INFLUENCE OF PRINCIPALS' ROLE CONFLICT ON STUDENTS' KENYA CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE IN KISII NORTH DISTRICT, KENYA.]/

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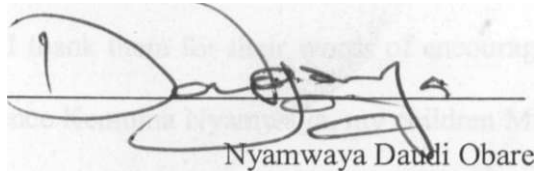*P. 0. Box   2019"*
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NyamwayajDaudi Obare [y ^

A Project Report submitted in partial fulfillment for the degree of Master of

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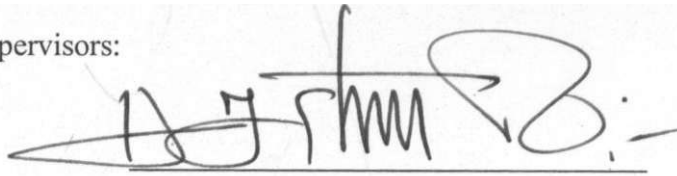
University of Nairobi.

2011

DECLARATION

This research report is my original work and has not been presented for award of any degree in any other university.

Nyamwaya Daudi Obare

The research report has been submitted for examination with our approval as University Supervisors:
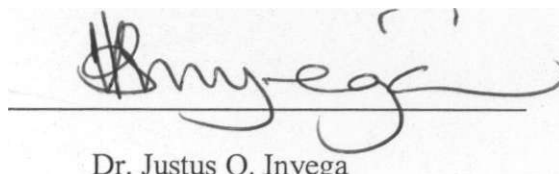
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DEDICATION

This project is dedicated to my parents, Mr. Paul Nyamwaya Maguto, my Mother Mrs. Ebishibah Ongweso Nyamwaya who despite their limitations found it wise to take me to school. My brother Nyamongo was of great inspiration in my earlier years of my education. I thank them for their words of encouragement. I thank my dear wife Mrs. Florence Kemuma Nyamwaya, my children Maranga, Kerubo, Agwora, Nyamwaya and Kwainboka, for their continuous prayers that were very valuable in my study.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS AND ABBREVIATIONS

BOG   Board of Governors

DEO   District Education Officer

EAS   East African Standard

GEAR   Gusii Education Advancement Resource

GoK   Government of Kenya

KCSE   Kenya Certificate of Secondary Education

KNUT   Kenya National Union of Teachers

MoE   Ministry of Education

MSS   Mean Standard Score

PDE   Provincial Director of Education

PTA   Parents and Teachers Association

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

ABSTRACT

This Study sought to establish the influence of principals' role conflict on students' performance in Kenya (KCSE) in public secondary schools in Kisii North District. The specific objectives of the study were to: Investigate the influence of the principals' role conflict in formulation of school policies and objectives on the overall schools' KCSE performance, determine the influence of principals' role conflict in organization and coordination of school activities on KCSE performance; establish the influence of principals' role conflict in management of resources on KCSE performance, establish the influence of principals' role conflict in school public relations on KCSE performance. The study was guided by the structural functionalism theory (Wallace&Wolf, 1999).

Descriptive survey design was used to investigate the influence of conflict in principals' administrative roles on students' Kenya Certificate of Secondary Education performance. A stratified random sampling technique was used to select Principals and teachers from secondary schools. Document analysis guide, Principals' and teachers' questionnaire were used. The questionnaire was analyzed using inferential statistical techniques (Reliability-Corrected Analysis of Covariance, Linear-by-Linear Association in Chi-square Analysis &Spearman's Rank Correlation Coefficient) in SPSS. The questionnaire was used because it was easy to distribute, allowed anonymity of the respondents and provided the same questions to all respondents.

It was found that principals encounter role conflict with students, parents and teachers in formulation of school policies and objectives.

Secondly, principals indicated that they face role conflict with teachers when they carry out instructional supervision. Thirdly; the study revealed that principals encounter role conflict in the management of resources.

Lastly, it was evident that principals' role conflict arises when acting as a public relations officer of the school.

The study therefore recommended that: sponsors, parents and politicians need to stop meddling in the management of schools and look for amicable means and ways to present their grievances. This approach will improve the working relationship in school environment and improve academic performance in secondary schools.

Teachers and departmental heads need to understand that resources are limited and allocation should be based on competing needs and not individual basis.

Major suggestions for further research were; need for similar study to be carried out where the informants will include more stake holders and the research be replicated for a wider population to confirm applicability of the findings to diverse population.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Since the mid 1980s, studies of organizations in general and educational organizations in particular, have consistently found role conflict to be an important work place stressor (Bamberger & Hasgall, 1995). For workers in such organizations, there is substantial evidence to suggest that role conflict may have negative consequences with regard to an employee's well being, job and career satisfaction, turnover, intentions, as well as the overall organizational effectiveness. Administrators of modern organizations commonly face a complex array of problems on a daily basis. School principals in particular who are middle managers in hierarchical terms, are frequently required to deal with conflict and ambiguity associated with their roles. Questions have been raised whether these role concepts are associated with administrator perceptions and attitudes about their job (Bamberger & Hasgall, 1995).

In developed countries, school heads perform complex and numerous roles. Nyakundi notes that head teachers in England are torn between focusing on their instructional leadership role and professional matters, and concentrating on their administrative role. Ndungu (1991) and Cardno (2003) respectively examined the potential role conflict between head teachers and the teaching staff in Kenya and New Zealand. Ndungu (1991) asserts that the staff imposes expectations on how

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the head teacher should behave as a leader. Cardno (2003) uses the term "curriculum leadership" to emphasize on leadership and teaching. In fulfilling the role of principals, role conflict is likely to arise during interaction with members of the school community.

In case studies of school boards in California Department of Education, Grissom (2010) summarized those schools with negative relationships, poor communication and a lack of trust among the board and superintendents also had lower student achievement outcomes. He demonstrated the challenges associated with linking conflict at the top of the organization (school board) with organizational outcomes (teacher turnover and improved student performance). Manduri (1995) found out that in Sanfrancisco students who lack conflict resolution skills often spent more time and energy in negative interactions within the goals of the curriculum. Negative interactions often lead to consequences such as time-out, in-school suspension, and suspension among others.

Levin and Loackhoad (1993) found a high correlation between the number of disciplinary interventions and the risk of dropping out of school. High school completion is a basic requirement for entry into the work force, so schools must teach the skills that students require. Ozigi (1977), emphasizes that the school reputation in Britain largely depends on role conflict, which may be an important determinant of a wide array of critical school out comes. The principal stimulates the teamwork, coordinate their efforts, plans what to be done, directs the findings

of solutions to common problems of the institute and evaluates performance to get reason for failure or success.

Okotoni and okotoni (2003) examined the management of conflicts in the administration of secondary schools in Osun State, Nigeria. According to them, Conflicts affect the accomplishment of school goals due to their stress and hostilities from school community. Quoting Zikmann (1992), they said that conflicts have both positive and negative effects on a school, depending on the management and its final outcome. The issue of conflict management then becomes paramount for goal accomplishment, such as students performance in national examinations.Tumwesigye and Basheka (2008) carried out a study, conceived against a background of increasing occurrence of students' strikes in Ugandan secondary schools. In almost all cases of students' strikes, the head teacher is the target of students' dissatisfaction, where students complained about the head teachers' style or method of administering the school. They observed that where conflicts are resolved amicably, performance in national examinations is enhanced; when not then the reverse is true. Similarly, cases of students' unrest due to unresolved conflicts were noted in Kenya during the national secondary school student conference in 2008, bringing together representatives from across the country's secondary schools. In a case study of Githiga, a provincial Boys secondary school, it was reported that the school had been faced with numerous incidences of unrest and at one time the school was razed down by rioting students, leading to falling Academic standards. The school adopted student

councils concept for resolving such conflicts which resulted to nil cases in students' unrest. The School's KCSE examination performance improved from a mean standard score (MSS) of 4.6 to 6.1 in three years (Muchiri, 2009).

The role of the Head teacher in academic achievement in Secondary Schools in Vihiga District was surveyed by Lydia and Nasongo (2009). According to them, the head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. They assessed the head teachers' quality improvement measures, involvement in academic activities and team building, as leadership qualities that the performance of a school is appraised against the performance of the person who leads it.

According to Okumbe (1998), the roles of an educational manager to achieve the school objectives are the assurance that sound policies, goals and objectives are formulated and executed, to identify and acquire the necessary services and resources, to organize and coordinate the activities of the school, to influence and stimulate human resources as to provide an enabling environment, to act as the public relations officer (PRO) of the school, and to evaluate the school activities so as to determine whether the objectives have been achieved or not.

Table 1.1: Nyanza Province Kenya Certificate of Secondary Education performances by district, 1997 - 2005.

District — Mean scores in Kenya certificate of secondary examination

District	1997	1998	1999	2000	2001	2002	2003	2004	2005
Kisumu	5.241	5.212	5.293	5.257	5.246	5.300	5.432	5.851	5.824
Homa Bay	5.519	5.384	5.311	5.623	5.580	5.384	5.684	5.894	5.812
Kisii Central	4.182	4.123 .	4.119	4.391	4.362	4.208	4.483	4.352	4.498
Siaya	5.665	5.582	5.373	5.874	5.628	5.523	5.776	5.872	5.954
Kisii North	3.996	3.930	3.967	4.315	4.087	4.214	4.501	4.545	4.351
Migori	5.825	5.858	5.621	6.113	5.888	5.471	5.620	5.826	5.855
Suba	4.976	5.671	5.919	6.046	6.014	5.701	5.727	5.791	5.505
Rachuonyo	4.911	4.868	4.973	5.440	5.401	5.001	5.373	5.562	5.958
Gucha	4.958	3.958	3.798	4.160	4.077	3.977	4.277	4.391	4.310
Bondo			5.923	6.112	5.973	6.698	5.935	6.005	6.013
Nyando			5.367	5.846	5.817	5.415	5.626	6.025	6.017

Source: Provincial Director of Education (PDE) office Kisumu (2006).

From Table 1.1, it is clear that the Mean Standard Score for Kisii North District is lower than that of other districts in Nyanza province. Literature available does not show conflict experienced by the head teachers in discharging their administrative roles at secondary school level in Kisii North District. The Kisii North District's performance in KCSE has been low since it was curved from the greater Kisii District, as indicated in Table 1.1.

1.2 Statement of the Problem

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations. Educators and the general public have time and again expressed concern over factors that influence student performance in examinations (Eshiwani, 1983).

Okoko (2001) and Mabeya and Ndiku (2009) have shown how principal's role conflict influence performance, particularly conflict between the principal and school sponsors. It has been argued that head teachers with personal interest ask for money from the Ministry of education for lofty projects where they can gain kickbacks instead of asking money for facilities that can make the school perform better (The East African Standard, June 21, 2010).This is a clear case of conflict between his role as a principal and his own interests.

Research carried out in the greater Kisii by Otieno (2009) showed that teacher dedication, access to resources and parental involvement enhanced performance while lack of resources, poor teacher commitment, and poor learning environment caused poor performance. There was conflict of interest between the politicians, religious organizations and principals in the running of schools. Nyanchama and Boraya (2009) argued that the political interference in public secondary schools' management where the local member of parliament expects the school head to abide by his or her requirements in matters relating to school management, among others, have been found to contribute to Kisii North District's poor performance

in national examinations where only 35% of the students in the year 2008 obtained at least grade C or better. This concurs with the districts' mean standard scores from 1997 - 2005 (Table 1.1).Although there was a general improvement in the mean standard scores between 1997 and 2005, Kisii North was a disappointingly second last in Nyanza province. Against this background, this study sought to investigate the influence of conflict in the principles'adminsrative roles with the expectations of members of his or her role set (students, teachers, sponsor and the community) on public secondary school Kenya Certificate of Secondary Education performance in Kisii North District, Nyamira County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of principals' role conflict on students' Kenya Certificate of Secondary Education (KCSE) performance in public secondary schools' in Kisii North District.

1.4 Objectives of the Study

    (i)   To establish the influence of principals' role conflict in formulation of policies and objectives on KCS E performance.

    (ii)   To determine the influence of principals' role conflict in organization and coordination of school activities on KCS performance.

    (iii)   To establish the influence of principals' role conflict in management of resources on KSE performance.

(iv)   To establish the influence of principals' role conflict in school public relations on KCSE performance.

1.5 Research Questions

The study was guided by the following research questions:

(i)   How does the principals' role conflict in formulation of school policies and objectives influence the overall schools' KCSE performance?

(ii)   To what extent does principals' role conflict in organization and coordination of school activities influence the overall schools' KCSE performance?

(iii)   What is the influence of the principals' role conflict in management of resources on the overall schools' KCSE performance?

(iv)   How does the principals' role conflict in public relations influence the overall schools' KCSE performance?

1.6 Significance of the study

This research may be invaluable to the secondary schools in Kisii North District. The research may be invaluable to schools' management in that it would enable the principals to be aware of the main role conflict areas and how they may affect school KCSE performance. The research is likely to be important to universities and institutions that undertake management training for secondary school principals.

(iv)　To establish the influence of principals' role conflict in school public relations on KCSE performance.

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This research study could make contribution to the academic literature on the field of role conflict in public secondary schools in Kenya about its effect on school KCSE performance.

1.7 Limitations of the Study

In this research, direct control of the independent variables (role conflict) by the researcher could not be possible because their manifestation (influence on academic performance) had occurred and could not be scientifically manipulated. Role conflicts differed from school to school depending on the school culture and therefore responses might have equally varied. However, efforts were made to validate the instrument, though there might have remained a degree to which the researcher could not be completely sure of the measurement of the role conflicts.

The results of the study were limited to the honesty of the participants and their nonbiased participation.

1.8 Delimitations of the Study

This study investigated the influence of the principals' role conflict on public secondary schools' performance in Kisii North District, in Nyamira County. The study focused on public secondary schools, school principals and teachers. The data collected by the research instruments involved sampled head teachers and teachers only.

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1.9 Assumptions of the Study

This study was underpinned on the assumptions that:

i. Each public secondary school principal was professionally and academically qualified to head a public institution and had organizational expectations for his or her roles in school.

ii. A public secondary school principal interacts with people who play a variety of roles in the school. The principal was likely to experience episodes of role conflict.

iii. The respondents could provide accurate accounts of their day-to-day work from which role expectations and sources of role conflict could be delineated.

iv. A public secondary school principal had knowledge on conflict management styles at school level.

v. The principle had academic and professional qualification to determine the extent to which the school objectives had been achieved.

1.10   Definition of Significant Terms

Influence- Refers to positive or negative effect on the principals' leadership activities.

Role - A set of expectations about behaviors for a position held by the principal.

Role Conflict - The incompatibility in the demands and expectations the school heads face in performance of their administrative tasks.

Principal - Professional teacher officially designated to head a public secondary school in Kenya by Teachers Service Commission or internally appointed by Board of Governors.

Performance - The accomplishment and fulfillment as realized by outcome of KCSE. In this study the definition of student performance is based on the aggregate scores in the Kenya Certificate of Secondary Education. This is captured in form of Mean Standard Scores and Grades ranging from A to E

Public Secondary School -A secondary school that is financially supported by MOE and receives teachers from TSC.

1.11 Organization of the Study

The study was organized in five chapters. Chapter one has introduction which had the background to study, statement of the problem, purpose of the study, research objectives and research questions, significance of the study, limitations, delimitations of the study, assumptions of the study, and organization of the study.

Chapter two reviews literature related to the head teachers' role conflict in secondary schools, theoretical and conceptual frameworks.

Chapter three contains research methodology outlining the research design, target population, sampling procedures, data collection procedures and data analysis techniques.

Chapter four focuses on data analysis, presentation and interpretation of findings.

Chapter five contains the summary of the findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2. 1 Introduction

The review focused on head principalship, role conflicts and how it impacts on school performance. The sources of conflict with members of the school community were presented accordingly. The researcher also surveyed literature that identified the principals' coping strategies with role conflict at school-based management. This section concerned itself with theoretical precepts and conceptual framework that compliments this study.

2.2 Role Conflict and Principalship

Gorton (1992) asserts that for every administrative position in an effectively managed organization, there are written job descriptions or policy statements emanating from the governing board, which embody the formal expectations of the organization. The term conflict carries a variety of definitions depending on the usage and the context of its usage. Kirkpatricia (1993) defines conflict as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. Luthans (1992) defined role as a position that has expectations evolving from established norms. He outlined three types of role conflict: intrarole conflict, between the person and the role; interrole conflict created by contradictory expectation about a given role; interrole conflict, resulting from differing requirements of two or more roles.

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Nir and Eyal (2003) state that although many role conflict situations are temporary, certain roles are continuously subjected to conflicting role demands and expectations. Nyakundi (2007) noted that head teachers in England are torn between focusing on their instructional leadership roles and professional matters, and concentrating on their administrative roles. Role conflict as viewed by Ramani and Zhimin, (2010) explored on the sources and causes of role conflict, pointing out aspects such as communication breakdown, ambiguity of roles and personal interests among others.

2.3 Consequences of Role Conflict

According to Achoka (1990), for the individual administrator, role conflict can result in frustration, tension, stress, impact on emotional and physical health leading to decreased work output of the institution, impaired effectiveness, and disillusionment and, in some extreme cases, dismissal of the individual. The result is decreased organizational output. The impact of role conflict on any particular administrator or reference group may be minor or major, depending on the nature of role conflict, the personalities of people involved, and the strategies or approaches they utilize to deal with the conflict

For the person or the group whose expectations are in conflict with the administrator, the conflict can result in a negative attitude towards evaluation of the administrator, hostile action and a general feeling of dissatisfaction and low morale (Gorton, 1992).

2.4 Conflict Managcment/Conflict Resolution

Gorton (1992) outlined three ways of preventing role conflict in institutions. These were the developing of comprehensive and clear job descriptions for all positions in the organizations, being clear in personnel selection procedures as well as expectations of the position to be filled and that the administrator's behavior should employ less stressful management style. Kingangi (2009) and Ramani and Zhimin (2010) studied conflict resolution in Kenyan public secondary schools in Nairobi. They agreed on the main styles of conflict management as being; regular meetings with aggrieved parties, inviting resource persons from the PDE and embracing open systems where everyone is let to air their views as well as areas of conflict being discussed openly. In addition, principals should encourage democratic representation in the choice of leaders namely; prefects, involving the department of guidance and counseling, regular consultation with stakeholders, and punishment including suspensions.

2.5 Principals' role conflict in School- Community relations

Morphet (1974) asserts that the public is no longer the silent partner in the educational process, members of the community play important roles in setting school policies and goals.Wanjiru (2007) identified the difficulties encountered by principals as they try to collaborate with staff, students and community which includes lack of understanding of the their roles in school administration and negative attitude towards the school goals. This made principals encounter difficulties in developing satisfactory school community relations.

The hostilities from the community towards the school administration hamper effective running and performance of the school. Sources of conflict between principals and parents are caused by two major reasons; principals' dealings with student's disciplinary problems and parents holding unrealistic expectation (Achoka, 1990). She established that students seemed to preoccupy principals more than any members of the role set. According to her, sources of conflict between principals and students were lack of adequate academic performance and behavioral adjustment problems. She noted that differences existed between principals and individual students as well as between principals and student groups. The report by the task force on student indiscipline and unrest in secondary schools in Kenya (2001), found out instances where newly appointed school heads rejection took various forms, such as physical force, locking the school office, classrooms and dormitories, demonstration by parents and utter contempt.

Morphet (1974) reiterated that the Principal's commitment must not be autocratic, as administrators of instruction but must include students. Many programmes and policies affect students so directly that they should share in their development. Okwisa (2008) in her study of Vihiga district showed that the head teachers were unwilling to involve the students in school administration and this becomes a major source of role conflict and a cause of student indiscipline and eventual poor performance.

Musembi and Siele (2004) reported in the East African Standard newspaper on the government concerns in disturbances in public secondary schools. They noted that unresolved conflicts between administration and students led to negative impact on performance.

Teacher incompetence and/or seniority, generates conflict between teachers and principals. Incidences of teachers' reluctance to participate effectively in student discipline, negative teacher attitudes, and negative attitude to change in school curriculum are strong sources of conflict (Achoka, 1990). Morphet (1974) made reference to the fact that an executive in line and staff organizations is in a position of role conflict, because he is under pressure from his subordinates to attain the goals of the organization and under pressure to attain individual goals. Another potential source of conflict is lack of clear definition of the role of the principal in relation to the staff. Ndungu (1991) said that the staff imposes expectations on how head teachers should behave as leaders. If the expectations are similar to the head teachers' behaviour, then there is no role conflict. If the expectations are incompatible, there is potential role conflict.

The role of church sponsorship in management of secondary schools and the perceived effects have been covered in depth by Mabeya, Ndiku and Njino (2010). Sponsors' high expectation of students, teachers and the school may generate conflict with the school principal on issues of leadership.

Okoko (2010) while studying catholic sponsored schools in Kenya found out that principals were accused of running down schools through gross mismanagement

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and embezzlement of funds, and also engaging in personal business at the expense of the schools. Interference with school administration by sponsors and politicians has been identified by Okwisa (2008), and Njura (2004) as a situation that has led to school riots, strikes, low morale of staff, dismal school development and low performance. They found out that influential parents of expelled students interfered with management on matters of school discipline, to the extent of writing to authorities which reverse the decision of principals.

2.6 Summary of literature review.

Studies that specifically target to establish the relationship between role conflict as experienced by head teachers in public secondary schools and performance are scanty, particularly in Africa. According to Achoka (1990), role conflict in secondary school setting has received little scholarly attention.

Deliberate effort has been made elsewhere in a bid to establish the link between the social variable of role conflict and performance in schools. The factors identified to complement the dependent and independent variables are not well captured in many studies and models that are in literature review. This research effort is tasked with identifying these factors and accordingly gives the correlation with principal effectiveness which is an indicator of students' performance.

2.7 Theoretical framework

The study will be guided by the structural functionalism theory which is one of the sociological role theories. The proponents of this theory were sociologists like

Parsons, Spencer and Powel (Wallace and Wolf, 1999). The theory postulates that formal organizations consist of many groupings of different individuals all working together, harmoniously towards a common goal. It argues that most organizations are large and complex social units consisting of many interacting sub-units which are sometimes in harmony but more often than not they are in diametric opposition to each other. Functionalism is concerned with the concept of order, formal work in organization and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly take place. The theory seeks to understand the relationship between parts and the whole system in an organization and in particular identify how stability is for the most part achieved.

The theory further advocates for an analysis of the perceived conflict of interest evident amongst a group of workers. The theory thus appropriately explains the possible conflict between principals and school community members. Although secondary schools in Kenya are fairly stable institutions, conflicts are experienced from time to time. This is because the school has within it a series of sub-systems which interact with each other and the environment.

Because Social systems theoretical approaches were later appropriated in other fields such as functional structuralism, the Getzels and Guba model of social systems will be used in this study. Getzels and Guba (1957) in Pondy (1987), advocate a framework for studying and understanding administrative and supervisory behavior in the social system structure such as a school.

Theoretical Model - Fig 1.1: Getzels and Guba Model of social systems

Organizational (Nomothetic) Dimension

Institution　　　　» Role　　　　» Expectation

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Social
System

Observed
Behavior
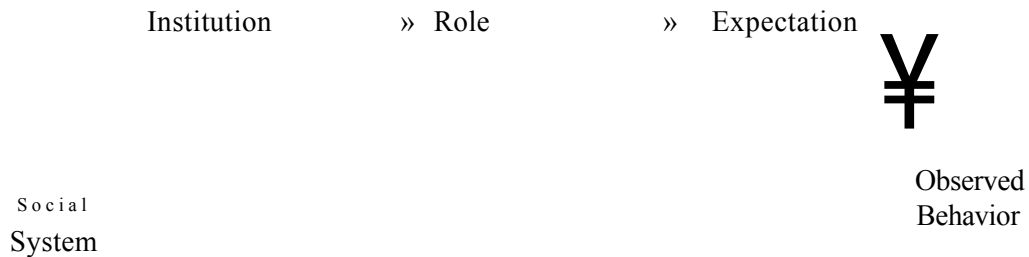
Individual　　　» Personality　　　» Need Disposition

Personal (Ideographic) Dimension

As Achoka (1990) puts it "Need disposition" is defined as individual "tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from this action". Theoretically, interaction between the nomothetic and idiographic dimensions culminated in "observed behavior"

The social system can be defined in different ways, in this study; the "social system" will be the community of Kisii North district. Similarly the concept "institution" has received various definitions. For the purpose of this study, it will denote a social establishment, specifically the public secondary school. The construct "individual" may be defined in terms of personality (the self). For this study the individual will be the school Principal.

2.8 Conceptual Framework

Role conflict is the key role concept that is being discussed in this research effort. The conceptual precept that designs the researchers' intentions are the role

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conflict that appear in the principals' administrative roles at the school based management level. Being the overall head of the school, the principal's relationship with students, central and support staff, members of the community, superordinates, such as members of the board and sponsors attributes to the person and interpersonal factors. This research study conceptualization of the role of the principal vis-a-vis the school sub-system will compliment the conceptual model. The conceptual frame work outlines the administrative roles of the principal as independent variables and student performance as dependent variables.

The process involves stakeholders' expectations of the principal's performance on his/her day-to-day duties from where role conflict is likely to arise.

Fig 1.2: Conceptual frame work

INPUT	**PROCESS**	**OUTPUT**

INPUT

Public secondary school principals role conflict management areas.

Formulating policies goals and objectives

Identification acquisition and management of services and resources

Organization and coordination of school activities

Influencing and stimulating human resources

Acting as public relations officer for the school

Evaluation of school activities

PROCESS

Students

-Attending all programmed
-Inducting new students
-Link between home and school
-Sitting for school-based and national examinations.
-Part of administration.

Tcachcrs

-Preparing and documenting schemes of work, lesson plans, students' academic progress
-inducting new teachers
-Class teaching and learning
-Selection of instructional materials

School Community

-Providing students
-Discipline of students
-Providing resources
-Passing of resolutions by BOG and PTA
-M onitoring students progress-PTA

S ponsors

-Monitoringpolicy implementation
-Provision of resources
-Acquisition of teaching and learning resources

OUTPUT

Teacher job satisfaction

Student unrest

Healthy/unhealthy organization

Negative relationship with community

Collaboration

1 lostility

Negative attitude

KCSE PERFORMANCE

The principals' main roles and Role conflict and the impact of these Role conflicts on KCSE performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the research describes the research design, area of study, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design.

Descriptive research design was chosen because responses could be in a natural environment without affecting the respondents' behavior in any way. It was also less expensive and less time consuming.

Descriptive design describes the present status of a phenomenon determining the nature of the prevailing conditions, practices, attitudes, and seeking accurate descriptions (McMillan and Schumacher, 2001). The research asks *what* is or *what was]* it reports things the way they *are* or *were.* It does not involve manipulation of independent variables (principals' role conflict) while describing the scenario of the principals' role conflict to find out its impact on academic KCSE performance (the students' performance).

3.3 Target Population.

The study focused on teachers, principals and district education officers in Kisii North District.

Table 3.1 shows the total number of principals and teachers in Kisii North District public secondary schools.

Table 3.1: Principal and Teacher Population in Kisii North District Public Secondary Schools

Division	Principals (Male)	Principals (Female)	Total	Teachers (Male)	Teachers (Female)	Total
Nyamira	14	8	22	229	180	409
Ekerenyo	10	9	19	192	116	308
Nyamusi	11	8	19	186	106	292
Nyamaiya	13	9	22	222	103	325
TOTAL	48	34	82	829	505	1334

Source: DEO - Kisii North District

3.4 Sample size and Sampling procedure.

Norman and Frankel (1996) suggest that a sample of 10% of the population is adequate for as large population. McMillan and Schumacher (2001) however suggest that in determining a sample size, the researcher needs to obtain a sufficient number to provide a credible result. The research opted for a slightly larger proportion of principals and teachers. Stratified random sampling techniques were used (see Table 3.1) to collect data. The population was divided into strata on the basis of whether schools are boarding or day and whether they are boys or girls schools (see Table 3.2). To ensure that each school had the same chance of being selected as other schools, the researcher wrote down the names of

each school on a paper, folded each paper and put them in respective baskets. Each basket was shaken, one paper picked without replacement and recorded until the required number of schools for the sample was picked (see table 3.2). Since the total numbers of school principals were 82, this study would target a total of 17 schools but the researcher opted for a higher sample of 41 principals. The number of secondary school teachers distributed in the four divisions is 1334. Taking a sample of 10%, as suggested by Norman and Frankel; the study focused on 134 teachers (see Table 3.2).

Table 3.2: Populat*[011]   Sample Size for the Study

School Category	Principals	Sample	Teachers	Sample
Mixed Day	31	11	520	44
Mixed Boarding	7	5	163	16
Boys Day	7	4	98	12
Boys Boarding	14	8	185	23
Girls Day	6	4	80	12
Girls Boarding	17	9	288	27
Total	82	41	1334	134

Source: DEO-Kisii North District.

From Table 3.2, it can be seen that the number of day schools was lower than boarding schools. The study sampled 41 principals out of a total of 82 principals and 134 teachers out of 1334 teachers in the district.

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3.5 Research Instruments

The study used the principal and teachers' questionnaires. Documents available in the DEOs' office gave performance trends of 2007, 2008, and 2009.The questionnaires were preferred because they were easy to administer and they were easy for the respondents to fill without the presence of the researcher. The questionnaires were applied to both the principals and the teachers. The questionnaires had statements divided into two sections: Section A sought from the respondent some of their personal information such as their gender, age bracket, academic background and experience. Section B obtained information related to work and role conflict. The items were scaled to allow fairly accurate assessments of opinions or beliefs using the Likert scale.

3.6 Instrument Validity

Validity is defined as the accuracy and meaningfulness of influences, which are based on research results (Mugenda & Mugenda, 1999). Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall (1996) is the degree to which a test measures what it purports to measure. The research relied on content validity where the research instrument was pilot-tested in schools to help confirm if the targeted respondents provided the required information. The instrument was improved upon depending on the outcome of the pilot test. The pilot test procedures were identical to those that will be implemented in the study.

3.7 **Instrument reliability**

The reliability is the measure of the degree to which a research instrument yields constant results or data after repeated trials (Michel and Jolley, 2007). Split half techniques will be used at piloting to determine the reliability of the questionnaire. According to Macmillan and Schumacher (2001), the spilt half technique involves splitting the statement of the test into two halves (odd and even items), then calculating the correlation coefficient.

The sample was divided into halves and a correlation taken between the two halves. Since the correlation was only to estimate the reliability of each half, it was necessary to use the Spearman-Brown prophecy formula (Macmillan and Schumacher, 2001):

$$Pxx"= 2Pxx'/l+Pxx,$$

Where Pxx"is the reliability coefficient for the whole test and Pxx' is the split-half correlation.

The researcher subjected the scales in the teachers' research instrument (questionnaire) to reliability analysis. Cronbach alpha value of 0.6995 (which tests internal consistency) was obtained. Since it was above 0.50 it was taken as satisfactory. All alpha values for both instruments were satisfactory at 0.50. Split-half analysis using Spearman-Brown statistics gave of 0.941 for principals and 0.772 for teachers' instrument as shown in Table 3.3.

Table 3.3: Split Half Reliability Statistics

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (S P L I T)

Correlation between forms =   .6790   Equal-length Spearman-Brown =   .768

Guttman Split-half =   .6790   Unequal-length Spearman-Brown =   .769

Alpha for part 1 =   .6806   Alpha for part 2 =   .7792

3 items in part 1   2 items in part 2

The reliability was analyzed against criteria adapted from (Michel and Jolley 2007) as shown in Table 3.4.

Table 3.4: Interpretation of Reliability

Correlation Value	Interpretation
<0.50	Low
0.51 to 0.79	Moderate
0.80 to 0.89	High (Good)
>0.90	Very high (Very Good)

Source: (Hill and Lewick, 2005)

The values obtained from teacher instrument 0.768 were the range 0.51 to 0.79 indicating moderate reliability, while principals' instrument gave value of 0.941 indicating very high reliability and this was deemed satisfactory.

3.8 Data Collection Procedures

A research permit from the National Council of Science and Technology was sought before embarking on the study. The research permit was presented to the District Education Office and permission was sought for the study. The researcher presented a copy of the permit and the letter from the District Education Office to the head teachers of the schools and made appointments with the head teachers of the schools, to arrange for the data collection day. The researcher administered the instruments personally, where rapport with the respondents was created. During document analysis, data from school reports such as minutes of board and staff meetings were collected. Questionnaires administered by the researcher himself and were used to collect information from principals and teachers.

3.9 Data Analysis Techniques.

The collected data was analyzed through data reduction, coding, checking for invalid data, missing data, and outliers as a requisite to further analysis. Computerized statistical software package enable needs analysts to enter data, select the statistic to be computed, and get answers almost immediately without looking at the formula and process involved in computation. Statistical Package for the Social Sciences (SPSS) is one of the most commonly used (Hloomb,

1998). The research used the Statistical Packages for Social Sciences (SPSS), entering the coded scores of participants' questionnaires into a software file. The descriptive statistics that enabled the researcher examine the characteristics of individual variables included percentages, standard deviation, means and frequencies. Cross tabulation of principals' role conflict on Kenya Certificate of Secondary Education (KSCE) performance was worked out. Chi-square analysis as well as Symmetric measures and school category and instructional leadership practices were used to determine the influence of principals' role conflict on KCSE performance. To better understand how two different survey items (role conflict and performance) cross analysis chi-square and symmetric analysis are the answer (Mitchell & Jolley, 2007). The data was then described numerically and finally graphically before performing inferential statistics (Reliability-Corrected Analysis of Covariance, Linear-by-Linear Association in Chi-square Analysis &Spearman's Rank Correlation Coefficient). Descriptive statistics were used because it effectively described and discussed data more generally and conveniently than it would be possible using raw data alone. This because the report contained a significant amount of qualitative data .It also helped summarize and support assertions of fact. SPSS was used because it helped generate all required descriptive statistics, therefore this computer application offered the best means of preparing the information that was required.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter presents the analysis and findings of the study. It provides general information of the study population on the influence of conflict in principals' administrative roles on Kenya Certificate of Secondary Education performance in Kisii North District, Kenya.

4.2 Study Population

The population of study was analyzed and presented as shown in Table 4.1

Table 4.1: Questionnaire return rate

Category	Sample Targeted	No. Collected	Percent Return Rate
Principals	41	35	85.4
Teachers	134	115	85.8
Totals	**168**	**150**	**85.6**

As shown in Table 4.1, the study targeted a total of 1416 respondents which included 82 principals and 1334 teachers out of which 41 principals and 134 teachers were selected through stratified random sampling and an average questionnaire return rate of 85.6 percent was obtained as shown in Table 4.1, indicating a satisfactory return rate to subject the data for data analysis (Frankel & Sarp, 1981).

4.3 Demographic distribution of respondents

The background information on gender, age, educational qualification and teaching experience were analyzed and the results presented in tables and charts.

4.3.1Gender Representation

The questionnaires were used to collect gender presentation. The results are shown in Table 4.2.

Table 4.2: Gender Representation of Respondents.

	Principals		Teachers	
Gender	Frequency	Percent	Frequency	Percent
Male	32	91.4	88	77.2
Female	3	8.6	26	22.8
Total	**35**	**100**	**114**	**100**

The study used data collected from the principals and teachers. From the analysis, gender representation was captured as shown in Table 4.2. From the data, the study had a gender representation, hence the responses represent views of both gender.

4.3.2 Respondents' Age

Important demographic information considered by the researcher was age distribution as shown in Table 4.3.

Table 43 : Age of principals

Age (inYears)	Frequency	Percent
25 - 30 yrs	2	5.7
31 -40yrs	8	22.9
41 -50 yrs	20	57.1
Above 50 yrs	5	143
Total	35	100

The age of the respondents varied from category to category. It was observed that majority of the teachers (94 .3 percent) were aged 31 years and above as shown in Table 4.3. This meant that majority of the principals had adequate experience on role conflict in public secondary schools.

Figure 4.1 : Age of Teachers in Kisii Narth District

Table 4.3: Age of principals

Age (inYears)	Frequency	Percent
25 - 30 yrs	2	5.7
31 -40yrs	8	22.9
41 - 50 yrs	20	57.1
Above 50 yrs	5	14.3
Total	35	100

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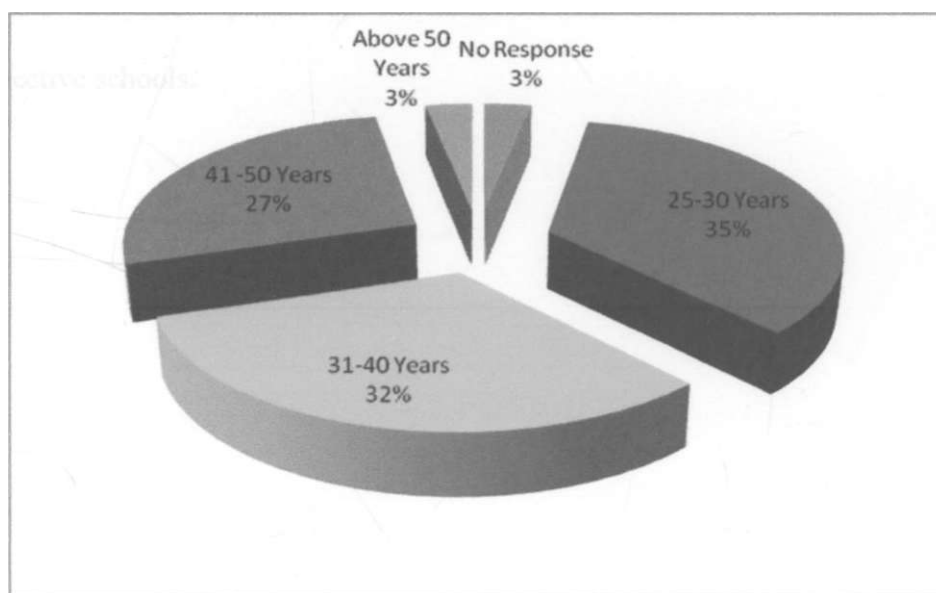
Similar findings were obtained on teacher respondents with the majority (62percent) being 31 years and above as shown in Figure 4.1; indicating that in both cases mature respondents were selected to provide reliable information for the study.

4.3.3 Educational level of the respondents

Principals who are well academically and professionally qualified are likely to handle role conflict better than those who are not. When principals were asked to list their educational levels, majority (80 percent) of them were either Bachelor of Education degree or diploma certificate holders while others were Masters of Education degree holders. Only a small number were Odnary Level of Secondary School Education Certificate holders as shown in Figure 4.2.This meant that the respondents were both academically and professionally qualified to provide reliable analytical opinion on the effect of role conflict on KCSE in their respective schools.

Figure 4.2: Academic Qualifications of Head Teacher Respondents
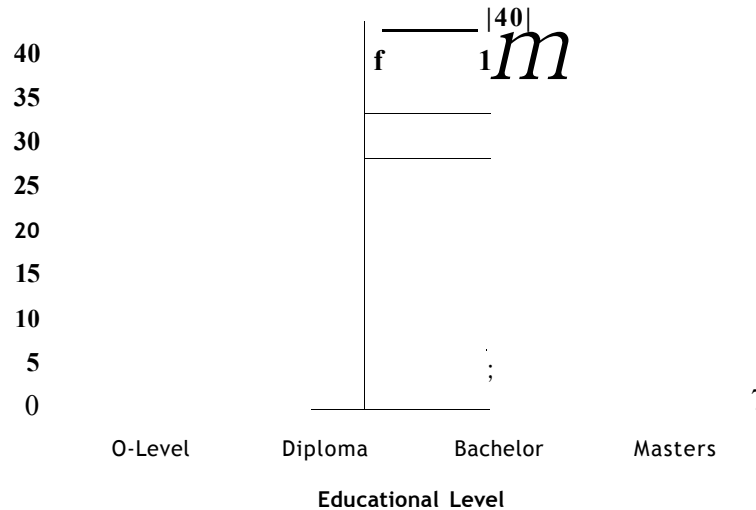
A similar finding was observed on the qualification of the teacher respondents, with majority having attained bachelors degree follwed by; master of education degree holders , Kenya Advanced Certificate of Education holders with a small percentage being diploma in education holders. This meant that the teacher respondents were well academically and professionally qualified to provide a reliable reponse on the principals' administrative factors.

4.3.4 Years of Service

Majority of principals respondents (60 percent) had served for at least 6 years meaning the respondents had adequate experience on principals' role conflict in public secondary schools. From the biodata analysis it was evident that the respondents were suitable to provide reliable data for analysis of the influence of the principals'role conflict on Kenya Certificate of Secondary Education

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performance in their schools. The researcher then prceeded to determine the principals' role conflict in Kisii North Distric.

4.4 Principals' Role Conflict in Secondary Schools

To determine principals' role conflict in secondary schools, teachers were asked to indicate their work relationship with various stakeholders of their secondary schools.Their responses were as shown in Table **4.4.**

Table 4.4: Principal Role Conflict with Stakeholders

Stakeholder	No.	Mean	Std. Deviation
Teachers	U4	109	054
Student leaders •	114	2.01	0.54
Sponsor	114	1.98	1.99
Parents	114	1.92	0.53

As shown in Table 4.4, teachers had an average relationship with members of the administration, a likely indication that role conflict is experienced. Document analysis information available from the DEO's office on the trends of public secondary schools in Kisii North was as presented in appendix E, with only two schools achieving a Mean Standard Score (MSS) of 6.0 and above. Majority of the schools had a MSS of less than 6.0 points, an indication of poor performance. This low performance may have been due to the principals' role conflict experienced in these schools. The other area of interest in the study was the role conflict of principals in the formulation of policies and objectives.

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4.4 Influence of Principals' Role Conflict in Formulation of Policies and Objectives

To determine the influence of principals' role conflict in formulation of policies and objectives in schools, the respondents were asked to indicate the level of role conflict in policy formulation and objectives as shown in Table 4.5

Table 4.5: Principals' Role Conflict on Students Performance

	Principals Role Conflict	N	Mean
(i)	Principals' role conflict with students during implementation of BOG resolutions affects students' KCSE performance	33	2.9
(ii)	Principals' role conflict with heads of departments during the management of teaching and learning materials affects students' KCSE performance	33	3.0
(iii)	Principals' role conflict with the school community during the management of school resources affects students' KCSE performance	33	3.0
(iv)	Principals' role conflict in supervision of class activities affects students' KCSE performance	33	3.0
(v)	The principal's role conflict with the community as a public relations officer affects students' KCSE performance	33	3.0
(vi)	Principals' administrative role conflict with parents in student discipline affects students' KCSE performance	33	3.0

Principals Role Conflict		N	Mean
(vii)	Principals' working relationship with parents affects students'KCSE performance	33	3.0
(viii)	Principals' role conflict with teachers during the formulation and implementation of policies and objectives affects students' KCSE performance	33	3.1
(ix)	The principals' role conflict with heads of departments during acquisition and management of resources affects students' KCSE performance	33	3.1
(x)	Principals' working relationship with students affects the schools' KCSE performance.	33	3.1
(xi)	Principals' role conflict with staff members when implementing BOG resolutions affects students' KCSE performance	33	3.2
(xii)	Principals' role conflict with parents during formulation and implementation of new policies affects students' KCSE performance	33	3.3
(xiii)	Principals' role conflict in dealing with students discipline affects	33	3.3
(xiv)	Principals' role conflict with teachers when supervising class activities affects students' KCSE performance.	33	3.3

As shown in Table 4.5, the analysis of the responses gave a mean value of 3,

meaning that principals agree that role conflicts influence KCSE performance in

secondary schools in Kisii North district. To determine the level of role conflict in

formulation and implementation of policies and objectives the responses were analyzed as shown in Table 4.6

Table 4.6: Role Conflict with Teachers in the Formulation and Implementation of Policies and Objectives

Response	Frequency	Percent
Strongly Disagree	1	2.9
Disagree	4	11.4
Agree	24	68.6
Strongly Agree	6	17.1
Total ~~	**35**	**100**

From Table 4.6, about 68.6 percent agreed that role conflict affects formulation and implementation of policies, goals, and objectives. Principals as educational managers ensure that policies, goals, and objectives are formulated and executed. When principals were asked if they encounter role conflict with teachers during formulation and implementation of policies and objectives, majority (86.7) of the principals either agreed or strongly agreed.

Principals formulate policies on standards of student discipline, standard rules and regulations, affirmative action, on the implementation of new curriculum. In additions to formulation of policies and school objectives they also implement resolution passed by the school board on behalf of the Board of Governors (BOG). When principals were asked if they experience role conflict during

implementation of BOG resolutions, majority (85.7 percent) either agreed, or strongly agreed as shown on table 4.5 meaning, principals encounter role conflict when implementing BOG resolutions.

As shown in Table 4.5 and 4.6, role conflict arises when teachers and the community disagree on the implementation of the new curriculum. The Principals revealed that they encounter conflict with students and teachers when they introduce policies on remedial sessions for slow learners especially the introduction of teaching on weekends and holidays which are not accepted sometimes by teachers and parents. The conflict from teachers, parents and students leaves principals in dilemma, thus leading to adopting of strategies which compromise the performance of students in public secondary schools. As the principals strive to devise policies to meet the demands for increased performance of the students, the greater stakeholder participation complicates the process and finally the principle remains responsive without the power to make decisions without involving other stakeholders. Therefore the study established that principles experience role conflict with teachers, parents and students during formulation of policies and objectives in schools.

There was need for the researcher to find out the principals' role conflict in organization and coordination of school activities.

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4.5 Influence of Principals' Role Conflict in Organization and Coordination of School Activities

Principals supervise and coordinate activities throughout the entire school organization. The principal organizes and coordinates schools' activities. For effective coordination to take place in school, the relationship of the principal with the students and parents has to be sound. When principals were asked about their relationship with the students, majority (88.6 percent) of the principal respondents agreed that their working relationship with students was good. The same findings were observed on the working relationship of the principal with parents, with 85.7 of the principals acknowledging the relationship as good. The study indicates that as principals strive to promote an effective working relationship with all the stakeholders of the entire school organization. They encounter a number of role conflicts when supervising and coordinating activities. The areas of role conflict in supervision and coordination of activities include; instructional supervision, dealing with discipline issues and prioritizing equally competing school activities such as excursions, games, clubs and societies. Principals also experience conflict with teachers when organizing assemblies, staff meetings, internal tests and examinations as well as assessments of these examinations and tests. Some teachers could not attend staff meetings or came late while others could not meet the set deadlines. Conflict arose when principals wanted to discipline them. The result was loss of staff morale and teamwork leading to dismal performance in some of the schools. Although every principal's

dream was to see the school ranked number one, such conflicts were a drawback to the set goals of the school. When teachers were asked about their relationship with the students, majority (91.3 percent) of the teachers agreed that their working relationship with student was good confirming the findings by the principals.

It was found necessary by the researcher to look into principals' role conflict in instructional supervision of students and teachers..

4.5.1 Principals' Role Conflict in Instructional Supervision

Principals coordinate student activities during class hours and extracurricular activities such as games and community work, when principals were asked if they encounter administrative role conflict with teachers when supervising them, the principals gave varied responses as shown in Table 4.7.

Table 4.7: Principals encounter Administrative Role Conflict with Teachers when Supervising Class Activities

Response	Frequency	Percent
Strongly Disagree	1	2.9
Disagree	2	5.7
Agree	19	54.3
Strongly Agree	13	37.1
Total	**35**	**100**

As shown in Table 4.7, a total of 91.4 percent of the principals indicated that they face role conflict with teachers when they do instructional supervision. According to Ndungu (1989) and Cardno (2003) the primary goal of instructional supervision is to improve student performance. When teachers refuse to accept instructional supervision by the principals, teaching is compromised hence student performance is affected.

When teachers, were asked if they encounter role conflict with students in class, 82 percent of the teacher respondents disagreed as shown4.3

Figure 4.3: Teachers' Role Conflict with Student Leaders in Supervision of Class Activities
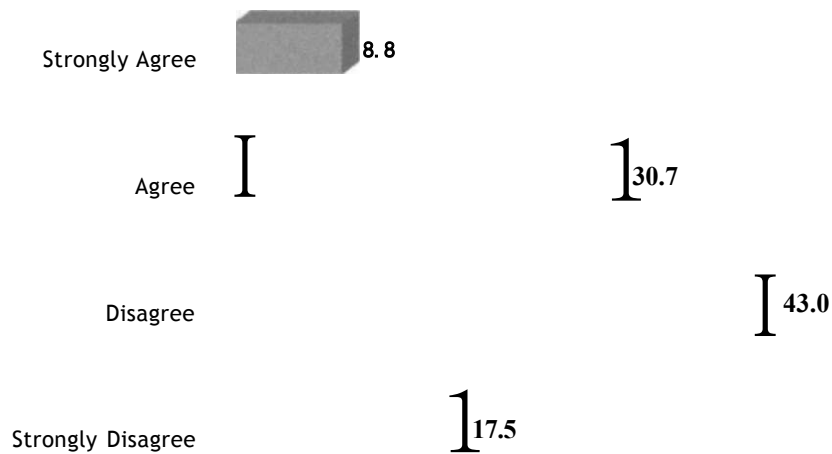
The findings in Figure 4.3 show that role conflict is experienced by the principals is due to the perception of the teachers towards principals', leadership qualities supporting the finding by Ndungu (1991) and Cardno (2003). Further, student

conflict with teachers arises when teachers insist that student attend all the programmes including school based examinations.

The study established that role conflict in coordination and supervision of activities arise when; teachers fail to meet deadline, allocating duties on the basis of competency instead of teaching experience, when allocating limited resources to competing programmes in the school among others. The study revealed that when conflict arise the teachers get de-motivated, they loose trust and job satisfaction thus affecting the productivity of the teachers and the general performance of the school due to bum out.

It was further found necessary to look at the principals' role conflict when dealing with students' discipline.

4.5.2 Principals' Role Conflict when Dealing with Students' Discipline

To determine if principals encounter administrative role conflict when dealing with student discipline, the principals were asked to indicate their views in relation to students discipline and the findings were presented as shown in Figure 4.4.
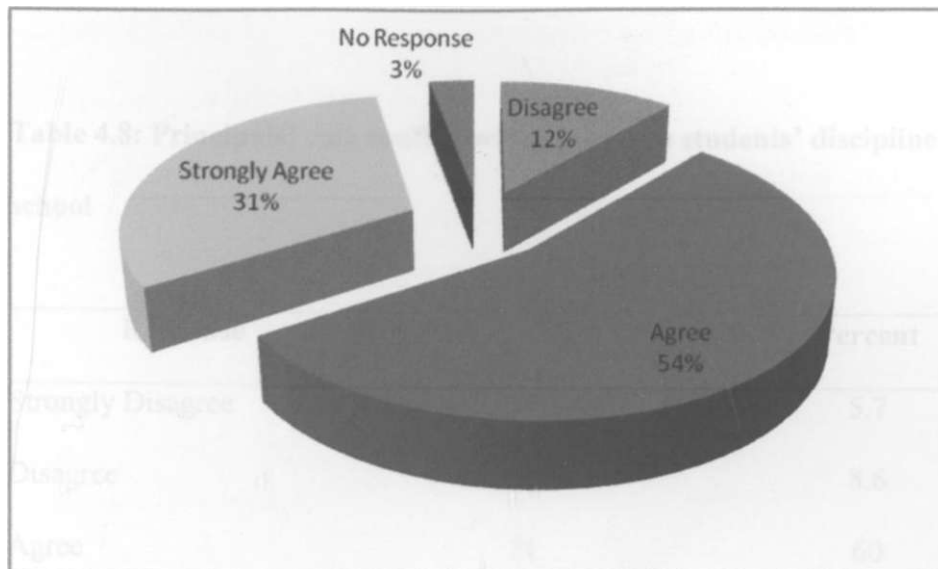
Figure 4.4: Principals' Role Conflict when Dealing with Students' Discipline in School

From Figure 4.4, majority of the principals (85 percent) agreed that they encounter role conflict when dealing with student discipline in school. Okwisa (2009) observed that, when there is discipline among students, it creates a condusive environment for students to concentrate on studies hence good KCSE performance. Role conflict is triggered by teachers, students or parents having issues with the disciplinary actions taken by the principals as evidenced in Table 4.8

Table 4.8: Principals' role conflict with parents in students' discipline in school

Response	Frequency	Percent
Strongly Disagree	2	5.7
Disagree	3	8.6
Agree	21	60
Strongly Agree	9	25.7
Total	**35**	**100**

When principals were asked if they encounter administrative role conflict with parents when dealing with students' discipline most (85.7 percent) of them either agreed or strongly agreed as shown in Table 4.8, supported by Table 4.5. It was evident that principals encounter role conflict when parents are unwilling to accept standards adopted by the principals when dealing with disciplinary problems as defined in the standard rules and regulations of the school. The same finding was supported by teachers when they administer disciplinary measures to students as shown in Figure 4.5.

Figure 4.5: Teacher experience role conflict when disciplining the students
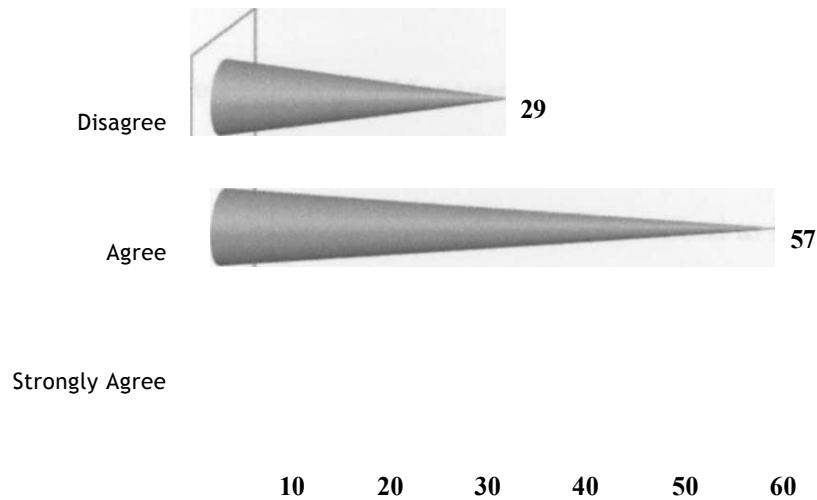
As shown in Figure 4.5, principals expressed concern of influential parents and opinion shapers of the community as well as politicians interfering with student disciplinary matters to the extent that it leads to the principals' loss of job satisfaction They pointed out that such interferences were the main causes of student unrest in schools leading to dismal performance in KCSE performance. This was in agreement with the findings of Wanjiru (2007).

Further findings indicated that influential parents of expelled students interfered with management of matters of school discipline to the extent of writing to authorities like district education officers and provincial directors of education, even the minister for education who at times reversed decisions of principals. The finding was in agreement with the findings of Okwisa (2008) that such role conflict affects the job satisfaction of the   principals, which in the long run affect smooth teaching and learning process and school performance in KCSE.

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The researcher went further to find out the principals' role conflict in the management of resources.

4.6 Principals' Role Conflict in Management of Resources

To establish the influence of principals' role conflict in the management of resources on KCSE performance, the principals were asked to indicate the extent to which role conflict encountered with school community during the management of school resources and the findings were presented as shown in Table 4.9.

Table 4.9: Principals' Role Conflict in Management of Resources

Responses	Frequency	Percent
Strongly Disagree	**4**	11.4
Disagree	2	5.7
Agree	22	62.9
Strongly Agree	7	20
Total	**35**	**100**

From Table 4.9, majority of the respondents (82.9) either agreed or strongly agreed. Key resources in secondary schools that generate conflict with the community include use of school buses, use of physical facilities (fields, halls, classes) income generating units. It was revealed that, role conflict arises when

community members want to use such resources without payment or authorization by the principal. This finding was in line with the study by (Mabeya, Ndiku and Njino, 2009). Further, principals encounter role conflict with teachers when teachers demand to share loyalties that are accrued to the school from income generating projects, agreeing with the study by (Okotoni, 2003).

When teachers were asked if they experience role conflict with the principal during acquisition and management of teaching and learning resources, there was a mixed reaction as shown in Figure 4.6.

Figure 4.6: Principal with Head of Departments in Acquisition of Teaching and Learning Resources
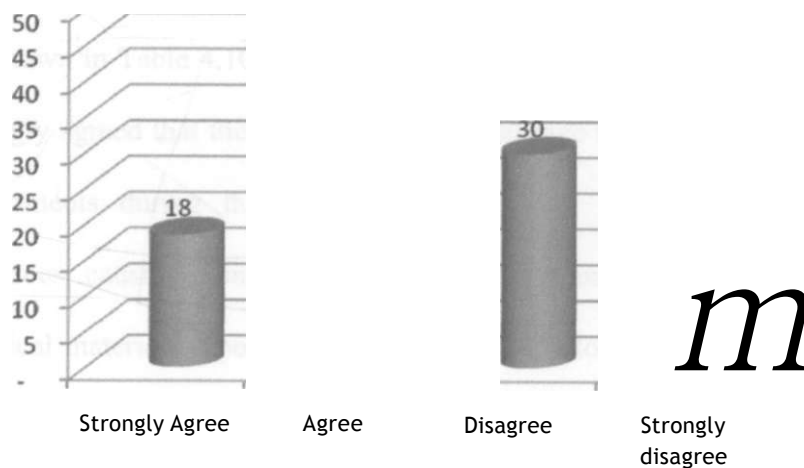
As shown in Figure 4.6, majority of the principals (64 percent) either agreed or strongly agreed that, role conflict is encountered with the principals during acquisition of teaching and learning resources, meaning that role conflict exists

during acquisition of teaching and learning resources. To determine if the same conflict is experienced with heads of departments, the principals were again asked to give responses and the findings were indicated in Table 4.10.

Table 4.10: Administrative Role conflict with the Heads of Departments during the Management of Teaching and Learning Materials

Response	Frequency	Percent
Strongly Disagree	1	2.9
Disagree	7	20
Agree	21	60
Strongly Agree	6	17.1
Total	**35**	**100**

As shown in Table 4.10, likewise, 77.1 percent of the principals either agreed or strongly agreed that they encounter administrative role conflict with the heads of departments during the allocation of teaching and learning materials. The resources causing conflict included; instructional materials like books and practical materials especially when the budget allocation is constrained for such resources. The other area of interest was to find the principals' role conflict in school public relations.

4.7 Influence of Principals' Role Conflict in School Public Relations

When principals were asked if they experience role conflict with the community as public officers, majority either agreed or strongly agreed as shown in Table 4.11.

Table 4.11: Role Conflict with the School Community

Response	Frequency	Percent
Strongly Disagree	2	5.7
Disagree	5	14.3
Agree	22	62.9
Strongly Agree	6	17.1
Total	**35**	**100**

As shown in Table 4.11, role conflict arises in promoting positive linkage between the school and neighboring communities and organizations. Moreover, it was established that in serving as the spokes person of the schools the principals incur the hostility of the community members who view their interests as conflicting with the school.

Another are of interest to the researcher was the influence of principals' role conflict on students KCSE performance

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Another are of interest to the researcher was the influence of principals' role conflict on students KCSE performance

4.7 Influence of Principals' Role Conflict in School Public Relations

To examine the influence of principals 'role conflict on performance, simple cross tabulation on the various roles conflict was conducted on KCSE performance results of each school and the results were presented as shown in Table 4.7

Table 4.12: Cross tabulation of Principals' Role Conflict on KCSE Performance

Principals' role conflict		Excellent		Very Good		Good		Total	
		F	%	F	%	F	%	F	%
Principals' working relationship with parents affects KCSE performance	Disagree			2	6.25	2	6.25	4	12.50
	Agree	1	3.1	20	**62.5**	3	9.4	24	75.0
	Strongly Agree			3	9.4	1	3.1	4	12.5
Principals' working relationship with students affects KCSE performance	Disagree			2	6.3	1	3.1	3	9.4
	Agree		3.1	18	**56.3**	4	12.5	23	71.9
	Strongly Agree			5	15.6	1	3.1	6	18.8
Principals' administrative role conflict in dealing with students discipline affects KCSE performance	Disagree			2	6.3	1	3.1	3	9.4
	Agree	1	3.1	13	**40.6**	2	6.3	16	50.0
	Strongly Agree			10	31.3	3	9.4	13	40.6
Principals' administrative role conflict with teachers when supervising class activities affects KCSE performance	Disagree			1	3.1			1	3.1
	Agree	1	3.1	16	**50.0**	4	12.5	21	65.6
	Strongly Agree			8	25.0	2	6.3	10	31.3
	Strongly Disagree			4	3.1			1	3.1

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Principals' role conflict		Excellent		Very Good		Good		Total	
Principals' administrative role conflict with teachers in formulation and implementation of policies and objectives affects KCSE performance	Disagree			1	3.1	1	3.1	2	6.3
	Agree		3.1		56.3		12.5		71.9
	Strongly Agree			5	15.6	1	3.1	6	18.8
	Strongly Disagree			1	3.1			1	3.1
Principals role conflict with heads of departments during the management of teaching and learning materials affects KCSE performance	Disagree			4	12.5			4	12.5
	Agree	1	3.1	16	50.0	5	15.6	22	68.8
	Strongly Agree			4	12.5	1	3.1	5	15.6
	Strongly Disagree			2	6.3			2	6.3
Principals' role conflict with the school community during the management of school resources affects KCSE performance	Disagree	1	3.1	4	12.5			5	15.6
	Agree			14	43.8	4	12.5	18	56.3
	Strongly Agree			5	15.6	2	6.3	7	21.9
	Strongly Disagree			2	6.3			2	6.3
The principal's role conflict with the community as a public relations officer affects KCSE performance	Disagree	1	3.1	1	3.1			2	6.3
	Agree			19	59.4	3	9.4	22	68.8
	Strongly Agree			3	9.4	3	9.4	6	18.8
	Strongly Disagree			1	3.1	1	3.1	2	6.3
Role conflict with students during the implementation of resolutions of the BOG by the principal affects KCSE performance	Disagree			5	15.6	1	3.1	6	18.8
	Agree	1	3.1	13	40.6	2	6.3	16	50.0
	Strongly Agree			6	18.8	2	6.3	8	25.0
	Strongly Disagree			8	6.3	1	3.1	3	9.4

Principals' role conflict		Excellent		Very Good		Good		Total	
Role conflict with staff members when the principal supervises class activities affects KCSE performance	Disagree			3	9.4			3	9.4
	Agree			14	**43.8**	3	9.4	17	53.1
	Strongly Agree		3.1	6	18.8	2	6.3	9	28.1
	Strongly Disagree	1	3.1		6.3				9.4
Role conflict with the staff members when principal implements resolutions by the BOG affects KCSE performance	Disagree			1	3.1			1	3.1
	Agree			13	**40.6**	3	9.4	16	50.0
	Strongly Agree			9	28.1	3	9.4	12	37.5
Principals' role conflict with parents during formulation and implementation of new policies affects KCSE performance	Disagree			5	15.6			5	15.6
	Agree	1	3.1	12	**37.5**	1	3.1	14	43.8
	Strongly Agree			8	**25.0**	5	15.6	13	40.6
	Strongly Disagree			1	3.1			1	3.1
Principals' role conflict with heads of departments during acquisition and management of resources affects KCSE performance	Disagree			4	12.5			4	12.5
	Agree	1	3.1	13	**40.6**	4	12.5	18	56.3
	Strongly Agree			7	21.9	2	6.3	9	28.1
	Strongly Disagree			2	6.3	1	3.1	3	9.4
Principals' role conflict with parents in student discipline affects KCSE performance	Disagree			3	9.4			3	9.4
	Agree			14	**43.8**	3	9.4	17	53.1
	Strongly Agree	1	3.1	6	18.8	2	6.3	9	28.1
Total		1	3.1	25	**78.1**	6	18.8	32	100.0

As illustrated on the within categories cross-tabulation, it was observed that principals whose schools scored very good agreed or strongly agreed that role conflict affect performance in schools. Significant effect was observed when principals had good working relationship with parents in school as responded by 62.5 percent, and the principal is likely to experience role conflict when dealing with the school community as noted by 59.4 percent.

The results illustrate that principals' role conflict influence school KCSE performance. This can be attributed to the fact that when there is role conflict principals' tend to shy away from implementing critical policies to avoid conflict which conflicts with initiatives geared to improvement of school performance.

The same finding was supported by the results of the Chi-square analysis as shown in table 4.13

Table 4.13:Chi-square Tests on Principals' Role Conflict on KCSE Performance

Statistics	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.305	6	.002
Likelihood Ratio	10.746	6	.097
Linear-by-Linear Association	4.985	1	.026
N of Valid Cases	32		

As illustrated on the within categories cross-tabulation, it was observed that principals whose schools scored very good agreed or strongly agreed that role conflict affect performance in schools. Significant effect was observed when principals had good working relationship with parents in school as responded by 62.5 percent, and the principal is likely to experience role conflict when dealing with the school community as noted by 59.4 percent.

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Likelihood Ratio	10.746	6	.097
Linear-by-Linear Association	4.985	1	.026
N of Valid Cases	32		

All cells (91.7%) have expected count less than 5. The minimum expected count is .06 (McMillan and Schumaker, 2001)

From Table 4.13, the chi-square results gave a significant Linear-by-Linear Association at $P<0.05$ (sig. =0.026) indicating that a significant influence exists between principals role conflict and KCSE performance. The relationship was further verified using Kendall's tau-b as shown in Table **4.14**

Table 4.14: Symmetric Measures of School Category and Instructional Leadership Practices

Measure	Statistics	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	.434	.147	2.293	.022
	Spearman Correlation	.453	.152	2.785	.009
Interval by Interval	Pearson's R	.401	.126	2.398	.023
No. of Valid Cases		32			

Kendall's tau is a measurement of correlation .It measures the strength of the relationship between the two variables like spearman's rank correlation coefficient. Kendall's tau-b was used analyze the effect of the principals' role conflict on students' KCSE performance as shown below (Baker and harwell, 1991).

As illustrated in Table 4.14 the Kendall's tau-b gave a significant value at $P<0.05$ (sig. =0.022) and Spearman Correlation at $P<0.05$ (sig. =0.009) indicating that as

significant influence exists between principals role conflict and school performance especially during formulation and implementation of new policies the principal experiences role conflict with parents and as a public relations officer, the principal is likely to experience role conflict with the school community. The findings support the study by Wanjiru (2007) that as principals try to collaborate with staff, students and community they encounter difficulties in developing satisfactory school community relations thus affecting schools performance.

The study established that principals' role conflicts in secondary schools influence student KCSE performance. Major areas where conflict is experienced include, when the expectation of the school and stakeholders is higher than it can be achieved with the resources provided. Secondly, when promotion and appointments of teachers are based on religious affiliations the principals are demoralized. Third, when some church doctrines are embraced in the school programmes causing interference with the smooth operations of the school. More notably, when the sponsor forces students to undertake religious activities during the official scheduled time for lessons in school timetable. Fifth, when the sponsor of the school enters into administrative activities of the school. The principal's role conflict with the community as a public relations officer affects KCSE performance making the principals not to have independence in decision making.

As identified by Njura (2004) the study revealed from the principal respondents that interference with school administration by sponsors and politicians when the principals don't agree with their opinions, leading to threats and incitement against the principals thus leading to low morale of principals, dismal school development and low performance. Further, teacher respondents agreed that principals' incompetence and seniority generates conflict between teachers and principals, leading to incidences of teachers' reluctance to participate effectively in curriculum implementation like teaching over the weekend as remedial measure to support slow and weak students and extracurricular activities supporting the study by (Achoka, 1990).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION

AND RECOMMENDATION

This chapter explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. The study focused on the influence of conflict in principals administrative roles on students Kenya Certificate of Secondary Education performance in Kisii North District, Kenya.

5.1 Summary of the Study

During literature review the researcher found out that the influence of the principles role conflict on students' examination performance was evident. The researcher further found out those studies on the influence of the principals' role conflict on students' performance in examinations in Africa was minimal.

Studies in this area in Kenya were disappointingly scanty.

This study sought to investigate the influence of conflict in the principles'adminsrative roles with the expectations of members of his or her role set (students, teachers, sponsor and the community) on public secondary school Kenya Certificate of Secondary Education performance in Kisii North District, Nyamira County, Kenya.

The study used descriptive research design which targeted a total population of 1416 respondents who included 82 principals and 1334 teachers from secondary schools in Kisii North District. The sample was selected through stratified random sampling technique where 41 Principals and 134 teachers were selected giving a total sample size of 175 respondents. A total of 175 questionnaires were administered out of which 149 were collected giving 85.6 percent response rate which was deemed adequate for data analysis. The study was representative in terms of gender, educational level and age.

The first objective of the study sought to determine the influence of principals' role conflict in formulation of policies and objectives on KCSE performance. The results revealed that principals encounter conflict with students and teachers when they introduce policies on remedial sessions for slow learners especially the introduction of teaching on weekends and holidays which are sometimes not accepted by teachers and parents. The conflict from teachers, parents and students leave the principal in dilemma, thus leading to adopting strategies which compromise the performance of students in public secondary schools.

The second objective of the study sought to determine the influence of principals' role conflict in organization and coordination of school activities on KCSE performance.

From the study 91.4 percent of the principal agreed that they face role conflict with teachers when they do instructional supervision.

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According to Ndung'u (1991) the primary goal of instructional supervision is improving student performance, thus when teachers refuse to accept to be supervised, it means this will compromise teaching hence student performance is affected.

The third objective of the study sought to establish the influence of principals' role conflict in management of resources on KCSE performance. The study revealed that principals encounter role conflict in the management of resources. Key sources of conflict with the community include use of school buses, use of physical facilities (fields, halls, classes) income generating units. It was revealed that, role conflict arises when community members want to use such resources without payment or authorization by the principal this finding was in line with the study by (Mabeya, Ndiku and Njino, 2009). Further, principals encounter role conflict with teachers when teachers demand to share royalties that are accrued to the school from income generating projects agreeing with the study by (Okotoni, 2003).

Lastly, to establish the influence of principals' role conflict in school public relations with the community on KCSE performance, it was established that the principals serve as spokes persons of the school. Principals incur role conflict when there is hostility of the community members who view their interest as conflicting with those of the principals.

Role conflict also arises when the principals promote positive linkage between the school and neighboring communities and organizations.

5.2 Conclusions

The study concluded that role conflicts in schools are a reality. Principals encounter role conflict in formulation of policies and objectives, in organization and coordination of schools activities, in management of resources and in public relation matters of the school thus affecting KCSE performance. The study established that principals' role conflicts in secondary schools affect student performance when the expectations of the school and stakeholders are higher than can be achieved with the resources provided. In addition, when promotions, appointments and discipline of teachers are based on religious affiliations and when some church doctrines are embraced in the school programmes causing interference with the smooth operations of the schools, the principals encounter role conflict. This is more notable when the sponsor forces students to undertake religious activities during the official scheduled time for lessons in school timetable. It was finally established that when the sponsor of the school enters into administrative activities of the school it makes the principals not to have independence in decision making, thus affecting the strategic direction of the school and thus performance. It was established cross-tabulation that principals whose scored "very good" or "strongly agree" from within categories Cross-tabulation that role conflict affects performance of students' KCSE performance in schools as noted by 6.25 percent.

This was supported by results from the Chi-square analysis. To conclude it was established that conflict in the principals' administrative role had influence on KCSE Performance.

Cross tabulation results of principals' role conflict on KCSE performance showed that:-

1. 71.9% of the principals agreed that the principals' role conflict with teachers in formulation and implementation of policies and objectives affected KCSE performance.

2. 65.6% of the principals agreed that the principals' role conflict in the organization and coordination of school activities affects KCSE performance.

3. 68.8% of the principals agreed that principals' role conflict with HODs in the management of teaching and learning materials affected KCSE performance.

4. 68.8% of the principals agreed that principals' role conflict when acting as Pros of the schools affected KCSE performance.

5.3 Recommendation

Based on research questions, it was established that principals encounter role conflict in formulation of policies and objectives especially when implementing resolutions of the school board. It was recommended that principals should involve students, parents and teachers in implementation of the board resolutions to avoid role conflicts with stakeholders.

It was evident that, that principals encounter role conflict when coordinating and organizing school activities, the principals should therefore inform teachers when they want to undertake instructional supervision and above all they should create teamwork among teachers by consulting them and involving them on coordination of school activities.

From the study it was found out that principals encounter role conflict with teachers and heads of departments when allocating limited resources.

Principals should inform the teachers and the heads of department in advance and seek opinions on how they will like the limited resources to be shared. Teachers, departmental heads need to understand that resources are limited and allocation should be based on competing needs and not individual basis.

The principal should create a condusive environment for dialogue with the community even in cases where he views that they are interfering with school activities. The principals should have a forum for mutual understanding and communication with the community in order to avoid conflict.

5.4 Suggestions for further research

The study recommends the following as areas for further research:

There is need for a similar study to be carried out where the informants will include; students, education officials, politicians, sponsors and parents to determine their perception on the role of stakeholders and operations in secondary school management. Same research should be replicated for a wider population to confirm applicability of the finding to diverse population.

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APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,

Faculty of Education,

Department of Educational Administration and Planning

P.O Box 30197,

NAIROBI.

17th February, 2011

The Head teacher,

Secondary school,

Dear Sir/Madam,

I am a post-graduate student pursuing a Masters degree in Educational

administration at the University of Nairobi. I am conducting a research for my

final year project which is a requirement of the degree programme. The research

topic is "Influence of secondary school principals' role conflict on academic

performance in Kisii North District, Kenya.

The findings of this study will be invaluable to schools management in that it will

enable the principals be aware of the main role conflicts and how they may affect

school performance either positively or negatively and therefore enhance them or,

solve them.

I therefore kindly request you to allow me administer the questionnaire to the

respondents in your school. I assure you of the respondents' confidentiality.

Daudi Obare Nyamwaya

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Introduction

This questionnaire is intended to collect data for academic purposes, investigating the relationship between role conflict of secondary school principals and students performance. You are kindly requested to fill in this questionnaire, by either ticking { S } or writing as requested. This information will be treated as confidential.

SECTION A

1. What is your gender? { } Male { } Female

2. What is your age bracket?

{ } 25 - 30yrs { } 31 - 40 years { } 41 - 50 years { } Above 50year

3. What is your highest level of academic education?

4. What is your highest professional qualification?

5. For how long have you been a teacher?

6. For how long have you been in this school?

7. Do teachers perform any extra duties in this school? If so please specify

SECTION B

1. Please indicate your work relationship with the following members of the administrative body.

Teachers - { } Fair { } Good { } Excellent

Parents -   { } Fair   { } Good   { } Excellent

Student leaders- { } Fair   { } Good   { } Excellent

Sponsor- { } Fair   { } Good   { } Excellent

BOG -   { } Fair   { } Good   { } Excellent

2. Please use the scoring scale below to answer this question.

4   3   2   1

Strongly Agree   Agree   Disagree   Strongly Disagree

		4	3	2	1
1	Teachers experience administrative role conflict with student leaders when dealing with student discipline in the school				
2	Teachers experience administrative role conflict with student leaders during supervision of class activities.				
3	Teachers experience administrative role conflict with students when implementing BOG resolutions in the school.				
4	Teachers experience administrative role conflict with the other members of the teaching staff, when implementing the principals' decisions in the school.				
5	Teachers experience administrative role conflict with the principal during the coordination of school activities.				

3. Indicate how you feel about the effectiveness of the members of the teaching staff in this school. { } Very happy { } Happy { } Sad

Give reasons for your feeling.

4. Teachers experience role conflict when disciplining students.

{ } Strongly Agree   { } Agree   { } Disagree

{ } Strongly Disagree

5. Teachers experience role conflict with the principal when he/she acquires and manages teaching and learning resources.

{ } Strongly Agree   { } Agree   { } Disagree

{ } Strongly Disagree

APPENDIX C: QUESTIONNAIRE FOR PRINCIPALS

Introduction

This questionnaire is intended to collect data for academic purposes, investigating the relationship between role conflict of secondary school principals and students performance. You are kindly requested to fill in this questionnaire, by either ticking { S } or writing as requested. This information will be treated as confidential.

<div align="center">SECTION A</div>

1. What is your gender? {   } Male   { } Female

2. What is your age bracket?

{   } 25 - 30yrs   { } 31-40years   { } 41-50years   {   } Above 50year

3. For how long have you been a principal?

4. What is your highest academic qualification?

{ } KCSE {   } Diploma {   } Bachelor {   } Masters

5. What is your highest professional qualification?

{ } Diploma   { } PGDE   { } B,Ed

SECTION B

1. Please use the scoring scale below to answer this question.

4	**3**	**2**	**1**
Strongly Agree	Agree	Disagree	Strongly Disagree

		4	3	2	1
1	Principals have good working relationship with parents in school				
2	Principals have good working relationship with students in school.				
3	Principals encounter administrative role conflict when dealing with student discipline in school.				
4	The principals encounter administrative role conflict with teachers when supervising class activities.				
5	Principals encounter administrative role conflict with teachers during the formulation and implementation of policies and objectives.				
6	Principals encounter administrative role conflict with heads of departments during the management of teaching and learning materials.				
7	Principals encounter administrative role conflict with the school community during the management of school resources.				
8	As a public relations officer, the principal is likely to experience role conflict with the school community				

		4	3	2	1
9	There is role conflict with students during the implementation of resolutions by the BOG by the principal.				
10	There is role conflict with staff members when the principal supervises class activities.				
11	There is role conflict with the staff members when the principal implements resolutions by the BOG. The principal experiences role conflict with parents during formulation and implementation of new policies				
13	The principal experiences administrative role conflict with heads of departments during acquisition and management of resources				
14	The principal experience administrative role conflict with parents during student discipline				

		4	3	2	1
15	Principals' working relationship with parents affects KCSE performance				
16	Principals' working relationship with students affects KCSE performance				
17	Principals' administrative role conflict in dealing with students discipline affects KCSE performance				
18	Principals' administrative role conflict with teachers when supervising class activities affects KCSE performance				
19	Principals' administrative role conflict with teachers in formulation and implementation of policies and objectives affects KCSE performance				
20	Principals role conflict with heads of departments during the management of teaching and learning materials affects KCSE performance				
21	Principals' role conflict with the school community during the management of school resources affects KCSE performance				
22	The principal's role conflict with the community as a public relations officer affects KCSE performance				
23	Role conflict with students during the implementation of resolutions of the BOG by the principal affects KCSE performance				

		4	3	2	1
24	Role conflict with staff members when the principal supervises class activities affects KCSE performance.				
25	Role conflict with the staff members when principal implements resolutions by the BOG affects KCSE performance				
26	Principals' role conflict with parents during formulation and implementation of new policies affects KCSE performance				
27	Principals' role conflict with heads of departments during acquisition and management of resources affects KCSE performance				
28	Principals' role conflict with parents in student discipline affects KCSE performance				

2. Indicate how you feel about your effectiveness the school leadership.

{ } Immense pride   { } Some pride   { } Some shame   { } Immense shame

What may be some of the reasons for your answer?

3. How do you feel about your effectiveness as the schools' public relations officer { } Very happy   { } Happy   { } Sad { } Very sad

4. Please rate the performance of this school?

{ } Excellent   { } Very good   { } Good { }Poor

Please give reasons for your answer.

5. What are some of the administrative areas in which you experience conflict with the sponsor (if any) of your school?

APPENDIX D: DOCUMENT ANALYSIS GUIDE

Records of statistics on school performance were optioned from the DEOs' office

using document analysis guide.

APPENDIX E: SCHOOL PERFORMANCE TRENDS IN KCSE FOR 2007, 2008 AND 2009 FOR THE SCHOOL STUDY POPULATION

Year	Entry	Mean Score
2007	38	6.711
2009	44	6.409
2008	42	5.903
2008	275	5.900
2009	86	5.829
2009	18	5.778
2009	306	5.582
2007	71	5.507
2008	107	5.442
2007	224	5.435
2007	113	5.433
2008	41	5.366
2009	106	5.359
2008	106	5.337
2007	40	5.300
2007		5.196
2007	26	5.115
2008	87	5.100
2008	23	5.040
2007	67	4.969
2009	134	4.880
2009	54	4.777
2009	44	4.627
2009	36	4.470
2009	87	4.448
2007	23	4.304
2009	171	4.265
2007	42	4.260
2009	99	4.242
2007	126	4.220
2008	47	4.210
2008	43	4.209
2008	87	4.080
2007	144	4.050
2007	28	4.035
2009	121	4.025
2007	43	3.953
2008	148	3.915
2007	48	3.880
2009	72	3.861

Year	Entry	Mean Score
2007	50	3.840
2009	32	3.813
2007	34	3.794
2008	54	3.780
2009	61	3.770
2009	65	3.753
2008	31	3.742
2009	23	3.723
2008	54	3.704
2007	46	3.666
2008	152	3.649
2008	42	3.570
2009	51	3.490
2009	39	3.490
2009	41	3.467
2009	67	3.450
2008	23	3.435
2008	82	3.430
2009	34	3.412
2008	37	3.378
2008	72	3.350
2007	33	3.300
2007	27	3.260
2007	28	3.250
2008	29	3.250
2007	54	3.208
2008	25	3.160
2008	70	3.100
2008	40	3.075
2008	57	3.070
2009	59	3.050
2009	56	3.050
2009	33	3.000
2007	19	3.000
2009	42	2.928
2007	38	2.921
2009	58	2.897
2007	70	2.886
2008	26	2.846
2008	24	2.833
2009	58	2.830
2008	42	2.809
2009	30	2.800
2007	15	2.800
2007	19	2.780

Year	Entry	Mean Score
2008	60	2.750
2007		2.744
2009	48	2.730
2008	51	2.720
2007	26	2.720
2007	25	2.720
2007	26	2.692
2009	40	2.692
2009	37	2.649
2008	17	2.647
2009	43	2.558
2009	28 .	2.521
2009	27	2.481
2007	37	2.470
2009	40	2.450
2008		2.450
2007	21	2.430
2009	45	2.400
2009	31	2.400
2008	31	2.300
2009	20	2.300
2008	48	2.230
2007	38	2.210
2008	11	2.182
2008	37	2.160
2007	51	2.157
2008	33	2.150
2008	53	2.050
2008	25	1.960
2007	31	1.940