

**EFFECTS OF HEADTEACHER RELATED FACTORS ON
ADMINISTRATIVE TASKS ACHIEVEMENT IN PUBLIC DAY
SECONDARY SCHOOLS IN IMENTI SOUTH DISTRICT, KENYA**

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ABSTRACT

The purpose of this study was to investigate headteachers related factors and their effect on administrative tasks that they perform in public day secondary schools in Imenti South District for effective administration. Eight research questions were formulated to guide the study. Literature review focused on importance of the headteachers and various Administrative tasks. The sample was composed of 15 head teachers. The study employed descriptive survey. Data was collected by use of questionnaires.

The findings revealed that Headteachers' demographic characteristics did not affect their administrative achievement. It was also revealed that there was no significant relationship between headteachers' administrative task achievement across age. The study found out that gender did not have any effect on headteachers administrative tasks achievement.

The findings further revealed that there was no significant relationship between headteachers marital status and their administrative task achievement. It was found out that there was no relationship between headteachers duration of teaching and administrative task achievement. Chi-square results revealed no significant differences in headteachers' administrative task across academic qualifications. There was also no significant relationship between headteachers denomination and their administrative tasks achievement. Findings revealed that there was positive relationship between headteachers training and their administrative tasks achievement. Most of the

headteachers had not been trained in administrative tasks which was a major hindrance in their management of schools.

Based on the above findings it was concluded that headteachers' demographic characteristics did not affect their administrative task achievement. There was no significant relationship between head teachers' administrative task achievement across age. Gender did not influence headteachers administrative tasks achievement. It was collect conclude that there was no significant relationship between headteachers marital status and their administrative task achievement. The study also concluded that there was no relationship between headteachers duration of teaching and administrative task achievement. Findings from the study revealed no significant differences in headteachers' administrative task across academic qualifications. It was lastly concluded that there was no significant relationship between headteachers denomination and their administrative tasks achievement.

In the light of the research findings it was recommended that headteachers needed to be trained in various administrative tasks before being appointed to headship positions. There was also need to equip schools with the necessary resources to enhance headteachers administrative task achievement.

Taking the limitations and delimitations of the study, it was suggested that a study on relationship between headteachers' administrative styles and students performance should be conducted. It was also suggested a study on relationship between headteachers demographic characteristics and its effect on students academic

performance should be conducted. Finally, another study on head teachers administrative characteristics and its effect on administrative efficiency should also be conducted.