planting	
24.	5,4,3,2,1	Report on student academic progress during school open days.	5,4,3,2,1
25.	5,4,3,2,1	Organize regular social and religious talks by invited inspiration speakers	5,4,3,2,1

### SECTION C

1. In your view why do HODs aspire to the position?

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2. Against the skills listed below tick those that HODs were inducted on as a way of preparing them for their role.

Communication	<input type="checkbox"/>	Supervision	<input type="checkbox"/>
Information Technology	<input type="checkbox"/>	Negotiation	<input type="checkbox"/>
Decision making	<input type="checkbox"/>	Guidance & Counseling	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	Report writing	<input type="checkbox"/>
Public relations	<input type="checkbox"/>	Public speaking	<input type="checkbox"/>
Teaching techniques	<input type="checkbox"/>	Book keeping	<input type="checkbox"/>

3. Against the roles listed below, tick those that HODs actually do.

Maintaining discipline among staff

Developing the curriculum in the context of official syllabus

- Maintaining good relationships with parent and community
- Managing school finance
- Maintaining good discipline among pupils
- Training teachers on the job
- Guiding the learning of the handicapped

4. a) In your view are the HODs overworked?

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b) If yes which of their role should be scaled down?

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c) If no, which of their role should be scaled upwards?

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5. (a) How many times in a year do you hold administrative and consultative meetings with HODs. Tick the appropriate answer

- v. Once a year [     ]
- vi. Once a term [     ]



vii. More than once a term [      ]

viii. When the need arises [      ]

6. How many professional development courses, seminars or workshop do you organize for HODs in any one calendar year? Tick the appropriate answer.

v. Once a year [      ]

vi. Once a term [      ]

vii. More than once a term [      ]

viii. When the need arises [      ]

7. List down any roles that you expect HODs should be performing that they are not performing presently.

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## APPENDIX D: BUDGET FOR THE STUDY

<b>1. SECRETARIAL SERVICES</b>	
(a) Typing proposal (computer)	8,000.00
(b) Typing final report (computer)	2,000.00
(c) Photocopying questionnaires:	
i. Questionnaire A	
ii. Questionnaire B	400.00
(d) Computer Analysis Services	600.00
<b>2. STATIONERY EXPENSES</b>	
i. Bond paper	450.00
ii. Foolscap paper	200.00
iii. Duplicating paper	900.00
iv. Duplicating ink	110.00
v. Biro pens	100.00
vi. Pencils (staedler) 1 Doz	240.00
<b>3. TRAVELLING AND LIVING EXPENSES</b>	
i. To pre-test the instruments	
a) Transport expenses	1,500.00

b) Subsistence expenses	2,000.00
ii. To Administer the Instruments	
a) Transport expenses	1,500.00
b) Subsistence expenses	2,000.00
iii. To collect the Instruments	
a) Transport expenses	2,000.00
b) Subsistence expenses	1,500.00
iv. To consult supervisors	
a) Transport expenses	1,000.00
b) Subsistence expenses	2,500.00
<b>4. COMMUNICATION EXPENSES</b>	
a) Postal expenses	900.00
b) Telephone expenses	3,000.00
<b>5. BINDING EXPENSES</b>	
a) Binding the proposal	300.00
b) Binding the final report	600.00
<b>TOTAL</b>	<b>32,400.00</b>

## APPENDIX E: WORK PLAN

ACTIVITY	DURATION
<b>Proposal preparation</b> <ul style="list-style-type: none"> <li>▪ Problem identification</li> <li>▪ Proposal writing</li> </ul>	October to December 2007
Submission of proposal for examination	January to April 2008
Approval of proposal  Pretesting of instruments	May 2008
<b>Data collection</b> <ul style="list-style-type: none"> <li>▪ Administration of instruments</li> <li>▪ Collection of instruments</li> </ul>	November 2008
Data analysis	March 2009
Submission of project for examination  Project defense at department level  Correction of project after defense	April/May 2009   October, 2009
Binding and final submission of project	November, 2009