

**INFLUENCE OF HEADTEACHERS' CHARACTERISTICS ON HUMAN
RESOURCE MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN TANA
RIVER COUNTY**

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**A research project submitted in partial fulfillment of the requirement for the degree
of master of education in educational administration**

University of Nairobi

2015

DECLARATION

The research project is my original work and has not been submitted for a degree in any other university

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DEDICATION

I dedicate this research project to my wife Joyce Moraa, our children Osborn Nyawaya and Pixlay Ochoki.

ACKNOWLEDGEMENTS

Sincere thanks to my supervisors Dr. Ursulla Achieng' Okoth and Dr. Lucy Njagi for their enabling guidance, patience, constructive criticism and personal interest in the progress of my study. Their availability in reading through the project and preparations is highly appreciated. I will always remember their humbling remarks and academic input towards this project. I thank God for bringing me this far and providing me with strength, wisdom and focus that has helped me to make the project a reality.

I would like to thank my beloved wife Joyce Moraa and my children; Osbon, Pixlay, Deborah and Victor for giving me moral support, financial support and encouragement. Were it not for them, I would not have made it this far. I also thank the head teachers and teachers in public primary schools in Tana River County for their response through filling out the questionnaires. I am grateful to my colleagues and friends who encouraged me in working on this project.

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ABBREVIATIONS AND ACRONYMS

C.D.E	County Director of Education
DEO	District Education Officer
HRM	Human Resource Management
KEMI	Kenya Education Management Institute
KCPE	Kenya Certificate of Primary Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
P1	Primary Teacher 1
SBTD	School Based Teacher Development
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission

ABSTRACT

Human resources management is considered as major role of Head teacher in school management. Which include the recruitment, induction development, motivation, discipline and compensation of the human resource in schools. The purpose of the study was to investigate the influence of Headteachers characteristics in human resource management. The objectives of the study were to establish the extent to which the headteachers' gender age, academic qualification, training and administrative experience influence human resource management in public primary school in Tana River County.

The study used descriptive survey design method in conducting the research. The sample size was 208 participants comprising of the actual sampled participants of 48 headteachers and 160 teachers. Data were collected using questionnaires, were analyzed using simple descriptive statistical method using the statistical packages for social sciences. The findings showed that headteachers, characteristics greatly influenced human resources management in schools. High number is the researcher recommends that the ministry of education and teachers service commission should consider the Headteachers characteristic during appointment and training of Headteachers in order to enhance provision of quality education to all. Headteachers should attend seminars and advance in their education to enrich their competencies in human Resource management for further research the following areas were suggested influence of KEMI course on headteachers effectiveness in school head teachers and influence of government policies on the appointment of head teachers and influence of team spirit in the human resource management in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a systematic instruction for the development of character or mental power. Rao (2011), noted that there is an immediate and urgent need for giving education to the people in order to build up our future. The successes of every educational system depends on the quality of its factors of production- human and material resources. Human resource appears to be the most important because without human efforts, all other factors are inept (Lai and Janvry, 2009. This is why it is necessary to train and re-train the staff of any organization for better production (Peretomode & Peretomode, 2001).

Kochar (2004) states that the schools head is the major component of school administration whose ability and skills, personality penalty and professional competence will largely determine the tune and efficiency of the school. Okumbe (2008) indicates that resources management is very vital in the jurisdiction of a primary school head teachers who are charged with the responsibility of management of the school resource which include the human resource towards the effective and efficiency school performance.

Individuals differ in their ability to perform a specific type of work in terms of potential, knowledge and skills, or in other words have different characteristics organization's successes depends largely on the competence of its managers and

therefore, the organization's leadership position must be occupied by competent professionals (Jacob and Lefgren, 2004). The influence of head teacher's characteristics on human resource management in public schools in Beijing, found significant impact on pupils academic performance and school discipline, possibly due to the systematic nature of the training programs. Head teacher characteristics can be reflected by schools performance and discipline (Lai and Janvry, 2009).

Garcia (2002) indicated that human resource management in Mexico and other Latin American countries document the importance of training in addressing motivational problems affecting head teachers as human resource managers facing extremely low levels of education and limited development opportunities. Frequent problems result, however, from poor formalization of training structures, mismatches between training and promotion, enhanced independence, authority and responsibility (Samsdtad and Pipkin, 2005).

The efficiency of human resource management in Nigerian schools in financial management is being called to question both within and outside the profession (Nwikina and Nwanekezi 2010). Consequently, many educationists in all institutions are seriously in demand of dynamic head teachers who are competent to search for professional growth. This growth coupled with development experience becomes necessary in order for school administrators to understand the rudiments of proper human resource management. This is because education is an indispensable ingredient of development and a fundamental right of every

individual. Also, as a power catalyzing agent, it provides mental, physical ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose (Bland ford, 2007).

Saskhkin (2003) says that globally, the majority of school leaders were not trained as school leaders but they assume offices because of their experience. In United Kingdom and Switzerland, future and serving head teachers are trained in management of schools, also specific leadership training and or certification is required in countries like Slovenia, Estovenia and Catelonia. Performing head teachers are trained in different institutions and in varying curriculum. The authors however, advocate for a higher degree of autonomy, coupled with curriculum of: distributed leadership, supporting, evaluating and developing teacher's quality, goal setting, assessment and accountability, strategic finance and human resources management, and networking with other institutions (Sashkin 2003). Okafor (2006) emphasized that the useful aspects in HRM are professional qualification, administrative experience, training and development of staff.

Training is not however, a separate activity that can be limited to the training school. Majority of education managers and supervisors lack adequate competence to utilize available information for management purposes. The head teachers and other school level managers have not been exposed to adequate management training. As a result many institutional head lack the capacities to oversee and

account for the utilization of human resources under them (Republic of Kenya, session papers No. 14 of 2012). This study therefore sought to investigate influence of head teacher's characteristics in Human resource management in public primary schools in Tana River County. Academic performance in public primary schools in Tana River County always was below average. Information provided by the DEOs offices indicates that Tana North, Tana River and Tana Delta have hardly attained a mean score of 225 for the last three years.

Table 1.1

performance of public primary schools in Tana River County 2011-2013

Sub County	Mean Score		
	2011	2012	2013
Tana North	197	208.42	197.27
Tana River	210.45	198.87	203.51
Tana Delta	213.69	222.62	217.75

Source: County Director of Education Office Tana River

This performance in Table 1.1 compared to that of other counties in Kenya. Table 1.1 shows the academic performance for the county from 2011-2013. This average academic performance might be an indication of incompetence in human resource management by the head teachers in primary schools in Tana River County may be due to the level of training, administrative experience, academic qualification and maybe the influence of their age and gender.

1.2 Statement of the problem

Despite the important roles of head teachers in human resource management , there have been no empirical or formal impact evaluations on the influence of head teachers characteristics on human resource management in public primary schools in Tana River County.

Ouya and Mwaseli (2009) found out that head teachers' characteristics in human resource management in public primary schools have a direct influence on public primary schools in academic performance. Academic performance of pupils is a result of a number of factors which include head teachers competence in human resource management (Bland ford, 2007).

The average academic performance in Tana River County might be due to the influence of head teacher's characteristics in human resource management in primary schools in Tana River County in terms of their administrative experience, academic qualification level of training age and gender. The Ministry of Education and other government agencies have made effort to train and develop the head teacher's capacity in resource management. The government has continued to provide the teachers, instructional materials, and physical facilities so that all pupils can do well. (Republic of Kenya, 2013), the government has also put in place in-service training programmes for teachers like school based teacher's development (SbTD) to improve results but the county has continued to do poorly in examinations.

The study sought to investigate the influence of head teachers' characteristics on human resource management in public primary schools in Tana River County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers characteristics on human resource management in public primary schools in Tana River County.

1.4 Objectives of the study

The study was guided by the following objectives:-

1. To establish extent to which the head teachers' gender influences human resource management in public schools in Tana River County.
2. To determine the extent to which the head teachers' age influence human resource management in public primary schools in Tana River County.
3. To establish the extent to which head teachers' academic qualifications influence human resource management in public primary schools in Tana River County.
4. To determine the extent to which head teachers' administration experience influence human resource management in public primary schools in Tana River County.
5. To determine the extent to which w the head teachers' training on school administration influence human resource management in public primary schools in Tana River County.

1.5 Research questions

This research was guided by the following research questions

1. To what extent did the head teachers' gender influenced human resource management in public primary schools in Tana River County?
2. To what extent did the head teachers' age influenced human resource management in public primary schools in Tana River County?
3. To what extent did the head teachers' academic qualifications influenced human resource management in public primary schools in Tana River County?
4. To what extent did head teachers' experience influenced human resource management in public primary schools in Tana River County?
5. To what extent did head teachers' training on school administration and management influenced human resource management in public primary school In Tana River County?

1.6 Significance of the study

The study findings may be used by headteachers' to make them aware of the influence of their personal characteristics on their work resource management in schools. The findings of the study may be used both by the Teacher's Service Commission and the Ministry of Education officials to improve on their policies concerning appointment and supervision of head teachers.

This study may also be used as a basis for studies by future researchers on similar or related subject. The study may also be used by Kenya education management

institute to determine the programme to include during induction courses and other trainings.

1.7 Limitations of the study

Human resource management in schools may be affected by other factors; therefore the researcher was not able to isolate the influence of other factors on human management from the headteachers' characteristics. The research will be purely be descriptive and may not therefore create any solutions to the situations. The respondents especially the teachers may fear to openly discuss their headteachers hence it may be difficult to get some direct answers. However the researcher continuously assured them of confidentiality.

The study was also delimited to the use of expost –facto design as it is a good technique for investigating variable that have already exerted their influence on others.

1.8 Delimitations of the study

The study was limited to the selected public primary schools in Tana River County as the selected schools are believed to have similar characteristics to other schools that may benefit from the study. The study was also limited to the dependent and independent variable, human resource management and the head teachers' characteristics respectively to enable the researcher exhaust the relationship between the two variables.

1.9 Basic assumptions of the study

The study was rested upon the following assumptions:-

1. That the respondents will give answers to the questions without bias.
2. That all head teachers have common guidelines on resource management from the Ministry of Education.

1.10 Definition of significant terms

Academic Qualification refers to a training one undergoes and is awarded a certificate.

Age refers to how old the head teacher is.

Discipline refers to confirming to the rules set out by authority.

Effectiveness refers to producing results which were intended.

Experience refers to the duration that a person has sired in an Educational Institution.

Gender refers to one's sex (Male or Female).

Head teacher refers to person appointed by teachers' service commission as the administrative head of a school responsible for administration.

Head teacher personal characteristics refer to the head teachers academic qualification experience gender, age and training in school administration and management.

Human resource management this is the process of recruitment, deployment, development, remuneration and disciplining of the workers in the organizations.

Indiscipline refers to defying the laid down rules and regulations.

Leadership refers to the influencing art, or the process of influencing people so that they can strive willing towards the achievement of the group goals.

Performance refers to the overall behavior that demonstrates the possession of the ability to do a particular task.

Pupil refers to a primary school learner.

1.11 Organization of the study

This study is organized into five chapters. Chapter one focuses on the introduction consisting of background to the study, statement of the problem, purpose of the study, objectives, research questions, significant of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two contains related literature reviewed, consisting of head teachers' academic qualification and human resource management in schools, head teachers' administrative experience and human resource management in schools, head teachers' gender and human resource management, head teachers' age and human resource management, head teachers' training and human resource management in schools, theoretical frame work and conceptual frame work. Chapter three consist of research methodology discussing the research design target population, sample size and sampling procedure, research instrument, instrument validity of the instruments, reliability instrument, data collection procedure, data analysis technique and ethical considerations. Chapter four presents data analysis presentation, discussions. Chapter five consists of summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 1 introduction

This chapter discusses the concept of human resource management, head teachers' academic qualification and human resource management in schools, head teachers' administrative experience and human resource management in schools, head teachers gender and human resource management, head teachers age and human resource management, head teachers training and human resource management in schools, it also presents theoretical frame work and conceptual frame work of the study.

2.2 The concept of human resource management

Human resource management is considered as head teachers' management of recruitment procedures, contracts and salaries for teachers' by school management commitment and including also a strong development and strategic approach (Desimone, 2002). In some countries restricted understanding of the concept of human resource management and concentrate often on technical aspects related to hiring and management of staff (vinding, 2006).

Samstad and Pipkin (2005), the objectives of human resource management in school is to obtain maximum individuals development, desirable working relationships between teachers, subordinate staff and pupils and to affect the moulding of human resources as contrasted with physical resources. The head teachers as human resource management professionals need to determine that compensation is fair, meets schools standards, and is high enough to entise school

employees. In other countries, such as Egypt and Georgia, human resource management is considered an important area of school institutional autonomy and as such, not interfered with by national authorities (Blandford, 2007). However, as human resource management is often understood in a rather restricted sense, the fact that in most countries, national authorities set the framework for contracts, salaries and recruitment, may have led countries to opt for 'shared responsibility', even in cases where human resource development is not part of the tasks of one or both levels (Blandford, 2007).

A number of studies have indicated that effective head teachers have a number of notable characteristics. Such head teachers involve themselves in the instructional life of the school; they are more in the class and less in the office; they devote themselves to teaching and learning than on financial business; they are a visible presence and they use achievement data for planning further. It is important to note that school head teachers need to strike a reasonable balance in management of curriculum and instruction and general school management. A head teachers who has no hands-on- experience with teaching and learning may soon lose touch with the students as well as the teachers who may tend to see the administrator as an armchair bureaucrat (Angrist & Lavy, 2001).

2.3 Head teachers' academic qualification and human resource management in school

Vinding (2006) suggests that the extent level and quality of knowledge available in the organizations, personnel's are positively correlated with human resource management of head teacher in primary schools. This in turn allows better judgment as to the search for education and analysis of even newer internal and external information. Education is a key input for building individuals experience.

Odhambo (2001) educational attainment of the head teacher determines the extent to which they are effective in their role for individuals to be appointed as head teachers they should not only have high level of education but also be trained in educational management. Angrist and Pischke (2001) pointed out, there seems to have been more research on the impact of teacher training in developing countries than in developed countries.

Vinding (2006), suggests that the extent level and quality of knowledge available in the organizations, personnel's are proactively correlated with human resource management of head teacher in primary schools. This in turn allows better judgment as to the search for and education and analysis of even newer internal and external information. Education is of the key inputs for development of individuals experience.

Resource management is a system, a philosophy policy and practice that can be influenced by head teacher working in a school. An effective and competitive

resource management is the key strength of a school in facing the challenges of education today. Successful organizations recognize the significance human element in the school success and emphasize on their development, satisfaction commitment education and motivation in order to attain desired objects sustainable development of the school depends upon effective management of human resources.

Despite the importance of teacher training in primary schools there is little evidence on the effect of teacher training on student's achievement. Indeed as Angrist and havy (2001) pointed out, there seems to have been more research on the impact of teacher training in developing countries than in developed countries. Academic qualification and development have often been confused to mean the same thing, from head teacher resource management perspective training meaning and exploration of job related skills while development mean the broad scope of training , thus development is a follow up activity to training and is embarked upon at the higher level of management (Marlow, 2003).

Odubuker (2007), revealed that the head teacher's academic qualification was crucial to the resource management of the school in Uganda.

Okafor (2006) indicated that the useful aspects in resource management are professional qualification training and development of staff which is related to work place as it provides range of skills.

The survival of an organization is dep on the quality of administration services available Knezerich (1975). The HPI in the individual effort to centrally ordinate individual effort to ensure success of the school. It is imperative that the head teacher be trained in head teacher resource management so that he can handle schools issue more effectively. Bulinda (1999), says that the situation in Africa was particularly worse where rapidly expanding education system was found, the situation worsened when experienced and skilled classroom teachers were customarily appointed to administer complex school systems without adequate preparations and back up support. Wachira (1996) found that a maturity of head teacher faced prophase of performing all the six main tasks of school managers due to lack of training and experience.

2.4 Head Teachers' administrative experience and human resource management in schools

In Sweden principals are required to have pedagogical knowledge acquired through education, experience and higher degree is explicitly required. The Netherlands has also not determined precise qualification requirements however one's backgrounds in teaching in the relevant school form is required. Many other countries have a highly controlled process for appointing new head teachers, often appointments being made by the central ministries or local administrative groups but this means that you must have enough experts to help you make your appointment decisions. Koskei (2004) recommended that the best way of promoting head teachers in their management role is strictly consider their

administrative experience and educational levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with managerial skills.

Iraro (2002) says that administrative experience of head teachers whether in management equips them with relevant knowledge skills and training necessary for resource management. Normally people are promoted to positions of management and as such that pose new challenges that one was not accustomed to at the lower management requires an experienced head teacher.

The inexperienced head teachers have at times encouraged indiscipline on students, teachers and support staffs. They rely heavily on punishment and taking hard positions in some decisions which sometimes backfire on them and they resort to use of bribing, holding grudges and use of physical force, feeling a sense of powerlessness, hence experiences is highly required from head teachers to be able to listen and use different tactics to address issues (republic of Kenya ,2002).

Koskei (2004) pointed out that lack of formal training in management skills and administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa.

Management of change of school tradition is a very sensitive issue that only require experienced and experts to manipulate the change so that it is acceptable

and smooth. Kamwiti (2004) entry into a high position especially in leadership capacity is an emotionally laden transition that in itself may form the first problem to the individual if it is not managed effectively and may even hinder efficient execution of the new duties Kamwiti (2004).

Again even at the management levels, managements need administrative experience and retraining due to organizational transformation growth technological advancement, task complexity and dynamism of human relations (Okumbe, 2001).

Republic of Kenya (1999), attributed weak performance by head teachers to lack of administrative experience Glassman and Sullivan (2008) pointed out that head teachers do not always possess the required management skills. The ministry of education (2003) agrees with the argument that head teachers are weak and hardly manage their mandates. In set review report, the ministry said, school management committee including are weak and have inadequate managerial skills leading to poor implementation of decisions.

2.5 Head teachers' gender and human resource management in schools

Wood (1975) survey-revealed that the success of female manager and the reason for women's failure as managers was their unwilling needs to help follow women and their tendency to be over demanding out certain times. Perhaps it is the over demanding trait that breeds the authoritarian head teacher tendency which students, teachers and parents dismiss as high handedness. In some cases some of the

resource management problems may be related to the gender of the head teachers (Kariuki 1998) found that female head teachers are rather domineering and lack proper supervisory skills.

Traditionally women in many communities in Kenya did not hold positions of head teachers but with the introduction of formal education some women have climbed the pinnacles of power as school heads. Women face difficulties while attempting to succeed in traditionally dominated male field. Either they are judged competent and unfeminine or incompetent and feminine, a choice that puts two strong and inter connected identities in conflicts.

Most women do face dual constraints from career and roles rising from home and workplace. It is not easy to cope with management of homes as mothers as well as administering, their schools, few women will want to be labeled militant feminists or “Iron Maidens” while attempting to overtly assertive while managing resources in schools especially teachers and students many women would choose to retain their feminist and hence be less assertive than their male counterparts. Women must recognize the difficulty they will face due to their sexual identities when they make decisions to seek managerial careers. A woman must be able to cope with stress, both from her home, work place and environment. In some cases parents and students have occasionally purely on the basis of gender rejected recruited heads arguing that women could bring the needed improvement in academic and discipline in the school (Republic of Kenya 2001).In a separate incident

Kiambururu secondary school almost closed down due to lack of students after parents withdrew them to protect the posting of newly recruited lady principal (Republic of Kenya 2002) women head teacher practice a high structure –low consideration leadership style and that female head teachers are rather domineering and lack of proper supervision skills.

2.6 Head teachers' age and human resource management in the school

There is a positive relationship between age and promotion. Age often serves as a reference for success in an occupation. The years taken by one in a school is crowded by the same of experience. Thus for teachers who have taught for a length of time are believed to have a wider exposure in the career than the newly appointed. Older head teacher as likely to have built self confidence hence may administer the students, teachers and the other staff more carefully. The age of practicing head teachers is crucial in that experience come with age. Very young head teachers may be over serious and over enthusiastic thus upsetting certain norms to the dissatisfaction of both teachers, students, parents and others (Nyaega 2003). There is a positive relationship between age and promotion. Age often serves as a reference for success in an occupation.

The years taken by one in a school is crowded by the same of experience. Thus for teachers who have taught for a length of time are believed to have a wider exposure in the career than the newly appointed. Older head teacher as likely to have built self confidence hence may administer the students, teachers and the

other staff more carefully. Leithwood et al. (2004). Price water house coopers (2007), it is evident that school leaders will require a broad range of skills and qualified in order to effectively discharge their roles and responsibilities in leading the school especially school serving in disadvantaged communities like Tana River.

2.7 Head teachers' training and human resource management in schools

The survival of an organization is depended on the quality of administration services available Knezerich (1975). The HPI in the individual effort to centrally ordinate individual effort to ensure success of the school. It is imperative that the head teacher be trained in head teacher resource management so that he can handle schools issue more effectively.

Marlow (2003) and Odubuker (2007) revealed that the head teacher's management professional qualification was crucial to the resource management of the school in Uganda. Okafor (2006) indicated that the useful aspects in resource management are training and development of staff which is related to work place as it provides range of skills. There is need for systematic short-in-service courses and workshops which should be conducted on continuous basis more so when introducing any revision of national development objectives and policies in resources management in schools.

Iravo (2002), Kapkiyai (2007) and Mutai (2003) concluded that managers need three essential skills to do their activities. Technical, human resource and

conceptual skills. Koskei (2004) pointed out that lack of formal training in management skills and administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa.

Hon. Kirimi Mwiria (Rep of Kenya 2004) perceives the poor quality of the leadership and management styles of head teachers causing any management's related crisis. Olembo (1986) agrees that head teacher could be better if they improved on the consultation skills. Republic of Kenya (2002) cites the lack of managerial skills in planning budgeting expenditure controls, book keeping, procurements and human resource management as some of the skills lacking in many head teachers. This makes the head teachers to neglect their work and leaves it to the bursars. This leads to misuse and misallocation of resources hence leads to lack of essential services.

The classical management theory by Henry Tayol et al (1841-1925) emphasizes how managers and supervisors relate to their organization in the knowledge of the goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standards. According to Inoti (2005) all those charged with the responsibility of managing schools should undergo training in management before they are assigned duty and that head teachers should be appointed on the basis of competence and training on school

management. Kamwiti (2004) revealed that newly recruited head teachers need massive support in terms of induction and in service training courses.

Olembo (1986) agrees that head teacher could be better if they improved on the consultation skills. Republic of Kenya (2002).The lack of managerial skills in planning budgeting expenditure controls, book keeping, procurements and human resource management as some of the skills lacking in many head teachers. This makes the head teachers to neglect their work and leaves it to the bursars. This leads to misuse and misallocation of resources hence leads to lack of essential services.

2.8 Summary of the related literature reviewed

From the literature review the researcher found other studies on influence of head teachers, characteristics on human resource management in public primary schools. Okafor (2006) indicated that the useful aspects in human resource management is the head teacher academic qualification, experience, training age and gender which influence the human resource management in public primary schools. From the literature review it was concluded that head teachers as human resource managers need appropriate knowledge and skills in resource management for effective and efficient school performance (Mutai, 2003)

2.9 Theoretical framework

This study was based on the three skill theory by Robert Katz (1955). He suggested that effective administration or leadership depends on three basic personal skills, technical, human and conceptual. He identified these three skill areas as the most important skills that the executive have in common and used on a regular basis. This can be related to the head teachers' administrative experience academic quality levels of education level training age and gender that influence their skills in human resource management.

As defined by Katz (1955) technical skill is knowledge about and proficiency in a specific type of work or activity. It includes being competent in a specialized area, analytical ability, and the ability to use appropriate tools and techniques management. Technical skills play an essential role in producing the actual products a company is designed to produce. Having appropriate technical skills signifying that the person is competent and knowledgeable with respect to the activities specific to an organization, the organization's rules and standards operating procedures, and the organizations products and services (Vinding, 2006). This can be related to head teachers' competence characteristic influencing human resource management of the school.

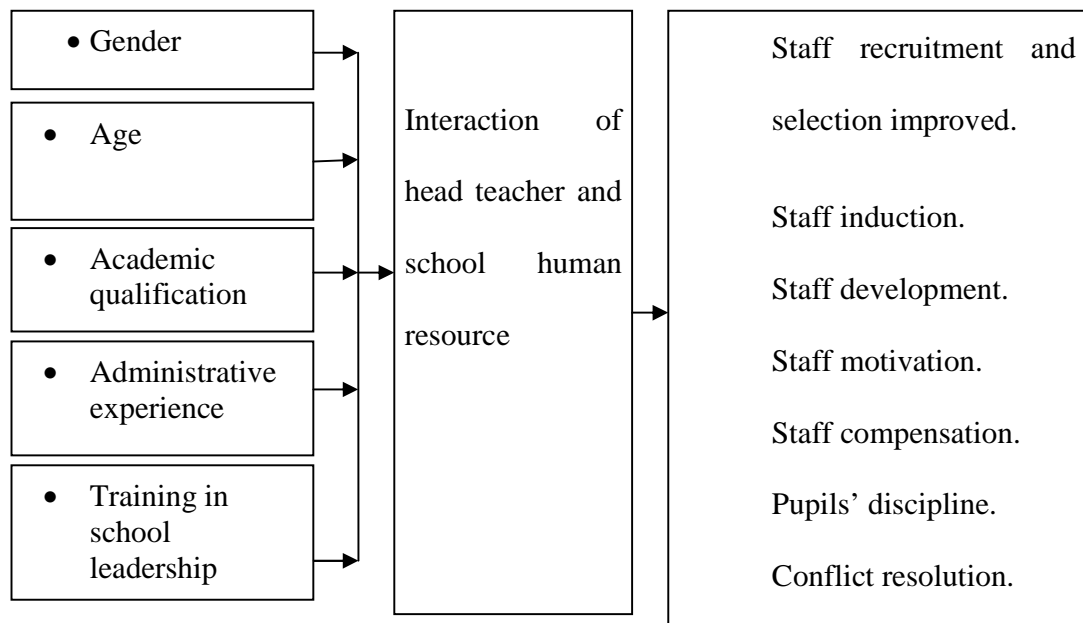
Human skills relates to the ability to work with people. Human skills can be related to head teacher's skills which enable the leader to work effectively with subordinates, peers and superiors. It is the leader's expertise in interacting with others in a way that will enhance the successful completion of the task at hand. Consequently, leaders with higher levels of good characteristics are able to adapt

their own ideas to other people's ideas especially when this will aid in achieving organizational goals more quickly and efficiently (Okafor, 2006). These leaders are more sensitive and empathetic to what motivates others, create an atmosphere of trust for their followers, and take others needs and motivations into accounts when deciding what to do to achieve organizational goals.

2.10 Conceptual Framework

The conceptual framework illustrates the perceived relationship between the independent variables of the study and the dependent variables. Independents variables consist of characteristics of head teachers' while dependent variable is human resource management in the schools.

Figure 2.1: Relationship between influence of head teachers' characteristics and human resource management.



In the figure 2.1, the relationship between the head teachers' characteristics influences the management of human resources that is teachers, pupils and subordinate staff. A good head teacher ensures good human resource management and this impact their academic performance which is a product of the improved staff induction, staff development, motivation, separation and pupils discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology, which consists of research design, target population, sample size and sampling procedures. Validity of instruments, and reliability of instrument, data collecting procedures, data analysis techniques and ethical considerations.

3.2 Research design

The study used descriptive survey design which is not only restricted to fact findings, but also result in the formation of important principles of knowledge and solutions to significant problems. The study therefore involved measurements, classification, analysis, comparison, and interpretation of data. According to Orodho (2004), descriptive survey was method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey design was valid method for researching specific subjects and as a precursor to more quantitative studies.

3.3 Target population

Kothari (2004), assets that a target population is the group of individuals who have one or more common characteristics which are of the same interest to the research. The target population of this study was 1,600 teachers and 160 primary school head teachers in Tana River (County, Education Article, 2014).

3.4 Sample size and Sampling techniques.

Kombo and Trmp (2006) defined sampling as the act of selecting a suitable sample of population for the purpose of determining the parameters of the whole population. In this context 48 schools which constituted 30% as suggested by Mugenda and Mugenda (2003) were selected through stratified random method. The schools were stratified according to the 3 sub counties in the County according to the enrolment. In this, each sub-county were to participate as follows; 18 schools from Tana River, 15 from Tana North and 15 from Tana Delta respectively.

Then to get the schools from each of the sub-counties random selection was done by writing names on paper folding, placing in a basket and shaking before picking the names selected were then used to participate in the research.

To select teachers a sample of 10% consisting of 160 teachers were used from a population of 1600 teachers in the county. To get the 160 teachers from the 48 participating schools. The researcher divided the 160 teachers by the number of schools is $160/48 = 3.3$. Meaning that Tana River 60 teachers, Tana North 50 Teachers and Tana Delta 50 teachers participated respectively, giving the total of 160 teachers.

To get the participating teachers in each school, names of teachers were selected randomly by writing names on papers, put in a basket, shaking it properly and the teachers were to pick any paper written Yes then they were to participate out of this, the result was as in the sample from Table 3.1

Table 3.1 Sample frame

Population	Target		Sample size
Percentage			
Head teachers'	160	48	30%
Teachers	1,600	160	10%
Total	1,760	208	

3.5 Research instruments

This data was collected using questionnaires. According to Orodho (2005) questionnaires are more efficient, require less time, are less expensive and permits collection of data from a wide population. The questionnaires for teachers and head teachers will comprised of both open and closed ended items which required the respondents to select one response from given alternatives and open-ended items which requires the respondents to express their personal views about the questions asked. The questionnaire had six sections. Section A data of the respondents, section B data of head teachers' gender and human resource management, section C head teachers' age and human resource management, section D academic qualification and human resource management, section E experience of head teachers' and human resource management and section F training of head teachers' and human resource management.

3.6 Validity of the instruments

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of influence which are based on research results.

The validity of the study instruments was obtained through content analysis of the research instruments that is questionnaire and interviews to establish the content which will be used and to improve questions, format and the scales. The researcher ensured will taste validity through consulting and discussing with the supervisor and experts to ascertain the validity of the instruments. The suggestions and comments were incorporated in the questionnaire before the final administration of the instruments on the respondents of the study (Borg and Gall, 1989).

3.7 Reliability of the Instrument

Reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, a test- retest method was carried out in 4 schools in Tana River County, this was 10% of the 48 targeted schools that Paton (2002) advocates for pilot study. The four schools were omitted in the main study. Pilot-testing of a research instrument is aimed at ensuring credibility, weeding out subjectivities, entrenching methodological consistency, capturing the “truth”, and ensuring applicability and accountability (O'Leary, 2010). This was chosen to avoid the participants from influencing each other and may be interfering with the findings. The instruments were administered at an interval of one week on two occasions through in accordance with the test-retest method of determining reliability. Computation of reliability coefficient

helped the researcher establish the extent to which the instruments elicited the same responses every time it was administered. The coefficient was determined using SPSS (Statistical Package for Social Sciences) program. Borg and Gall (1996) say that Pearson's Product moment coefficient of correlation is one of the best-known measures of association.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where r = Pearson r

$\sum x$ = The sum of raw X scores

$\sum y$ = The sum of raw Y scores

$\sum xy$ = The sum of the product of each X times each Y

$\sum X^2$ = The sum of the square of each X- score

$\sum Y^2$ = The sum of the squares of each Y – score.

N = The number of paired x & y scores

Jwan (2010)

The study used Statistical Package for Social Sciences (SPSS) to run Pearson Product moment coefficient of correlation for closed questions in the questionnaires. The open ended responses were coded then Pearson Product moment coefficient of correlation was performed to test for reliability. A correlation coefficient of 0.6 was arrived at this was considered reliable for study (O'Leary, 2010).

3.8 Data collection procedures

The researcher applied for a permit from the National commission for science, technology and innovation (NACOSIT). The researcher obtained permission from the university of Nairobi and county director of education Tana River County before commencing the study. The purpose and details of the study were stated in the introductory letter which also will assured the confidentiality of the respondents. The researcher personally administered the interview schedule with the nine education officers involved.

The questionnaire for head teachers and teachers were distributed and the respondents were given time limit to work on the questionnaires as guided on timeline and return them to the researcher was based in Hola town.

3.9 Data Analysis Techniques

After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. Descriptive statistics was used to analyze the quantitative data. Data from the open ended questions was processed first by categorizing responses from each item then they were edited, coded and reported through descriptive narrative. The researcher will presented the data in frequencies percentage tables, bar graphs and pie charts in response to the research questions. The researcher will applied the use of statistical package for social sciences (SPSS) computer software version to analyze data. The report was compiled, drafted and edited by the researcher before final presentations.

3.10 Ethical considerations

According to Mugenda Mugenda (2003) ethical considerations are important for the research process. This reality was considered during the research process. Which included the proper conduct by the researcher during the research process, avoidance of fraud and ensuring confidentiality and privacy of the information obtained from the respondents, avoidance of physical and psychological harm to respondents, and obtaining voluntary and informed consent from respondents, and dissemination of the research findings.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter contains questionnaire return rate, demographic data on the respondents and then presents data on Head teacher's gender and human resource management, Head teachers' age and human resource management, Head teachers' academic qualification and human resource management, Head teachers' administrative experience and human resource management and the Head teachers' training on school administration and human resource management in Tana River County.

4.2 Questionnaire return rate

This is the proportion of the questionnaire returned after they have been used by the respondents. Out of the 208 questionnaires issued, 185 questionnaires were returned, this is 88% return rate as shown in Table 4.1.

Table 4.1

Questionnaire return

Respondents	Issued	Return	%
Head teachers	48	45	93.75
Teachers	160	140	87.5
Total	208	185	

From the Table 4.1, this was very good according to Mugenda and Mugenda (1999), who said that a 50% response rate is adequate, 60% good and 70% very good. based on this assertion; the response of 45 (93.7%) and 140 (88%) were very good.

4.3.0 Demographic information of the respondents

For the researcher to investigate the influence of head teachers' characteristics on human resource management in public primary schools in Tana River County, it was considered important to establish the general information of the respondents which included: gender, age and education levels.

4.3.1 Gender of the respondents

The researcher sought to study the gender of the respondents. This was in order to determine whether gender is an issue in carrying out duties by head teachers and establish the general distribution of head teachers and teachers in the County in terms of gender given that perception of the stakeholders can be a factor in human resource management.

Here respondents were asked to indicate their Gender and the responses were as in Table 4.2.

Table 4.2 Gender of the respondents

Gender	Head teachers		Teachers	
	Frequency	%	frequency	%
Male	35	77.8	86	65
Female	10	22.2	54	35
Total	45	100	140	100

Table 4.2, indicates that majority 35 (77. 8%) of the head teachers were male and majority 86 (65%) of the teachers were also male. It can, therefore, be deduced that the population of the head teachers and teachers in the County were male dominated at the time of study hence government policy on one third policy in leadership was not adhered. This finding is reflected by Dobbin and Jung (2007) who indicated that gender diversity at the teaching level brings different perspectives to table and influence communication. This means that the head teachers and teachers should be of different in gender since it brings about diversity of ideas and therefore positively influences human resource management in schools.

4.3.2 The age of respondents

The researcher sought to study the age of the respondents. This was in order to determine whether age is an issue in carrying out duties by head teachers and

establish the general distribution of head teachers and teachers in the County in terms of age given that age of the stakeholders can be a factor influencing human resource management.

Here respondents were asked to indicate their age and the responses were as in Table 4.3.

The Table 4.3

Age of the respondents

Years	Frequency	%	Frequency	%
20 – 30	0	0	40	30
31 – 40	9	20	34	24
41 – 50	27	60	61	44
51 and above	9	20	5	2
Total	45	100	140	100
Head teachers		Teachers		

The data in Table 4.3 shows that, 36 (80%) of the head teachers and 66 (46%) of the teachers were of between age of 41 – 50 years. This shows that the teachers were old enough to understand the influence of head teachers' characteristics in human resource management in schools. It also shows that majority of the teaching workforce was of good age with reasonable experience to head and make meaningful decisions in schools.

4.3.3 Level of education of respondents

The researcher sought to establish the level of education of the teachers & Head teachers'. This was in order to get the education levels of head teachers and

teachers as this may have a bearing in the duties of Head teachers in resource management due to the fact that education level means exposure and adequate skills and on human resource management, here the respondents were to state their level of education, the results were as in Table 4.4

Table 4.4

Level of education of the respondents

Level of education	Head teachers		Teachers	
	Frequency	%	Frequency	%
Diploma /ATS	5	10	31	22
P1	33	75	98	70
Degree	7	15	11	8
Total	45	100	140	100

The results on Table 4.4 shows that, majority 33 (75%) of the head teachers had P1 as their higher level of academic qualifications. This means that the respondents were knowledgeable enough to understand the influence of head teachers' characteristics in human resource management in schools.

The data also indicated that few teachers and head teachers had gone beyond P1 level of Education. Meaning few of the teachers had advanced their education and that may have an influence on their duties and in the way they will manage human resource in schools. This is in concurrence with Vinding (2006) that the level and quality of knowledge in the organization's personnel is conducted with the human resource management in the institutions.

4.3.4 Years of Experience of Respondents

The researcher sought to study the years of experience of the respondents. This was in order to determine whether years of experience is an issue in carrying out duties by head teachers and establish the general distribution of head teachers and teachers in the County in terms of years of experience given that experience of the head teachers can be a factor in effective human resource management.

Here respondents were asked to indicate their years of experience as in Table 4.5.

Table 4.5

Years of Experience of Respondents

Years	Head Teachers		Teachers	
	Frequency	%	Frequency	%
0-5			10	7.1
6-10			20	14.3
11-15	15	33.3	40	28.6
16-20	15	33.3	60	42.8
21-25	10	22.2	5	3.6
Over 25	5	11.2	5	3.6

The table 4.5 in which all of the head teachers 100% had a working experience of between 11-25 years, which was adequate for their professional preparations for leaderships. This meant that all of the head teachers had school based experience of teaching and handling of students and interacted with others, it is true that years of work are always accompanied with experience. This is in agreement with Iraro

(2002) who concurs that administrative experience of head teachers equips them with relevant knowledge skills and training necessary for resource management in schools.

From the Table 4.5 it is clear that over 98 (70%) of the teachers who responded had worked over 10 years, this means they had enough knowledge and understood and interacted well with school leadership to enable them comment on the Head teachers characteristics and their influence on human resource management.

4.3.5 Head teachers years of administrative experience

The researcher sought to study the head teachers' years of administrative experience. This was in order to determine whether years of administrative experience is an issue in carrying out duties by head teachers in relation to human resource management. Here respondents were asked to indicate their years of administrative experience as in Table 4.6.

Table 4.6

Head teachers years of administrative experience

Years of administrative experience	Frequency	%
0-5	5	11.2
6-10	10	22.2
11-15	20	44.4
Over 16 years	10	22.2

Table 4.6 shows that most head teachers over 30 (66%) had a good administrative experience as head teachers of between 10-25 years.

This was adequate for acquiring enough knowledge as head teachers to be able to comment on the head teachers' ways of management of human resource management.

4.4 Influence of head teachers' gender on human resource management

The researcher sought to investigate the influence of head teachers gender on the human resource management in schools. The respondents were asked to rate the influence of head teachers gender on the various aspects in human resource management as in the Table 4.7.

Table 4.7

Head teachers' gender and human resource management

Head teachers' Response

	Very High	High	Low	Very Low
Recruitment and selection	25 (60%)	10 (22%)	5 (11%)	5 (11%)
Staff Induction	18 (40%)	10 (22%)	10 (22%)	7 (15%)
Staff Motivation	20 (44%)	10 (22%)	10 (22%)	5 (11%)
Staff Compensation	25 (50%)	10 (22%)	5 (11%)	5(11%)
Student discipline	15 (33%)	10 (22%)	10 (22%)	10 (22%)

The data tables 4.7 indicate over 25 (60%) of head teachers rated highly the influence of gender on human resource management meaning depending whether it is male or female management differed. That is the way males handled resources are different from the females. Female head teacher are known to be more motherly

and give a warm/ human approach in dealing with the people and sometimes they do it in their own style which some people call domineering and high handedness. Which agrees with Republic of Kenya (2002) women head teacher practice a high structure –low consideration leadership style and that female head teachers are rather domineering.

Women head teachers do often come across challenges like cultural activities and family obligations which affect their administrative. A cultural attitude for women comes in the form of gender stereotyping. This is where teachers, parents, students and support staff have a tense relationship with the head teacher. This makes it difficult for the head teacher to cultivate the warm and friendly relationship that all leaders should enjoy from their followers as it breeds success. A female head teacher who is looked down upon by male teacher may in turn be very authoratative to retrieve her self esteem.

Table 4.8

Head teachers’ gender and human resource management

Teacher’s Response

	Very High	High	Low	Very Low
Recruitment and selection	75 (52%)	15 (11%)	30 (21%)	20 (14%)
Staff Induction	70(50%)	30 (21%)	30 (21%)	10 (7%)
Staff Motivation	80 (57%)	20 (14%)	20 (14%)	20 (14%)
Staff Compensation	90 (64%)	30 (21%)	10 (7%)	10 (7%)
Student discipline	110 (79%)	10 (7%)	10 (7%)	10 (7%)

Table 4.8 shows 98 (70%) of the teachers rated highly the influence of gender in human resource management and some few teachers rated lowly the influence of gender on human resource management. This means that whether male or female, it does not affect because institutions have guidelines how people carry their duty. So some respondents felt that gender is not an issue in human resource management. The factor here is academic qualification, experience, training and others. If all heads whether male or female were prepared adequately they will perform the human resource management functions effectively. Which agree with Koskei (2004) who recommended that the best of improving head teachers in their management role is strictly consider their administrative experience and educational levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with managerial skills.

4.5 Influence of head teachers' age on human resource management

The researcher found it important to determine whether the head teachers' age had influence on human resource management, here the respondents were to give their opinion on Head teachers age on human resource management. The responses as in Table 4.9

Table 4.9**Head teachers' age and human resource management****Head Teachers Response**

	Strongly agree	Agree	Disagree	Strongly disagree
Recruitment and selection	25 (56%)	10 (22%)	5 (11%)	5 (11%)
Staff Induction	25 (56%)	5 (11%)	5 (11%)	0 (0%)
Staff develop motivation	10 (22%)	10(22%)	20 (44%)	10(22%)
Staff compensation	30 (67%)	10 (22%)	5 (11%)	0 (0%)
Student discipline	30 (67%)	10 (22%)	5 (11%)	0 (0%)

The data on Table 4.9, indicate most of the respondents, 38 (80%) of head teachers and 98 (70%) of teachers strongly and agreed that, head teachers who are 40 years and above did better in recruitment, induction, development, motivation compensation and students discipline as functions of Head teachers as Human Resource Managers. This was attributed to their experience that goes along with age. It was deemed that such heads were self controlled and motivated to handle their better. Especially in students discipline 80% of the respondents agreed that they did very well. Which was in agreement with Nyaega (2003) who asserts that the years taken by one in a school is crowded by the same of experience. Thus for teachers who have taught for a length of time are believed to have a wider exposure in the career than the newly appointed. Older head teacher as likely to have built self confidence hence may administer the students, teachers and the other staff more carefully. The age of practicing head teachers is crucial in that experience come

with age. Very young head teachers may be over serious and over enthusiastic thus upsetting certain norms to the dissatisfaction of both teachers, students, parents and others.

Table 4.10

Head teachers' age and human resource management

Teachers Response

	Strongly agree	Agree	Disagree	Strongly disagree
Recruitment and selection	80 (57%)	30 (21%)	20 (14%)	10 (7%)
Staff Induction	75 (54%)	25(18%)	20 (14%)	10 (7%)
Staff develop motivation	80 (57%)	20(14%)	20 (14%)	20 (14%)
Staff compensation	90 (64%)	30 (21%)	20 (14%)	-
Student discipline	90 (40%)	30 (21%)	15 (11%)	10 (7%)

From the table 4.10 some teachers disagreed that the older head teachers performed better in the human resource management, this means that other qualities apart from age should be possessed for one to do better, as in some cases older head teachers especially 50 years and above slowed down in their performance due to some frustrations, panic due to retirement age and some go for revenging missions against some people due to their frustration and that's why some respondents argued that they did it better, 70 (50%) of the teachers specifically disagreed that the head teacher did better in staff motivation implying that most old head teachers do not do well on this function.

4.6 The influence of head teachers' academic qualification on human resource management in schools

The researcher sought to find out whether the head teachers' academic qualifications had influence on human resource management. Here the respondents were to rate the head teachers' academic qualification and their effectiveness in relation to management of human resource in school. The findings were as in the table 4.11.

Table 4.11

Influence of Academic qualification on Human Resource Management

Head teachers response

Level of Education	Very effective	Effective	Fair	Infective
P1	5 (11%)	10 (22%)	10 (22%)	20 (22%)
Diploma	20 (44%)	10 (22%)	10 (22%)	5 (11%)
Degree	25 (56%)	10 (22%)	5 (11%)	5 (11%)

Table 4.11 indicates most of the head teachers' agreed that graduates and diploma holders were very effective in human resource management and a few indicated the PI were effective, meaning that head teachers who had attained PI certificate were not effective in human resource management functions in schools as they were not fully skilled and knowledgeable in human resource management function. It is clear that the higher the education qualification the effective head teachers are, this is agreement with Odubokers (2007) who revealed that head teachers academic

qualification is crucial in human resource management in schools. This concurs with Odhiambo (2001) who indicated that educational attainment of head teachers determine to which extent they are effective in school management.

Table 4.11

Influence of Academic qualification on Human Resource Management

Head teachers response

Teachers response

	Very effective	Effective	Fair	Ineffective
P1	5 (4%)	10 (22%)	40 (29%)	85 (60%)
Diploma /AS	70 (50%)	50 (30%)	10 (7%)	10 (7%)
Degree	80 (54%)	40 (29%)	10 (7%)	10 (7%)

The findings on Table 4.11 indicate the majority of the teachers 116 (80%) agreed that degree and diploma holders were more effective than those of P1 qualifications. This means that the higher the academic qualification the effective one is in human resource management.

4.6.2 High academic qualification enhance effectiveness

The researcher sought to investigate the influence of head teachers' academic qualification on the effectiveness in human resource management functions. The result was as in the table 4.12

Table 4.12

The influence of head teachers' academic qualification on Human Resource Management Functions.

Head teachers response

	Very effective	Effective	Fair	Infective
Recruitment and selection	20 (44%)	153(33%)	5 (11%)	5 (11%)
Staff- Induction	25(56%)	10 (22%)	5 (11%)	5 (11%)
Staff Development	25(56%)	5 (11%)	10 (20%)	5 (11%)
Staff Motivation	20 (44%)	10 (22%)	10 (22%)	5 (11%)
Staff Compensation	20 (44%)	15 (33%)	5 (11%)	5 (11%)
Student discipline	25 (56%)	10 (22%)	5 (11%)	5 (11%)

The results on Table 4.12 indicate that most of the head teachers over 29 (60%) all agreed that head teachers who had high academic qualification were very effect in their human resource management function; some respondents indicated that head teachers with high academic qualification were not effective in some functions like in the student discipline, staff motivation, development and induction. This means that it was only the academic qualification but other aspects like experience and training that contribute to effectiveness, which is agreement with Travo (2002) and Mutai (2003) who contends that managers need three essential skills to do their activities that is technical, human resource management skills and conceptual skills.

Table 4.13**The influence of head teachers' academic qualification on Human Resource Management****Teachers' respondents**

	Very effective	Effective	Fair	Infective
Recruitment/separation	80 (54%)	40 (29%)	10 (7%)	10 (7%)
Staff- Induction	90 (64%)	40 (29%)	10 (7%)	10 (7%)
Staff Development	90 (64%)	20 (29%)	20 (14%)	10 (7%)
Staff Motivation	80 (54%)	40 (29%)	10 (7%)	10 (7%)
Staff Compensation	60 (43%)	40 (29%)	20 (14%)	20
Student discipline	100 (71%)	20 (14%)	10 (7%)	10 (7%)

Table 4.13 shows that majority 100 (75%) of the teachers agreed that highly educated teachers were very effective in staff recruitment, selection, development motivation, compensation and student discipline while some few teachers indicated that highly educated teachers were not all that effective in some as aspects of human resource management meaning that academic qualification was not the only factor, experience, age and training attribute to full effectiveness. This agrees with Koskei 2004 who concurs that lack of formal training in management skills and administrative experience has been responsible for a great deal of inefficiency and inefficiency in the performance of many education institution in Africa.

4.7.1 The Influence of head teachers' administrative experience on human resource management

The Researcher sought to find out if the Head teacher administrative experience in human resource management influenced management of HRM especially in recruitment of staff, induction, development, and motivation and student discipline.

The responses were as in Table 4.14.

Table 4.14

Head teacher administrative experience and human resource management

Head teachers' Response

	Very good	Good	Fair	Poor
Recruitment and Separation	20 (44%)	15 (33%)	5 (11%)	5 (11%)
Staff Indication	30 (67%)	10 (22%)	5 (11%)	-
Staff motivation	25 (56%)	10 (22%)	10	-
Staff compensation	20 (44%)	10 (22%)	10 (22%)	5 (11%)
Student discipline	30 (67%)	10 (22%)	5 (11%)	-

From Table 4.14 shows that, the majority 80% of the Head teachers agreed that head teachers' had administrative experiences were very good in recruitment and selection of staff induction. Student discipline, staff development, staff motivation

and staff compensation. As indicated by Koskei (2004) lack of formal training in management skills and administration experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa.

Table 4.15

Head teacher administrative experience and human resource management (Teachers Response)

	Very good	Good	Fair	Poor
Recruitment and selection	80 (57%)	40(29%)	20(14%)	-
Staff Indication	90 (64%)	30(21%)	20(14%)	-
Staff motivation	70 (50%)	40(29%)	20(14%)	10
Staff compensation	60 (43%)	40(29%)	25(18%)	15
Student discipline	75 (54%)	40(29%)	20(14%)	5

The data on table 4.15 indicates that, the majority 100 (75%) , of the teachers agreed that the head teachers agreed that the head teachers with administrative experience were very good in the various functions of human resource management in schools. While some teachers also indicated that the though head teachers had experience, they performed poorly or fairly in some human resource management functions, meaning that experience alone cannot serve but with training and high academic qualification also contributed. Olembo (1986) concurs that head teachers

could be better if they improved on the consultation skills, Republic of Kenya (2002) confirms that lack of managerial skills in planning, budgeting, expenditure controls book keeping procurement and human resource management are some of the skills lacking in many head teachers. This makes head teachers to do well in their duties.

4.7.2 Influence of head teachers years of experience on human resource management

The researcher then sought to investigate if the head teachers should have the required administrative experience. The findings are shown in the Table 4.16.

Table 4.16

Head teachers should possess 10 years and above of administrative experience to enhance human resource management.

Responses	Strongly agree	Agree	Disagree	Strong disagree
Head teachers	25 (56%)	10 (22%)	5 (11%)	5 (11%)
Teachers	80 (57%)	40 (29%)	10 (7%)	10 (7%)

The data on Table 4.16, 70% of head teachers, agreed that the head teachers should possess 10 years and above of administrative experience to enhance Human Resource Management. This ensures the head teachers competence in carrying out their duties as human resource managers in primary schools. Training of head teachers whether in government, business or education, equips them with relevant knowledge, skills and administrative experience necessary for human resource

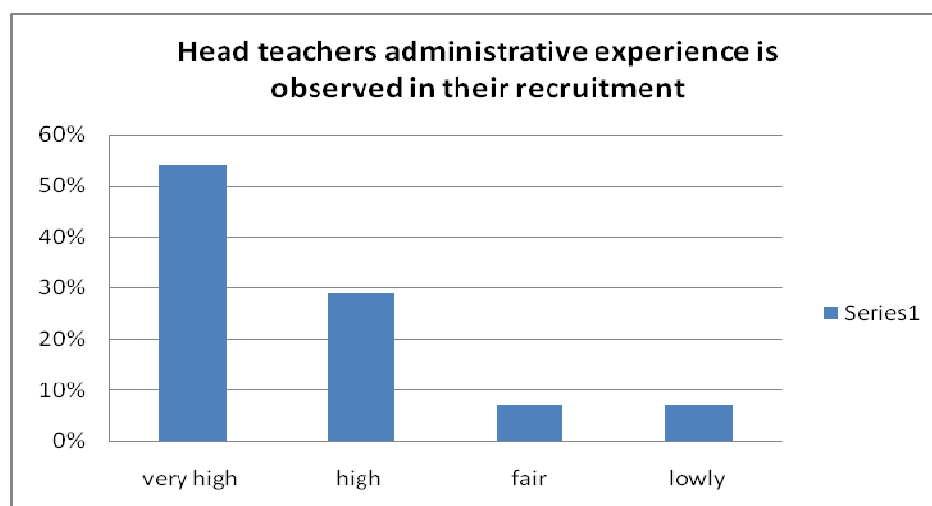
management, (Iravo, 2002). This implies that the head teachers need to possess the required administrative experience to develop their competence in human resource management. This is in line with Koskei (2004) who recommended that the best way of promoting head teachers in the management role is to strictly consider the administrative experience in school leadership and provide regular training to enhance their experience. The same way Iraro (2002) says that administrative experience of head teachers whether in management equips them with relevant knowledge skills for their management activities. Republic of Kenya (2002) also agreed that inexperienced head teachers have at times encouraged indiscipline on students' teachers and support staff. They rely heavily on punishment and taking hard positions in some positions which sometimes backfire.

4.7.3 Considerations of head teachers administrative experience during Appointment

The researcher then sought to establish if head teachers administrative experience is observed in recruitment practices. The results are shown as in the figure 4.1.

Figure 4.1

Head teachers' administrative experience is observed in their recruitment.



The findings indicate that figure 4.1, it is shown that the majority 116 (83%) of teachers strongly disagreed that head teachers administrative experience is observed in their recruitment. It can be deducted from this that the head teachers are lacking the required administrative experience to perform their duties as human resource managers in primary school. Republic of Kenya report, commission (1999), attributes weak performance by head teachers to lack of administrative experience this is similar with the argument of Glassman and Sullivan, (2008).

4.8.1 The influence of head teachers training on human resource management

The researcher studied the influence of head teachers' training on human resource management by investigating if head teachers training influences their effectiveness in human resource management, from the Table 4.17

Table 4.17

Head teachers response on training of head teachers on human resource management and human resource management practices

Rate of Human Resource Management practices	Very Effective	Effective	Fairly ineffective	Ineffective
Recruitment and selection	23 (51%)	8 (18%)	7 (17%)	6 (14%)
Staff Induction	24 (53%)	7 (16%)	4 (8%)	10 (23%)
Student discipline	35 (78%)	6 (12%)	2 (5%)	2 (5%)
Staff development	17 (37%)	7 (17%)	6 (12%)	15 (34%)
Staff Motivation	19 (43%)	7 (15%)	9 (20%)	10 (22%)
Staff Compensation	18 (41%)	08 (12%)	10 (22%)	11 (25%)

The Table 4.17 shows that majority of the teachers indicated that head teachers who were trained were very effective in recruitment and selection of staff. Many of the teachers also indicated that the head teachers who were trained in school administration were very effective in staff induction, student discipline, staff development, staff motivation and staff compensation. This implies that the head

teachers who have trained in school administration are competent enough to perform their duties as human resource managers in schools.

Table 4.18

Teachers response on training of head teachers on human resource management and human resource management practices

Rate of Human Resource Management practices	Very Effective	Effective	Fairly ineffective	Ineffective
Recruitment and selection	23 (51%)	8 (18%)	7 (17%)	6 (14%)
Staff Induction	24 (53%)	7 (16%)	4 (8%)	10 (23%)
Student discipline	35 (78%)	6 (12%)	2 (5%)	2 (5%)
Staff development	17 (37%)	7 (17%)	6 (12%)	15 (34%)
Staff Motivation	19 (43%)	7 (15%)	9 (20%)	10 (22%)
Staff Compensation	18 (41%)	08 (12%)	10 (22%)	11 (25%)

The data on Table 4.11 shows that many of the teachers indicated that head teachers who were untrained were fairly effective in recruitment and selection of staff.

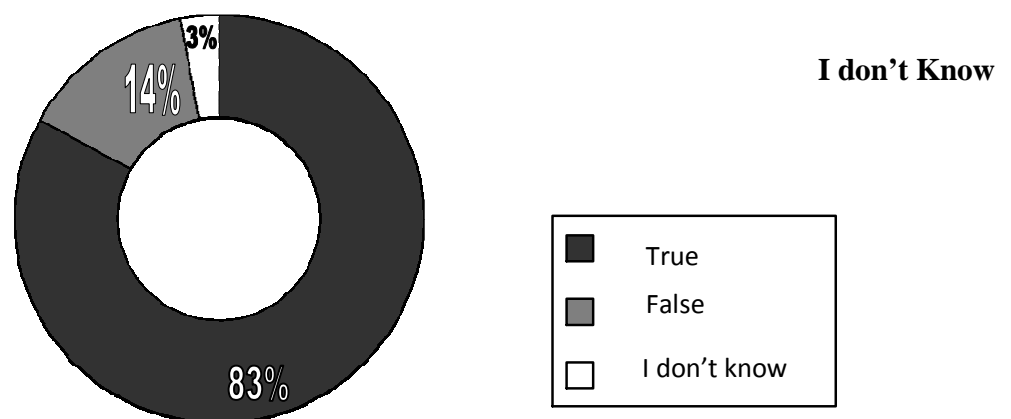
Many also indicated that the head teachers who were untrained were ineffective in staff induction, maintaining student discipline, staff development, staff motivation

and staff compensation. This indicated that the untrained head teachers are incompetent to perform their duties as human resource managers in schools.

4.8.2 Knowledge on human resource management

The researcher then investigated headteachers response on the necessity of knowledge in human resource management by head teachers. The results are shown in the Figure 4.2.

Figure 4.2 Head teachers should be knowledgeable in human resource management



The data on figure 4.2 indicate the majority 116 (83%) of the head teachers agreed that the headteachers should be knowledgeable in human resource management. This means that the head teachers do not have the right knowledge and this had influenced their performance of their duties as human resource managers in schools. Odubuker (2007) conducted a study to investigate the influence of the headteachers' competence on the management of primary schools in North Western Uganda in

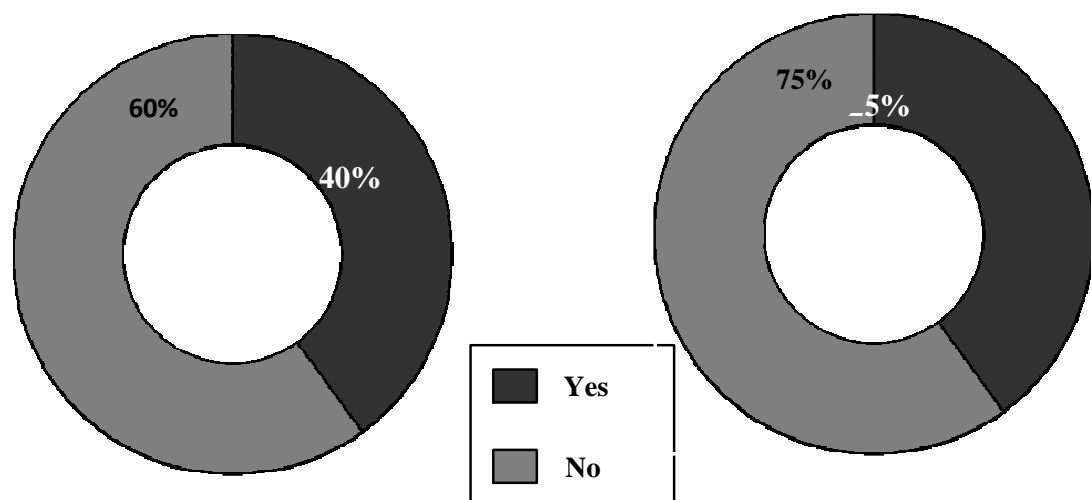
order to improve the teaching and learning process. The findings from the study revealed that the principals or head teachers' management training was critical to the human resource management of the school.

4.8.3 Attendance of seminars in school administration by head teachers

The researcher sought to investigate the attendance of seminars in school administration by head teachers. He studied if the attendance of seminars influences human resource management in schools and the extent to which attendance of seminars influence head teachers in human resource management. The researcher then sought to investigate head teachers attendance of seminars in Human Resource Management practices. The results are shown in the Figure 4.3.

Figure 4.3

Head teachers' attendance of training in Human Resource Management practices



The results on Figure 4.3 indicate that majority 27(60%) of the head teachers and 75% of teachers indicated that they had attended training on Human Resource Management courses. This implies that the few headteachers' who attended seminars and workshops sharpened their HRM skills through attending seminars and this influences headteachers competence in Human Resource Management.

4.8.4 Head teachers attendance of seminars /workshops and human resource management practices

The researcher then sought to investigate the influence of the head teachers' attendance of seminars and workshops on human resource management. The results are shown in the Table 4.12.

Table 4.19

Relationship between attendance of seminar and human resource management Practices

Head teachers responses

Rate of Human resource management practices	Very Effective	Effective	Fairly Effective	Ineffective
Recruitment and selection	19 (44%)	5 (11%)	6 (14%)	15 (33%)
Staff induction	24 (53%)	7 (15%)	5 (11%)	9 (21%)
Staff discipline	20 (45%)	7 (17%)	7 (17%)	11 (25%)
Staff development	20 (44%)	7 (16%)	9 (20%)	9 (20%)
Staff motivation	20	7	9	9

	(44%)	(16%)	(20%)	(20%)
Staff Compensation	19 (42%)	7 (16%)	5 (11%)	14 (31%)

From Table 4.12 shows that many of the head teachers indicated that head teachers who had attended seminars on school administration were more effective in human resource management especially in recruitment and selection of staff. Many also indicated that the head teachers who had attended the seminars were very effective in staff induction, maintaining staff discipline, staff development, staff motivation and staff compensation. This means that the head teachers competence in enhance when they attend seminars/workshops since they gain more knowledge in school management.

Kapkiyai (2007) concurs that the head teachers who can facilitate human resource management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation.

Table 4.20

Relationship between the head teachers attendance of seminars /workshops and human resource management practices

Teachers' responses

Rate of Human resource management practices	Very Effective	Effective	Fairly Effective	Ineffective
Recruitment and selection	6 (5%)	50 (30%)	20 (14%)	10 (7%)
Staff induction	70 (50%)	40 (29%)	20 (14%)	10 (21%)
Staff discipline	80 (45%)	40 (29%)	10 (7%)	10 (7%)
Staff development	70 (50%)	60 (43%)	5 (4%)	5 (4%)
Staff motivation	80 (54%)	50 (30%)	5 (4%)	5 (4%)
Staff Compensation	70 (50%)	40 (29%)	25 (11%)	5 (4%)

Table 4.13 shows some of the teachers indicated that head teachers who had not attended seminars/workshops on human resource management courses were ineffective in recruitment and selection of staff. Many also indicated that the head teachers who had not attended the seminars were ineffective in staff induction, maintaining staff discipline, staff development, staff motivation and staff

compensation. This means that the head teachers competence is influenced negatively if they do not attend seminars/workshops.

The researcher studied the extent to which attendance of seminars/workshops influence headteachers competence in HRM. The findings are in Table 4.13.

Table 4.21

Extent to which attendance of seminars/workshops influence Head teachers' competence in human resource management

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
The head teachers should attend seminars to enhance HRM skills	2 (5%)	6 (14%)	1 (3%)	7 (15%)	28 (63%)
Attendance of seminars improves head teachers managerial skills	1 (2%)	1 (1%)	3 (6%)	11 (24%)	30 (66%)
The head teachers should increase the number of times they attend seminars	0 (0%)	1 (2%)	0 (0%)	2 (4%)	42 (94%)
The knowledge and skills learnt in workshops is relevant to HRM	5 (12%)	10 (22%)	17 (37%)	5 (12%)	8 (17%)

It is clear from the outcome as in the Table 4.21 that majority indicated that they strongly agreed that the headteachers should attend seminars to enhance their human resource management skills. Majority of the teachers respondents strongly agreed that attendance of seminars improves headteachers managerial skills while majority 40 (94%) also indicated that they agreed that the headteachers should increase the number of times they attend seminars. This implies that seminars and workshops help the headteachers to perform better in human resource management practices in their primary schools.

Mutai (2003), concluded that managers need three essential skills to do their activities. According to him top head teachers need conceptual skills, middle managers need human skills and lower level managers need technical skills. Therefore, the managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively and efficiently. The classical management theory by Henri Fayol (1841-1925) France emphasizes how managers and supervisors relate to their organizations in the knowledge of this goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of summary, conclusions, recommendations and suggested areas of study.

5.2 Summary of the study

The purpose of the study was investigating the influence of head teachers' Characteristics on Human Resource Management in public primary schools in Tana River County, Kenya. The objectives of the study included, To establish extent to which the head teachers' gender influences human resource management in public schools in Tana River County, to determine the extent to which the head teachers' age influence human resource management in public primary schools in Tana River County, to establish the extent to which head teachers' academic qualifications, influence human resource management in public primary schools in Tana River County, to determine the extent to which head teachers' administration experience influence human resource management in public primary schools in Tana River County and to determine the extent to which the head teachers' training on school administration influence human resource management in public primary schools in Tana River County.

The study targeted 160 public primary school head teachers and 1600 primary school teachers in Tana River County. The sample size was 208 respondents comprising; 48 headteachers and randomly sample 160 teachers from each of the sampled schools. Data was collected using questionnaires for the teachers and head teachers. Reliability of instrument was done through test-retest

method. Pearson's product moment's correlation was used to test reliability. A coefficient of 0.6 indicated that the instrument was reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using Statistical Package for Social Sciences (SPSS).

Descriptive statistics and thematic statistics were used. The education stakeholders like Teachers Service Commission, Kenya Education Management Institute and Ministry of Education, Science and Technology at different level may see the need for training and get information that may assist their headteachers grow in terms of knowledge, skills and productivity in human resource management. The researcher established that a (98%) majority of the teacher respondents indicated that they agreed that the head teacher should possess the required education level. This is because it was found to influence headteachers human resource management. A majority (60%) of the teachers indicated they disagreed that the head teacher plays his HRM roles well. Majority (58%) of the teacher respondents disagreed that the head teacher is knowledgeable of his HRM duties. Majority (98%) of the teachers agreed that the head teacher applies professionalism in their HRM duties. This means that the head teachers should increase their level of education in order to perform better in human resource management.

The Majority (56%) of the respondents agreed that the headteachers' administrative experience influences his competence in human resource

management. Public primary school this implies that the head teachers should have exchange and training programmes to improve their administrative experience. The majority 106 (76%) of teachers respondents agreed that the headteachers should possess the required administrative experience. The Majority 40 (83%) of the headteachers disagreed that headteachers administrative experience is observed in recruitment while a few 5 (11%) were undecided. The majority 68 (72%) of the teachers disagreed that the headteachers attend seminars to possess more administrative experience in HRM. Some (18%) of them agreed to the statement.

The majority 42 (88%) of the head teachers agreed that head teachers training school administration influenced their competence in human resource management. This implies that head teachers with training are competent in human resource management practices. The majority 128 (92%) of the teachers agreed that there should be no biasness by headteachers in solving the HRM problems. The majority 100 (72%) of the teachers respondents agreed that headteachers should have the right knowledge about human resource management. Majority 116 (83%) of the teachers agreed that the headteachers should have right knowledge in human resource management.

The majority 102 (73%) of the teacher respondents agreed that attendance of seminars/workshops influences their competence in human resource management. The headteachers should therefore attend workshops to enhance their skills in Human Resource Management. It was clear from the outcome that majority 37 (78%) indicated that they agreed that the headteachers should attend seminars to enhance their human resource management skills.

The majority 126 (90%) of the teachers' respondents agreed that attendance of seminars improves headteachers managerial skills.

5.3 Conclusions

It was established that age of head teachers influenced human resource management as age was always associated with necessary experience need to handle new challenges in headship compared to those in class.

Head teachers academic qualification is key in the effectiveness of head teachers in human resource management. The higher the level, the more effective they are as they get exposed to appropriate knowledge skill and attitudes for effective human resource management in school.

It is clear that beside age, gender and academic qualification. Head teachers administrative experience was key as it read to exposure and confidence that is needed in the decision making in human resource management in schools. Experienced head teachers were controlled disciplined and could not panic in their decision and hence effective school leadership.

The majority of the respondents agreed that training and attendance of workshops for head teachers influenced a great deal the management of human resource as this was reliable source of acquiring the necessary skills knowledge, experiences and attendances in effective human resource management for the purpose of proper staff recruitment, induction development discipline and motivational functions or process.

It is therefore true to say that head teachers characteristics has a great influence in the human resource management in school in Tana River County in Kenya at large.

5.4 Recommendations

- The head teachers ought to be trained on human resource management roles that they should apply. This will enable them perform better and hence the schools will realize improvement in academic performance of the students.
- The TSC should provide the headteachers with administrative experience through courses to enhance their performance of HRM duties.
- The TSC can include this in training of the headteachers on their roles and providing the ways of implementing them in the schools.
- From the findings, the head teachers' competence in HRM in schools is influenced by professional qualification.
- The Ministry of Education and TSC should organize and come up with a training program for head teachers on human resource management.
- The head teachers should attend seminars/workshops on human resource management in public primary schools to better their managerial skills.
- This will positively influence the school management and ensure the academic performance of the schools improves.

5.5 Suggestions for further research

Researcher suggests the following areas for further research.

- 1) Influence of team spirit on human resource management in public primary schools.
- 2) Influence of government policies on the appointment of headteachers in public primary schools in Kenya.
- 3) Influence of KEMI courses on the headteachers effectiveness in school leadership in Kenya.

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APPENDIX I

INTRODUCTORY LETTER

Obed Justus Guto

Department of Education Administration
and Planning

P. O. Box 92

Kikuyu

Date:_____

The Head Teacher

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi where I am undertaking a Masters Degree in Educational Administration. I am carrying out a research on **influence of head teachers' characteristics on human resource management in public primary schools in Tana River County.** Your school have been sampled for participation in the study. The data collected will purely be used for academic purposes and the respondents' identity will be treated in confidence.

Any other information relevant to the study will be much welcome.

Thank you.

Yours faithfully,

Obed Justus Guto

APPENDIX II

HEADTEACHERS QUESTIONNAIRE

The questionnaire is designed to collect information in the “influence of head teacher’s characteristics on human resource management in public primary schools in Tana River County”. Kindly answer the question as guided do not write your name or school anywhere. All the information provides will be treated with confidentiality and will only be used for this study.

Section A: Demographic information

1. What is your gender?

Male

☐

Female

☐

2. What is your age bracket?

25 – 30 years

☐

31 – 35 years

☐

36-40years

☐

41-45 years

☐

46-49 years

☐

over 50 years

☐

3. what is your highest academic?

Secondary

☐

P1

☐

Diploma

☐

B.ed

☐

M.e.d

☐

4. Indicate numbers of years in the teaching profession by ticking appropriately

Below 5 years

☐

5-10 years

☐

Above 10 years

☐

Section B: Gender of head teachers and human resource management

5. Head teachers' gender influences human resource management, in school in the following areas. Kindly rate appropriately by ticking (✓)

	Very high	high	low	Very low
Recruitment and separation				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

6. Kindly state two reasons for the above trends.

Section C: Age of head teachers

7. Most head teachers who are aged 40-above do better in the following areas. Please indicate by ticking appropriately.

	Strongly agree	agree	disagree	Strongly disagree
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

Section D: Academic qualification of head teachers

8. Academic qualification of head teachers in school headship is a factor.

Tick appropriately(✓)

	Very effective	Effective	Fair	Ineffective
P1				
Diploma				
degree				

9. The higher the academic qualification of the head teacher the higher the effectiveness in human resource management. Rate appropriately in the following aspects

	Very effective	Effective	Fair	Ineffective
Recruitment and separation				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

B. Give at least two facts to explain your agreement

Section E: Experience of head teachers

10. Indicate the number of years experience served in your profession

11. Rate the following services in relation to head teacher experience to human resource management by ticking appropriately.

	Very good	Good	fair	Poor
Recruitment and separation				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

12. Head teachers should have at least 10 years of working experience before appointment. Do you agree , please indicate by ticking (✓)

Strongly agree ☐ agree ☐ undecided ☐ disagree ☐
strongly disagree ☐

13. Do you think head teachers experience is considered when head teachers are recruited

Strongly agree ☐ agree ☐ undecided ☐ disagree ☐
strongly disagree ☐

Section F: Training on school administration on human resource management

14. Most head teachers who are well trained are effective in human resource management issues in schools. Tick as appropriate

Strong agree ☐ Agree ☐ Disagree ☐ Strong disagree ☐

	Very effective	Effective	Fair	Ineffective
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

15. Head teachers should have adequate knowledge in human resource management in schools. Indicate by ticking (✓)

True ☐ false ☐ don't know ☐

16. Have head teachers' attended training in human resource management

Yes _____ No _____

17. How has the attendance of training/workshops impacted on head teacher's management of human resource in school? Please indicate by ticking

Function	Very effective	Effective	Fair	Ineffective
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

THANK YOU

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This study seeks to investigate the **“influence of headteachers’ characteristics on resource management in public primary schools in Tana River County”**. Considering the significance of the topic, kindly spare your time to inform the study by answering the following questions. To ensure confidentiality do not write your name in the questionnaire.

Section A: Demographic data

1. What is your gender? Indicate by ticking (✓) appropriately
Male ☐ Female ☐
2. Kindly state your age in years? ☐
3. What is your highest academic qualification?
P1 _____ ATS 1 _____ Diploma _____ Degree _____
Masters _____
4. How long have you served as a teacher? Indicate below.
5-10 years ☐ Above 10 years ☐

Section B: Head teachers’ Gender and human resource management

5. Head teachers’ gender influences human resource management, practice in school in the following areas. Kindly rate appropriately by ticking (✓)

	Very high	high	Average	Not at all
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

6. Kindly state two reasons for the above threads.

Section C: Age of head teachers

7. Most head teachers who are aged 40-above do better in the following areas. Please indicate by ticking appropriately.

	Strongly agree	agree	disagree	Strongly disagree
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

Section D: Academic qualification of head teachers

8. Academic qualification of head teachers in school headship is a factor.

Tick appropriately(✓)

	Very effective	Effective	Fair	Ineffective
P1				
Diploma				
degree				

9. The higher the academic qualification the head teacher of high the effectiveness the ineffective of head teacher in human resource management. Rate appropriately in the following aspects.

	Very effective	Effective	Fair	Ineffective
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

B. Give at least two facts to explain your agreement

Section E: Experience of head teachers

10. Indicate the number of years experience served in your profession

11. Rate the following services in relation to head teacher experience to human resource management by ticking appropriately.

	Very good	Good	fair	Poor
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

12. Headteachers should have at least 10 years of working experience before appointment. Do you agree , please indicate by ticking (✓)

Strongly agree ☐ agree ☐ undecided ☐ disagree ☐
strongly disagree ☐

13. Do you think head teachers experience is considered when head teachers are recruited

Strongly agree ☐ agree ☐ undecided ☐ disagree ☐
strongly disagree ☐

Section F: Training on school administration on human resource management

14. Most head teachers who are well trained find it easy to handle human resource management issues in schools. Tick as appropriate

	Very effective	Effective	Fair	Ineffective
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

15. Head teachers should have adequate knowledge in human resource management in schools. Indicate by ticking (√)

True ☐ false ☐ don't know ☐

16. Have head teachers' attended training in human resource management

Yes _____ No _____

17. How has the attendance of training/workshops impacted on head teacher's management of human resource in school? Please indicate by ticking

18. Failure to attend training has really affected head teachers' human resource management. Kindly rate.

Function	Very effective	Effective	Fair	Ineffective
Recruitment and selection				
Staff induction				
Staff development				
Staff motivation				
Staff compensation				
Student discipline				

THANK YOU

APPENDIX IV

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
5th August, 2015

NACOSTI/P/15/4919/6982

Guto Justus Obed
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers’ characteristics on Human Resource Management in public primary schools in Tana River County,”* I am pleased to inform you that you have been authorized to undertake research in **Tana River County** for a period ending **4th December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Tana River County** before embarking on the research project.

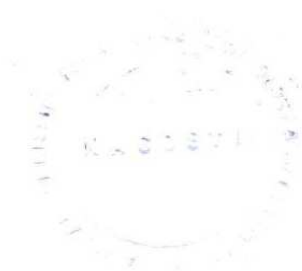
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Tana River County.

The County Director of Education
Tana River County.



APPENDIX V

RESEARCH PERMIT

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 605

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. GUTO JUSTUS OBED

OF THE UNIVERSITY OF NAIROBI,

2598-40200 KISII, has been permitted to

conduct research in Tana River County

on the topic: INFLUENCE OF

HEADTEACHERS' CHARACTERISTICS ON

HUMAN RESOURCE MANAGEMENT IN

PUBLIC PRIMARY SCHOOLS IN TANA

RIVER COUNTY

for the period ending:

4th December, 2015

Permit No : NACOSTI/P/15/4919/6988

Date Of Issue : 5th August, 2015

Fee Received :Ksh 1,000

Applicant's Signature

Director General

National Commission for Science, Technology & Innovation