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**ADMINISTRATIVE COMPETENCIES OF  
SECONDARY SCHOOL HEADTEACHERS IN NANDI  
DISTRICT.**

**BY**

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**A RESEARCH PROJECT SUBMITTED TO THE  
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PARTIAL FULFILLMENT OF THE REQUIREMENTS  
OF THE DEGREE OF MASTER OF EDUCATION OF  
KENYATTA UNIVERSITY.**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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**APIYO ANNE JOSEPHINE (SR)**

\_\_\_\_\_  
**DATE**

This project has been submitted for examination with my approval as University Supervisor.

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**ABSTRACT**

The purpose of this study was to establish whether secondary school headteachers possessed competencies which they require in order to be effective in their work as administrators and managers of the schools in Nandi District.

The method used for conducting the research was descriptive survey method. Two divisions were sampled and used for conducting the study. Six schools were sampled from the two divisions – three from each division. These three schools were all boarding and included a boys' school, girls' school and mixed secondary school. 36 teachers, 12 heads of department and 6 headteachers took part in the study.

The main instrument for data collection was a questionnaire.

The heads of department and teachers viewed the headteachers as possessing adequate to high competencies in various administrative task areas like in the area of acquiring and distributing instructional materials, in the area of disciplining students, in the area of maintaining proper discipline among the staff and supervision of physical resources.

This study recommended that in those task areas where headteachers do not seem to possess the necessary competencies to perform their administrative and management responsibilities effectively, a training

programme should be mounted to train them on the necessary skills to enable them perform their administrative tasks effectively.

The study recommended that future research be based on the effect of age and sex on administrative effectiveness.

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## CHAPTER ONE

### 1.0 Background to the problem

#### 1.1 Introduction

Administration is a very important concept in the development of education. For education to achieve its stated goals, the administrative structure and operation must be clear and practical.

Eshiwani (1993) stated that the role of educational administration is the direction, control and management of all matters pertaining to education. Direction, he said, deals with school and community leadership in general, which is centered in curriculum development, supervision of class instruction and training of teachers. Control and management deal with the implementation of educational goals and plans.

Since the attainment of independence in 1963, Kenya has given a lot of emphasis to the promotion of quality education. This was out of the realization that Kenya needed skilled manpower to fill in the posts left by colonialists. Sound administration is imperative to quality education and hence the need for headteachers to be effective in the performance of their roles.

Submissions given to commission of inquiry into the Education System of Kenya chaired by Davies Koech (1999) observed that Headteachers who are well-versed in management are also essential for successful curriculum implementation, effective and efficient management and

administration of schools. The commission heard that many Headteachers had not been trained in management and administration and were therefore ineffective and lacking in accountability. This element of effectiveness is therefore an issue that raises concern in Kenya, in general, and in Nandi District in particular. This led us to the research on competencies which could help the school heads to be effective and efficient in performance of their duties so as to achieve educational objectives.

Education in Kenya now consumes between 38 to 40 percent of the government's recurrent budget, according to the Ministry of Education Annual Report (1996). There is an additional amount added under cost sharing policy which was recommended by the Commission on Manpower Planning and Development (1988). It recommended that the government should provide the teachers while the parents provide equipment, physical structure and other learning materials for the education of their children. Educational administration and management require prudent utilization of resources to enhance efficiency in the delivery of quality education.

Heads of institutions are central to the successful management of educational institutions and implementation of total curriculum. It is therefore important that they possess competencies required to carry out their responsibility effectively as administrators. An experienced headteacher of a well-managed boys' secondary school once said;

“A school stands or falls by its headteacher.”

While a good headteacher needs to invest years of hard work in order to create a first-rate school, a bad head can ruin it in very short space of time. The headteacher, therefore, sets the tone of the school and has the responsibility of creating a healthy environment conducive to effective teaching and learning.

Davis (1977) recommended that heads ought to apply theories of administration and management when he said;

“Adequate theory of administration will go along way toward preparing incumbent heads for effective management and for change ...”

Theory of administration and management offers a system of thinking which would enable the headteacher to incorporate knowledge produced by the several disciplines and new knowledge about sound management techniques – the capacity to plan, organize, co-ordinate while at the same time taking into account human motivation and behaviour.

## **1.2 Statement of the Problem**

Management problems in Kenyan secondary schools have become a common place. There are several cases of students' indiscipline like riots, protests against high handedness of the headteachers, lack of provision of basic facilities and necessities like books, food and teachers. Among the problems experienced in the recent past are burning

of classrooms and administration blocks and even more serious burning of fellow students. For instance, the Daily Nation, 30<sup>th</sup> January 2002, carried a story, in which Kyanguli Principal and his Deputy were sentenced to eight months imprisonment for failing to prevent fire that killed sixty-seven boys at the school in March, 2001. When problems escalate to the point where death occurs, it is a sign that the heads lack the competencies that they need to use in administration so as to prevent any incidences of indiscipline or to avert a situation before it runs out of hand. The study was therefore intended to investigate whether headteachers have the necessary competencies to manage schools.

Nandi District has not been left out of the problems of indiscipline that have run across this country. One school had a student burnt to death while sleeping, in the year 2001; several schools were closed temporarily in the same year and students sent home because of the acts of indiscipline; and a number of headteachers have either been demoted or transferred to other schools. All these were measures attempted to solve the problem of indiscipline in schools, but the real measure in solving any problem of indiscipline is the application of competencies of leadership by the headteachers. The research therefore sought to determine whether headteachers possessed the competencies that could enable them to be effective administrators.

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

The purpose of this study was to determine the competencies needed by the headteachers for effective administration and management of secondary schools in Nandi District.

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

1. To identify the competencies needed by the secondary school headteachers for effective administration and management.
2. To recommend ways of ensuring that headteachers acquired those competencies.

### **1.5 Research questions**

- 1 What competencies are needed by the headteachers of secondary schools to perform various administrative and management tasks?
- 2 Are the headteachers guided by administrative and management theories in their process of carrying out various administrative and management tasks?

### **1.6 Hypothesis**

There is no significant difference in the way the headteachers, heads of department and teachers view the headteachers competencies in administrative tasks.

### **1.7 Significance of the Study**

The outcome of this research would help inform the administrators on the sound management.

The study would also benefit stakeholders in education as follows:

- Students would benefit by achieving good academic performance.
- Parents would benefit from efficient running of schools that will result in none lose of lives and destruction of property that they have invested heavily in.
- Teachers would enjoy a better working environment if the administration is efficient and effective.
- The Inspectorate arm of the Ministry of Education, Science and Technology would have their work made easier.
- This research would add an input to the Manual of Heads of Secondary Schools so as to act as an effective guide to the secondary school heads.
- The research also intended to give a useful lead that other researchers would want to use to research in the area of effective administration and management in the future.

### **1.8 Basic Assumptions of the Study**

The research was based on the assumption that headteachers in Nandi District are aware of the competencies and tasks that influenced and guided effective administration and management of their schools.

It was also assumed that the school heads, departmental heads and subject teachers would co-operate with the researcher and avail the necessary information required for the success of this research.

### **1.9 Limitations of the Research**

This research was carried out in two divisions instead of covering a whole District. The results could not therefore be generalized for the whole district.

Another limitation was money, which was not available for covering vast areas of the district, therefore sampling two divisions only.

The third limitation was time factor. There was not enough time to carry out exhaustive research because the study was taken under a tight Programme of Institute of Continuing Education at Kenyatta University.

### **1.10 Delimitations**

The study was restricted to public secondary schools in two divisions of Nandi district. These schools were of diverse population and included:

1. Boys boarding Secondary school
2. Girls boarding Secondary schools
3. Mixed boarding Secondary schools

The study was also confined to competencies required by headteachers to carry out various administrative and management tasks.

#### **1.11.0 Theoretical Framework:**

Scientific and Human Relations theories constituted the theoretical framework against which the competencies of Secondary School headteachers were based and examined.

##### **1.11.1 Scientific Theory**

Scientific (classical theory) as stated by Deshande (1977) was developed in the 19<sup>th</sup> century as an attempt to improve the efficiency in the production during the industrial revolution. This implied the ability to see the whole organization as one entity, acknowledging that various parts of the organization depended on one another, while at the same time having an understanding of the skills in a specific kind of activity which involved methods, processes, and techniques.

Another authority in the Scientific Management theory was Burnes (1996) who emphasized the element of task. He pointed out that the work of every man was fully planned out by management and each man received complete written instructions describing in detail the task which he was to accomplish as well as the means of doing work and a way of achieving efficiency. To do this the manager required specialized knowledge, analytical ability in the use of tools and techniques in a specific discipline.

Efficiency would be ensured with certain competencies of an administrator. These competencies include skills in supervision, division of labour and discipline. In addition to those skills there are certain tasks that must be carried out and these include monitoring curriculum and instruction, student personnel, staff personnel, school community relations, physical resources and financial management.

The outcomes would depend on efficiency in performing the various tasks outlined in the conceptual framework (Fig. 1). Where efficiency is high the expected result will be good outcome while if the efficiency is low the outcome will be poor. High performance would therefore lead to positive outcomes and low performance would lead to negative outcomes, depending on how effectively the tasks have been carried out.

### **1.11.2 Human Relations Theory**

Sergiovanri (1984) stated that Human Relation theory involves harnessing available human resources in ways which include building and maintaining staff morale, encouraging growth and creativity, promoting support staff and encouraging participatory decision making.

Prominent in the promotion of Human Relation theory was Chandan (1986) who reiterated that understanding human behaviour and effecting it positively can increase productivity and improve performance. He emphasized that the level of performance of an employee is a function of

his ability and motivation. Motivation, he, explained is the degree of an organism to pursue some designated goal. He viewed it as an understanding of the fundamental drives, urges and desires of the people. These can be manipulated and stimulated by various methods such as financial incentives, cordial working environment, challenging work and responsibility, delegation, collaboration, personal accomplishment, recognition for such accomplishment and an opportunity for growth and advancement.

Motivation would be ensured with certain competencies which included skills in delegation of responsibility, counseling, collaboration, discipline, staff development and communication, as indicated in the conceptual framework (Fig. 1). All these skills are demonstrated and measured in the performance of various administrative tasks like in the implementation of the curriculum and instruction, pupil personnel, staff personnel, community relation, physical facilities and financial management.

The outcomes would depend on the degree to which the headteacher would be able to motivate the staff and students. Where the headteacher is a high motivator the outcomes would be good while if the level of motivation was low, the outcomes would be low. High outcomes would be reflected in good K.C.S.E results, good discipline, active participation in co-curriculum activities and low staff turnover.

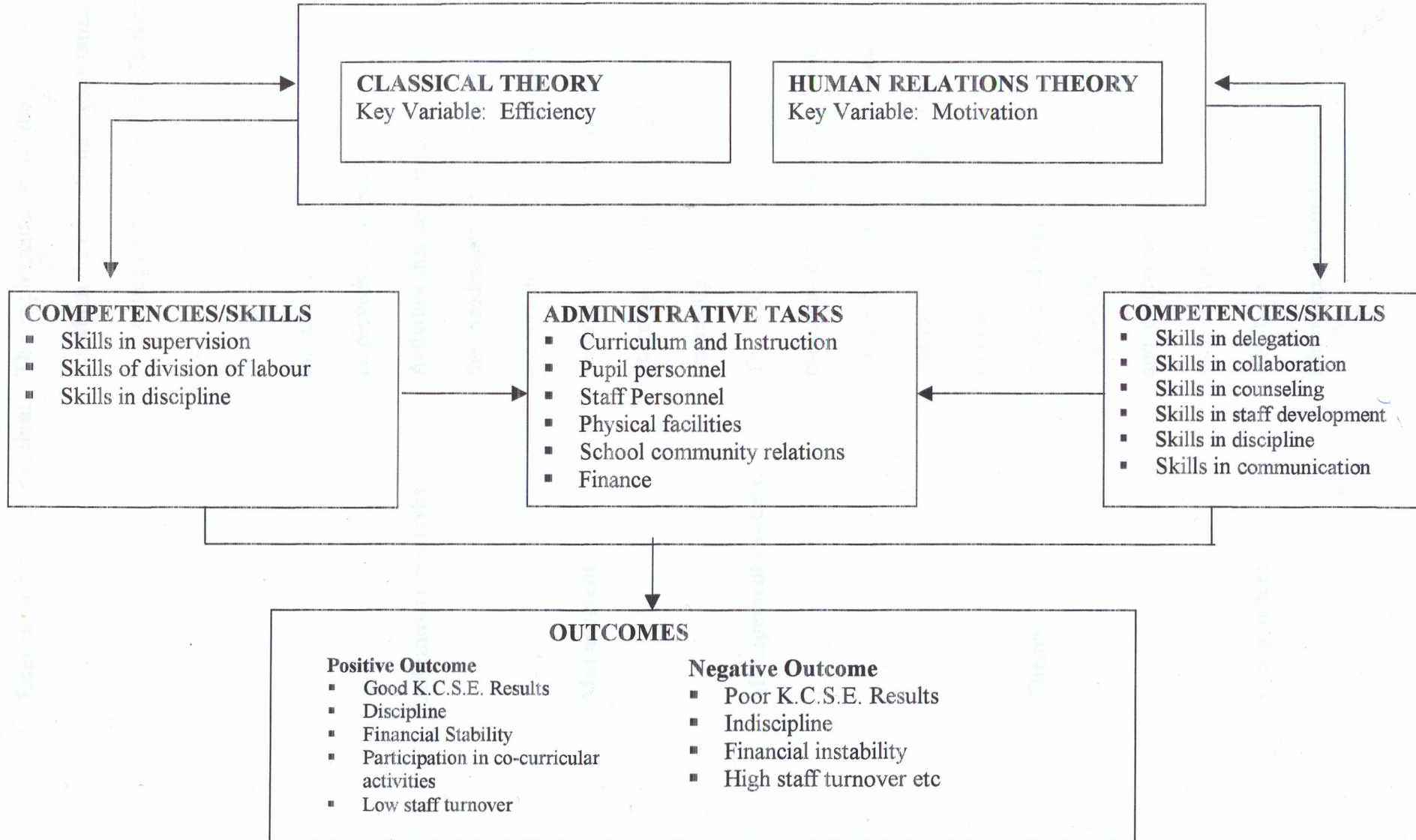
Low outcomes on the other hand would be reflected in poor KCSE results, indiscipline, poor financial management, poor participation in co-curriculum activities and high staff turnover.

### **1.12 The Conceptual Framework**

The two theoretical approaches, i.e. Classical Management and Human Relations theory have been used to show a relationship between the theories, administrative tasks and competencies that lead to administrative effectiveness of secondary school headteachers in Nandi District.

In the conceptual framework (fig 1) there are two key variables. The key variable for Classical Management theory is efficiency while that of Human Relations theory is motivation. These are both at the top of the conceptual framework. On both right and left of the conceptual framework are competencies. The competencies that lead to efficiency are on the left while those that lead to motivation are on the right side of the framework. Administrative tasks are at the centre of the conceptual framework, while at the bottom are the outcomes, which are a measure of the application of the competencies to the administrative tasks as indicated above.

**FIGURE 1: CONCEPTUAL FRAME WORK**



### 1.13 Definition of key terms

- Educational Administration:** The implementation of the purposes for which the educational organization is designed i.e. to ensure that effective learning and teaching are going on through establishment of the criteria for the performance of teachers, other employees and learners.
- Administrative tasks:** Activities that are carried out daily by the headteacher to ensure that the school achieves educational objectives.
- Management:** Achievement of educational goals (learning/teaching) through effective leadership.
- Management Process:** The execution of the functions of management viz, planning, organizing, directing, staffing, co-ordinating, controlling, communicating and evaluating.
- Theory:** A reasoned supposition put forward to explain facts or events as they evolve and determine what one is to do in such circumstances.
- Competence:** Ability to be able to perform the administrative functions effectively.

- Headteacher:** A duly trained person, registered by the Teachers' Service Commission and appointed to be a leader of a school.
- Head of Department:** A duly trained person(s), registered by the Teachers' Service Commission and appointed to head a department in a secondary school.
- Teacher:** A duly trained person(s), registered by the Teachers' Service Commission and appointed to teach a specific subject in a secondary school.
- Learner:** Young person(s) registered in a secondary school to be taught knowledge and skills by the teachers.
- Efficiency:** Ability to work with resources both human and material in order to produce the desired outcome.
- Motivation:** An active form of desire or need which affect or change behaviour and are directed towards a goal.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

The purpose of this chapter was to review the literature related to the problem, which was the examination of the competencies required by the headteachers of secondary schools in Nandi District in order to carry out various administrative tasks based on the theories of administration and management.

The major areas of the review were school effectiveness and administrative tasks. The literature was reviewed from various books and studies carried out by different researchers both internationally and locally.

#### 2.2 School Effectiveness

Dean (1995) in an attempt to define school effectiveness stated that the basic criteria for defining effectiveness are what happens to the children in the school and how they perform. She went on to say that, as a headteacher one has to work through people, so effectiveness in this sense is concerned with ability to manage and motivate people and to organize the work of the school so that children achieve as much as possible.

This study established that for good academic performance to be realized, headteachers must apply the required competencies in the relevant task areas.

Reid et al (1987) in describing school effectiveness gave the following factors as the characteristics of effective school:

- Curriculum focused leadership;
- Supportive climate;
- A system of monitoring performance and achievements;
- On going staff development and in-service.

This study was therefore carried out to establish whether the headteachers were focusing on above factors as being important for effective leadership.

Academic performance is crucial to the effective administration. In Holmes' (1989) view the school effectiveness research assumes that primacy is to be given to academic work and character development. "They suggest that one possible explanation of the effective school research" is that effective schools are those where the principal and teachers subscribe to the value of criteria attested to the effective school research. Those criteria common to a number of studies include: high expectation, a focus on learner, effective use of time, safe and orderly environment, use of consistent discipline, rewards for performance and involvement of the community. The study was intended to establish

whether most headteachers possessed adequate competencies to enable them to perform effectively in the areas of academic and character development.

From the foregoing it is clear that effectiveness is the ability to draw together a community of people in pursuit of a common goal. It requires the competencies to stimulate, motivate, direct and influence as well as provide an organization with the necessary support to members of the institution. The effective leader draws together the parts of the organization and ensures that they all contribute to shared aims.

The headteacher is at the focal point of school effectiveness. He has to foster collaboration. Mortimore et al (1988) found out that the involvement of the deputy head teacher as well as staff in decision making was a characteristic of effective schools.

While observing that effective school is a symbol of a good leader and manager, where the head recognizes and works with the staff, Caldwell and Spinks (1988) listed the following qualities of effective leadership in a headteacher:

- Enables the sharing of duties and resources in an efficient manner.
- Ensures that resources are allocated in a manner consistent with educational needs;
- Is responsible to and supportive to teachers;
- Provides a high level of feedback to teachers.

These qualities are a base to the success of any leader and headteachers are not an exemption.

Successful leadership calls for the headteacher to be intellectually superior to his/her teachers so as to be able to help them work, as the report of Educational Conference (Nairobi, 1979) states:

The headteacher must be able to supervise other teachers, must delegate authority and responsibilities to teachers, must be influential and be able to provide a good link between his school and the Ministry of Education. He must be a person of high integrity and good example to others. He has to ensure that attendance of duty is effective...

From the current study carried out, most headteachers had the competencies of supervision of teachers but there were a few who admitted having no competence.

Stogdil (1974) reported that a research which was carried out at Ohio State University in the 1950's studied the behaviour of leaders in the business, education and the armed forces. The researchers decided that trying to define the competencies of a good leader was unsatisfactory, and sought instead to define leadership in terms of performance. After a lot of work they finally reduced the basic characteristics of a good leader to: i.e. **(i) Considerations for human relations:** this is the extent to which the leader, while carrying out his leadership functions is considerate to the staff and **(ii) Initiating structures:** the leader

organizes and defines relationship between himself and members of his staff. He defines the roles, which he expects each member of the staff to assume and endeavours to establish well defined patterns of organization, channels of communication and ways of getting the job done.

Argry's (1953) attempted to explain competency when he related the idea to the successful executive operating in competitive conditions. He drew the characteristics of a successful executive from observing numerous American executives. He came up with a list of competencies of effective leader as one who exhibits high tolerance of frustration, encourages full participation and able to permit people to discuss and pull apart their decisions without feeling that their personal worth is threatened; continually question themselves but without being constantly critical of themselves, express hostility tactfully; accept victory with controlled emotions; identify themselves with groups thereby gaining a sense of security and stability; and set goals realistically.

In a study of National Association of principals in the United States carried in 1989, five person research team visited the schools for three days, conducted interviews and received supplemental documentation. The data revealed a consensus on how the staff had similar ideas about competencies that made their heads successful. The effective principals they said would be:

- Value led (care, equity, high expectations, achievements)
- People centered
- Achievement oriented
- Able to manage a number of on-going tensions and dilemmas
- Communicating school goals.
- Supervising and evaluating instruction
- Co-ordinating the curriculum

All the principals mentioned above monitored the standards in their schools, kept ahead of the game so that their schools responded other than reacted to new external demands and they promoted improvement.

For the heads to be effective in performance of their duties, they need to exercise both democratic and autocratic kind of leadership styles.

Commenting in autocracy versus autonomy, one deputy principals from the team of National Association of Principals:

“Although we can work closely, there has to be a time when decisions are taken, and (our head) has to say whether we can or cannot do this”.

He went on to say that while decision making is no longer the exclusive preserve of headteachers, heads remain responsible and accountable for the school's success. A key to leadership skills is therefore the ability to manage the boundaries of autocratic and democratic decision making.

Hence the current study intended to establish whether headteachers possessed the competence required for decision making and deciding when to be autocratic and when to be democratic, when making decisions and carrying out administrative tasks.

Although headteachers have discretion as to which style of leadership to apply, they also need to apply certain qualities like being able to motivate the teachers.

Cox and Cooper (1988) carried out interviews and personality tests and made analysis of the competencies as elicited by British Chief Executives, which revealed the following qualities of a successful leader: determination, learning from adversity, achievement orientation and a very positive attitude to life; effective management of risk, clear objectives; intrusive motivation, high level of innovation and sound analytic and problem solving skills.

Leadership positions will definitely put a headteacher into a conflicting state. Nganga (1976), points out that the head has a "role conflict" because he occupies more than one position, that of the teachers and that of the head. He therefore has to divide his time in such a way that both roles are effectively performed. There is need for the head to be considered as an extra teacher in the establishment. It is under these considerations that the head teacher can be a parent in place of the working parents and therefore he needs to set time aside for pupil

counseling in order to fill the gap expected by the pupils and the parents. In order to be successful leaders, they need to learn and apply the skills of counseling both teachers and learners.

Omoka (1980) in her study of primary school headteachers and her time allocation for instruction, supervision, and other school duties asserts that:

‘School administration is a complex and difficult task in which a lot of time is wasted because goals and priorities are not clearly stated’.

In support of Omoka (1980), the Ministry of Education (1987) reiterated that a skillful administrator is one who is effective in improving the quality of his work in school. He is prepared to set goals, make policy, plan, appraise effectiveness, coordinate other personnel and give maximum cooperation for the good of the school system.

A headteacher cannot operate in a vacuum, but within the framework of the Ministry of Education, Science and Technology. S/he therefore must be able to articulate these policies.

Noting the importance of a headteacher Mbiti (1977) says that a good headteacher can transform mediocre school in one night just as a bad one can turn a good school into a mockery.

This study will establish whether teachers are aware of the competencies that are required for effective management so that schools are not run down.

Attention towards effective management came to light in the middle 19th century during the industrial revolution. According to studies carried out by scientific management there was need to carry out research to determine why there was low production in industry. Fredrick Taylor (1853 - 1915) in his study discovered that the root cause of inefficiency was ignorance on the part of management as to what the men could and should produce, on how to convince the men that if they did produce what they should, they would receive a fair reward and ignorance on the part of the worker as to how they could secure a proper output given the assistance they should receive from management.

A number of headteachers have suffered from low performance because of inefficiency. Ukeje et al (1992) noted that administrative management which was practiced in the late 19<sup>th</sup> century and early 20<sup>th</sup> century following assumptions of scientific management theory were interested in ascertaining whether students were learning i.e. finding out the extent to which teachers were doing their job, and not necessarily in helping to improve either teachers or teaching. In consonance with the assumptions of the scientific theory teachers were taken as tools of the organization and so had to do exactly what they were told to do. The organization determined the "one best way" of performing the job and

told the teachers how to do it. He had to carry out to the letter the job specifications given out to him and the sponsor had the job of inspecting and checking through school records and students workbooks to ascertain the extent to which teachers did what they were expected to do. He had to enforce conformity with little or no concern for the feeling, attitudes, needs and motivations of teachers. This was in an attempt to make schools more efficient and to eliminate waste.

Ukeje et al (1992) observed that concern for the teachers' needs and feelings came in focus after the famous Human Relations movement affected educational thought. Administration came to emphasize the democratic leadership, developing staff morale, releasing potentials of group members, self evaluation and providing a non-threatening source of help to teachers. The current study therefore examined to what extent the headteachers possessed the competencies needed to carry out administrative tasks related to boosting of staff morale, self-evaluation and providing the necessary support to teachers.

### **2.3.0 Administrative task areas**

Bennars (1994) in his opinion on the role administration has to play in order to make the school succeed asserts that:

"A school is a social organization which acts as an agent for providing conditions and services which make it possible for children to learn. If the school will accomplish these goals, good administration must be provided."

The headteacher must therefore apply suitable approaches when handling the administrative areas which include:

- Curriculum and Instruction
- Staff personnel
- Pupil personnel
- School plant
- Community relations
- Finance

### **Curriculum and Instruction**

In relation to curriculum and instruction management, Mbiti (1974) observed that:

"Its observable fact that poor educational administration can limit or even wreck the most ambitious and progressive curriculum design ...."

The role the headteacher plays can therefore enable the school to achieve the stated curricular objectives or not. One of the ways curriculum and instruction can be attained for the headteacher to be sure that the teachers are following the right programme is to avail all needed support materials for these areas. Buchel (1992) advised in connection to this that the Principal has to ensure that all the teachers at the school are in possession of all the latest syllabuses and work programmes for the subjects they have to teach.

### Staff Personnel

Curriculum materials and design needs teachers. It is the responsibility of the headteacher to plan in advance to get the needed teaching staff. Their inadequacy will automatically lead to failure to achieve school aims. Ozigi (1977) recognizes this by advising headteachers that:

"If you are not in any way concerned with staff recruitment, you should let your employer know in good time of any vacancies in your establishment. In most schools, these are assessed by monthly or quarterly staff return forms which show the staff strength at the end of each month or term, and institution heads are to complete and return them..... Your return will enable your employer to keep informed about staffing position in your school."

This study was to establish whether headteachers play an active role in staffing. The school, however, can have high number of teachers but still fail to do meaningful work. The way the headteacher handles or motivates them matter a lot, Buchel (1992) said that a principal should always show appreciation for good work. It pays dividends since every person is motivated to work even harder and better if he knows that his work is appreciated...."

The need to involve and motivate teachers was also realized by Sergiovanni (1984) when he stated that: -

"Effective school strives to create professional environment for teachers that facilitate the accomplishment of their work...."

### **Pupil Personnel**

Once the working atmosphere is made conducive for teachers, students must also be ready to learn if the school is to succeed. The headteacher according to the Heads Manual (1987) are advised that:

"The headteacher bears the ultimate respect for all school discipline. He will be assisted by members of staff and by pupils to whom he will delegate specific duties....."

The students discipline alone is not enough for the school to succeed. It should be followed by efforts to serve and encourage the students in all aspects. Sergiovanni (1987) stresses here that:

"Effective schools make an effort to serve all students, create support networks to assist students, involve students in school affairs, respect and celebrate the ethnic and linguistic differences among students and have student welfare as a first priority...."

### **School Plant**

Highly motivated and dedicated students will only work smoothly and realize fruits of their work when physical facilities are available and adequate. Schools have different physical facilities, which enhance learning activities. It is therefore the responsibility of the headteacher to plan for and maintain their available physical facilities in school. Dean (1978) emphasizes that:

"Heateacher ensures that the buildings and the environment are functional for the purpose of the school. It is your responsibility to oversee the work of the caretaker and cleaning staff, to ensure that furniture is in the right place at the right time and that cleaning and organizing the use of the

building and grounds support the main work of the school."

The implementation of physical facilities in enabling school programmes to succeed was also recognized by Campell (1966) who stated that:

"Unless the administrator and his staff have given attention to the programme, to be housed, the planning aspects of the plant programme will not be adequate. In addition to programme designed to expand the physical facilities of a school, administrators, are confronted with the operation of the maintenance of the existing plant...."

Michieka, R. (1994) noted that headteacher should be trustworthy, dedicated, development conscious and should not steal students' time in business engagements during weekdays. In being development conscious, the headteacher naturally would strive towards providing such facilities that would help those in his institution to perform better.

Olembo (1992) noticed that most of the programmes of instructions and of pupil service require some physical facilities including school buildings, grounds, and equipment needed in and incidental to instruction thus leads to credence to the fact that where most school facilities are provided, much more in terms of delivery by teachers and student performance is realized than where facilities are lacking. Students who are potentially good tend to perform better if given proper facilities.

### Community relations

School exists in and for community. The way the headteacher conducts the school activities in relation to members of the community like parents body, Board of Governors and local opinion leaders will determine the kind of support received and by reflection whether the school will succeed or not. The headteachers are therefore advised to be cautious when dealing with the community if the school is to succeed.

In relation to the B.O.G, Dean (1978) stated that:

"As a headteacher, you need to work with Governors. This is a role for which heads normally have little preparation or training yet it is very important one and is becoming increasingly so. You need to carry Governors with you in making changes and this may be difficult particularly when you are first appointed ....."

Buchel (1992) also advised that a successful principal is one who is able to treat the members of the Governing Body with their genuine respect and due recognition of their duties and powers.

The relation between the school and the parents association need to be good for the betterment of the school. Buchel (1992) here again advises that the Parents Association and or Parents Teachers Associations contribute an effective channel for communication between school and home. They serve as a means of getting parents and teachers better acquainted and more appreciative of each other.

Dean (1978) summarized the need for good relation between the Parents and Governors and the school by stating that:

"As head, you need to work to change the frame of references of Parents and Governors so that you are in accord. This means continually explaining what you are doing and linking with views people currently hold, so that gradually the way you are working is better understood...."

The headteacher thus has a number of responsibilities in as far as the direction the school is to take, being the chief executive. Mbiti (1974) summarized this that:

"The chief executive of a school is the headteacher. The success of any school depends on how effective the headteacher is an administrator."

### **Finance**

On the issue of the school finance, a lot of effort has been put in to writing on the principles underlying the management of school finance. The principles of financial management include; budgeting, revenue collection, accounting and auditing.

Campell et all (1971) defines a school budget as:

"A school programme expressed in fiscal terms"

A budget consists of a programme, proposed expenditure necessary to support such a programme and anticipated revenues to cover such a

expenditures. Budget building is most important process within a school system.

In highlighting the importance of the school budget, Knezevich (1978) states that:

"The budget is the heart of fiscal management. Through the budget, the Board can approve and determine expenditures of the school system. The budget is the fiscal interpretation of the educational programme."

It is in the task of budgeting that school heads encounter problems either due to limited knowledge and skills or little finance resources at their disposal. However, Barry (1972) discloses that problems related to budgeting are mainly internal. He points out that:

"In some schools it has been a practice for some heads to play his financial cards very close to his chest by holding the total sums which he has at his disposal. His colleagues are then invited to ask for what they want at any point in the school year and the head tells them whether they have it or not. Such a method of allocating financial resources is danger of budgeting distrusts."

In spelling the duty of heads in managing the school budget Jacobson, et al (1973), states:

"It is generally recognized that a carefully made and well administered budget based on educational needs is necessary to the efficient management of a school system. The Principal's responsibility varies with the size of the school system and theory of school administration... If the principal is to administer a budget he must know the amount in each account which are already spent, committed, but unspent or allocated in order to avoid embarrassment to himself and his superior officer."

In conclusion, the budget is the heart of the fiscal management. It is the program which shows the activities the school is going to engage itself in monetary terms in the course of the accounting.

This is the process by which school's books of accounts are prepared, recorded, analyzed to find the profit and value of the school investment at the end of a given period.

On the role of the headteacher in managing the school accounts, Olembo et al (1992) states that:

"He is accountable for all expenditure and must ensure that books of accounts are kept up-to-date and sent to district audit units at the end of every year for professional auditing. This is the most sensitive duty to a headteacher since he must be conversant with accounting instructions and follow them strictly."

It is a good idea for the headteachers to delegate some of their duties like accounting of finance to accounts clerks. However, this should not be confused with complete transfer of authority to subordinate staff or teacher.

In clarifying the importance of accounting of school funds, Knezevich (1975) states that:

"Accounting involves recording, classifying, summarizing and reporting in terms of money, the activities and events affecting the financial character of the administration unit and its programmes."

He summarizes the purpose of accounting as follows:

1. To safeguard school funds from loss, theft, waste or misuse
2. To promote the budgetary control
3. To provide information to management that is necessary in policy formulation
4. To provide information necessary to the public and the school board to appraise the management of the local school system.
5. To show that legal mandates have been complied with

On commenting about perfect accounting Mbiti (1977) states that:

"Financial records of a school include cash book, bank accounts, cheque books, accounting ledgers, invoices and receipts for payments. These records must be ready anytime the educational authorities demand them from the headteacher. All money collected for the school purpose must be banked.

In conclusion, the headteacher is finally accountable to the public and the Ministry of Education for the way the school accounts are kept.

### **Auditing of school accounts**

This is the process of analyzing the school financial status. The auditing of school accounts is a very important element in the management of school finance. Auditing can be done on a monthly as well as a yearly basis. In summarizing the importance of auditing Knezevich (1975) states that:

"The audit is a systematic investigation, verification and critical review of financial operations within the school district. Its primary purpose is to verify the financial status of the school system.

Hence the proposed study intended to establish whether headteachers possessed the competencies they require to carry out the six administrative tasks effectively.

## **2.4 Conclusion**

All the studies and research cited have sparked interest in the way headteachers manage the schools. Effective schools are characterized by competent leadership through the headteachers undertaking and performing their duties effectively and efficiently.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction

The purpose of this study was to identify competencies required by the headteachers in Nandi District to be effective administrators. This chapter focused on the research design, research location, target population and sampling procedure; data collection procedure and methods of analyzing the data.

#### 3.2 Research design

The key variables of this study were efficiency and motivation in six operational task areas. Given the nature of the variables, the descriptive survey design was adopted in conducting the study.

In support the use of survey method, Pal (1993) stated that:

“This is a method where a researcher employs the use of questionnaire in order to determine the opinions, preferences and perception of groups of people of interest to the researcher.”

On the purpose of descriptive survey research, Onyango Adino, in his unpublished Doctoral Thesis quoted Good (1963) saying it includes:

- Securing evidences concerning all the existing situations or current conditions.
- Identifying standards or norms with which to compare present conditions in order to plan the next step.

- Determining how to take the next step having determined where we are and where we wish to go.

Onyango Adino (2000) went further to quote Robson (1993) by giving the following advantages of descriptive survey: -

- They provide relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives.
- They may be adopted to collect generalisable information from almost any human population”

The information required about the competencies required by the headteachers were therefore collected through questionnaires.

### **3.3 The Study Location**

The study was conducted in two divisions of Nandi District. Nandi District covers approximately 500,000<sup>2</sup> km. It is situated on the South of Lugari District and borders Uasin Gishu District on the South East. It borders Kisumu District on the South West, Nyando District on the South and Kericho District on the South East.(Fig. 2) The District has 11 Divisions and 31 zones.

The statistics from the District Education office as at 31<sup>st</sup> January, 2003 revealed that the District has 86 Secondary schools, 17,077 students; 413 female teachers and 436 male teachers.

Given the enormous size of the District and the many secondary schools found in it, the researcher chose to do the research in only two divisions which were picked by random sampling. The Divisions selected were Kilibwoni and Nandi – Hills.





### **3.4.0 Target Population**

#### **3.4.1 Schools**

The study was conducted in public secondary schools in Kilibwoni and Nandi-Hills Divisions. The two Divisions have a total population of 5900 students of whom 2896 are boys and 3004 are girls. The schools in the Division are 25 in number. Twelve of these schools are in Kilibwoni and 13 in Nandi-Hills Division; 10 schools are girls, 8 are boys and 7 are co-educational.

The teachers in the two Divisions are 159. Out of the total 85 are Male while 74 are Female teachers.

The heads of department are 56 in the schools within the two Divisions.

#### **3.4.2 Subjects**

The main subjects of study were 25 headteachers. Others included were 12 heads of department and teachers. Both heads of departments and teachers were important in the study because of their perception about the competencies (skills, knowledge and attitude) of the headteachers in performance of administrative tasks.

### **3.5 Sample and sampling procedure**

A sample is a smaller component of the larger population that forms an important part of a research.

Ary et al (1972) states that a sample size of between 10-20 % of the population is adequate for survey study.

Following what Ary et al (1972) say, our sample of study would have been three out of twelve and three out of thirteen forming 25 and 23 percent schools for Kilibwoni and Nandi-Hills Divisions respectively.

However, due to the small number of the schools that would result into a very small sample, Mugenda and Mugenda (1999) offers an alternative by stating that:

“Where time allows a researcher can take a bigger sample, as a bigger sample will reproduce the salient characteristics of the target population to an acceptable degree.”

In selecting the secondary schools for the study, stratified random sampling was used to ensure that the three categories of schools were all included in the sample. The sampled schools were therefore 2 out of 25 representing 0.5 percent boys' boarding schools, 2 out of 25 girls' boarding schools and 2 out of 25 Co-educational boarding schools, which were all drawn from the two Divisions.

The number of teachers included in the sample were thirty six out of one hundred and fifty nine (approximately 22 percent). In every school 6 teachers were selected to participate in the study. Two heads of department were selected in every school and all headteachers from the 6 schools also participated.

### **3.6 Procedure for collection of data**

For the data collection, the researcher visited the sampled schools and asked the headteachers for consent before sending the questionnaires to their schools. The researcher explained the purpose of the study as purely educational and the procedure followed in the study.

#### **3.6.1 Data collection Instrument**

Collection of data is a major component of research. It was therefore imperative that data gathering instrument be developed in order to facilitate investigation of the problem of identifying the competencies required by the secondary school principals. One major collection instrument was developed for the purpose of the study. This was mainly the headteacher competence questionnaire.

The headteacher questionnaire was divided in two sections as follows:

- (a) The main questionnaire was the headteacher competence questionnaire which was given to headteachers, heads of department and teachers for comparison sake.
- (b) There was also a section that dealt with the background information of the teachers, heads of department and headteachers.

#### **3.6.2 The headteacher competence questionnaire**

The headteacher competence questionnaire was developed by the researcher. This comprised of a list of competence statements which were developed after a survey of literature drawn from books, reports,

journals and magazines pertaining to the role of the headteachers, effective headteachers, effective schools and competencies of the headteacher.

The researcher would have held discussion with her lecturers regarding the headteacher competencies but time did not allow. The draft questionnaire consisted of 53 competence items. All the questionnaires were based on six administrative task areas of a secondary school headteacher.

The six administrative task areas were as follows: -

- (a) Curriculum and instruction
- (b) Student personnel
- (c) Staff personnel
- (d) Physical plant
- (e) Community relations
- (f) Finance

The questionnaire was divided into seven parts. Part one dealt with background of the school and the respondent. Parts two to seven dealt with the administrative task areas.

Some of the information required from the respondents included qualification, both academic and professional, teaching experience, length of time as headteacher, in case of the headteacher.

Part 2 to 7 dealt with the competence. The respondents were expected to respond on a 5 point scale as follows:

- |   |   |                     |
|---|---|---------------------|
| 1 | - | Needing help        |
| 2 | - | Limited competence  |
| 3 | - | Adequate competence |
| 4 | - | High competence     |
| 5 | - | Superior competence |

Excellent meant that the headteacher was rated as highly competent, followed by very competent, competent, fairly competent and not competent in the administrative task area in question as indicated by "poor".

### **3.7 Analysis of Data**

The data obtained through questionnaires was be analyzed using statistical method for Social Science i.e. SPSS (Statistical Package for Social Sciences). The analyses involved computation of the percentages, the mean, the standard deviation. ANOVA was used to test the null hypothesis.

## CHAPTER FOUR

### 4.0 Analysis and Interpretation of Data

#### 4.1 Introduction

The study focused on the competencies required by the headteacher in order to be effective administrator and leader. The purpose of the study was to find out whether headteachers possessed those competencies in relation to six administrative tasks.

Before analyzing the data obtained from the field the first part of this section gave a summary of the background information about the headteachers, heads of departments, teachers, and students. This was tabulated on table 4.1, a and b.

**Table 4. 1: Background Information about Headteachers, heads of Departments and Teachers****A**

	Qualification				Sex		Length of time as Headteacher			Length of time as head of department			Length of time as a teacher		
	DIP	ATS	BED	MED	M.	F	0-3	3-5	5+	0-3	3-5	5+	0-3	3-5	5+
Headteacher	-	-	6	-	4	2	3	2	1	-	-			-	-
Head of department	4	2	6	-	7	5	-	-	3	3	5	4	-	-	-
Teacher	8	8	20	-	16	20							5	13	18
Totals	12	10	32	-	27	27	3	2	4	3	5	4	5	13	18

**B: Background information about the schools and students' enrollment.**

Schools	Type of school	Nature of school	Student enrollment
A	Boarding	Girls	480
B	Boarding	Girls	360
C	Boarding	Boys	346
D	Boarding	Boys	522
E	Boarding	Mixed	188
F	Boarding	Mixed	389
Total	6	6	2194

4.2 The study was guided by the following question.

1. What competencies are needed by the headteachers of secondary schools to perform various administrative and management tasks?

The headteachers, heads of department and teachers were asked to rate the headteachers' competence on a 5 point Likert scale with 5- representing superior competence; 4- high competence, 3- adequate competence, 2- limited competence and 1- needing help. Using this scale the respondents then rated the headteachers on the competence items that were divided into 6 operational task areas.

The views of the headteacher, heads of department and teachers were then computed by working out the percentages for each group on a five point scale. This was done by getting the aggregate score for each respondent in the three groups of respondents for each competence statement. The maximum aggregate that was obtained was 265 i.e.  $53 \times 5 = 265$ .

The mean score was computed by dividing the total number of respondents in each group. Five was the highest mean score and one the least that could have been obtained for any group. The overall mean for each management task area was also calculated.

To determine whether there were differences among the three groups of respondents in the way they viewed the headteacher's competence, the null hypothesis was tested.

This section therefore presents an analysis of the data obtained from the headteacher competence questionnaire with specific reference to the actual competence that are important for effective administration and management in the six operational task areas. The six operational task areas included:

1. curriculum and instruction
2. pupil personnel
3. staff personnel
4. physical plant
5. community relations
6. financial management

#### **4.2.1 Responses of the Headteachers on the Headteachers' Competencies as Demonstrated in the area of Curriculum and Instruction:**

In most of the task areas of curriculum and instruction the headteachers viewed themselves as possessing high to superior competence. In table 4.2 analysis, responses of the headteachers show that 3 (53 percent) of the secondary school headteachers viewed themselves as possessing superior competence in the area of supervising and advising teachers on how to write and keep proper schemes of work. In the same area, only twenty five point two percent of headteachers indicated that headteachers possessed superior competence in the area of supervision of schemes of work while at the same time twenty three point three percent of headteachers indicated that they needed help in the same area. This is a number almost similar to those who admitted that headteachers possessed competencies required for this task area. This is an indication that while several headteachers had the required competencies for performance of tasks in the area of supervision of records of work, there is also a big percentage of headteachers who do not possess the necessary competencies that can enable them to perform

their administration and management tasks of supervising the teachers in this important area of school curriculum. This is probably due to the fact that some headteachers are appointed to headship without first being heads of department as it is the heads of department that are in direct contact with the teachers in matters of schemes and records of work.

In the area of considering subject specialization before allocating the subjects to teachers, headteachers rated themselves at 3 (50 percent) for superior competence and 3 (50 percent) for high competence. This is an indication that headteachers are aware of the fact that secondary school teachers are trained to teach only two or less subjects and that they can only teach the subjects they are specialized in.

**Table 4. 2: Curriculum Instruction**

Views of the headteachers , heads of department and teachers on the competencies of the headteacher as shown by percentages in the administrative and management area of curriculum and instruction

	Headteacher % (N= 6)					Heads of Department % (N=12)					Teachers % (N=36)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Determining the curriculum objectives and helping the staff to interpret the objectives of the school curriculum	0.0	0.0	16.7	33.3	50.3	0.0	25.0	33.3	25.0	16.7	2.8	8.3	36.1	30.0	17
2. Supervising and advising teachers on how to write and keep proper schemes of work	0.0	8.0	8.7	30.3	53.0	16.7	8.3	16.7	25.0	33.3	2.8	2.8	22.2	19.4	52
3. Supervising the records of work	23.3	16.7	18.7	16.1	25.2	16.7	7.8	33.3	33.3	8.9	8.3	38.9	25.0	19.4	8
4. Encouraging teachers who are creative to try new ideas	0.0	17.4	19.7	22.4	40.5	16.7	25.0	33.3	8.3	16.7	36.1	33.3	16.7	8.3	5
5. Acquiring and distributing instructional materials	0.0	16.7	16.7	33.3	33.3	8.3	8.3	41.7	16.7	25.0	30.6	38.9	19.4	5.6	5
6. Providing teachers with up-to-date recurring information and instructional programme and materials	0.0	16.7	16.7	16.7	50.7	16.7	16.3	8.7	25.8	30.0	0.0	16.7	38.9	30.6	13
7. Counseling teachers who have problems in effective implementation of the curriculum	16.7	0.0	16.7	16.7	50.0	30.0	30.1	16.0	8.3	16.7	0.0	47.2	22.2	11.1	19
8. Considering specialization when allocating subjects to teachers	0.0	0.0	0.0	50.0	50.0	8.0	8.7	50.0	24.9	8.4	1.0	0.8	19.4	33.3	44
9. Consulting teachers before assigning duties to them	16.7	16.7	33.3	16.7	33.3	8.3	8.3	30.0	17.0	33.3	27.8	5.6	27.8	22.2	30
10. Motivating teachers by appreciating their achievement in academic and co-curricular activities	0.0	16.7	16.7	16.7	50.0	8.0	8.6	41.7	21.7	20.0	2.8	47.2	11.1	27.8	11
Total	56.7	108.9	163.9	268.9	463.3	129.4	146.4	304.7	206	209	1122	239.7	238.8	202.8	20
Average %	5.6	10.9	16.4	31.9	43.6	13.0	14.6	30.5	21.0	20.9	11.3	24.0	23.9	20.8	20

**Key:**

1 - Needing help 2 - Limited competence 3 - Adequate competence 4 - High competence 5 - Superior competence

#### **4.2.2 Response of Heads of Departments on the Competencies of the Headteachers**

Most heads of department viewed the headteachers as possessing adequate or average competencies to high competencies in the task area of curriculum and instruction. In most task areas, the heads of department rated the headteachers as at between 30 and 50 percent in level four of the scale (table 4.2). This is an indication that majority of the heads of department viewed the headteachers in the same way i.e. possessing the necessary competencies for performance of tasks in the area of curriculum and instruction. However, a number of heads of department, 4 (30 percent) indicated that headteachers needed help in the area of counselling teachers who have problems in effective implementation of the curriculum. This can be implied to mean that some headteachers are not very good or effective when it comes to interpersonal relationships. The heads of department also indicted that 4 (30 percent) headteachers had limited competencies in the same area of counselling the teachers who have problems in the effective implementation of the curriculum.

Some heads of departments 5(41.7 percent) also indicated that the headteachers only possessed adequate or average competencies in the area of acquiring and distributing instructional materials and in the area of motivating teachers by appreciating their achievements in academic and co-curriculum activities.

### **4.2.3 Teachers' Responses on the Competencies of the Headteacher on the Management of Curriculum and Instruction**

Teachers indicated that headteachers possessed limited to high competencies in the area of curriculum and instruction. Looking at table 4.2, there are only two areas where many teachers indicated that headteachers possessed superior competence. These are in the areas of supervising and advising teachers on how to write and keep proper schemes of work with a score of and 19 (52.8 percent) and in the area of considering specialization when allocating subjects to teachers 16 (44.4 percent). This is in line with what Omoka (1980) said in her study of primary headteachers when she stated that:

“A lot of the headteachers time should be spent on supervision of instruction and other school duties”.

Many teachers indicated that headteachers needed help in several task areas related to curriculum and instruction. This is an indication that teachers are not satisfied that headteachers are doing their best in this area of curriculum and instruction.

### **4.3 Pupil Personnel**

In the analysis of the task area of pupil personnel, the study intended to find out the responses of headteachers, heads of department and teachers on the administrative ability of the headteachers in specific tasks of pupil personnel.

### **4.3.1 Responses of Headteachers**

In the task area of pupil personnel, most headteachers indicated that they possessed high to superior competence in various task areas. For example in the area of admitting students, the respondents indicated that headteachers possessed high to superior skills for carrying out the activities related to admission of students, i.e. 33.3 to 66.7 percent at the scale level of 4 and 5. The respondents indicated that headteachers possessed superior competence in motivating students' learning by appreciating their achievements with token or special recognition. Generally, the headteachers responses indicated that they possess the necessary competencies required for dealing with pupil personnel.

**Table 4. 3: Pupil Personnel**

The views of the teachers, heads of department and headteachers on the competencies of the headteacher as demonstrated by percentages in the areas of Pupil Personnel.

	Headteacher % (N=6)					Heads of Department % (N = 12)					Teachers % (N=36)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Admitting and keeping of students records	0.0	0.0	0.0	33.3	66.7	0.0	8.3	16.7	8.3	66.7	0.0	0.0	8.3	30.6	61.1
2. Involving students in drawing up the school rules and changes in the school routine	0.0	0.0	0.0	50.0	50.0	50.0	16.7	8.3	16.7	8.3	19.4	27.8	27.8	22.2	2.8
3. Encouraging students to work hard at academics and co-curricular activities	0.0	0.0	0.0	33.3	66.7	8.3	25.0	33.3	8.3	25.0	0.0	11.1	38.9	30.6	19.4
4. Encouraging good relationship between students and teachers	0.0	0.0	16.7	50.0	33.3	0.0	8.3	50.0	8.3	33.3	2.8	2.8	25.0	27.8	41.7
5. Motivating students' learning by appreciating their achievements with token or special recognition	0.0	0.0	16.7	16.7	66.7	0.0	8.3	50.0	8.3	33.3	0.0	2.8	16.7	27.8	52.8
6. Involving parents in solving disciplinary problems of students	0.0	0.0	16.7	50.0	33.3	8.3	16.7	25.0	25.0	25.0	0.0	13.9	13.9	38.9	33.3
7. Offering guidance and counseling to students	0.0	0.0	16.7	33.3	50.0	0.0	16.7	33.3	25.0	25.0	5.6	16.7	25.0	25.0	27.8
8. Taking disciplinary action against students when need arises	0.0	0.0	0.0	50.0	50.0	16.7	25.0	8.3	8.3	41.7	11.1	11.1	11.1	36.1	30.6
Total			66.8	316.6	535.4	433.4	33.3	125.0	224.9	108.2	253.3	38.9	36.2	257.0	269.5
Average %	0.0	0.0	8.4	44.7	52.0	10.4	15.6	28.4	13.6	32.3	3.4	10.8	20.8	29.9	33.7

**Key:**

### 4.3.2 Responses of Heads of Department

The heads of department indicated that headteachers possessed adequate competencies for the task of student/pupil personnel. Table 4.3 show that the highest 6 (50 percent) was in the third level of the scale which is average performance. This is an indication that while headteachers perceive themselves as very competent in most areas of student personnel, the heads of department do not perceive them in the same way. Without effective management of the pupil personnel the headteacher cannot be effective in performance of duty. This can result in a problems like strikes by students. Sergiovavini (1987) stressed that:

“Effective school must make an effort to serve all students, create support networks to assist students and involve students in school affairs....”

The headteachers have to develop a close link with the students in order to give them the necessary support and help them to advance their educational objectives.

### 4.3.3 Responses of Teachers

The analysis on table 4.3 reveals that teachers indicated that headteachers possessed adequate to superior competencies. In the task area of curriculum and instruction 22(63.1) percent teachers indicated that headteachers possessed superior competencies in the area of admitting and keeping of students records and inventory. This was followed by 23 (62.8) percent teachers indicating that headteachers had superior competence in the area of motivating students' learning by appreciating their achievements with token or special recognition. There

was however, low percentage of teachers 10 (27.8%) who indicated that headteachers possessed limited competences/skills required for involving the students in drawing up the school rules and changes in the school routine. This implies that many headteachers imposed rules on students without giving them a chance to discuss on how these rules will affect them and which rules they should have. This has resulted in a lot of unrest in many schools, with students accusing the headteachers of high handedness. In the same area, 7 (19.4) percent teachers indicated that headteachers needed help. This percentage added to above gives a total of 47.2 percent teachers who felt that headteachers lacked competencies in this area.

#### **4.4.0 Staff Personnel**

In the analysis of the task area of staff personnel the study intended to find out the responses of the headteachers, heads of department and teachers on the ability of the headteachers on various task areas of staff personnel.

#### **4.4.1 Headteachers Responses**

The analysis showed that none of the respondents indicated that the headteachers had limited or needed help in the task area of staff personnel. One (16.7) percent of the headteachers indicated that headteachers had adequate competencies in several areas as indicated on table 4.4.

**Table 4. 4: Staff Personnel**

The views of the teachers, heads of department and headteachers on the competencies of the headteacher as demonstrated by percentages in the areas of Staff Personnel.

	Headteacher % (N=6)					Heads of Department % (N=12)					Teachers % (N=36)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Keeping proper inventory and confidential records of staff	0.0	0.0	0.0	33.3	66.7	0.0	0.0	16.7	41.7	41.7	0.0	0.0	19.4	27.8	52.8
2. Assigning duties equally and fairly to all staff members	0.0	0.0	0.0	66.7	33.3	8.3	25.0	16.7	25.0	25.0	0.0	8.3	5.6	52.8	33.3
3. Delegating responsibilities to staff members	0.0	0.0	0.0	16.7	83.3	0.0	8.3	50.0	16.7	25.0	5.6	27.8	16.7	25.0	25.0
4. Showing consideration and understanding when dealing with teachers who have personal or social problems	0.0	0.0	16.7	50.0	33.3	8.3	16.7	33.3	25.0	16.7	13.9	11.1	27.8	27.8	19.4
5. Maintaining proper discipline among the staff	0.0	0.0	16.7	16.7	66.7	0.0	8.3	25.0	25.0	41.7	2.8	5.6	13.9	38.9	38.9
6. Informing the staff about the current issues in education like change of curriculum, teaching materials etc.	0.0	0.0	16.7	33.3	50.0	0.0	8.3	16.7	25.0	50.0	11.1	5.6	19.4	27.8	36.1
7. Encouraging teachers to take part in in-service and other courses	0.0	0.0	0.0	16.7	33.3	8.3	16.7	8.3	33.3	33.3	16.7	11.1	25.0	16.7	30.6
8. Recommending teachers for promotion	0.0	0.0	16.7	33.3	50.0	25.0	16.7	8.3	33.3	16.7	11.1	11.1	19.4	30.6	27.8
9. Encouraging good working relationship with the staff	0.0	0.0	0.0	50.0	50.0	16.7	8.3	25.0	25.0	25.0	0.4	0.0	19.4	27.8	52.8
10. Consulting the staff before effecting any changes in the curriculum	0.0	0.0	16.7	33.3	50.0	0.0	16.7	8.3	16.7	58.3	11.1	27.8	13.9	25.0	25.0
11. Guiding teachers during the staff meetings to keep to the policy of the Ministry of Education in their deliberations	0.0	0.0	0.0	50.0	50.0	16.7	8.3	25.0	16.7	33.3	19.4	0.0	0.0	27.8	52.8
12. Showing respect to teachers	0.0	0.0	0.0	33.3	66.7	0.0	8.3	50.0	16.7	25.0	2.8	5.6	38.9	13.9	38.9
13. Motivating teachers by awarding them further achievement	0.0	0.0	16.7	16.7	16.7	8.3	8.3	8.3	58.3	16.7	27.8	25.0	25.0	16.7	5.6
14. Tolerating high level of frustration	0.0	0.0	16.7	50.0	33.3	16.7	25.0	8.3	16.7	33.3	11.1	11.1	19.4	27.8	30.6
15. Managing tension and dilemmas without personalizing issues	0.0	0.0	16.7	33.3	50.0	0.0	8.3	25.0	16.7	25.0	0.0	0.0	27.8	19.4	52.8
16. Communicating school goals simply and clearly to the staff.	0.0	0.0	16.7	16.7	66.7	0.0	8.3	25.0	25.0	41.7	0.0	8.3	5.6	52.8	33.3
Total			156.2	584.4	800	108.3	141.5	349.9	416.8	481.4	131.7	153.4	297.2	458.6	555.6
Average %	0.0	0.0	9.4	34.4	46.9	6.8	12.0	21.9	26.1	33.9	8.4	9.4	18.6	28.6	31.4

**Key:**

1 - Needing help 2 - Limited competence 3 - Adequate competence

4 - High competence

5 - Superior competence

#### 4.4.2 Heads of Departments' Responses

From the result of the analysis, it is clear that many heads of department had varied opinions in their assessment of the headteachers competencies in the area of staff personnel. For example looking at table 4.4 an average of 12.0 percent of the heads of department indicated that headteachers needed help in this task area of staff personnel management. The area where the headteachers were rated lowest by heads of department was in recommending teachers for promotion 3(25 percent) in the scale level of needing help and 2(16.7 percent) in the level of limited competence. The indication is that many headteachers do not like to recommend teachers for promotion. The reason attributed to this could be that headteachers do not like to lose good teachers while others could be doing for a negative reason i.e. to block the teachers from competing with them. Yet Chandan (1986) recommended that opportunity for advancement is one way of motivating teachers when he stated:

“Motivation is an understanding of the fundamental drives, urges, needs and desires of the people which can be manipulated and stimulated and a sense of communication and methodology that would provide stimulus to these urges, some of the methods used for these purposes are challenging work, personal accomplishment, recognition for such accomplishment, opportunity for growth and advancement”.

Heads of department rated headteachers as possessing superior competencies 41.7 percent in:

- Keeping proper inventory and confidential records of staff.
- Communicating school goals clearly and simply to the staff.
- Maintaining proper discipline among the staff.

This is probably due to the fact that good teachers are those who have gone through educational administration and some of the areas covered under these units are record keeping and communication skills.

#### **4.4.3 Teachers' Responses**

The responses of the teachers revealed that there was varied opinions among them. An average of 8.4 percent of the teachers as indicated on table 4.4 indicated that headteachers needed help in this area of staff personnel management. Their opinions are similar to those of the heads of department in many aspects but also varied in others e.g. respondents in this group indicated that 10 (27.8 percent) of headteachers had limited competencies in the area of delegating responsibilities to staff members and in the area of consulting the staff before effecting any changes in the curriculum. The interpretation that can be given here is that some headteachers fear delegating work and authority to the staff for fear that their powers may be usurped. Other heads are autocratic and cannot therefore see any reason for consulting with the staff before assigning duties.

The respondents in this group indicated the headteachers as having high respect for teachers by rating them 14(38.9) percent for possessing superior competence in that task area. The highest rating that they gave to the headteachers according to table 4.4 is 19 (52.8) percent in the area of encouraging good working relationship with the teachers and the keeping of proper inventory and confidential records of staff.

#### **4.5.0 Physical Facilities**

In the analysis of physical facilities the study intended to find out the responses of the headteachers, heads of department and teachers on the administrative ability of the headteachers in specific task of the management physical facilities.

#### **4.5.1 Headteachers' Responses**

From the analysis shown on table 4.5 the headteachers admitted that they had limited competencies in this task area by rating themselves as possessing limited competencies. In the area of designing the compound and using it according to master plan, none indicated that they possessed superior competence. The headteachers seem to ignore this important aspect in the implementation of the curriculum. Olembo et al (1992) reiterated the importance of this task area when he said:

“Most of the programmes of instructions and of public service require some physical facilities including school buildings, grounds and equipment lend to credence to the fact that where most school facilities are provided . . . students who are potentially good tend to perform better if given proper facilities”

The respondents rated the headteachers as having high competence in keeping proper inventory of instructional materials and equipment and setting priority on purchase of instructional materials and equipment.

**Table 4. 5: Physical Facilities**

The views of the teachers, heads of department and headteachers on the competencies of the headteacher as demonstrated by percentages in the areas of Physical Facilities.

	Headteacher % (N=6)					Heads of Department % (N=12)					Teachers % (N=36)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Planning and purchasing the required equipment and materials for instructional purposes	0.0	16.7	16.7	33.3	33.3	8.3	16.7	25.0	16.7	41.7	8.3	22.2	13.9	25.0	30.6
2. Designing and using the school compound according to the master plan	0.0	0.0	66.7	33.3	0.0	33.3	8.3	8.3	33.3	16.7	2.8	16.7	38.9	22.2	19.4
3. Maintaining instructional equipment, materials and classrooms	0.0	33.3	33.3	16.7	16.7	8.3	16.7	8.3	8.3	58.3	8.3	19.4	30.6	27.8	13.9
4. Supervising and ensure that the physical resources are properly used by both teachers and students	0.0	33.3	16.7	16.7	33.3	8.3	25.0	16.7	33.3	16.7	5.6	5.6	19.4	30.6	38.9
5. Setting priority on purchase of instructional materials and equipment	0.0	16.7	16.7	16.7	50.0	0.0	8.3	50.0	25.0	16.7	2.8	16.7	30.6	38.9	11.1
6. Encouraging proper maintenance of staff houses by the occupants	0.0	0.0	66.7	16.7	16.7	8.3	16.7	16.7	33.3	25.0	8.3	8.3	16.7	44.4	22.2
7. Keeping proper inventory of instructional materials and equipment	0.0	0.0	33.3	16.7	50.0	0.0	16.7	25.0	25.0	33.3	8.3	13.9	19.4	27.8	30.6
Total	0.0	100	250.1	150.1	200	66.5	108.4	150	174.9	208.4	44.4	102.8	169.5	216.7	197.8
Average %	0.0	14.3	21.4	21.4	28.6	9.5	15.5	21.4	25.0	29.8	6.3	14.6	24.2	31.0	23.3

Key:

1 - Needing help    2 - Limited competence    3 - Adequate competence    4 - High competence    5 - Superior competence

#### **4.5.2 Heads of Departments' Responses**

The heads of department indicated that headteachers needed help in the area of designing the school compound and using it accordingly to master plan. This is similar to what the headteachers had indicated so it is a confirmation that headteachers pay little attention to the design and plan of the school. This explains why in many schools in Nandi District there is no proper plan in the buildings. Buildings are spread all over the school compound. The heads of department again concurred with the headteachers indicating that headteachers set priorities on purchase of instructional materials and equipment by rating them at 50 percent. In many aspects, the heads of departments expressed similar opinions to those of the headteachers' in this task of management of physical facilities.

#### **4.5.3 Teachers' Responses**

According to the analysis on table 4.5, the teachers rated the headteachers as possessing superior competencies in the area of supervising and ensuring that the physical resources and properly used by both students and teachers as indicated by 14 (38.9) percent. Between 22 and 38 percent competencies in all the task areas is an indication that teachers view the headteachers as more competent than the headteachers regard themselves.

#### **4.6.0 School Community Relations**

In the analysis of the task area of school and community relations, the study intended to find out the responses of headteachers, heads of department and teachers ability of the headteachers in the task of school and community relations.

#### **4.6.1 Headteachers' Responses**

The respondents indicated that the headteachers had high to superior competencies in this area of school and community relations. The highest percentage according to table 4.6 was in the area of bringing parents and teachers together in good working relations for better academic progress where they indicated 5(83.3 percent). In most of the task areas the respondents in this group indicated that headteachers were above average.

**Table 4. 6: Community Relations**

The views of the teachers, heads of department and headteachers on the effectiveness of the headteacher as demonstrated by percentages in the areas of Community Relations.

	Headteacher % (N=6)					Heads of Department % (N=12)					Teachers% (N=36)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Knowledge and interaction with leaders around the school community e.g. area councilor, chief etc	0.0	0.0	16.7	16.6	66.7	0.0	8.3	8.3	25.0	58.3	2.8	2.8	55.6	27.8	11.1
2. Bringing parents and teachers together in good working relations for better academic progress of the students	0.0	0.0	0.0	16.7	83.3	16.7	8.3	41.7	16.7	16.7	19.4	13.9	13.9	33.3	19.4
3. Seeking the mandate of the school Board of Governors and Parents Teachers Association before making a decision that can afflict both parents and students	0.0	4.0	4.3	16.7	75.0	0.0	0.3	20.2	28.6	45.9	5.6	5.6	33.3	11.1	44.4
4. Informing the parents of any changes in the school curriculum like changes in the examinable subjects	0.0	0.0	0.0	83.3	16.7	0.0	8.3	8.3	25.0	58.3	0.0	2.8	19.4	36.1	41.7
5. Demonstrating the spirit of understanding the parents who have financial problems	0.0	16.7	0.0	16.7	66.7	0.0	58.3	25.0	8.3	8.3	2.8	2.8	44.4	38.9	11.1
6. Enlightening the parents on what goes on in the school by having open days, Parents' Days and Visiting Days.	0.0	0.0	66.7	33.3	30.0	0.0	8.3	58.3	8.3	25.0	2.8	0.0	52.8	16.7	27.8
7. Involving parents in academic progress and social problems of their children	0.0	0.0	0.0	50.0	50.0	4.2	4.2	16.6	33.3	41.7	0.0	2.8	44.4	16.7	36.1
8. participating actively in development activities of the community around the school, e.g. "Harambee"	16.7	4.0	0.0	16.7	7.5	20.2	28.6	0.3	0.0	45.9	0.0	2.8	16.7	52.8	27.8
Total	16.7	24.7	87.7	250	395.8	41.1	124.6	178.7	145.2	300.1	33.4	33.5	230.5	233.4	219.4
Average %	2.1	3.1	11.0	31.3	48.2	5.1	15.6	22.3	18.1	37.5	4.2	4.2	35.1	29.1	28.8

**Key:**

1 - Needing help    2 - Limited competence    3 - Adequate competence    4 - High competence    5 - Superior competence

#### **4.6.2 Heads of Departments' Responses.**

The heads of department had similar opinion to that of the headteachers by indicating that headteachers possessed high to superior competencies in this area of school and community relations management. The highest score was in the area knowledge and interaction with leaders and in the area of informing parents of any changes in the school curriculum like in examinable subjects, where the respondents indicated 7( 58.3) percent of the headteachers as possessing superior competence as indicated in table 4.6. Generally, the rating of the headteachers in this task area was similar by all the three groups of respondents i.e. headteachers, heads of department and teachers.

#### **4.7.0 Financial Management**

In the analysis of the task area of financial management, the study was intended to find out the responses of the headteachers, heads of department and teachers on the ability of the headteachers on various task areas of management of finances.

##### **4.7.1 Headteachers' Responses**

From the analysis, the respondents in this group indicated that headteachers possessed high to superior competence in most of the areas of management of finance like in the area of drawing up the budget 4(66.7 percent) and in the area of the budget administration 4

(66.7) percent which show the level of superior competence. The respondents indicated, according to table 4.7 that headteachers possessed average or adequate competences in the area of involving the heads of department in drawing up the school budget i.e. 3 (50 percent). This was the only area where headteachers did not score highly in the area of management of finances.

**Table 4. 7 Financial management**

The views of the teachers, heads of department and headteachers on the competencies of the headteacher as demonstrated by percentages in the areas of Financial Management.

	Headteacher % (N=6)					Heads of Department % (N=12)					Teachers % (N=36)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Drawing up the school budget	0.0	0.0	16.7	16.7	66.7	0.0	8.3	8.3	25.0	58.3	2.8	2.8	11.1	27.8	55.6
2. Involving heads of department in drawing up the school budget	0.0	0.0	50.0	33.3	16.7	16.7	8.3	33.3	25.0	16.7	19.4	13.9	33.3	19.4	13.9
3. Following the budget in the financial administration	0.0	0.0	0.0	33.3	66.7	16.7	41.7	16.7	8.3	16.7	5.6	5.6	33.3	44.4	11.1
4. Keeping up to date records of income and expenditure	0.0	0.0	16.7	66.7	16.7	0.0	0.0	8.3	16.7	75.0	2.8	2.8	13.9	44.1	36.1
5. Supervising the expenditures	0.0	0.0	16.7	50.0	33.3	0.0	8.3	8.3	25.0	58.3	2.8	0.0	19.4	41.7	36.1
Total	0.0	0.0	100.1	200	200	33.4	66.6	74.9	100	225	33.4	35.1	15.2	177.4	152.8
Average	0.0	0.0	20.0	40.0	40.0	6.7	13.3	15.0	20.0	45.0	6.7	5.0	22.2	35.5	30.6

**Key:**

1 - Needing help 2 - Limited competence 3 - Adequate competence 4 - High competence 5 - Superior competence

#### **4.7.2 Heads of Departments' Responses**

The heads of department rated the headteachers as possessing high to superior competencies in most of the task areas of the management of finances. They indicated that headteachers had superior competencies 7 (58.3 percent) in both drawing up the budget and supervising the expenditures. Generally the heads of department assessment show that headteachers were competent in financial management as indicated on table 4.7.

#### **4.7.3 Teachers' Responses**

Like the heads of department and headteachers, the teachers also showed that headteachers possessed high to superior competencies in dealing with finances in school. For example 2 (55.6 percent) teachers indicated that the headteachers possessed superior competencies in drawing up the school budget.

The teachers indicated that the headteachers needed help in the area of involving the heads of department in drawing up the budget by rating of 19.4 percent.

From the analysis of financial management the headteachers, heads of department and teachers had similar responses. They all indicated that headteachers possessed from high to superior competencies in dealing with financial matters. The only area where the three groups indicated

limited to none competence was in the area of involving the heads of department in drawing up the budget.

**4.8 The mean and standard deviations on the views of heads of department, teacher and headteachers about the performance of the headteacher in various Administrative and Management task areas.**

This section sought to establish the opinions of the respondents on the competencies of the headteachers in performance of various administrative tasks and how the opinions deviated from the mean in the following six management task areas.

- Curriculum and instruction
- Pupil personnel
- Staff personnel
- Physical resources
- School community relations
- Financial management

**Table 4. 8: Curriculum and Instruction**

The mean and standard deviations on the view of the teachers, heads of department and headteachers about the performance of the headteacher in the task area of curriculum and instruction

	HEADTEACHERS		HEAD OF DEPARTMENT		TEACHERS	
	MEAN	S. DEV	MEAN	S. DEV	MEAN	S. DEV
1. Determining the curriculum objectives and helping the staff to interpret the objectives of the school curriculum	4.33	0.74	3.75	1.14	3.61	1.0
2. Supervising and advise teachers on how to write and keep proper schemes of work	4.33	0.74	2.0	1.9	4.16	1.04
3. Supervising the records of work	3.33	1.49	3.56	1.32	2.8	1.1
4. Encouraging teachers who are creative to try new ideas	3.38	1.06	3.43	1.36	2.13	1.15
5. Acquiring and distributing instructional materials	3.5	1.25	3.75	1.19	2.11	1.12
6. Providing teachers with up-to-date recurring information and instructional programme and materials	4.0	1.15	3.81	1.46	3.41	0.92
7. Counseling teachers who have problems in effective implementation of the curriculum	3.83	1.46	3.06	1.67	3.02	1.16
8. Considering specialization when allocating subjects to teachers	4.5	0.5	3.62	1.16	4.13	1.03
9. Consulting teachers before assigning duties to them	3.16	1.4	3.93	1.24	2.94	1.43
10. Motivating teachers by appreciating their achievement in academic and co-curricular activities	4.0	1.15	4.06	0.74	2.97	1.13
<b>Average Mean and Standard Deviation</b>	<b>3.84</b>	<b>1.09</b>	<b>3.5</b>	<b>1.32</b>	<b>3.13</b>	<b>1.11</b>

#### 4.8.1 Curriculum and Instructions

In the area of curriculum and instruction the headteacher indicated that they possessed high competencies in the performance of most administrative tasks of curriculum and instruction

The teachers generally viewed the headteachers as having limited competencies in several areas of the curriculum and instruction as indicated by several means of 2.8 and below and standard deviations of 1.00 and above. The lowest mean given by the teachers was in the area of acquiring and distributing instructional materials. This was closely followed by a mean of 2.13 in the area of encouraging teachers who are creative to try new ideas. But teachers gave the headteachers mean of 4.16 with a standard deviation of 1.04 in the area of supervising and advising teachers on how to write and keep proper scheme of work.

Unlike the teachers, heads of department indicated that headteachers possessed high competence in motivating teachers by appreciating their achievement in academic and co-curriculum activities.

The average standard deviation of 1.32. This is an indication that heads of department were quite varied in their opinions about the performance of the headteachers in this task area of curriculum and instructions. Headteachers and teachers were very closely in their opinions about the headteachers performance in the same task areas.

**Table 4. 9: Pupil Personnel**

The mean and standard deviations on the view of the teachers, heads of department and headteachers about the performance of the headteacher in the task area of pupil personnel

	HEADTEACHERS		HEAD OF DEPARTMENT		TEACHERS	
	MEAN	S. DEV	MEAN	S. DEV	MEAN	S. DEV
1. Admitting and keeping of students records	4.833	0.37	4.33	1.02	4.52	0.6
2. Involving students in drawing up the school rules and changes in the school routine	2.33	0.94	2.16	1.4	2.611	1.11
3. Encouraging students to work hard at academics and co-curricular activities	3.5	0.5	3.4	1.2	3.58	0.9
4. Encouraging good relationship between students and teachers	4.33	0.47	3.6	1.02	4.02	1.02
5. Motivating students' learning by appreciating their achievements with token or special recognition	3.833	0.833	3.41	1.32	4.30	0.8
6. Involving parents in solving disciplinary problems of students	4.0	1.15	3.41	1.25	3.91	1.01
7. Offering guidance and counseling to students	3.83	1.06	3.58	1.03	3.52	1.21
8. Taking disciplinary action against students when need arises	4.00	0.81	3.33	1.59	3.63	1.31
<b>Average Mean and Standard Deviation</b>	<b>3.832</b>	<b>0.767</b>	<b>3.4</b>	<b>1.23</b>	<b>3.761</b>	<b>1</b>

#### 4.8.2 Pupil personnel

The data on table 4.8 reveals that most headteachers viewed themselves as possessing high competence in the task area of pupil personnel. As can be seen the mean for the head teachers was 3.832. Which is quite high, considering that the highest mean could have been 5.00.

The standard deviation of 0.767 shows that the headteachers had very close relationship in the way they viewed their ability in various competencies. From the table, the highest mean obtained by the headteachers was 4.833 in the area of admission and keeping of students records. This is also the area where the standard deviation was lowest. This is an indication that headteachers have the opinion that they are very competent in this area of administration.

The teachers' responses resulted in a mean of 3.761. The result is an indication that in the opinion of the teachers was that the headteachers possessed high competence in the task area of pupil personnel. The standard deviation derived from the teachers' scores was 1.00. This confirmed further that the teachers view on the headteachers as possessing high competence in the area of pupil personnel was true.

The heads of department, however, viewed the headteachers performance in this task area as just adequate as is indicated by a mean of 3.4 on table 4.8 and standard deviation of 1.23. The heads of department were quite varied in their opinions about the performance of

the headteachers. For example, in the competence of involving students in changing the school rules and changes in the school routine, the heads of department were of the opinion that headteachers had limited competence as shown by a mean of 2.16 and a standard deviation of 1.4 on table 4.8. Generally the mean and standard deviation obtained from the results of heads of department were different from those obtained from the headteachers and teachers, indicating varied opinions about the competencies of the headteacher.

**Table 4. 10: Staff Personnel**

The mean and standard deviations on the view of the teachers, heads of department and headteachers about the performance of the headteacher in the task area of Staff Personnel

	HEADTEACHERS		HEAD OF DEPARTMENT		TEACHERS	
	MEAN	S. DEV	MEAN	S. DEV	MEAN	S. DEV
1. Keeping proper inventory and confidential records of staff	4.33	0.9	4.0	1.0	4.25	0.72
2. Assigning duties equally and fairly to all staff members	4.33	0.47	4.25	0.7	3.33	1.02
3. Delegating responsibilities to staff members	4.5	0.5	3.33	1.02	3.83	0.79
4. Showing consideration and understanding when dealing with teachers who have personal or social problems	4.16	0.37	3.8	0.7	3.0	1.22
5. Maintaining proper discipline among the staff	4.16	0.37	3.0	1.22	3.25	1.16
6. Informing the staff about the current issues in education like change of curriculum, teaching materials etc.	4.16	0.6	3.25	1.16	3.33	1.31
7. Encouraging teachers to take part in in-service and other courses	4.5	0.76	3.33	1.31	3.33	1.37
8. Recommending teachers for promotion	4.33	0.4	3.33	1.37	4.16	1.14
9. Encouraging good working relationship with the staff	4.33	0.7	4.16	1.4	3.66	1.10
10. Consulting the staff before effecting any changes in the curriculum	4.16	0.68	3.66	1.10	4.0	1.0
11. Guiding teachers during the staff meetings to keep to the policy of the Ministry of Education in their deliberations	4.16	0.68	4.0	1.0	3.58	0.9
12. Showing respect to teachers	4.5	0.5	4.16	0.98	4.16	0.98
13. Motivating teachers by awarding them further achievement	4.16	0.68	3.66	1.3	3.66	1.3
14. Managing tension and dilemmas without personalizing issues	4.33	0.47	3.0	1.47	3.0	1.47
15. Communicating school goals simply and clearly to staff, students and parents	4.16	0.68	3.5	1.6	3.5	1.60
<b>Average Mean and Standard Deviation</b>	<b>4.28</b>	<b>0.58</b>	<b>3.63</b>	<b>1.16</b>	<b>3.6</b>	<b>1.14</b>

### 4.8.3 Staff Personnel

In the area of staff personnel, the headteachers who participated in the study gave an overall mean of 4.28 and standard deviation of 0.58 as shown on table 4.9. This was an indication that headteachers considered themselves as possessing the competencies required for effective administration in the area of staff personnel. The individual means are all 4 and above while the standard deviation obtained from the headteachers are all below one. This indicates that the headteachers viewed themselves as competent in all the areas because the deviations, which reveal differences in opinions are minimal.

Both heads of department and teachers have closely related means and standard deviations in staff personnel. As indicated on table 4.9, both teachers and heads of departments gave to headteachers means of 3.6 and 3.63 and standard deviations of 1.14 and 1.16 respectively. This reveals close links in the opinions of the respondents.

However, when the individual scores are considered, there are areas where both teachers and the heads of department felt that headteachers do not possess necessary competencies. An example is the area of managing tension and dilemmas without personalizing issues, where both heads of departments and teachers gave headteachers a mean of 3.00 each, with standard deviation of 1.47. Heads of department awarded headteachers high mean of 4.25 in the area of assigning duties equally and fairly to all teachers while teachers gave a similar mean of

4.25 in the area of keeping proper inventory and confidential records of staff. The opinions of heads of departments and teachers were closely related in this competence area, however, that of headteachers was different.

**Table 4. 11: Community Relations**

The mean and standard deviations on the view of the teachers, heads of department and headteachers about the performance of the headteacher in the task area of community relations

	HEADTEACHERS		HEAD OF DEPARTMENT		TEACHERS	
	MEAN	S. DEV	MEAN	S. DEV	MEAN	S. DEV
1. Knowledge and interaction with leaders around the school community e.g. area councilor	4.33	0.9	4.33	0.948	4.08	1.14
2. Bringing parents and teachers together in good working relations for better academic progress of students	4.833	0.772	3.166	1.280	2.83	1.25
3. Seeking the mandate of the Board of Governors and Parents Teachers Association before making a decision that can affect both parents and students	4.0	0.5	2.66	1.312	2.83	1.72
4. Informing the parents of any changes in the school curriculum like changes in the examinable subjects	4.0	0.0	4.666	0.623	4.30	1.53
5. Demonstrating the spirit of understanding the parents who have financial problems	4.5	0.7	4.083	0.954	4.33	0.94
6. Enlightening the parents on what goes on in the school by having open days, parents days and visiting days	4.5	0.5	4.166	0.898	4.22	0.82
<b>Average Mean and Standard Deviation</b>	<b>4.361</b>	<b>0.562</b>	<b>3.845</b>	<b>1.003</b>	<b>3.77</b>	<b>1.23</b>

#### 4.8.4 Community Relations

The overall mean of 4.361 and standard deviation of 0.562 on table 4.10 is an indication that head teachers viewed themselves as possessing high competences in the performance of the tasks in the area of community relations. The highest mean obtained by the headteachers was in the area of bringing parents and teachers together in good working relations for better academic progress of students. The standard deviation of 0.772 in the same area is an indication that the headteachers were not varied in their opinions about their ability to bring parents and teachers' together. The respondents also gave the headteachers a mean of 4.00 in the area of informing parents about any changes in the school curriculum like changes in the examinable subjects. The standard deviation here was 0.0 an indication that respondents indication that headteachers possessed high competence in the area of informing the parents about change in school and education system.

Both heads of department and teachers also confirmed that headteachers were competent in the area of community relations as indicated by the means and standard deviations on table 4.10. Heads of department and teachers differed with the headteachers in the area of competence in bringing parents and teachers together in good working relation for better academic progress of their children by giving mean of 2.66 and 2.83 respectively and standard deviation of 1.28 and 1.25 respectively as shown in the table. This is an indication that in this

competence area the two groups differed in their judgment of the performance of headteachers.

**Table 4. 12: Physical Resources**

The mean and standard deviations on the view of the teachers, heads of department and headteacher about the performance of the headteacher in the task area of physical resources

	HEADTEACHERS		HEAD OF DEPARTMENT		TEACHERS	
	MEAN	S. DEV	MEAN	S. DEV	MEAN	S. DEV
1. Planning and purchasing the required equipment and materials for instructional purposes	2.83	1.067	4.5	0.6	3.5	1.23
2. Designing and using the school compound according to the master plan	3.33	0.471	2.5	1.19	3.19	1.15
3. Maintaining instructional equipment, and ,materials	3.16	1.06	4.33	0.62	2.13	1.29
4. Supervising and ensure that the physical resources are properly used by both teachers and students	2.5	1.25	4.33	0.47	3.75	1.03
5. Keeping proper inventory of instructional materials and equipment	3.5	0.76	4.33	0.62	3.11	1.40
6. Encouraging proper maintenance of staff houses by the occupants	2.5	1.25	4.16	0.7	3.33	1.37
7. Setting priority on purchase of instructional materials and equipment	2.8	1.21	4.5	0.5	3.38	0.9
<b>Average Mean and Standard Deviation</b>	<b>2.95</b>	<b>1.01</b>	<b>4.09</b>	<b>0.67</b>	<b>3.2</b>	<b>1.2</b>

#### 4.8.5 Physical Facilities

In the task area of provision and supervision of physical resources, head teachers were of the opinion that they had adequate competence. This is shown by a mean score of 22.95 and standard deviation of 1.01. The respondents gave the head teachers mean of 2.5 and standard deviations of 1.25 in both areas of supervising and ensuring that the physical resources are properly used by the teachers and students and in encouraging proper maintenance of staff houses by occupants. The responses are an indication that headteachers are aware that they need to do more in those areas.

The heads of department, however, indicated that head teachers possessed limited to adequate competence in the area of designing and using the school compound according master plan. The standard deviation of 1.19 on table 4.11 is an indication that heads of department had varied opinions as to their judgment of the head teachers in this competence area.

The teachers gave headteachers a mean of 2.13 and standard deviation of 1.29 in the area of maintaining instructional equipment and materials, an indication that according to their judgment head teacher possessed limited competence in this task area.

On the whole, the opinions were closely related among the three groups of respondents as revealed by very small deviations from the mean.

**Table 4. 13: Financial Management**

The mean and standard deviations on the view of the teachers, heads of department and headteachers about the performance of the headteacher in the task area of Financial Management

	HEADTEACHERS		HEAD OF DEPARTMENT		TEACHERS	
	MEAN	S. DEV	MEAN	S. DEV	MEAN	S. DEV
1. Drawing up the budget	4.5	0.76	4.33	0.94	4.3	0.96
2. Involving heads of department in drawing up the school budget	3.66	0.74	3.16	1.28	2.94	1.28
3. Following the budget in the financial administration	4.66	0.47	2.66	1.31	3.5	0.95
4. Keeping up-to-date records of income and expenditure	4.0	0.57	4.66	0.62	4.08	0.92
5. Supervising the expenditures	4.16	0.68	4.33	0.9	4.08	0.89
<b>Average Mean and Standard Deviation</b>	<b>4.2</b>	<b>0.64</b>	<b>3.83</b>	<b>1.01</b>	<b>3.78</b>	<b>1</b>

#### 4.8.6 Financial Management

In the competence area of financial management all the respondents agreed that the head teachers possessed the necessary competencies to handle the school finances effectively. From table 4.12 it is clear that the means and standard deviations are closely related among the three groups of respondents.

The headteachers even indicated that they possessed superior competence in the area of following the budget in the financial administration as shown by the mean of 4.66 and standard deviation of 0.477. The area where they scored averagely is in involving heads of department in drawing up the school budget. In the same talk area, teachers responses show that head teachers had limited competence as shown by a mean of 2.94 and standard deviation of 1.28. The heads of department have similar opinion to the teachers as shown by their mean of 3.16 and a standard deviation of 1.28 in table 4.12. But generally all the three groups were in agreement that the head teachers possess the required competencies for performance of tasks effectively in this area of financial management.

#### 4.9 The Hypothesis

The hypothesis of the study was as follows:

There was no significant difference in the way the headteachers, heads of department and teachers view the headteacher's competencies in the six administrative task areas which included:

- Curriculum and instruction
- Pupils personnel
- Staff personnel
- Community relations
- Physical facilities
- Financial management

To test the hypothesis, analysis of variance (ANOVA) was used. The null hypothesis was tested at 1.01 and 0.05 levels of significance. The following values were obtained from the calculation:

Formula

$$F = \frac{MSB}{MSW}$$

##### (a) Curriculum and instruction

$$F = 0.052 \text{ at } p = 0.05 < 3.17$$

$$F = 0.052 \text{ at } p = 0.01 < 5.01$$

There was no significant difference, therefore the null hypothesis was retained.

**(b) Pupil personnel**

$$F = 0.035 \text{ at } p = 0.05 < 3.17$$

$$F = 0.035 \text{ at } p = 0.01 < 5.01$$

At both levels of probability there was no significant difference, therefore the null hypothesis was retained.

**(c) Staff personnel**

$$F = 0.1888 \text{ at } p = 0.05 < 3.17$$

$$F = 0.1888 \text{ at } p = 0.01 < 5.01$$

There was no significant difference, therefore the null hypothesis was retained at both levels.

**(d) Community relations**

$$F = 0.002 \text{ at } p = 0.05 < 3.17$$

$$F = 0.002 \text{ at } p = 0.01 < 5.01$$

At both levels of probability there was no significant difference, therefore the null hypothesis was retained.

**(e) Physical facilities**

$$F = 0.146 \text{ at } p = 0.05 < 3.17$$

$$F = 0.146 \text{ at } p = 0.01 < 5.01$$

There was no significant difference, therefore the null hypothesis was retained at both levels.

**(f) Financial management**

$$F = 0.025 \text{ at } p = 0.05 < 3.17$$

$$F = 0.025 \text{ at } p = 0.01 < 5.01$$

There was no significant difference, therefore the null hypothesis is retained at both levels.

**Conclusion**

From the tabulations derived above, the researcher concluded that there was no significant difference in the way the headteachers, heads of department and teachers viewed the headteachers' administrative abilities in the performance of administrative and management tasks of curriculum and instruction, pupil personnel, staff personnel, community relations, physical facilities and financial management.

## CHAPTER FIVE

### 5.0 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of the study was to establish whether headteachers of secondary schools possessed the competencies required for effective administration and management in the task areas of:

- Curriculum and instruction
- Pupil personnel
- Staff personnel
- Community relations
- Physical resources
- Financial management

The study was guided by the following question and hypothesis:

Q1. What are the competencies required by the headteachers of secondary schools to perform various administrative and management tasks?

To answer above questions, a hypothesis was formulated in order to examine how the stakeholders in a learning institution i.e. heads of department, teachers and headteachers themselves view the head teachers' performance in the various administrative and management task areas.

### **Null Hypothesis**

There is no significant difference in the way the headteachers, heads of department and teachers view the performance of head teachers in various administrative and management tasks that include:

- (a) Curriculum and instruction
- (b) Pupil performance
- (c) Staff Personnel
- (d) Community Relations
- (e) Physical Facilities
- (f) Financial management

The descriptive survey method was used in carrying out the study. The sample for the study included 6 secondary schools in Kilibwoni and Nandi Hills Divisions of Nandi District. Both the schools and the divisions were sampled using stratified random sampling. Three Schools were from Nandi Hills while 3 from Kilimbwoni Division. The sample included 6 headteachers, 12 heads of department and 36 teachers.

The instrument used in the study was mainly the questionnaire. The data was analyzed using the statistical package for social sciences. The level of significance was tested at both 0.0.5 and O.O.1 level.

### **5.2 Findings**

The study findings included the following:

1. In the area of **Curriculum and instruction** almost equal proportion of heads of department and teachers i.e. 20.9% and 20.0% rated the

headteachers as possessing superior competence. The headteachers themselves on the other hand indicated a higher percentage, 43.6% on the level of superior competence in similar tasks. Looking at the average percentages given by the teachers, there was a great variation in the way the teachers viewed the performance of the headteachers. From table 4.1 the rating of teachers with regard to the headteachers' competencies range between 11.3% and 20%. There was no dominant level at which the teachers indicated a higher percentage. This is therefore an indication that head teachers perform differently in different schools in this area of curriculum and instruction. The heads of department rated the headteachers being possessing high competencies as adequate or average in performance as revealed by their highest percentage score at 30.5% as indicated on table 4.1

2. In the **management of pupil personnel**, the head teachers indicated that they possessed very high competence as reflected by the average of 91.6 percent. A big proportion of heads of department and teachers also rated the headteachers as possessing high to superior competence in the area of pupil personnel. But a small proportion 10.4 percent of heads of department and 3.4 percent of teachers observed that the head teachers needed help in the area of pupil personnel. A total of 13.2 percent of heads of department and teachers observed that the head teachers had limited competence in this area. This is notably a small proportion as compared to those who rated the headteachers as possessing high competence.

3. In the **management area of staff personnel**, the results revealed that about 60 percent of teachers rated the headteachers as possessing high competencies in the administrative and management tasks of staff personnel. The heads of department also rated the headteachers as possessing high competence in this task area as indicated by a large proportion of 60 percent. A small percentage, however, of both teachers and heads of department rated the headteachers as having from limited to none competencies as shown by 9.4 percent and 12.0 percent respectively.
4. In the area of **Community Relation** the results reveal that both heads of department and teachers rated the head teachers as average or fair in their performance. This is shown by a big proportion of both teachers and heads of department giving an average of 27.8 percent thus two groups rating the headteachers as average. A big proportion of the headteachers indicated that they had superior competence in this task area as revealed by a high percentage of 79.5.
5. In the area of **management of physical facilities**, the headteachers indicated that they had adequate or average to high competence as indicated by 42.8 percent average and 28.6 percent high competence. Heads of department and teachers both indicated varied opinion about the performance of the headteachers in this area as shown by varied rating at all levels of the rating scale. What they indicated show that not all headteachers possessed the necessary skills for this administrative task area. In the area of management of finances, 80

percent of the headteachers indicated that they are very competent in handling the task area. This idea was supported by both teachers and heads of department who rated the headteachers at 71.5 percent and 65 percent. A small proportion of teachers and headteachers i.e. 6.7 percent heads of department and 6.7 percent teachers indicated that the headteachers needed help in this management task area. There was no significant difference in the way the heads of department, teachers and headteachers viewed the performance of headteachers in various administrative tasks of curriculum and instructions, pupil personnel, staff personnel, community Relation, Physical Resources and Financial Management.

### **5.3 Conclusion**

The following conclusion can be drawn from the findings of this study:

The headteachers view themselves as possessing high competencies in the performance of administrative and management tasks in the areas of curriculum and instruction, pupil personnel, staff personnel, community Relation, Physical Resources and management of Finances.

The heads of department and teachers regard the headteachers as possessing from average to high competencies in the

performance of administrative and management tasks in various areas.

There are some task areas where some headteachers are not very competent as indicated by the findings of the heads of department and teachers. These areas include schemes of work, involving the students in drawing up the school rules and making changes in the school routine, motivating the staff by awarding them for their achievement and involving the heads of department in drawing up the school budget.

#### 5.4 Recommendations

- Although the findings of the research show that headteachers possessed the competencies required for administrative and management tasks, there is need for head teachers to acquire more skills in dealing with human Relations. The headteachers were rated poorly in areas touching on human relations. This research recommends that prospective and incumbent headteachers be given training on Human Relations.
- This study recommended that a unit be created at Universities and Colleges that offer courses on Human Relations to all students undergoing educational courses.
- The study also recommended that headteachers be trained and given seminars in the area of monitoring the implementation of

the curriculum so as to be effective in ensuring that it is properly implemented in schools.

### **5.5 Recommendation for Future Research**

Future research should be based on the relationship between age, sex and administrative effectiveness in secondary schools.

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## APPENDIX A

### Questionnaire A: Headteachers

The researcher is following Master Programme in Educational Administration at Kenyatta University. The purpose of the research is to gather information regarding administrative competencies by the headteachers in Nandi District.

The questionnaire is meant to gather background information about the headteacher, heads of department and teachers. It is also intended to get the information about the headteachers, heads of department and teachers perception of the headteachers administrative competencies in six administrative task areas. Please answer the questions honestly and correctly. The response you give will be treated with utmost confidentiality. Your name and that of your school should not appear anywhere.

Answer the questions by a tick ( ✓ ) in the right box.

### **PART 1: Background information about the headteacher, heads of department and teachers**

- |                                |         |                          |
|--------------------------------|---------|--------------------------|
| 1. Your Sex                    | Male    | <input type="checkbox"/> |
|                                | Female  | <input type="checkbox"/> |
| 2. Professional qualifications | ATS     | <input type="checkbox"/> |
|                                | Diploma | <input type="checkbox"/> |
|                                | B. Ed   | <input type="checkbox"/> |
|                                | M. Ed   | <input type="checkbox"/> |
| 3. Tick where applicable       |         |                          |
| (a) Headteacher                |         | <input type="checkbox"/> |
| (b) Head of department         |         | <input type="checkbox"/> |

(c) Assistant teacher

4. Tick where applicable.

(a) Number of years spent as a headteacher

0 - 3

(b) Number of years spent as a head of department

3 - 5

(c) Number of years spent as a teacher

Above 5

5. Nature of school

Mixed

Boys'

Girls'

6. Type of school

Day

Day & Boarding

Boarding

7. Number of students

8. Number of teachers

**PART 2: Competencies of headteachers in six administrative task areas**

**(i) Curriculum and instruction:**

This questionnaire is meant to gather information on the headteacher's competencies in the implementation of the curriculum and instruction in the area provided. Please answer each question accurately and honestly by putting a tick (✓) in the right box.

To what extent does the headteacher carry out the following functions?

	5	4	3	2	1
11. Determining the curriculum objectives and helping the staff to interpret the objectives of the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Supervise and advise teachers on how to write and keep proper schemes of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Supervise the records of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Encourage teachers who are creative to try new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Acquire and distribute instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Provide teachers with up-to-date recurring information and instructional programme and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Counsel teachers who have problems in effective implementation of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Consider specialization when allocating subjects to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Consult teachers before assigning duties to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Motivate teachers by appreciating their achievement in academic and co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART 3: Pupil personnel**

To what extent are you as headteacher involved in the following areas of student personnel?

	5	4	3	2	1
1. Admission and keeping of students records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Involving students in drawing up the school rules and changes in the school routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Encouraging students to work hard at academics and co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Encouraging good relationship between students and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Motivating students' learning by appreciating their achievements with token or special recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Involving parents in solving disciplinary problems of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Offering guidance and counseling to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Taking disciplinary action against students when need arises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART 4: Staff personnel**

To what extent are you as headteacher involved in the following areas of staff personnel?

	5	4	3	2	1
1. Keep proper inventory and confidential records of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assign duties equally and fairly to all staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Delegate responsibilities to staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Show consideration and understanding when dealing with teachers who have personal or social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain proper discipline among the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Inform the staff about the current issues in education like change of curriculum, teaching materials etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Encourage teachers to take part in in-service and other courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recommend teachers for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Encourage good working relationship with the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Consult the staff before effecting any changes in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Guide teachers during the staff meetings to keep to the policy of the Ministry of Education in their deliberations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Show respect to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Motivate teachers by awarding them further achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Tolerate high level of frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Able to manage tension and dilemmas without personalizing issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Communicating school goals simply and clearly to the staff

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**PART 5: Physical facilities**

To what extent do the headteacher perform the following functions?

- |   | 5                        | 4                        | 3                        | 2                        | 1                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Plan and purchase the required equipment and materials for instructional purposes                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Design and use the school compound according to the master plan                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Maintain instructional equipment, materials and classrooms                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Supervise and ensure that the physical resources are properly used by both teachers and students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Set priority on purchase of instructional materials and equipment                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Encourage proper maintenance of staff houses by the occupants                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Keeping proper inventory of instructional materials and equipment                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**PART 6: Community relations**

To what extent is the headteacher involved in the following?

	5	4	3	2	1
1. Knowledge and interaction with leaders around the school community e.g. area councilor, chief etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bringing parents and teachers together in good working relations for better academic progress of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seeking the mandate of the school Board of Governors and Parents Teachers Association before making a decision that can afflict both parents and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Informing the parents of any changes in the school curriculum like changes in the examinable subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrating the spirit of understanding the parents who have financial problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enlighten the parents on what goes on in the school by having open days, Parents' Days and Visiting Days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Involve parents in academic progress and social problems of their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. participate actively in development activities of the community around the school, e.g. "Harambee"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART 7: Financial management**

To what extent do the headteacher perform the following functions?

	5	4	3	2	1
1. Draw up the budget for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Involve the heads of department in drawing up the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follow the budget in financial administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Keeping up-to-date records of income and expenditure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Supervising the expenditures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:**

5	4	3	2	1
Superior competence	High Competence	Adequate competence	Limited competence	Needing help

**APPENDIX B**

**KENYATTA UNIVERSITY  
OFFICE OF THE DIRECTOR,  
INSTITUTE FOR CONTINUING EDUCATION (ICE)**

Our Ref.....

Date 30/12/2002

Your Ref.....

To

\_\_\_\_\_

\_\_\_\_\_

Dear Sir/madam

**SUBJECT: INFORMATION THE PROJECT**

\_\_\_\_\_ Reg. No \_\_\_\_\_ is a bonafide student of the Institute for Continuing Education, doing his/her M.Ed in \_\_\_\_\_. For his/her project (mini research) he/she will need some data from your office. Please help him/her to get some of it if possible. Data will be strictly used for research work only.

Thank you.

**PROF. M. M. PATEL  
DEPUTY DIRECTOR,  
INSTITUTE FOR CONTINUING EDUCATION.**

**APPENDIX C**

SR. A. J. APIYO  
ST. Josephs Girls Chepterit  
P.O Box 51,  
KAPSABET

15/2/2003

The D.E.O,  
Nandi District,  
P.O. Box 36,  
KAPSABET.

Dear Sir,

**RE: RESEARCH**

I am a Postgraduate student at Kenyatta University, interested in studying the **competencies required by secondary school headteachers in order to be effective in administration and management.** As part of my design requirement, I intend to administer questionnaires to six schools within the District.

I would be grateful if you could give me a letter of introduction to the headteachers in your schools and also make available to me the staff and students returns in Kilibwoni and Nandi Hills Division for the year January-February 2003. The findings will be confidential and will be used only for the purpose of this research.

Yours faithfully,

**SR. A. J. APIYO**