

THE ROLE OF ADMINISTRATORS
IN THE PRIMARY SCHOOLS OF
THE CENTRAL DIVISION OF
MACHAKOS DISTRICT, KENYA.

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THE FACULTY OF EDUCATION
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IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS OF THE DEGREE OF
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BY

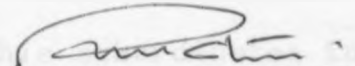
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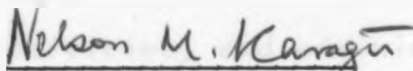
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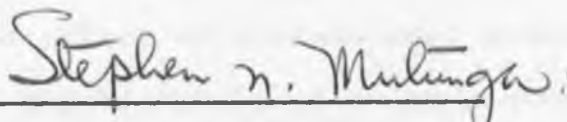
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For a professional organisation to attain its declared objectives, its leader has to have a clear perception of the professional and administrative requirements of the organisation. The personality of the leader also determines his effectiveness in stimulating his subordinates to attain the common goals of the organisation.

The Administrator in the Primary School directs, manages and controls all the activities of the school. His role has not, however, been clearly defined. Perception of the role, by the role incumbents, their superiors and subordinates has been used in this study to establish a basis for understanding of the role.

The purpose of this study was (A) to find out:

1. The aspects of personal characteristics, professional activities, and administrative responsibilities of the ideal Administrator in the Primary School perceived as (a) important and (b) unimportant by teachers, Education Officers and Administrators in the Primary Schools.

2. The effect of professional grades, sex and position in the hierarchy of primary school administration on perception of the role.

(B) Lay a foundation for further studies in:

1. Perception of the role of Administrators in the Primary Schools by members of school committees,

parents, and teachers and administrators with varying lengths of service in the teaching profession.

2. Teaching effectiveness of teachers serving under Administrators in the Primary Schools who have different administrative and professional tendencies and personal characteristics.

3. The personality characteristics administrative and professional practices which contribute to effective leadership.

The study may also help the body that employs teachers in Kenya to design reliable and valid criteria for the selection of Administrators in the Primary Schools. It may also serve as a useful guide for Education Officers in designing suitable in-service courses for Administrators in the Primary Schools. Lastly, findings of this study will improve perception of the role by Administrators in the Primary Schools, their superiors and subordinates and in so doing contribute to effective administration of the primary schools.

All the grades of trained primary school teachers in the central division of Machakos district could not be included in the study. Teachers of the S₁ and P₄ professional teaching grades were omitted in the study because their numbers in the target population were too small to make their proportionate sampling feasible.

A questionnaire designed from results of a preliminary study was used for the main study. The questionnaire was pretested in the Kaiti division of Machakos district. The subjects ranked items in three sections of the questionnaire. The items listed under the three sections were categorised into personal characteristics, professional activities and administrative responsibilities of the ideal Administrator in the Primary School.

Variables found likely to interfere with results of the study were identified as; chronological age and number of years individual respondents had worked in the Ministry of Education and location of schools within or outside the Machakos Township boundaries. These were controlled by means of proportionate random sampling of each category of respondents.

In the analysis of data, mean scores for particular items and groups of respondents, were obtained by adding all the ranks of a particular item for a given group and dividing the sum total by the number of respondents in the group. These mean scores were used for ranking the items in order of their importance as perceived by the group.

The Spearman's rank-order test of co-relationship was used to compare the ranking of items by different groups of respondents. The relationship between rank

orders for items in particular sections of the questionnaire and between groups of subjects was further examined by means of the t-test. The Chi-Square test of relationship was used for ranking orders of particular items between paired groups of respondents. It is this test that revealed striking differences, between paired groups of respondents, in their perception of particular aspects of the role of the Administrator in the Primary School.

On the whole the Spearman's rank-order test of co-relationship showed no statistically significant differences in the perception of the role as represented by each of the three groups of items on the questionnaire, between Education Officers, Administrators in the Primary Schools and Teachers. The same was true for teachers of different professional grades and sexes. A test of relationship in the perception of particular items in the questionnaire however, between different groups of respondents, revealed differences which were statistically significant.

Teachers and especially those of the P₃ and P₂ grades perceived the personal characteristics and administrative responsibilities related to the development of good human relationship among members of the school staffs, as most important, while the role occupants and their superiors did not.

Responsibilities of the role occupant, which did not relate directly to classroom instructions were perceived as unimportant by all groups of respondents.

The major recommendations made in the study were that:

1. The main responsibilities and personal characteristics of the Administrator in the Primary School need to be spelt out clearly by the Ministry of Education for the benefit of the role incumbents, their superiors and subordinates as well as parents. This will create ease of communication between all the groups affected by the role and facilitate efficient primary school administration.

2. Pre-service and in-service courses for prospective and incumbent holders of the post be mounted in teacher training institutions and in the schools to streamline the process of administering the primary schools.

3. The Human Relations Model of administration be adopted in primary schools to facilitate free exchange of educational ideas among teachers, between teachers and Administrators in the Primary Schools and between Administrators in the Primary Schools and Education Officers. This usually has the effect of increasing output among the people who practice it, and promoting the ability to innovate among teachers.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION.

Primary school enrolment in Kenya has risen rapidly over the last decade. By 1965, 50 per cent of the school age population were in primary schools. It was forecast that the percentage would rise to 80 by the year 1980¹. In the country's 1966 - 70² and 1974 - 78³ development plans the rates of population growth for the two plan periods were put at 3 and 3.5 per cent per annum respectively. These rates of population growth confirmed the inevitable rise in primary school enrolment.

The increasing rates of primary school enrolment have led to expansion of existing school facilities to cater for more pupils and employment of a larger number of teachers. These in turn mean greater responsibilities for the people who administer individual

1 Republic of Kenya, Development Plan 1966 - 70 (Nairobi: Government Printer, 1966), p. 306.

2 Ibid. p. 53

3 Republic of Kenya, Development Plan 1974 - 78 (Nairobi: Government Printer, 1974), p. 5.

primary schools. The task of administering individual primary schools is further compounded by two important factors. One that the development of curriculum for the schools is centralised at the Kenya Institute of Education¹ whereas the supply of school equipment is the function of yet another centralized agency - The Schools Equipment Scheme². This means that the Administrator in the Primary School has no direct control over the curriculum or the sources of his school supplies. He is thus relegated to the position of a middle man between the school and both the Kenya Institute of Education and the Schools Equipment Scheme.

The second factor is the quality of teachers serving under the Administrator in the Primary School. Between 1964 and 1965 the percentage of untrained teachers in Kenya primary schools rose from 30 per cent to 35 per cent³. The Administrator in the Primary School has no hand in the employment of the teachers who serve under him. Both the administrator and the teachers are employees of the Teachers' Service Commission. Thus while the administrator has no

-
- 1 J.A. Lijembe, "The Role and Functions of the Kenya Institute of Education", (Nairobi: Kenya Institute of Education, 1973) p.3.
 - 2 David M. Mbiti, Foundations of School Administration, (Nairobi: Oxford University Press, 1974) p. 114.
 - 3 Republic of Kenya, Development Plan 1966 - 70 (Nairobi: Government Printer, 1966) p. 310.

control over the quality of teachers in his school he has the problem of helping both untrained and trained teachers in his school to improve their performance in teaching.

At the same time primary school education has continued to remain "largely a local responsibility" as stated in the 1966 - 70 Development Plan¹. Local communities therefore bear the capital cost in the schools. Under these circumstances it becomes necessary for the Administrator in the primary school to understand, coordinate and even initiate community efforts to raise funds for the provision of the school's physical facilities. In this way the administrator becomes the bridge between his school and the local community.

The large number of expectations for the role of the Administrator in the primary school, points to a need for clear perception of the role by the Administrator in the primary school, his superiors and subordinates. However, a survey carried out by four Master of Education degree candidates, at the University of Nairobi in May 1975, revealed that there was neither a clear outline of the administrative responsibilities and professional activities for Administrators in the primary schools of

1 Ibid. p. 306.

Kenya nor a clear perception of the personal qualities expected of them¹.

Beulah Raju (1971) perceived the personality of the administrator as the factor on which his leadership depended. She described an educational leader as:

... one who can guide the needy but not restrict the efficient person, who can inspire confidence, who can stimulate and guide professional study, research and co-operate efforts, who can demonstrate his ability in solving teaching problems and to whom his subordinates turn to for help, guidance and leadership. He is himself a teacher capable of aiding teachers in professional study and improvement².

She distinguished between the professional leadership role of the school administrator from purely administrative functions which she perceived as:

1 P.M. Kitui, J.G. Kaara, M. Mbithi, and M.A. Nyang'aya "History of the Development of Primary School Headship in Kenya", Department of Educational Administration and Curriculum Development, (Faculty of Education, University of Nairobi, 1975), p. 5.

2 B. Raju, "The Headmaster as an Educational Leader", Journal of the Kenya Teacher (Number 12, November 1971), p. 13.

... the group of activities that:

- 1) plans a system which carries out the policies of education in providing the physical, financial and educational conditions under which educational personnel may work to best advantage;
- 2) maintains these policies in continuous effective operation;
- 3) provides channel^s through which information about conditions may be promptly transmitted from the field to the central office;
- 4) provides channels through which all personnel and agencies of the school system work for continuous improvement and
- 5) furnishes leadership to both the school staff and the school management and control¹.

Statement of the Problem

The role of administrators in the primary schools of Kenya has not been defined. Its definition would constitute a synthesis of opinions about the role by all those affected by it. This study will establish perception of three important aspects of the role, namely, administrative responsibilities, professional activities and personal characteristics of the role occupant, by role occupants, their superiors and subordinates.

¹ Raju, Ibid.

Purpose of the Study

The purpose of this study was two fold:

1. To find out the personal characteristics, professional activities and administrative responsibilities of the ideal Administrators in the Primary Schools of Kenya as perceived by the administrators, Education Officers and teachers.

2. To find out the relationship in perception of the role and personal characteristics of the role occupant by Administrators in the primary schools, Education Officers and teachers for three main groups of items namely, administrative responsibilities, professional activities and personal characteristics and for individual items.

Importance of the Study

1. This study laid the foundation for further studies in:

a) Role-perception of the Administrator in the primary school. A wider range of independent variables such as membership of school committees, length of service for teachers and administrators participating in the study could be used.

b) The teaching effectiveness of teachers serving under Administrators in the primary schools with varying administrative and professional tendencies as perceived by subjects in this study.

In addition, studies of the effect of various personal characteristics of Administrators in the Primary Schools, on their styles of leadership could be designed from the results of this study.

c) Results of this study would help in the design of a study aimed at establishing the personal characteristics, administrative and professional practices which contribute to effective leadership in the primary schools.

2. The study would also help Education Officers to decide on the personal characteristics, administrative and professional tendencies they would give more weight in the selection of Administrators in the Primary Schools. If the system of selection for Administrators in the Primary Schools is to be reliable, then a valid criterion for it has to be worked out. The results of this enquiry were to serve as a guide in devising such a criterion.

3. Teacher trainers and those charged with the responsibility of organising courses for Administrators in the primary Schools should benefit from the findings of the study.

4. Findings of the enquiry should help to improve perception of the role among the role incumbents their superiors and subordinates. The role of the Administrator in the Primary School was seen as crucial to the achievement of the goals of the primary school.

Basic Assumptions

1. Teachers of the P₁, P₂ and P₃ grades perceive the role and personal characteristics of the ideal Administrator in the Primary School differently because of their differences in professional qualifications.
2. Administrators in the Primary Schools performed administrative and professional tasks similar to those of Education Officers and would therefore perceive the role and personal characteristics of the ideal Administrator in the Primary School in the same way.
3. Female teachers tend to pay more attention to particular minor personal characteristics, administrative and professional responsibilities of the administrator while male teachers would concern themselves with the more crucial aspects of the role and personal characteristics of the ideal Administrator in the Primary School. Thus perception of the role and personal characteristics of the administrator by female teachers would be different from that of male teachers.
4. Teachers of the same professional grade perceive the role and personal characteristics of the administrator in the same way.
5. The role and personal characteristics of the ideal Administrator in the Primary School had not been made known to either the teachers, Administrators in the Primary Schools and Education Officers. Their perception by each of the three groups of items will therefore be influenced only

by the relative positions of members of the groups in the hierarchy of education, sex, and professional grades in the case of teacher respondents.

6. The role incumbents know more about the administrative, professional and personality requirements of the role than would the teachers. Their perception of these aspects of the role would therefore be different from that of the teachers.

Definition of Terms

Administrator in the primary school: referred to the primary school headmaster who, although a teacher by profession, concentrates mainly on the general administration of the primary school. The same is also true of the deputy primary school headmaster who deputises for the headmaster when the latter is away from the school. The deputy headmaster also shares most of the administrative responsibilities of the school with the headmaster.

Legal notice number 106 of 1968 put the teaching establishment in the primary schools of Kenya at one teacher per class excluding the headmaster¹. The notice was published in recognition of the fact that the headmaster was mainly pre-occupied with the tasks of supervision of educational instructions in the primary school, placing

1 Republic of Kenya, "The Education Act 1968," No. 5 of 1968, (Nairobi: Government Printer, 1968), p. 25.

orders for school equipment and supplies, supervising the repair and maintenance of the school plant, co-ordinating educational activities in the school, setting goals for the school and planning for the achievement of these goals. These tasks were mainly administrative in nature and were different from those of the classroom teacher. For this reason the primary school headmaster was viewed as the Administrator in the Primary School.

The word 'ideal' has been used to describe the responsibilities and personal characteristics of the Administrator in the Primary School which to the individual respondents represent what is perfect among the alternatives (statements) given in the tool used for the study.

Education Officer: Referred to an official of the Ministry of Education charged with the responsibilities of either supervising the work of teachers and Administrators in the Primary Schools within a particular part of a district, or in the whole district; or a person who administered primary education in general in either a part of a district or in the whole district. The Education Officers are employees of the Public Service Commission while teachers and Administrators in the Primary Schools are employees of the Teachers' Service Commission. Education Officers who are civil servants, have a more direct access to information on Government policy on education in the country, than teachers and Administrators in the

Primary Schools, who are not civil servants.

Trained Teachers: Included those who had gone through either pre-service or in-service training successfully to attain professional qualifications for teaching in the primary schools. Teachers who received such training after completing primary school education successfully were graded as Primary Three (P₃). Those who trained after completing either two years secondary education and passing the Kenya Junior Secondary Examination or four years of secondary education and passing the East African Certificate of Education examination with a division four were graded as Primary Two (P₂). The Primary One (P₁) professional qualification was awarded to those who trained successfully for teaching, after passing the East African Certificate of Education examination with either a division three, two or one at the end of a four-year secondary education.

After obtaining the teaching qualifications, teachers who passed higher academic examinations were promoted to the next professional grades by the Teachers' Service Commission. A small number of teachers were promoted to the next professional grades on the basis of their performance in classroom teaching.

Role: Referred to the expected behaviour for the Administrator in the Primary School. The behaviour was determined by the tasks, duties or responsibilities

the administrator was expected to perform by the Ministry of Education, teachers, parents and pupils.

Perception: Was used to refer to the day-to-day sensory experience with the administrative responsibilities, professional activities and personal characteristics of the Administrator in the Primary School that led teachers to arrange in order of importance various aspects of the role and personal characteristics of the administrator.

Administrative Responsibilities: Were the administrative activities undertaken by managements in practically all organisations. These included supervision and personnel management, decision-making and planning, co-ordination of organizational activities, management of funds and facilities, and development of good working relations with the community an organization serves.

Professional Activities: Referred to the administrators behaviour that aimed at improving the quality of instructions at his school. This behaviour included setting a good example in teaching, interpreting and reviewing school programs of instruction, giving in-service courses to teachers in his school, setting high standards for pupils educational performance and involving parents and teachers in contributing suggestions on methods and means of improving the quality of instructions and life in the school.

Personal Characteristics: Were those attributes of the Administrator in the Primary School which influenced the execution of his administrative and professional duties.

District: Referred to the administrative area under a District Commissioner, who is a public administrator.

Division: Was used to refer to an area within a district where all the schools in the area were administered by an Education Officer of the Assistant Education Officer designation.

Limitations of the Study

Nearly half of the primary school teachers in the central division of Machakos district were untrained at the time of the study. Their terms of service were temporary while their levels of academic achievement varied. This group of teachers was not included in the study because of the temporary nature of terms of service for its members.

Trained teachers of the Secondary One (S_1) and Primary Four (P_4) grades were represented in relatively small numbers within the central division. They were excluded from the study because their small numbers would complicate the sampling of proportionate numbers of trained teachers in the population.

Design of the Study

Instrument: A preliminary study was done in the low-cost primary schools in the city of Nairobi. These are the schools classified under schedule A by the City Council¹. The fees paid in these schools total Kshs. 60 per child per year while in schedule B and C schools the fees are Kshs. 182, and Kshs. 579 respectively per child per year. Schedule A schools admit far more pupils than schedule B and C schools. The majority of teachers in schedule A schools are of the low professional grades namely P₃ and P₂, while in schedule B and C schools the majority of teachers have either a P₁ professional qualification or higher.

Open-ended questions on the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School, were answered by teachers, and administrators in those primary schools. Education Officers at the City Education Office, and the primary schools section of the Ministry of Education in Nairobi also answered the open-ended questions shown in the appendix.

Responses to the open ended questions were summarised and used in designing a questionnaire for the final study. The questionnaire was pretested

1 City Council of Nairobi, Annual Report of the City Education Department, (Nairobi: County Hall, 1972), pp. 61 - 62.

in eight primary schools in the Kaiti educational division of Machakos district. It was divided into three sections: section A carried thirteen items on personal characteristics of the ideal Administrator in the Primary School while sections B and C carried twelve items each on the professional activities and administrative responsibilities of the ideal administrator respectively. In the questionnaire the phrase 'a good headteacher in the primary school' was substituted for the 'ideal Administrator in the Primary School' as the latter phrase would be unfamiliar to the respondents.

The subjects were asked to rank all the items in each of the sections (A, B, C) in order of their importance. The task for the respondents was explained in the introduction of the questionnaire.

Population: The target population in this study consisted of all Education Officers in Machakos district, Administrators in the Primary Schools of the Central Division of Machakos district and both male and female teachers of the P₁, P₂ and P₃ professional grades in the Central Division of Machakos district. Each of the three categories of respondents was affected either directly or indirectly by the role of the Administrator in the Primary School.

There were seventy two primary schools in the Central Division of Machakos District at the time of the study. Seven of the schools had started functioning only three to four years back and did not have the full range of primary school classes. For this reason they were not in the category of full primary schools. The length of time within which they had been in operation was not enough to allow teachers and administrators in them to consolidate their perception of the role and personal characteristics of the ideal Administrator in the Primary School. The teachers and administrators in these schools were therefore excluded from the study.

Untrained teachers, P₄ teachers and S₁ teachers were also excluded from the study for reasons given under 'Limitations of the Study', above.

Sampling: Thirty two of the sixty five full primary schools in the Central Division were within Machakos township boundaries. The remaining thirty three full primary schools were situated outside the township boundaries. The proportions of schools within and outside the township boundaries were taken to account when drawing proportionate random and representative samples of administrators and teachers in the primary schools¹.

1 H.J. Butcher, Sampling in Educational Research, (Manchester University Press, 1965) pp. 7 - 8.

Although time would have been saved in the collection of data if a random sample of all the full primary schools was drawn for the study, it was found that due to an imbalance of trained and untrained teachers on one hand, and trained teachers of different grades and sexes within the schools on the other, it would be impossible to draw representative proportionate samples from such a group of schools. The sixty five full primary schools were therefore used to draw random and proportionate samples of each category of teachers and Administrators in the Primary Schools.

Male and female teachers of the P₃, P₂ and P₁ grades were selected randomly from both the rural and urban full primary schools. It was ensured that the total number so selected, for any one category of subjects, was proportional to the other numbers in the other categories of subjects within the population.

Control of Variables:

The independent variables in this study were:

1. Position as teacher, Administrator in the Primary School or Education Officer.
2. Sex of teacher respondent.
3. Professional grade of teacher respondent.

These variables were tested against the dependent variable of perception of the personal characteristics, professional activities and administrative responsibilities of the ideal Administrator in the Primary School.

Other independent variables which could have interfered with the results of this study were identified as: teaching or administrative experience of respondents, chronological age of respondents, and location of school in which a particular respondent was found, that is within or outside Machakos township boundaries. These interfering variables were controlled by sampling respondents randomly and proportionately from both the rural and urban schools within the Central Division of Machakos District¹.

Method of Analysis:

The data for Education Officers, Administrators in the Primary Schools, all the teachers, female teachers, male teachers, P₁ teachers, P₂ teachers and P₃ teachers was analysed separately.

For each group, all the ranks given to a particular item were added up and the total was divided by the number of respondents in the group to obtain a mean rank for the item. The mean rank for each item was treated as a score for that item. In each section the item with the least mean score was given an overall rank of one. The next least mean score in the section earned the corresponding item an overall rank of two. All items in each section were ranked from one to the last numeral for the scale of the section on the basis of relative sizes of mean scores. At the end average ranks for all the items for

1 Colin Robson, Experiment, Design and Statistics in Psychology, (Richard Clay Ltd., 1974) p. 31.

each group of respondents were tabulated on table 3.31f in the appendix.

The Spearman's rank order coefficient of co-relationship and the t-test were used to determine relationship between the ranking orders of items of each section of the questionnaire for the following paired groups of respondents.¹

1. Education Officers and Administrators in the Primary Schools.
2. Administrators in the Primary Schools and all the teachers.
3. Education Officers and all the teachers.
4. Female teachers and Male teachers.
5. P₁ teachers and P₂ teachers.
6. P₂ teachers and P₃ teachers..
7. P₁ teachers and P₃ teachers.

For each paired group of respondents corresponding items with a difference of two ranks or more were tested for significant difference using the Chi-Square test. A two by two table of expected values higher or lower than the median of the frequency distribution of ranks along the scale for the item was made. Expected values higher and below the median for one group were numbered a and b

¹ W.W. Wyatt, Statistics for the Behavioural Sciences, (Boston: Heath and Company), pp. 193 - 216

respectively while those for the second group were numbered c and d respectively.

The Chi-square formula¹:

$$\text{Chi-square} = \frac{N(ad - bc)}{(a+b)(c+d)(b+c)(a+d)} \quad \text{was used}$$

with the appropriate Yate's correction where any of the expected values in the cells of the two by two table was ten or less.

Hypotheses.

The following hypotheses were tested in the study:

1. Administrators in the Primary Schools, and Education Officers would show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

2. Administrators in the Primary Schools and teachers would not show agreement in the perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

3. Education Officers and teachers would not show agreement in the perception of the administrative responsibilities, professional activities, and personal characteristics of the ideal Administrator in the Primary School.

¹ W.H. King, Statistics in Education, (London: McMillan and Company Ltd., 1969) pp. 105 - 108.

4. Female and male teachers would not show agreement in their perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

5. P_1 and P_2 teachers would not show agreement in their perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

6. P_1 and P_3 teachers would not show agreement in their perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

7. P_2 and P_3 teachers would not show agreement in their perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

Organisation of the Remainder of the Study

Chapter II will be a review and analysis of literature. The main issues of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School will be sought. Chapter III will give detailed information on the design of the study while Chapter IV will be a description and analysis of the study. Chapter V will discuss the main conclusions and recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The main purpose in this review of literature was to identify the main functions of a school administrator and the personal qualities of the administrator considered important for coping with those functions. The review drew from empirical research in the field of school administration, organization theories and the recorded experience of educational administrators.

In the course of reviewing the literature an attempt was made to determine the administrative responsibilities which were categorized as purely professional in nature and those which were regarded as general to the process of administration.

Review of the Literature

After carrying out a survey on the 'Nature of the Administrative Process' J.B. Sears (1950)¹ concluded that an administrative function derived its nature from the nature of the services it directed. Jacob W. Getzels (1968)², however deviated from this organisation-

1 Jesse B. Sears, The Nature of the Administrative Process, (New York: McGraw Hill, 1950), p. 623.

2 Jacob W. Getzels, Educational Administration as a Social Process: Theory, Research and Practice, (New York: Harper and Row, 1968).

centred view of administration when he postulated that the nature of the relationship between the job and the man was crucial in the functioning of an organization. Noting that current research in educational administration tended to centre on the interaction between individuals' characteristics and the role requirements. Jacob, W. Getzels (1968)¹ went on to suggest that the integration between personal qualities and the role requirements was probably the critical task of the administrator.

Both J.B. Sears (1950)² and J.W. Getzels (1968)³ seem to belong to two different schools of thought. J.B. Sears (1950)⁴ tends to identify himself with the Classical Organization Theory - the Bureaucratic Model of Organization. The theory which was propounded by Max Weber (1947)⁵ placed greater value on organizational efficiency, institutionalised authority and impersonal relationships in organizations. It relegated man to the position of an irrational animal which is mostly emotional. According to it man was to be controlled by

1 Jacob W. Getzels, ibid.

2 Jesse B. Sears, op. cit.

3 Jacob W. Getzels, op. cit.

4 Jesse B. Sears, op. cit.

5 Max Weber, The Theory of Social and Economic Organizations, (New York: Oxford University Press, 1947).

the specific demands of his organization.

Getzel's ideas seemed to have been based on the Neo Classical Organization Theory - a Human Relations Model of Organization. This theory places greater emphasis on the motivations and aspirations of men in the organizational enterprise and directs managements to focus upon formal and informal relationships in their mobilization of resources according to K.V. Feyereisen (1970)¹. The Neo Classical Theory of Organization seems to lead automatically to the Modern Organization Theory and Systems' Strategies. The latter theory concerns itself with a) problems of interrelationships and the integration of activity within the organization b) the relationship and responsibility of the organization to its environment c) the search for an integrated systematic model d) the benefit of multidisciplinary approaches e) the need for clarity in the projection of goals and purposes and f) the need for high output and high satisfaction on the part of the employee according to K.V. Feyereisen (1970)².

1 K.V. Feyereisen, Supervision and Curriculum Renewal, (Meredith Corporation, New York: 1970).

2 Ibid.

It was expected that in this study, perception of the role and personal qualities of the ideal Administrator in the Primary Schools would bear some close relationship to either of the three theories thereby reflecting the type of administrative structure preferred by the respondents.

Shepard (1956)¹ identified five key advantages of the Human Relations Model over the Bureaucratic Model of Organization: a) wide participation in decision-making rather than centralized decision-making, b) the 'face-to-face group process' rather than individuals as the basic units of the organization, c) mutual confidence rather than 'authority as the negative force in the organization' d) the 'supervisor as an agent for maintaining intra-group and inter-group communication' rather than the agent of higher authority, e) growth of members of the organization to greater responsibility rather than the external control of the members' performance of tasks.

92. If subjects in this study are inclined towards the Human Relations Model of organization they will inevitably tend to perceive personal qualities,

1 H. Shepard "Superiors and Subordinates in Research", Journal of Business (October 1956)

administrative and professional activities related to the development and promotion of good human relations among teachers and pupils as important for the ideal Administrator in the Primary Schools. The behaviour of the administrator which leads to involvement of subordinates in decision-making, for example, will be regarded as important by respondents who favour the Human Relations Model of Organization.

L.A. Panttaja (1966)¹ postulated that if an administrator confined his behaviour to making decisions on the decision-making process rather than making terminal decisions for the organization, his behaviour would be more acceptable to his subordinates. His postulate was supported by H. Cabot et al (1953)² who had asserted that an administrator should give all the groups in his organization an opportunity to³ participate in decision-making while bearing in mind that he was answerable to higher authorities for the final decisions. Both views were in line with the Human Relations Model of Organization, and the description of administration as a 'process of solving mutual problems' by J.W. Getzels

1 Leon A. Panttaja "Subordinates' Perception of the Decision-making Behaviour of their chief Administrator", Unpublished Doctoral Dissertation (University of Southern California 1966)

2 Hugh Cabot and Joseph A. Khal, Human Relations, (Harvard University Press, Massachusetts 1953), Volume 1 p. 232.

(in Halpin 1958)¹.

The first attempt to define the administrative responsibilities, professional activities and personal qualities of the ideal administrator in the Kenyan Primary Schools was made in 1971 at a conference of educational administrators from the Ministry of Education.²

The report described an Administrator in the Primary School as 'a professional man and public relations officer' and administrator of his school. It listed seven desirable personal characteristics of the administrator namely, a) knowledge of the requirements for school administration, b) professional competency and ability to advise teachers on professional matters, c) ability to supervise members of his staff, d) willingness to delegate responsibilities to teachers in his school, e) being influential, f) ability to motivate teachers at work, g) ability to cultivate good relationships between the school he leads and the Ministry of Education and h) integrity of character and a 'good example to others, especially the children.'

1 Andrew W. Halpin (Ed.) Administrative Theory in Education, (Midwest Administrative Centre 1958), p. 188.

2 Ministry of Education, Kenya 'Primary School Headships', Report of the Education Administration Conference (Nairobi: April 1971), pp. 98 - 99.

The list implied that apart from possessing high teaching qualifications the administrator was to have undergone some training in educational administration to be able to supervise instructions, and give administrative guidance to the teachers he delegated responsibilities to. It also implied the capacity and ability to cultivate good working relationships between himself, members of his staff, the community and especially the Ministry of Education. Integrity of character which although listed last was given the greatest emphasis among the desirable personal characteristics of the administrator implied the administrator should not only be duty conscious and efficient in his administration of the school but also of good moral character. The list was the longest compared to other lists of the administrative responsibilities and professional activities that followed it. This reflected greater concern on the personal qualities of the administrator on the part of the Ministry of Education.

Administrative responsibilities of the administrator listed in the report included decision-making, dealing with official correspondence, and accounting for the use of school finances. On the other hand supervision of instructions was listed as the sole professional responsibility of the administrator. Its major components were perceived as a) ensuring regular attendance to duties by members of staff.
b) planning and drawing up the master timetable for

- the school in consultation with members of staff,
- c) helping newly appointed teachers to understand and adapt to the school routine.
 - d) seeing to it that teachers follow subject syllabuses faithfully,
 - e) advising both teachers and pupils on professional matters and f) checking schemes of work and lesson notes made by teachers in the school.

The professional activities listed in the report thus omitted the role of active participation in the development of the curriculum for the school just as setting of goals for the school and planning for their achievement was omitted from the list of the administrative responsibilities of the administrator. This gave the impression that the responsibilities of developing the school curriculum and setting goals for the school were beyond the scope of the Administrator in the Primary School according to the officials of the Ministry of Education.

Hitherto Administrators in the Primary Schools learned their responsibilities on the job either entirely on their own or with the help of others who had acquired administrative experience on the job according to Peter J. Gachathi (1971)¹. In spite of the 1971 conference recommendations, there was no sign of official job descriptions for the Administrator in the Primary

1 Ministry of Education, Kenya 'Keynote Speech' Report of the Education Administration Conference (Nairobi: April 1971), pp. 9 - 14.

School in the Ministry of Education. Thus the administrator remained unaware of the role the Ministry expected him to play in the primary schools.

A.J. Price (1961)¹ and M.A Brottman (1963)², found that the rated effectiveness of an administrator was a function of the congruence between the role and perceptions of it as held by a specified reference group. This conclusion was drawn from results of studies on interactions between administrators in schools and teachers in the schools. The studies showed that the extent of differences in the effectiveness of school administrators depended on congruity in role expectations existing between the administrator, his teaching staff, the parent group and his superiors. Significant differences in role expectations for various groups of subjects in this study could thus be viewed as affecting the effectiveness of the Administrator in the Primary School.

1 Alfred J. Price, "A Study of the Interactions of Attitudes and Values of Elementary School Principals and their Staffs", Unpublished Doctoral Dissertation (Northwestern University, U.S.A. 1961).

2 Marvin A. Brottman "The Administrative Process and Elementary School Principals: An Empirical Test of a Concept", Administrators Notebook (11. 1-4 1963).

Neal Gross and Robert Herriot (1965)¹ attempted to arrive at an 'executive professional leadership score' for each of a large group of Administrators in the Primary Schools and then relate these assigned scores to such matters as morale of the teaching staff, professional behaviour of the teaching staff and the achievement of pupils. They found that higher scores were related to higher staff morale, more professional teacher behaviour and pupil success. The administrator's behaviour can and does have an effect on the operation of the school. Hence more must be known about the personal and organizational factors which contribute to the development of the leadership styles of Administrators in the Primary Schools.

Both authors found the ability of Administrators in the Primary Schools to motivate their staffs for improved performance to be highest in the administrators who:

- a) provided for their teachers' involvement in the decisions they made,
- b) 'kept interpersonal relationship on an egalitarian rather than a status basis,
- c) 'provided social support' to the staff,

1 Neal, Gross and Robert Herriot, Staff Leadership in Public Schools: A Sociological Inquiry, (Wiley 1965) p. 247.

- d) 'provided managerial support' and
- e) supported the authority they delegated to their staff.

B. Raju (1972)¹ saw educational administration as the 'art and science of management applied to education'. On the basis of this assumption she classified the functions of education administration into four categories:

a) participation in interpretation of educational policy especially in programming of educational activities of the school, setting of long-term and short term goals for the school and planning for the achievement of these goals.

b) Managing personnel and resources. The personnel in a school includes both the teaching and non-teaching staff while the resources consist of school funds, equipment and supplies and the physical facilities.

c) Appraising results. This involves the evaluation of classroom teaching and the performance of teachers in all the educational activities assigned to them by the school. The curriculum used by the school is the standard measure for the performance of teachers and pupils and inevitably becomes subject to constant evaluation and renovation. This then implies that the school administrator has a duty to assess continuously the suitability of the curriculum.

1 Beulah Raju "Concepts, Objectives and Scope of Educational Administration" The Kenya Teacher Journal (Number 14, Nairobi, December 1972).

d) working with the community to improve the quality of education offered by the school.

While supporting B. Raju's view that 'educational administration is the art and science of management applied to education',¹ R.W. Mutua (1973)² described the major function of educational administration as that of ensuring:

- a) ... provision of the proper atmosphere and desirable conditions to enable the child to develop socially, morally, intellectually, ethically, creatively and physically.
- b) ... provision of the teacher, as the most immediate educational tool, of in-service training, for his professional development.

She urged a recognition of "consideration of human behaviour and human relations" as the basis for an educational administration that is in keeping with modern educational thought.

Outlining the personal qualities of a good school administrator, Richard A. Johnson et al (1967)³ noted that the administrator must be a 'man of action',

1 B. Raju, ibid.

2 R.W. Mutua, "The Concept of Educational Administration", Report of the Education Administration Conference (Nairobi: Government Printer 1973) pp. 41 - 42.

3 Richard A. Johnson, F.E. Kast and J.E. Rozenzweig, The Theory of Management of Systems, 2nd. ed. (New York: McGraw-Hill, 1967).

'realistic while holding high ideals' and 'motivated by a desire to get results'. He added that a school administrator must have a knowledge of research operations, child psychology and the ability to use new technology effectively. According to him the administrator should be able to cope with new social, political and economic forces within and outside the organization. He placed supervision of educational instructions among the important professional activities of a school administrator. Under 'supervision', he listed a) the instructional leadership tasks of curriculum design and decision-making b) giving expert advise on designs of learning experiences c) selection of instructional materials d) planning and implementation of teacher education programmes e) evaluating teaching effectiveness f) interpreting the programmes of the school system to parents and community interest groups and h) raising the morale of the school teaching staff.

On the academic and professional qualifications of a school administrator, S. Adesina (1974)¹ recommended a good education and a diploma or certificate in school administration. He suggested that in Nigeria, courses in school administration should include the learning

1 Segun Adesina "Developing a Training Programme for Educational Administration in Nigeria" The Nigerian School Master Journal (1974).

units of a) administrative structure and control of the national education, b) theories of educational administration, c) staff personnel administration, d) structure and administration of school finances, e) administration of the school plant, f) community relations and g) contemporary problems in education.

In a research on the "Role Perception of Department Chairmen", R.G. Siever et al (1972)¹ found that agreement among the participants was high on items describing professional activities and administrative responsibilities of the department chairmen and low on personal characteristics of the chairmen. Among the items rated high by both the department chairmen and the faculty staff were:

- a) reputation for achieving goals
- b) good organization of faculty duties,
- c) personal reputation for scholarship and
- d) capacity for decisive thinking and action.

The characteristics of the chairmen which were rated low included:

1 R.G. Siever, R.J. Loomis and C.O. Neidt 'Role Perception of Department Chairmen in Two Land Grant Universities', Journal of Educational Research volume 65 Number 9 (May, 1972), p. 405 of bound volume.

- a) being highly identified with ones own faculty.
- b) regarding oneself as first among equals in the staff.
- c) maintaining a low turnover rate among faculty and
- d) fund-raising along with other extra departmental involvement.

K.V. Feyereisen (1970)¹ suggested that personal qualities were less important than the ability to carry out the administrative and professional duties for the administrator. R.A. Johnson et al (1967)² however, suggested that a balance between desirable personal qualities and administrative and professional ability should be struck when selecting school administrators.

Yuda Komora (1973)³ laid more emphasis on desirable personal qualities for a school administrator³. He pointed out that a good school administrator must have integrity of character, devotion to duty and high regard for truth, punctuality and industrious habits. This view was also

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- 1 K.V. Feyereisen, Supervision and Curriculum Renewal, (New York; Meredith Corporation, 1970).
 - 2 R.A. Johnson, F.E. Kast and J.E. Rozenzweig, The Theory and Management of Systems, 2nd. ed. (New York; McGraw-Hill 1967).
 - 3 Yuda Komora, 'Keynote Address to the Education Administration Conference', Report of the Education Administration Conference, (Nairobi; The Government Printer, 1973), p. 7.

supported by G.M. M'Mwirichia (1973)¹, when he suggested that educational administrators should re-examine their attitudes and actions when dealing with their subordinate staff, colleagues and members of the public. Underlining the importance of self confidence and sincerity in educational administration he observed that:

Confidence in ourselves and our colleagues, sincerity in rendering our services and consideration in dealing with our customers are important if we have to create a climate where our offices are neither invaded nor avoided by the public.

The effect of role perception by the role occupant and his superiors on the relations of the two parties, was studied by Max Abbott (1960)². He found that superintendent-school board relations in the American system of education, depended on both agreement in perception of basic issues and how each of the two parties perceived the position of the other. His findings were supported by results of an inquiry made by R. Grace (1972)³. This pointed to the need to establish

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- 1 G.R. M'Mwirichia 'Public Relations and Inter-Departmental Co-operation', Report of the Education Administration Conference, (Nairobi; The Government Printer, 1973) p. 9.
 - 2 Max G. Abbott 'Values and Value Perceptions in Superintendent - School Board Relationships' Administrators' Notebook 9: 4 (1960).
 - 3 R. Grace, Role Conflict and the Teacher (London: Routledge and Kegan Paul, 1972).

areas of agreement or disagreement on the role and personal characteristics of a school administrator between the role incumbents, their superiors and subordinates, in order to pave the way for further studies on the effects of the disagreement or agreement on the process of administering schools.

R. Grace (1972)¹ found that role conflict existed where there were significant differences in the ratings given for various expectations by those affected by the activities of the role occupant. He further postulated that perception of the legitimacy of expectations held for a role was crucial in the formation of role concept and the resolution of role conflict situations by an individual.

Whereas the studies of role conflict involved analysis of the functions of particular school administrators, this study aims at establishing perception of the role and personal qualities of the ideal Administrator in the Primary Schools without dwelling on the behaviour of particular role incumbents. It thus concerns itself with the degree of agreement or disagreement on the role and personal qualities of the role occupant, between those affected by the role of the Administrator in the Primary Schools.

1 R. Grace, Ibid.

Summary of Findings

Conclusion

The varied descriptions of the desirable personal qualities of the ideal Administrator in the Primary School, as contained in this review of literature, indicated that the administrator should:

- a) have integrity of character and be able to provide an example of good behaviour to his pupils and members of staff. The behaviour in this case was a function of the values of the school community and the education system.
- b) be able to make firm decisions on matters of school administration and ensure that the decisions are implemented with speed and efficiency.
- c) have the ability to motivate his subordinates in their work by evoking in them a sense of co-operation, dedication to duty and hardwork. In this respect the administrator was to exploit his ability to develop good human relations between himself and those who worked under him.
- d) have the ability to plan the activities of the school.
- e) have high ideals about the expected behaviour of both teachers and pupils and at the same time be realistic.

f) the relevant training in school administration and a professional training that will enable him to supervise the work of his subordinates effectively.

and

g) have the ability to maintain good working relations with the community and the Ministry of Education.

The professional activities of the administrator highlighted in the review of literature were those revolving around the instructional activities of the school. These included supervision of instructions with all its attendant functions of developing the school curriculum, advising teachers on the designs of learning experiences for pupils, orientating newly appointed teachers in the affairs of the school, recommending teachers for in-service courses, and interpreting the system of education to parents and teachers.

The functions of the administrator which were regarded as purely administrative in nature were mainly those which were not special to school administration. These included; setting goals for the school, designing the procedure for decision-making, planning for the school development in general, looking after school funds and property, coordinating the activities of the

school, allocating resources of the school, appraising results and managing the school personnel. In some cases these administrative responsibilities were found to overlap with the professional activities of the administrator. This was thought as inevitable as the administrative machinery of the school was basically meant to service the professional activities in the school.

CHAPTER III

DESIGN OF THE STUDY

Preliminary Study

An open-ended questionnaire was administered to 55 trained teachers and administrators in 11 primary schools in the Eastern Division of Nairobi city. The primary schools included Saint Paul's, Saint Michael, Heshima Road, Morrison, Martin Luther, Dr. Livingstone, Uhuru, Ofafa Jericho, Cannon Apolo, Shule Road and Marurani.

The respondents were selected to represent female and male teachers of the S₁, P₁, P₂ and P₃ professional grades. In each of the 11 schools, administrators in the schools participated in the study.

The open-ended questionnaire contained 17 items*. Fifteen of the items sought responses of a specific nature. Eight of these sought information on various administrative responsibilities of the Administrator in the Primary School namely: a) decision-making by the administrator and participation of teachers in the process, b) supervision of educational activities in the school by the administrator,

*See open ended questionnaire in the appendix on page 124.

c) office duties and routine for the administrator, d) management of the school plant e) management of school finances, f) planning of school activities and setting of goals for the school, g) communication with teachers and manipulation of school-community relations by the administrator.

Perception of the professional activities of the administrator was investigated by means of a) general question requiring respondents to list the professional activities, b) two questions on the categories of people the administrator would involve in solving disciplinary problems of i) teachers and ii) pupils, c) one question on how the administrator would ensure that education in the school related to the needs of the school-community.

The personal qualities of the school administrator perceived as most important were investigated by means of a) a general question requiring respondents to list the personal characteristics of what they considered to be a good or the ideal Administrator in the Primary School, b) questions on the professional qualifications, marital status, age and teaching experience of the ideal Administrator in the Primary School.

Of the two general questions in the open-ended questionnaire, one required respondents to list general personal characteristics of a good Administrator in the Primary School while the other required them to list

the characteristics of a bad Administrator in the Primary School.

Frequency distributions of responses to the open-ended questions was used for selecting responses used in designing a questionnaire for the pilot study. The responses selected were those made by at least 40% of either teachers, Administrators in the Primary Schools or Education Officers of both the City Education Office and the Ministry of Education - Primary Education Section.

Pilot Study

The questionnaire for the pilot study was pre-tested in 8 schools in the Kaiti division of Machakos district. The schools were: Ukia, Kaumoni D.E.B., Kaumoni H.G.M., Kilala A.I.C., Mukuyuni, Iiuni, Ianzoni and Kyambai primary schools. In each of the schools all the male and female trained teachers of the P¹, P₂ and P₃ professional grades and administrators in the schools ranked items in the questionnaire. Items were to be dropped from the questionnaire if:

- a) the frequency of the ranks accorded to them was even throughout the scale for the section in which they occurred. The scale for section A was 1 to 13, while that for each of sections B and C was 1 to 12.

- b) the frequency of ranks along the scale was the same as that of another item in the same section.

The frequency distribution of ranks for items in the three sections for all the grades and sexes of teachers showed that no items could be dropped from the questionnaire on the basis of a) and b) above. The questionnaire was therefore adopted and used in the final study in its original form. However, the term 'goal' as used in the questionnaire for the pilot study was not clear to a small number of respondents. It was consequently decided that the researcher would be present at the time of completing questionnaires, in the final study, so as to explain the term in simpler language as there was no suitable substitute for the word in the context in which it occurred in the questionnaire.

The Main Study.

Sampling

There were 305 teachers of the P₁, P₂ and P₃ professional grades in the target population. Their distribution by grade and sex in the population was as in the table below.

Table 3.31a
Distribution of teachers by grade and sex.

| | Male | Female | Total |
|----------------|------|--------|-------|
| P ₁ | 36 | 18 | 54 |
| P ₂ | 64 | 55 | 119 |
| P ₃ | 66 | 66 | 132 |
| Total | 166 | 139 | 305 |

The 1973 map of Machakos township was used to categorize the schools into urban and rural. Schools lying outside the township boundary were 33. The total number of primary schools in the Central division was 65. Rural schools therefore formed about 50.7% of the total number while urban schools were 49.3% of the total. The ratio of urban: rural schools was rounded off to 1:1.

Separate lists of male and female teachers of each of the three grades (P_1 , P_2 and P_3), and Administrators in the Primary Schools were made from rural and urban schools from the monthly statistical returns for January 1976. These statistical returns were obtained from the office of the Assistant Education Officer for the division.

A high sampling fraction of $\frac{3}{4}$ was used. Thus three out of every four possible respondents in the target population were selected. The high sampling fraction was used in order to realize at least 30 respondents for the smallest group of teachers, that is P_1 teachers, who numbered 54.

Male and female teachers of the P_1 , P_2 and P_3 grades were selected randomly from lists of members of their respective groups for rural or urban schools. For example a list of 40 P_3 female teachers in urban schools was used to select randomly 30 respondents. Teachers on the list were first assigned numerals 1, 2, 3 ... to 40. The numerals were then written on small pieces of paper,

shuffled thoroughly in a chalkbox and thirty of them picked randomly from the box. The selected numerals were then matched with those against names of P_3 women teachers on the list for urban schools to get the names of respondents and the actual schools where they would be found. A list of the P_3 female respondents in urban schools was then drawn up. This procedure was repeated for all the groups of teacher respondents. The distribution of the teacher respondents selected was as in the table below:-

Table 3.31b

Sample of Male and Female Teachers of the P_1 , P_2 and P_3 grades.

| | P_1 | | P_2 | | P_3 | | Total |
|-------|-------|--------|-------|--------|-------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| Urban | 16 | 8 | 16 | 24 | 20 | 30 | 114 |
| Rural | 11 | 5 | 32 | 8 | 30 | 20 | 106 |
| Total | 27 | 13 | 48 | 32 | 50 | 50 | 220 |

In order to obtain an unbiased sample of Administrators in the Primary Schools, their professional grades were used for selecting the sample. There was a total of 126 Administrators in the Primary Schools in the population.

This excluded administrators of the S₁ and P₄ grades and unqualified teachers. The administrators were distributed in the target population as in the table below:

Table 3.31c

Distribution of Administrators in the Primary Schools by Professional Grades and Location

| | P ₁ | P ₂ | P ₃ | Total |
|-------|----------------|----------------|----------------|-------|
| Rural | 14 | 42 | 20 | 76 |
| Urban | 15 | 28 | 7 | 50 |
| Total | 29 | 70 | 27 | 126 |

The sampling fraction of $\frac{3}{4}$ was used in the random selection of administrators of each of the three grades and from urban and rural schools. The procedure used for selecting teacher respondents was used for selecting the administrators. The final distribution of administrators in the sample was as in the table below:

Table 3.31d

Distribution of Administrators in the Primary Schools by Location and Grade.

| | P ₁ | P ₂ | P ₃ | Total |
|-------|----------------|----------------|----------------|-------|
| Rural | 10 | 31 | 15 | 56 |
| Urban | 11 | 21 | 5 | 37 |
| Total | 21 | 52 | 20 | 93 |

There was only one Assistant Education Officer and one Assistant Primary Schools Inspector for the Central division at the time of the study. The district as a whole had 25 Education Officers. To obtain a larger sample of Education Officers, all the 25 in the district were included in the study. Only 20 of them returned their questionnaires duly completed. This number exceeded the number expected for the sampling ratio of $\frac{3}{4}$ by one respondent.

Collection of Data

The researcher and his assistant went to the schools and administered the questionnaires to the selected respondents. The research assistant was trained on the job for two consecutive days before undertaking to administer the questionnaire in the absence of the researcher. However, the researcher had administered 80% of the questionnaires before engaging the assistant just towards the end of the first school term.

Some of the selected subjects could not be traced as they were away from the schools either on maternity leave or for other reasons, or had been transferred from the schools. However, more than 79% of respondents for each category of subjects completed the questionnaires. Their relative numbers and percentages were as shown in the table below:

Table 3.31e
Return of Questionnaires by Administrators and Teachers in the Primary Schools.

| | Expected number | Completed questionnaire | Percentage |
|---------------------------------------|-----------------|-------------------------|------------|
| Administrators in the Primary Schools | 93 | 87 | 94% |
| P ₁ Teachers | 40 | 38 | 95% |
| P ₂ Teachers | 80 | 76 | 95% |
| P ₃ Teachers | 100 | 80 | 80% |

Space was provided in the questionnaire for respondents to indicate a) name of their school b) their professional grade c) designation in the school d) sex and e) teaching experience (see questionnaire in the appendix on page 144).

The subjects ranked items in each section separately. Either the researcher or his assistant was at hand when the questionnaire was being completed to explain any part of the instructions that was not clear. At the time of collecting the questionnaires the researcher or his assistant checked for a) repetition of a particular rank in the same section and b) items that may not have been ranked. Where such errors had been made, the respondent concerned was asked to correct them.

It may be noted that Education Officers completed the same questionnaire as teacher respondents and Administrators in the Primary Schools. For 11 of the Education Officers who worked at the district headquarters and in the divisions neighbouring Machakos Town, the questionnaire was administered by the researcher. The other 14 received the questionnaires by post. A covering note outlining the purpose of the research and stressing some parts of the introduction to the questionnaire, was enclosed with the questionnaire. The address the Education Officers were to post the completed questionnaires to was also indicated in the covering letter.

The Education Officers were required to indicate on the questionnaire, only the names of the areas under their charge and their designations. This was intended to aid checking on return of the questionnaires.

Space was provided for general comments in each questionnaire. Only a few respondents made comments mainly on the need to document the professional activities and administrative responsibilities of Administrators in the Primary Schools, for the information of those affected by the role.

CHAPTER IV

DESCRIPTION AND ANALYSIS OF THE STUDY

The Analytical Tool.

The questionnaires completed by Education Officers, Administrators in the Primary Schools, P₁ teachers, P₂ teachers and P₃ teachers were grouped separately. For each group, frequency distributions of ranks for individual items along the appropriate scales were determined by means of tallying. The tallied frequencies were then entered in a table for the group. A general impression of data for the group could be gained from the table. The same procedure was followed for groups of all the teachers, female teachers and male teachers.

The ranks were then treated in the manner scores would be treated, to compute mean scores for all the items using the formula $\bar{X} = \frac{\sum fx}{N}$ where f stood for frequency of a particular rank, x for the rank and N for the total number of respondents in the group. In other words the ranks for one item were summed up and the sum was divided by the number of respondents to get a mean score.

The item with the least mean score was ranked 1 in that section while that with the second lowest mean score was ranked 2 and so on. The ranks based on the sizes of mean scores of items for a particular section became the average ranks of items in the section for the particular group of respondents. Table 3.31f in the appendix page 149 shows the average ranks of items

for all the eight groups of respondents.

Table 3.31f was used to categorize items into
a) those ranked high or as important by all the eight
groups and

b) those ranked low or as unimportant.

Items ranked between 1 and 5 inclusive in each of the
three sections of the questionnaire were classified in
category a) above while those ranked between 6 and 13
inclusive, for section A and between 6 and 12 inclusive
in sections B and C were classified under b) above.

The limit of rank 5 for items in category a) above was
chosen because i) the average ranks of items for all
the eight groups were more or less uniform up to that
rank and ii) it was near the median for each of the
three scales along which the items were to be ranked.

Groups of respondents were paired for further
analysis of the order in which they had ranked the
items. The pairs were:

i) Education Officers with Administrators in the
Primary Schools.

ii) Education Officers with all the teacher
respondents.

iii) Administrators in the Primary Schools with
all the teacher respondents.

iv) Male teachers with female teachers.

v) P_1 teachers with P_2 teachers.

vi) P_1 teachers with P_3 teachers.

vii) P₂ teachers with P₃ teachers.

The Spearman's rank-order coefficient of co-relationship was worked out for each pair of respondents. The coefficient was tested for significant relationship using the t-test at 11 degrees of freedom for section A and 10 degrees of freedom for sections B and C of the questionnaire. It was expected that the t-test for significance would yield conservative estimates as the ranks were averages from large groups of respondents ranking the same items.

A chi-square test was used to determine significance of differences where the average ranks for one item showed a difference of 2 or more. The procedure for this test involved pairing the corresponding frequency distribution of ranks for that item and totaling them in a third column. A median was determined from the third column. Medians for the first and second columns were taken at the point of the median in the third column. A 2x2 table was then constructed to show the expected observations above and below the median for columns one and two. Expected values above the median were labelled a and c in the 2x2 table for columns one and two respectively. Those below the median were labelled b and d for columns one and two respectively. The formula chi-squared

$$= \frac{N(ad - bc)}{(a+b)(c+d)(a+c)(b+d)} \quad \text{was used}$$

with the appropriate Yate's correction where the expected value in any of the cells of the 2x2 table was less than 10, to get a value of the chi-square. The Chi-square tables were then used to determine the levels of significance of the chi-squares worked out in this way. The usual 1 degree of freedom for the 2x2 table was also used.

The Analysis

General Analysis

1. Results of the tests of co-relationship between the paired groups of respondents showed agreement significant at the 1% level for all the three sections of the questionnaire for all the paired groups of respondents. Thus with similar tests of co-relationship for 100 of any of the pairs of subjects, only one pair would show disagreement on the role and personal characteristics of the ideal administrator in the primary schools. Table 4.11a below shows the Spearman's coefficients of co-relationship for all the eight pairs of subjects.

Table 4.11a

Spearman's Rank-order Coefficients
for Paired Groups of Respondents.

| Pairs Nature of Items | Educ. Offics. VS Admin. in Schools | Educ. Offics. VS All the Teacs | Admin.in Schools VS All the Teacs. | Male Teacs. VS Femal. Teacs. | P ₁ Teac. VS P ₂ Teac | P ₁ Teac. VS P ₃ Teac. | P ₂ Teacs. VS P ₃ Teacs |
|--------------------------------|---|---|---|--|---|--|---|
| Person. Charac. | +0.94* | +0.91* | +0.94* | +0.99* | +0.94* | +0.91* | +0.96* |
| Profess Activit | +0.93* | +0.85* | +0.70* | +0.78* | +0.85* | +0.80* | +0.91* |
| Admin. Respon. | +0.77* | +0.70 | +0.97* | +0.91* | +0.88* | +0.66* | +0.75* |

* agreement significant at 1% level.

Siever et al (1972)¹ showed that agreement between similar groups of participants on similar categories of items for the role of department chairmen was higher in the perception of administrative responsibilities and

1 R.G. Siever, R.J. Loomis and Charles Neidt "Role Perception of Department Chairmen in Two Land Grant Universities", Journal of Educational Research, volume 65, number 9 (May 1972).

and professional activities than on the personal characteristics of the role occupant. The results of the t-test for the Spearman's rank-order coefficients for the 8 paired groups in this study, however, indicate that there is no difference in the perception of the three aspects of the role. The findings of Siever et al (1972)¹ were supported by K.V. Feyereisen (1970)² and D. Kathleen³. Contrary to their findings results of this study show even higher agreement, between the paired groups of subjects, on the personal characteristics of the ideal Administrator in the Primary Schools than on the professional activities and administrative responsibilities of the administrator.

Neither sex, grade of teacher nor positions of participants in the hierarchy of primary school administration, affected perception of the personal characteristics of the ideal Administrator in the Primary Schools. The Spearman's coefficient of correlation was higher than 0.90 for each of the paired groups of respondents. This high agreement on the order of importance of the personal characteristics of the ideal Administrator in the Primary School is

1 Siever et al. Ibid

2 K.V. Feyereisen Supervision and Curriculum Renewal, (New York: Meredith Corporation, 1970).

3 Devaney Kathleen "Developing Open Education in America", National Association for the Education of Young Children (Washington, D.C. 20009).

to a large extent a measure of the acceptance by the respondents, of the expectations of society and the school system for the person of the administrator. These expectations have been intuitively learned by the respondents in the course of their daily interactions with different sections of the society including parents, members of school committees, educational administrators and leaders of the teachers' national organization.

Agreement on the order of professional activities for the administrator was higher for the pairs of Education Officers and Administrators in the Primary Schools and P_2 and P_3 teachers. Thus perception of this aspect of the role was more or less the same for participants with administrative responsibilities and those teachers of the lower professional grades. This reflects a common understanding of the order of importance of the professional activities of the administrator for the two pairs of groups of respondents. Having more access to information from the Ministry of Education on the professional role of administrators in the primary schools, the Education Officers and Administrators in the Primary Schools were able to perceive this role in the same way. This view is confirmed by the relative difference of perception of the professional role of the administrator between the Education Officers and all the teachers on one hand and the Administrators in the Primary Schools and all the teachers on the other, where the Spearman's coefficients of co-relationship were +0.85

and +0.70 respectively. It is imperative that if the teachers had access to the same information on the professional role of the administrator, the agreement between them, Education Officers and the Administrators in the Primary Schools would have been higher.

The relatively low agreement on the professional role of the administrator between male and female teachers could be explained by their sex-oriented perception of the relative importance of particular aspects of the professional role. Thus sex was viewed as having some effect on the professional role of the administrator. The particular areas where this sex influence was greatest in perception of the professional role were investigated by means of chi-square tests on perception of particular items and reported elsewhere in the study. 2

It was found that the closer the grades of teachers the higher the agreement in perception of the professional role of the administrator. At the same time the agreement in perception of the professional role was higher between paired groups of the lower grades. Thus agreement in perception of the role was lowest between paired groups of P_1 and P_3 teachers, higher between the groups of P_1 and P_2 teachers and highest between the groups of P_2 and P_3 teachers. Spearman's Coefficients of co-relationship for the perception of this role were

+0.80, +0.85, and +0.91 respectively.

Agreement in perception of the administrative responsibilities of the administrator was highest between Administrators in the Primary Schools and all the teachers where the Spearman's Coefficient of Co-relationship was as high as +0.97. The agreement in perception of this role was low between Education Officers and Administrators in the Primary Schools and between Education Officers and all the teachers with the Spearman's coefficients of co-relationship of +0.77 and +0.70 respectively. This indicated that Education Officers and Administrators in the Primary Schools did not hold common views on the priorities of administrative responsibilities of the Administrator in the Primary School. At the same time Administrators in the Primary Schools and teachers had developed a common perception of the role. There was thus a dislocation of the role perception within the primary school system.

There were no pronounced sex differences in perception of the administrative responsibilities of the administrator, as the Spearman's Coefficient of Co-relationship of perception of the role between male and female teachers, was as high as +0.91. However, differences in perception of the role were revealed among teachers of different professional grades.

Agreement in perception of the role was lowest between P_1 and P_3 teachers, relatively higher between P_2 and P_3 teachers and highest between P_1 and P_2 teachers. The Spearman's Coefficients of co-relationship for the three paired groups of teachers were +0.66, +0.75 and +0.88 respectively. It was concluded that the greater the difference in professional grade between teachers the lower the degree of agreement in perception of the administrative responsibilities of the Administrator in the Primary Schools. Consequently the professional grade of a teacher affected his perception of the role.

In the study by Siever et al (1972)¹ the professional activities and administrative responsibilities of the department chairmen had been defined and were known to those who participated in the study. In the case of participants in this study the two facets of the role had not been defined and made known to the participants and hence the difference in perception of the two roles between participants in this study and those in the study of perception of the role of department chairmen. Thus the agreement on the administrative and professional roles between the role occupants, their superiors and subordinates was high where the roles had hitherto been defined and made known to the respondents. The reverse was also true as was the case in this study. Even more

1 Siever et al, op.cit.

significant in a situation where the role had not been defined clearly to respondents, was the tendency to perceive it in terms of the personal characteristics of the role occupant. Agreement on this latter group of items (personal characteristics) was high in all cases, in this study, thereby reflecting greater emphasis on the personal characteristics of the role occupant.

The idea brought forward by Price (1961)¹, Brottman, (1963)², Abbot (1960)³ and Grace, R (1972)⁴ that congruence in role perception between subjects affected by the role, leads to formation of role-concept, would, if taken in the context of these findings, lead to the conclusion that the respondents had a clear concept of the personal characteristics

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- 1 Alfred, J. Price "A Study of the Interactions of Attitudes and Values of Elementary School Principals and their Staffs", unpublished Doctoral Dissertation (New West University 1961).
 - 2 Marvin, A. Brottman "The Administrative Process and Elementary School Principals: An Empirical Test of a Concept", Administrators Notebook (11: 1 - 4, 1963).
 - 3 Max, G. Abbot "Values and Value Perceptions in Superintendent-School-Board Relationships", Administrators Notebook (9: 4, 1960).
 - 4 R. Grace Role Conflict and the Teacher, (London: Routledge and Kegan Paul, 1972).

of the ideal Administrator in the Primary Schools while their concepts of the professional and administrative roles were not well formed. This would imply the possibility of role concepts being formed in the absence of universally agreed definitions of the roles provided that the environment in which the people affected by a role worked, was conducive to the intuitive acquisition of the role concept. Alternatively, since an administrative function (and behaviour) derives its nature from the services it directs, according to Sears, J.B. (1950)¹, it was assumed that the significant degree of agreement between the subjects on the three aspects of the role, was due to their association of the nature of the services of primary school administration with the implied personal characteristics, professional activities and administrative responsibilities.

Item Analysis: Items Ranked High by all Groups of Respondents.

Personal Characteristics.

Among the personal characteristics of the ideal Administrator in the Primary School ranked high by the respondents were:

1 Jesse, B. Sears The Nature of the Administrative Process, (New York: McGraw-Hill, 1950), p. 623.

- A (a) Moral integrity
- A (c) qualities related to good human relations
- A (d) ability to motivate subordinates
- A (m) high regard for truth, punctuality,
responsibility and industrious habits and
- A (e) a good organizer, full of new ideas and
confidence.

Ranking of these items by all the groups of respondents is shown on table 3.31^f in the appendix page 149. Perception of these personal qualities of the administrator as important supported the views of Raju (1973)¹, Campbell, R and Gregg, (1957)² and Siever et al (1972)³ who invariably maintain that the best school administrator is one who combines the skills of personnel management with the ability to plan, organize and keep good human relations.

The perception also agreed with the view that an administrator must be realistic while holding high ideals, held by Johnson A. et al (1967)⁴ and Komora (1973)⁵.

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- 1 Beulah Raju, "Concepts, Objectives and Scope of Educational Administration" Journal of the Kenya Teacher, (Number 14, Nairobi, 1972).
 - 2 Roald F. Campbell and Russel T. Gregg (Eds) Administrative Behaviour in Education (Harper, 1957).
 - 3 Siever et al. Op. cit.
 - 4 Richard, A. Johnson et al The Theory and Management of Systems, 2nd ed. (New York: McGraw-Hill, 1967).
 - 5 Yuda Komora "Keynote Address by the Director of Educational" Report of the Conference of Education Administration, (Ministry of Education, Nairobi 1973).

The ranking order reflected emphasis on moral integrity of the role occupant, an aspect of the personal characteristics of the administrator that none of the authorities quoted above seemed to emphasize.

While those authorities discussed personal characteristics of the general school administrator, respondents in this study focussed their attention on the administrator at the primary school level. In so doing they perceived personal qualities of the administrator in relation to the nature of the students at that level. It is at the primary school age that pupils take their superiors as models to imitate and are in their formative stages of moral development. An administrator in the school, who was lacking in moral integrity would therefore misdirect the moral development of pupils in the school while the reverse would also be true. High ranking of that particular item by practically all the groups of respondents made it apparent that a study on the primary school administrator's manifestation of moral integrity on his effectiveness as rated by teachers, pupils, parents and other reference groups would throw light on the importance of moral integrity in the primary school administrator.

In spite of the items A(a), A(c), A(d), A(m) and A(e) on the questionnaire being ranked high by all the groups

of subjects, the chi-square test revealed significant differences, between the groups, in the perception of the relative importance of the items* .

There was significant difference at the 1% level between P₁ and P₃ teachers in their perception of the relative importance of the personal attribute of moral integrity. The pronounced difference in professional qualifications between the two groups of teachers was most probably responsible for this difference in perception, as a similar difference in perception of the same item only significant at the 20% level was observed for the paired groups of P₁ and P₂ teachers. It was concluded that the higher the grade of a primary school teacher, the less concerned he was about moral integrity being an important personal characteristic of the Administrator in the Primary School. 2

While teachers perceived the personal characteristic of being social, kind, understanding, patient and co-operative as very important, Administrators in the Primary Schools and Education Officers perceived it as less important. The chi-square tests revealed differences, each of which, was significant at the 5% level between Administrators and teachers, Education Officers and teachers in their perception of the relative importance of this personal quality. There were no

* See results of the chi-square tests in table 4.11e in the appendix page 158 - 160.

significant differences in the perception of the quality between female and male teachers and between teachers of the three professional grades. It was concluded that the difference in perception between teachers on one hand and Education Officers and Administrators in the Primary Schools on the other were due to the relative positions of authority the groups occupied. While the Education Officers and Administrators in the Primary Schools had hardly anything to loose if the Administrator in the Primary Schools did not possess those qualities, the teachers would feel more secure and happier in their work if the administrators in their schools had these personal characteristics. Hence the teachers laid more emphasis on this human relations aspect of primary school administration than did the Education Officers and Administrators in the Primary Schools.

More weight was lent on the finding that teachers were more concerned about the personal characteristics of the school administrator which led to the development of good human relations, than those purely related to organization of the school, in the perception of the personal qualities of a 'good organizer, full of new ideas and confidence'. Administrators in the Primary Schools perceived this characteristic as crucial

to their role while teachers perceived it as less crucial. A difference in perception of this characteristic between Administrators in the Primary Schools and all the teachers was found significant at the 2% level.

Cabot and Kahl (1953)¹ postulated that in a bureaucratic organization workers who are low in status within the hierarchy, rarely share the views of administrators higher in the hierarchy. This was mainly because they regarded themselves as underprivileged in terms of those higher in status. Viewed against this postulate, the differences in perception of those personal qualities of the administrator which were prerequisite to the development of good human relations in school administration, between Education Officers and administrators in the Primary Schools on one hand, and all the teacher respondents on the other, tended to suggest that bureaucratic modes of administration were predominant in the primary school system. The postulate referred to, however, does not refer only to views on matters of human relations. Nevertheless if the latter aspect of school administration is singled out to test the hypothesis of Cabot and Kahl (1953)² then these findings would go a long way to confirm that primary schools

1 Hugh Cabot and Joseph A. Kahl, Human Relations (Massachusetts: Harvard University Press, 1953) Vol. 1 p. 232.

2 Ibid.

in the Central division of Machakos District fall under bureaucratic forms of organizations.

Perception of the characteristic - holding the ideals of truth, punctuality and industrious habits as expressed in item A(m) was affected by position in the administrative hierarchy of respondents on one hand and the professional grades of teacher respondents on the other. Differences in the ranking of item A(m) were significant at the 1% level between Education Officers and Administrators in the Primary Schools and teachers. Education Officers perceived the characteristic as very important while the other two groups perceived it as significantly less important. Thus administrators in the schools and teachers in general, were more concerned about the practical day-to-day school administration than idealism as a basis of action in school administration.

Among different grades of teachers differences in perception of the same personal characteristic were significant at the 2% and 1% levels between P₁ and P₂ teachers and between P₁ and P₃ teachers respectively. P₁ teachers perceived the characteristic as the most important while the other two grades of teachers perceived it as less important. Thus the view that ideals must form the basis of action in school administration as expressed by R.A. Johnson (1967)¹ and Y. Komora (1973)²

1 Op. cit.

2 Op. cit.

was shared by Education Officers and the P₁ teachers but not Administrators in the Primary Schools and teachers of the P₂ and P₃ grades.

Professional Activities:

The professional activities perceived as most important for the ideal Administrator in the Primary Schools were:

B(h) Achieving goals the administrator has set for the school,

B(i) Encouraging teachers to train pupils to think and study on their own,

B(k) Working with parents to improve the general standard of education in the school, and

B(l) Teaching effectively in the classroom*.

The activities B(h) and B(l) were also perceived as most important by subjects in the study of 'Role Perception of Department Chairmen', conducted by Siever et al (1972)¹. The high ranking of items B(i) and B(k) reflected a desire by all the groups to see a departure from traditional methods of teaching which encouraged rote learning to child-centred learning and the integration of primary school education with the aspirations and activities of the communities in which the schools were located. Leadership that gave serious consideration to these aspects of education was perceived as the ideal type for the administrator in the primary

* See Table 4.11c in appendix, page 153.

1 Op. cit

schools.

Differences due to professional grades were observed between the P_1 and P_3 teachers and between P_2 and P_3 teachers in their perception of the activity B(h). In both cases the differences in perception were significant at the 1% level. Thus while the P_1 and P_2 teachers perceived the activity of achieving goals the administrator has set for the school as most important, P_3 teachers perceived it as less important. Teachers of the high professional grades therefore perceived this activity as the most important.

A sex difference was observed in the perception of the professional activity B(i). The difference was significant at the 1% level. While male teachers gave prominence to this activity, female teachers did not, although they ranked it among the important activities for the Administrator in the Primary Schools. Thus male teachers believed more in the idea of child-centred learning and independent study by the pupils than did female teachers.

Administrative Responsibilities:

The administrative responsibilities ranked high by all the groups were:

- C(b) Making arrangements for teachers to participate in making decisions on matters affecting them, pupils and the school;
- C(e) Attending to the problems of pupils and teachers;
- C(d) Planning for the achievement of goals of the

schools;

C(h) Assessing the progress being made by teachers in their work and recommending ways and means of improving their performance;

C(f) Placing orders for school equipment and distributing it in time to those who should use it.

The groups thus gave top priority to the process of decision-making, personnel management, planning and supervision of educational instructions. Their priorities reflected the view that a good administrator is one who combines the skills of a technical expert (therefore able to supervise the work of his subordinates) a good planner and a personnel manager as expressed by B. Raju (1972)¹, R.F. Campbell, and R.T. Gregg (1957)² and to some extent R.W. Mutua (1973)³.

Making arrangements for teachers to participate in the process of decision-making was ranked as the most important administrative responsibility by all

1 Op.cit.

2 Op. cit.

3 Rosalind W. Mutua, "The Concept of Educational Administration", Report of the Education Administration Conference, (Ministry of Education Nairobi, Kenya 1973).

the groups of respondents. As the teachers, in this case, showed high agreement with Administrators in the Primary Schools and Education Officers it was deduced that the decision theory advanced by L.A. Panttaja (1966)¹ applies to the process of administering the primary schools. His theory was that if an administrator confined his behaviour to making decisions on the decision-making process, rather than making terminal decisions, his behaviour would be more acceptable to his subordinates.

High agreement in perception of this responsibility also seemed to reflect an acceptance of the Neo-Classical Organization Theory which is a Human Relations Model rather than the Classical Organization Theory or Bureaucratic Model as explained by Johnson R.A. et al (1967)².

However, by failing to rank high, the administrator's responsibility of setting long-term and short-term goals for the school, teachers and Administrators in the

1 Leon A. Panttaja "Subordinates' Perception of the Decision-making Behaviour of their Chief Administrator" unpublished Doctoral Dissertation, (University of Southern California 1966).

2 Op.cit.

Primary Schools tended to negate their high ranking of item C(d) - planning for the achievement of goals of the school. This indicated that the administrator did not expect and was not expected by the teachers to shoulder the responsibility of determining the purposes which his school was to serve. The Education Officers however, ranked this responsibility high. The deduction made for this difference in perception of the role, which was significant at the 5% and 1% levels for Education Officers and Administrators in the Primary Schools and Education Officers and all the teachers respectively, was that Education Officers expected primary schools to set their own goals thereby determining the expectations, roles and functions of personnel in order to establish appropriate structures for operation while Administrators in the Primary Schools and teachers expected the goals of their schools to be defined outside the schools, possibly by the Ministry of Education and handed down to them to interpret and plan for their achievement.

Such a dichotomy in perception was viewed as inevitable in a centralized education system, although detrimental to the process of educational development at the institutional level. It was likely to undermine the effectiveness of the school administrator as effectiveness in the role would to a large extent depend on the administrators understanding of the goals of the school.

Getzels J.W. et al (1968)¹ also found that contradiction among several reference groups in defining the expectations for the same role undermined effectiveness in the role.

The Chi-Square test showed significant differences in the perception of the administrative responsibility of attending to problems of teachers and pupils, between teachers on one hand and Administrators in the Primary Schools and Education Officers on the other. The teachers perceived the responsibility as very important while Education Officers and Administrators in the Primary Schools perceived it as less important. The statistical difference in perception between Education Officers and teachers was significant at the 5% level while that between teachers and Administrators in the Primary Schools was significant at the 1% level. This difference in perception was attributed to relative positions within the hierarchy of administration in the primary school system.

The teachers who were lowest in the hierarchy viewed the responsibility as most important while the Education Officers and Administrators in the Primary

1 Jacob, W. Getzels and others Educational Administration as a Social Process: Theory, Research and Practice, (New York: Harper and Row 1968).

Schools who are higher up on the hierarchy did not. Teachers inevitably felt that if their problems were ignored they would not be happy at work. They needed more attention and thus preferred the type of administrator who would give them such attention.

The P_1 teachers however, perceived the responsibility as less important compared to teachers of the P_2 and P_3 grades. The statistical difference in perception was greatest between P_1 and P_3 teachers where it was significant at the 1% level. Among the three grades of teachers, the P_3 teachers showed that they were most insecure by giving the highest rank to the item thereby showing preference for the type of administrator who would pay more attention to their personal and professional problems.

Similar professional grade differences between P_1 and P_3 teachers were manifested in the ranking of responsibilities C(f) and C(i) where in each case the differences in perception were statistically significant at the 1% level. P_3 teachers perceived the responsibility of ordering for school equipment as ^{more} important than did P_1 teachers. Probably their scanty knowledge of the content and methodology of the subjects they taught made them perceive availability of the right textbooks and teaching materials as crucial to their successful teaching. The P_1 teachers on the other hand were

more sure of subject matter and in a position to design methods of teaching various subjects on the school curriculum even in the absence of textbooks.

P₁ teachers perceived the responsibility of planning for school activities ahead of time as very important while the P₃ teachers perceived it as less important. The P₁ teachers were therefore more aware of the advantages of prior planning in school administration than the P₃ teachers.

Items Ranked Low by the Groups.

Personal Characteristics.

The personal attributes of the ideal Administrator in the Primary Schools which were ranked low by all the groups included:

- A(g) impartiality,
- A(b) attending to official duties immediately,
- A(h) respect for other people's opinions,
- A(k) long experience in school administration as deputy Administrator in the Primary School,
- A(l) capacity to keep official secrets,
- A(i) long teaching experience
- A(f) high teaching qualifications
- A(j) being a married person*.

* See table 4.11b in the appendix .

It was observed that although impartiality and respect for other people's opinions were ranked low, the qualities they referred to were embraced in two other items which were ranked high. These were A(a) moral integrity, and A(c) ability to cultivate good human relations.

It was interesting that experience in both school administration and teaching and high teaching qualifications were ranked low. This was at variance with earlier perception of the role in instructional leadership as being very important. It also contradicted the view by Raju, B (1973)¹, Johnson, R.A. (1967)² and Adesina, S. (1974)³ that the instructional leadership role required knowledge of the subjects in the curriculum and methods used in teaching the subjects. A school administrator with low professional qualifications, little teaching and administrative experience would thus be ineffective in the role.

Sears, J.B. (1950)⁴ postulated that administrative functions derive their nature from the services they

1 Op. cit.

2 Op. cit.

3 Segun Adesina "Developing a Programme for Educational Administrators in Nigeria", The Nigerian School Master Journal (August 1974).

4 Jesse B. Sears, The Nature of the Administrative Process, (New York: McGraw-Hill, 1950) p. 623.

direct. Since educational administration focuses mainly on the quality of educational instructions, it was apparent from these findings that the groups were not aware of both the nature of instructional leadership and its basic requirements at the primary school level.

The Chi-square tests did not reveal any significant differences in the perception of personal characteristics of the ideal Administrator in the Primary School, which were ranked low by all the groups. Therefore there was high agreement in the perception of these personal characteristics.

Professional Activities:

The professional activities of the ideal Administrator in the Primary Schools ranked low by all the respondents were:

- B(c) active participation in out-of-class educational activities;
- B(e) raising funds for the school;
- B(f) being an active member of local Church and welfare committees;
- B(g) aiming at high CPE passes for all pupils in the school;
- B(b) in-servicing teachers in the teaching of their own subjects;
- B(d) scrutinizing subject syllabuses and recommending changes to the KIE.

B(i) making sure that new teachers fit into the school activities; and

B(j) attending courses in school administration.

The activities described in items B(c), B(e) and B(f) were non-academic and hence the respondents were inclined towards the school administrators role in fostering academic education. Low ranking of item B(g) however, contradicted this inclination. This nevertheless was so only in general as all the teachers combined and female teachers, P₂ and P₃ teachers taken separately ranked the item high.

Scrutinizing subject syllabuses and recommending changes to the Kenya Institute of Education (the body incharge of drafting school syllabuses) is an important component of curriculum and instructional leadership. Low ranking of this item by all the groups displayed lack of understanding of the fact/the Administrator /that in the Primary School was expected to play the role. This was possibly due to lack of involvement of most of the administrators and teachers in the drafting of syllabuses for the subjects taught in the primary schools.

Education Officers and Administrators in the Primary Schools ranked high item B(b) ie in-servicing teachers in the subjects they teach while the

teachers ranked it low with the exception of one group - the P₁ teachers. This dichotomy in perception of the in-service dimension of the instructional leadership role showed that teachers needed some education in the importance and nature of the role.

Attendance of in-service courses (item B(1)) was ranked low by all the groups except the P₁ teachers. This was attributed to the fact that such courses were no longer being organized for the administrators by the Inspectorate section of the Ministry of Education. Without knowledge of the nature, purpose and importance of the administrative courses the respondents could not value them. Courses in school administration would serve as a firm basis for sound administration of the schools and a source of confidence to both newly appointed and experienced Administrators in the Primary Schools.

Item B(1) on the role of the school administrator in the orientation of newly appointed teachers in the affairs of the school was ranked low by all the groups. It was observed that as the Administrator in the Primary Schools did not play any part in selecting teachers for their schools since the staffing of primary schools was done by the Teachers Service Commission, he would tend to neglect this particular role. This negligence of the role was attributed to

lack of training on the part of the administrators. With the perpetual large numbers of unqualified teachers and constant flow of fresh graduates from teachers' colleges into the primary schools, stability of the working atmosphere for teachers in the schools, cannot be maintained without deliberate orientation programmes for newly appointed teachers. All groups of respondents needed some form of in-service education on the importance of this role.

Significant differences in the perception of the professional activity of in-servicing teachers in the subjects they taught were observed between teachers on one hand and Administrators in the Primary Schools and Education Officers on the other. The differences were statistically significant at the 1% level between each of the paired groups of Education Officers and all the teachers and Administrators in the Primary Schools and all the teachers. Education Officers and Administrators in the Primary Schools perceived the role as important while the teachers perceived it as unimportant. It appeared that Administrators in the Primary Schools would meet with resistance from teachers if they attempted to play this role as the teachers did not expect them to.

Sex differences in role perception were significant at the 1% level for each of items B(d) and B(g).

Female teachers perceived the role of aiming at high passes in the Certificate of Primary Education examination for all pupils in the school as important while male teachers perceived it as unimportant. On the other hand male teachers perceived the role of scrutinizing subject syllabuses and recommending changes to the KIE as important while female teachers did not.

Administrative Responsibilities:

Delegating responsibilities to other members of staff was perceived as unimportant by all the groups of subjects. This was interpreted to mean that Administrators in the Primary Schools would not entrust some of their responsibilities to teachers. On the other hand the teachers showed they would not wish to shoulder administrative responsibilities delegated to them by the administrators. Without prior courses in school administration the administrators were bound to lack confidence in taking final administrative decisions on matters they had delegated to subordinates. They would also be unable to explain the basic principles underlying the responsibilities. However, the teachers needed the experience that could be gained in discharging administrative responsibilities if they were to assume posts in school administration

with confidence in the future.

On the part of Education Officers, failure to rank this item high showed that they expected the Administrator in the Primary Schools to shoulder all the administrative responsibilities in the school. This would not only deny teachers the opportunity to participate in making decisions on matters of administrative nature but also create a situation where the administrator would be overburdened with details of school administration to the extent that he could not be efficient.

The role of supervising classroom instructions given by teachers was perceived as unimportant by all the groups of respondents. The respondents probably found it too extreme a method of instructional leadership. However the fact that the respondents ranked item C(h) high suggested that they regarded supervision of educational instructions by the school administrator as important. The methods of supervision implied in these two related items C(a) and C(h) were different and the groups therefore showed that a consultative nature of supervision was preferred to direct supervision in the classrooms.

The low ranking of items on the roles related to maintenance of the school plant, management of school finances and organization of functional

office routine, thus items C(g), C(k) and C(l) showed that responsibilities which were not directly connected with educational instructions were perceived as unimportant by all the groups. The ranking of these items was consistent with the findings of Siever et al (1972)¹.

Results of the Chi-square test showed that there was a statistical difference, significant at the 1% level, between each of the pairs of P₁ and P₃ teachers and P₂ and P₃ teachers in the perception the role described in item C(a). P₃ teachers perceived supervision of class instructions by the school administrator as important. The P₁ and P₂ teachers perceived the responsibility as less important. There was however no significant difference in the perception of this responsibility, between P₁ and P₂ teachers.

While Administrators in the Primary Schools agreed with teachers in their perception of the importance of setting long-term and short-term goals for the school, there were statistical differences significant at the 5% and 1% levels between Administrators in the Primary Schools and

1 Op. cit.

Education Officers and between Education Officers and teachers respectively. Education Officers perceived this role as important while teachers and Administrators in the Primary Schools perceived it as unimportant. Perception of the same role by teachers of different professional grades showed significant statistical differences when subjected to the Chi-square test. The difference in perception between P_1 and P_2 teachers was significant at the 5% level while that between P_1 and P_3 teachers was significant at the 1% level. Like the Education Officers, P_1 teachers viewed the role as important while P_2 and P_3 teachers viewed it as unimportant. Of the three grades of teachers, the P_3 teachers perceived the role as the least important.

The Chi-square test also showed a difference statistically significance at the 5% level between the P_1 and P_3 teachers in the perception of the role described in item C(1). A similar grade difference in role perception was observed in the ranking of item C(g) where the difference in perception between the P_2 and P_3 teachers was significant at the 2% level.

CHAPTER V

DISCUSSION OF FINDINGS AND CONCLUSIONS

Introduction

The purpose of this study was to find out the personal characteristics, professional activities and administrative responsibilities of the ideal Administrator in the Primary School, as perceived by primary school teachers, Education Officers and Administrators in the Primary Schools.

A list of items perceived as important or unimportant for each of the three aspects of the role, by all groups of subjects was expected at the end of the study. The degree of agreement for each set of items on the three aspects of the role was determined. At the same time the effects of sex and grade of teacher and position of subjects in the hierarchy of administration within the primary school system on perception of personal characteristics and role of the ideal Administrator in the Primary School was also investigated.

In this chapter the basic assumptions and hypotheses advanced for the study will be reviewed in the light of the findings. The implications of the main findings to administration in the primary schools will be discussed.

Suggestions for measures that could be taken to unify perception of the role and characteristics of the role occupant, among the various categories of subjects in the study was made.

Summary of the Main Findings

The hypothesis that Administrators in the Primary Schools and Education Officers would show agreement in their perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School was proved correct in the t-test of the Spearman's rank order coefficient of co-relationship. The hypothesis was therefore accepted as being true. Ipsa facto, the assumption that these two categories of respondents perform similar professional and administrative tasks was true.

On the other hand the following hypotheses were not accepted on the basis of results of the Spearman's test of co-relationship:

a) Administrators in the Primary Schools and teachers will not show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

b) Education Officers and teachers would not show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

c) Female and male teachers would not show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

d) P_1 and P_2 teachers will not show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

e) P_1 and P_3 teachers will not show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

f) P_2 and P_3 teachers will not show agreement in perception of the administrative responsibilities, professional activities and personal characteristics of the ideal Administrator in the Primary School.

The assumptions underlying these hypotheses were thus not true. Thus sex and professional grade of a teacher did not influence the teacher's perception of the administrative responsibilities, professional activities and personal characteristics of the ideal

Administrator in the Primary School. Similarly, position in the hierarchy of primary school administration did not affect perception of the role and personal characteristics of the role occupant.

An item by item analysis of perception of personal characteristics and role of the administrator revealed statistically significant differences between paired groups of respondents.

Administrators in the Primary Schools and Education Officers.

The Chi-square test of relationship showed a difference significant at the 1% level, in perception of the personal characteristic of having 'high regard for truth, punctuality, responsibility and industrious habits' between the Education Officers and Administrators in the Primary Schools. Education Officers gave this characteristic a rank of 1 while Administrators in the Primary Schools gave it a rank of 5.

There was no significant difference observed in the perception of any of the professional activities of the ideal administrator between the Education Officers and Administrators in the Primary Schools.

A difference in the perception of the administrative responsibility of 'setting long-term and short-term goals for the school', significant at the 5% level was observed between Administrators in the Primary Schools and Education

Officers. The Education Officers ranked this responsibility 3 while Administrators in the Primary Schools ranked it 9.

Education Officers and Teachers:

Education Officers and teachers in the primary schools showed differences significant at the 5% and 1% levels in their perception of the administrator's personal characteristics of (i) being 'social, understanding, kind, patient and co-operative', and (ii) having 'high regard for truth, punctuality, responsibility and industrious habits', respectively.

Perception of the professional activity of taking an active part in out-of-class educational activities by the two groups of subjects showed a difference significant at the 2% level.

The two groups of respondents also showed differences significant at the 1% and 5% levels in their perception of the administrative responsibilities of (i) 'setting long-term and short-term goals for the school' and (ii) attending to the problems of teachers and pupils, respectively.

Teachers and Administrators in the Primary Schools

There were four major differences in the perception of the personal characteristics and role of the ideal Administrator in the Primary School between teachers and Administrators in the Primary Schools. Differences

in the perception of the personal characteristics of (i) being 'social, understanding, kind, patient and co-operative' and (ii) being 'a good organizer, full of new ideas and confident', by subjects in the two groups, were significant at the 5% and 2% levels respectively. The item numbered (i) above was ranked 3 by Administrators in the Primary Schools and 1 by the teachers. The personal characteristic (ii) above was ranked 2 by Administrators in the Primary Schools and 5 by the teachers.

There was a difference, significant at the 1% level in the perception of the professional activity of in-servicing teachers in the teaching of their own subjects, between Administrators in the Primary Schools and the teachers. Administrators in the Primary Schools ranked the item 2 while teachers ranked it 9.

The only difference between these two groups, in the perception of the administrative responsibilities of the ideal Administrator in the Primary School occurred in their perception of the responsibility of attending to the problems of teachers and pupils. The difference was statistically significant at the 1% level.

Female and Male Teachers

Male and female teachers showed complete agreement in their perception of the personal characteristics and administrative responsibilities of the ideal Administrator in the Primary School. The two groups of teachers however, showed differences in perception of three professional activities of the administrator for which no other paired groups of respondents showed any statistically significant differences. The professional activities for which these purely sex differences in perception were revealed were those of (i) scrutinizing subject syllabuses and recommending changes to the KIE (ii) aiming at high CPE passes for pupils in the school and/encouraging teachers to train pupils to think. Differences in perception for each of the three activities were statistically significant at the 1% level. Female teachers ranked the activity (i) above 8, while male teachers ranked it 5. Male teachers ranked the activity (ii) above, 7 while female teachers ranked it 3. The activity (iii) above was ranked 1 by male teachers and 4 by the female teachers.

P₁ and P₂ Teachers

Teachers of the P₁ and P₂ grades showed a difference, significant at the 2% level in their

perception of the personal characteristic of having 'high regard for truth, punctuality, responsibility and industrious habits. P_1 teachers ranked the responsibility 1 while P_2 teachers ranked it 4.

The two categories of teachers did not show any statistically significant differences in their perception of the professional activities of the ideal Administrator in the Primary School. However, differences each of which was significant at the 5% level, were observed in the perception of the administrative responsibilities of (i) 'setting short-term and long-term goals for the school' and (ii) 'planning a good office routine and following it closely'. While the P_1 teachers ranked the responsibility (i) above, 6, P_2 teachers ranked it 9. P_1 teachers gave responsibility (ii) above a rank of 10 while P_2 teachers ranked the same 7.

P_1 and P_3 Teachers

The greatest number of item by item differences in the perception of the three aspects of the role of the ideal Administrator in the Primary School, occurred between the P_1 and P_3 grades of teachers. The two groups showed differences in their perception of 5 administrative responsibilities, 2 professional activities and 2 personal characteristics. It was also noted that the Spearman's coefficient of

of co-relationship for the P_1/P_3 pair of subjects, though statistically significant at the 1% level was the lowest among all the paired groups of respondents.

While the P_3 teachers ranked the personal characteristics of being 'an honest person whose behaviour is constant and a good example to pupils and teachers', 1, the P_1 teachers ranked it 4. The difference in their perception of this personal characteristic was statistically significant at the 2% level. P_1 teachers ranked the personal characteristic of having a 'high regard for truth, punctuality, responsibility and industrious habits', 1, while P_3 teachers ranked it 4. The difference was statistically significant at the 1% level.

The two professional activities in which P_1 and P_3 teachers showed statistically significant differences in perception were: (i) the activity of achieving the goals the administrator has set for his school and (ii) attending courses in school administration. The differences for the two items were significant at the 1% and 5% levels respectively. P_1 teachers ranked the activity (i) above 1, while P_3 teachers ranked it 3. The activity (ii) above was ranked 5 by the P_1 teachers and 9 by the P_3 teachers.

The administrative responsibility of supervising class instructions given by teachers was given a rank

of 12 by P_1 teachers while the P_3 teachers ranked it 6. There was a statistical difference, significant at the 1% level between the two groups of teachers in the perception of this administrative responsibility.

Other differences in perception of various administrative responsibilities between the two groups of teachers, were each statistically significant at the 1% level and included perception of the responsibilities of: (i) setting long-term and short-term goals for the school. P_1 teachers ranked this responsibility 6 while P_3 teachers ranked it 12. (ii) attending to the problems of teachers and pupils. P_1 teachers ranked this responsibility 4 while P_3 teachers ranked it 2. (iii) ordering for school equipment and distributing it in time to those who should use it. P_1 teachers gave this item a rank of 8 while the P_3 teachers gave it a rank of 5. and (iv) Planning for school activities ahead of time, which P_1 teachers ranked 5 while P_3 teachers ranked it 7.5.

P_2 and P_3 Teachers

P_2 and P_3 teachers showed agreement in their perception of all the personal characteristics of the ideal Administrator in the Primary School. They however showed disagreement in their perception of the professional activity of achieving goals the administrator has set for his school. P_2 teachers

ranked this activity 1 while P₃ teachers ranked it 3. The difference in perception between the two groups was significant at the 1% level.

Differences occurred in the perception of two administrative responsibilities by teachers of the two professional grades. These were the responsibilities of (i) supervising class instructions given by teachers and (ii) attending promptly to the repair and maintenance of school buildings and equipment. P₂ teachers ranked the responsibility (i) above 12 while P₃ teachers ranked it 6. The difference in perception was significant at the 1% level.

Responsibility (ii) above was given a rank of 11 by the P₂ teachers and 9 by P₃ teachers. The difference was statistically significant at the 2% level. Although items (i) and (ii) above were both ranked low, it was particularly significant that there was a difference of six ranks in the perception of the responsibility of supervising class instructions given by teachers for the two groups of teachers.

The personal characteristics of the ideal Administrator in the Primary School which were ranked high by all the groups of respondents were:

- i) being social, understanding, kind, patient and cooperative.
- ii) being able to arouse the enthusiasm of teachers, pupils and non-teaching staff in their work.

- iii) a good organizer, full of new ideas and confident.
- iv) an honest person whose behaviour is constant and a good example to pupils and teachers.
- v) having a high regard for truth, punctuality, responsibility and industrious habits.

The characteristics ranked low by practically all the groups were:

- i) impartiality in dealing with pupils and teachers.
- ii) attending to official duties immediately.
- iii) respect for other people's opinions.
- iv) long experience as deputy headmaster.
- v) inclination to keep official secrets.
- vi) long teaching experience.
- vii) high teaching qualifications and
- viii) being a married person.

Only four professional activities of the administrator were ranked high by all the groups.

These were:

- i) achieving the goals the administrator has set for the school.
- ii) encouraging teachers to train pupils to think and study on their own.
- iii) working with parents to improve the general standards of education in the school, and
- iv) being good at teaching.

The professional activities which were ranked low by practically all the groups were:

- i) Aiming at high CPE passes for pupils in the school.
- ii) In-servicing teachers in the teaching of their own subjects.
- iii) Scrutinizing subject syllabuses and recommending changes to the KIE.
- iv) Making sure that new teachers fit easily into the school activities.
- v) Attending courses in school administration.
- vi) Taking an active part in out-of-class educational activities (eg. games).
- vii) Raising funds for the school.
- viii) Taking an active part in functions of local church and welfare committees.

The administrative responsibilities ranked high by all groups of respondents were:

- i) Making arrangements for teachers to participate in making decisions on matters affecting them, pupils and the school.
- ii) Attending to problems of teachers and pupils.
- iii) Planning for the achievement of goals of the school.
- iv) Assessing the progress being made by teachers and pupils in their work very often and recommending ways and means of improving

their performance.

- v) Ordering for school equipment and distributing it in time to teachers, pupils and others who should use it.

The administrative responsibilities of the ideal Administrator which were ranked low by practically all the groups of respondents were:

- i) Planning for school activities ahead of time.
- ii) Delegating responsibilities to other members of staff.
- iii) Setting long-term and short-term goals for the school.
- iv) Supervising class instructions given by teachers.
- v) Planning a good office routine and following it closely.
- vi) Attending promptly to the repair and maintenance of school buildings and equipment.
- vii) Spending school funds as required and keeping accurate records of receipts and expenditure for the funds.

DISCUSSION AND CONCLUSIONS

The high degree of agreement among respondents in the perception of the role and personal characteristics of the ideal Administrator in the Primary School implies

a consensus on priorities of various aspects of the role. Observation of the administrator in action seems to have led teachers, Education Officers and Administrators in the Primary Schools into common expectations for both the role and the role occupant.

It is important for perception of administrative roles to be based in both theory and practice. The theory of administration acts as a framework upon which administrators and those affected by administrative roles can build new structures as well as improve existing ones. It thus provides for the growth of a dynamic administrative system that can adjust itself to changing institutional needs and personnel requirements. It lays the foundation for a continuous critical appraisal of administrative practices and saves the institution from decay in the face^y of changing ideas about the tasks the institution should perform and the type of human relations that make it possible for the institution to perform these tasks.

Within an organization there are special organizational tasks which cannot be fitted in a general description of administrative tasks for the organization. An Administrator who has undergone a vigorous training in the theory of administration is usually more capable of discerning the right kinds of procedures for dealing with these peculiar

administrative tasks. Thus an administrative structure which is not built on a frame work of theory is not only subject to different interpretations but also apt to lure those it affects into a conservative view of administration. There were indications in this study that perception of the role and personal characteristics of the Administrator in the Primary School did not have a theory base.

The highest degree of agreement among respondents in the study occurred in their perception of the personal characteristics of the Administrator in the Primary School. This showed that in the course of day-to-day exposure to the realities of primary school administration the respondents had come to associate success in administration with certain personal characteristics. It implies that the role occupant, his superiors and subordinates attach alot of importance to the personality of the Administrator in the Primary School. A quick look at the ranking of items on the personal characteristics of the ideal Administrator in the Primary School gives the impression that the respondents regarded as important only those characteristics that enabled the administrator to cultivate good human relations within the school. The characteristics that would make the administrator more effective as an

educational leader were ranked low. This showed that there was a danger of emphasizing personal characteristics of the administrator at the expense of the crucial professional and administrative tasks the administrator should perform for the achievement of goals of his institution.

The professional leadership role of the Administrator in the Primary School requires him to have a clear understanding of the principles of education. This knowledge makes it possible for him to lead teachers under him in the improvement of teaching, evaluation of teaching and learning, creative curriculum development, school living, educational methodology and parent and community relations¹. Organizational management within an educational institution seeks to support the institution's professional activities so that the right education can be imparted to learners in the institution. The professional leadership role of the Administrator in the Primary School is therefore

1 Beulah Raju, 'The Headmaster as an Educational Leader', Journal of the Kenya Teacher (No. 12, Nairobi 1971), p. 14.

his most important leadership role in the institution.

It is in this area of school administration that all respondents in the study were expected to show the highest degree of agreement in their perception of the role of the Administrator in the Primary School. On the contrary the agreement was relatively low between all paired groups of respondents with the exception of the pair of Education Officers and Administrators in the Primary Schools. This showed that teachers in the primary schools were not fully conversant with the nature, scope and importance of the professional leadership role of the Administrator in the Primary School. If they were, then their priorities of activities pertaining to the role would be very nearly the same if not completely similar.

The administrative activities of the Administrator in the Primary School are the means by which the said administrator achieves desired professional goals. Making arrangements for teachers to participate in the process of decision-making within the school for instance, is an administrative function which leads to development of good human relations with and among members of staff. This development sets the stage for full and meaningful participation, by the staff, in the professional tasks of improving and evaluating teaching, learning and living conditions

in the school. It makes it easier for the administrator to identify, develop and use the special talents of individual members of staff and to co-ordinate their activities both in and outside the classroom. It also offers the administrator an opportunity to organise appropriate channels of communication through which the staff work for continuous improvement. There is thus a remarkable degree of relationship between the professional activities of the administrator and his administrative activities.

The relationship between professional and administrative activities for the Administrator in the Primary School was not perceived by both Education Officers and Administrators in the Primary Schools. While these two groups of respondents showed relatively high agreement in their perception of the professional activities they showed relatively low agreement on the administrative responsibilities. It was also anomalous that Administrators in the Primary Schools and Teachers showed very high agreement in their perception of administrative responsibilities whereas they had shown relatively low agreement in the perception of the professional activities. Thus an understanding of the nature and

purpose of this interrelationship between professional activities and administrative responsibilities needs to be developed in Education Officers, Administrators in the Primary Schools and teachers alike.

The item by item analysis of responses to the questionnaire revealed differences in perception of the role, between paired groups of respondents, which had far reaching implications for administration in the primary school.

Perception of the personal characteristic of being 'an honest person whose behaviour is constant and a good example to pupils', as important for the ideal Administrator in the Primary School, raises two important questions about the moral conduct of the administrator. The first question is, what are the standard forms of human behaviour that pupils and teachers in the primary school should emulate from their school administrator? Secondly, how are these desirable forms of behaviour determined?

Much has been written by research psychologists about the development of moral judgement in children. The published works of such psychologists would be of great assistance in the endeavour to understand the type of behaviour that the administrator should exhibit in the school situation. The social values of communities in school surroundings could also be

studied and integrated into the concepts of social responsibility the school develops in primary school children of varying chronological and mental ages. Indeed the primary school administrator cannot be expected to be the sole source of ideas about socially acceptable behaviour and working habits. It appears that within the school system planned instructions in moral conduct and judgement need to be offered. These may be integrated in the learning units to reflect national expectations and contribute to the moral development of individual children. Within the same structure the local social values could be accommodated and the room left for the older children to examine the values critically.

The difference in perception of this personal characteristic of the ideal Administrator in the Primary School, between P_1 and P_3 teachers, which was statistically significant at the 2% level would be greatly reduced, if the social values it implies are clearly spelt out and made part of instructions in the primary school. Clarification of these social values and responsibilities would help development of a framework that would guide formulation of well-reasoned school rules to guide primary school pupils in their moral and social growth.

The emphasis laid on the administrator's personal characteristics of (i) being social, understanding, kind, patient and co-operative and (ii) having the ability to arouse the enthusiasm of teachers, pupils and non-teaching staff in their work, by all the respondents in this study indicates pronounced preference for the Human Relations Model of administration. This model recognizes the identification and satisfaction of the special needs and aspirations of workers in an organization as crucial to the creation of a happy working atmosphere and the promotion of the output of workers within the organization. Sound human relations contribute to success in educational leadership. The teaching staff in a school consists of professional people who have varied professional experiences which have to be identified, harnessed, harmonized and used fully for both the benefit of the learners and the development of ideas about education within the teaching profession. Thus by ranking these two items among the most important, participants in the study differed with the Bureaucratic Model of administration.

There was a moderate preference for the Bureaucratic Model of administration by the Education Officers and Administrators in the Primary Schools. This was evident

in the ranking of the personal characteristic of being social, understanding, kind, patient and co-operative by the two groups of subjects. The difference in perception of this personal characteristic between each of the two groups of subjects and the teachers was statistically significant at the 5% level. It was in contrast to the preference for the Human Relations Model by the teachers. This dichotomy in perception of the personal characteristic inevitably has a negative effect on the functioning of the machinery of administration in the primary schools. It calls for a re-examination of the model of administration that should be adopted and used in the primary schools. Such a model should suit the needs of primary school education. Education Officers, Administrators² in the Primary Schools, and teachers share the responsibility of identifying the needs of primary school education and the implication of these needs to the structure, content, methodology and scope of primary school education. Hence the need for a working atmosphere that encourages critical appraisal of results among primary school teachers and administrators. A free and fruitful exchange of ideas about primary education among the three groups can take place in a professional climate where there is mutual understanding, willingness and patience to listen

to new ideas and a spirit of cooperation. This atmosphere would be more easily realized within a Human Relations Model of administration.

In order to motivate teachers under him in their work the Administrator in the Primary School not only sets a good example to them in the performance of his duties but also influences their attitude to teaching. His influence on the teachers to a great extent depends/his ability to communicate with them /on about professional ideas that appeal to their needs and aspirations both individually, and in groups. He assigns them responsibilities within the school after identifying their talents and interests. He offers guidance and support to the teachers in their various areas of responsibility. In so doing the administrator is able to encourage those who perform their special responsibilities well.

The administrator cannot offer any financial or promotional incentives to his staff as this is within the power of the Teachers Service Commission. Indeed the Teachers Service Commission Act of 1966 specifies that only the commission can promote teachers and review their terms and conditions of service¹.

1 Republic of Kenya, The Teachers Service Commission Act 1966 Number 2 of 1967 (Nairobi: Government Printer, 1967) p. 3.

Although high regard for truth, punctuality, responsibility and industrious habits was perceived as a very important attitude for the Administrator in the Primary School, by all groups of subjects there were striking differences in perception which raise four fundamental questions. The first question is: Why do Education Officers perceive this characteristic for the administrator as the most important? Why do the Administrators in the Primary Schools and Education Officers perceive this characteristic so differently? Why do teachers and Administrators in the Primary Schools agree almost entirely in their perception of this personal characteristic for the administrator? Finally, What are the implications of differences in perception of this personal characteristic of the administrator to primary school administration?

The Education Officers are usually appointed from among Administrators in the Primary Schools. One of their responsibilities is to advise Administrators in the Primary School on the management, control and direction of the activities of the primary schools, and to advise on educational policy changes. They are thus removed from the day-to-day administrative experiences in the primary school. Their advisory task would become very difficult if they perceived administrative

responsibilities as specified tasks with specific procedures and solutions. They meet varied administrative problems which although capable of classification into different components in the administrative process differ in their nature. They have therefore to work on the basis of certain assumptions and generalizations about different facets of the administrative process, to solve varied administrative problems.

Administrators in the Primary Schools are exposed to the practical realities of primary school administration each day. They usually solve administrative and professional problems as they arise in the school. To them it is more important to solve an immediate administrative problem than to hold high ideas about the administrative process that leads to the solution of the problem. However, it is important to be both idealistic and practical in school administration. Idealism is usually the end result of learning and practical experience. It is necessary in the process of identifying problems that relate to practical realities and aids the process of establishing the most suitable solutions to these problems. In fact many administrative and professional decisions are based on certain basic assumptions about the type

of problems they pertain to . It is possible to subject most of these assumptions to empirical tests and to modify them according to results of the tests.

It was interesting to note that while P_1 teachers gave the administrators' personal characteristic of having 'high regard for truth, punctuality, responsibility and industrious habits', a rank of 1, P_2 and P_3 teachers gave it a rank of 4. The differences in perception of this characteristic were statistically significant at the 2% and 1% levels between P_1 and P_2 teachers and P_1 and P_3 teachers respectively.

It was deduced that P_1 teachers understood and accepted that high ideals were the best basis for decision-making in the process of school administration. Teachers of the P_2 and P_3 grades would rather deal with practical administrative problems as they arose.

Although day-to-day administrative problems and activities appear to be varied in nature and demands on the administrator, they fall into defined categories. A recognition of the general nature of administrative activities that fall under one classification leads the administrator to evolve a general attitude or principle about those activities.

The administrator uses the established principle to deal with problems of that category of administrative problems. This minimizes inconsistency in decision-making on related administrative problems. Thus ideals coupled with a grasp of and ability to deal with the realities of school administration contribute to effectiveness in school administration.

These findings show that primary school teachers of higher professional grades such as the P_{1S} are capable of idealising about the tasks of school administration and therefore appreciating the importance and purposes of school administration. They should thus be preferred to teachers of the lower grades in the selection of primary school administrators.

The task of in-servicing teachers in the subjects they teach is mainly a function of the inspectorate section of the Ministry of Education in Kenya¹. The Administrator in the Primary School however shoulders the professional responsibility of assessing the performance of individual and groups of teachers under him. This helps him to identify areas where the teachers need in-service education about new concepts, purposes and content of the subjects they

1 Philip M. Kitui et al "History of the Development of Primary School Headship in Kenya" (University of Nairobi, 1975) p. 4

teach. He could be depended upon to recommend in-service education for teachers in his school. On the other hand the administrator can organise seminars and workshops for teachers in different subject areas/facilitate exchange of ideas between /to teachers on the subjects they teach. His grasp of the content and methods requirements in various subject areas would be a great asset to him in providing professional leadership. The perception of the professional activity of in-servicing teachers in the subjects they teach as important by Administrators in the Primary Schools is an index of their willingness to organise for in-service education of teachers under them. On the other hand teachers perceive the activity as unimportant. This implies that teachers do not expect Administrators in their primary schools to organise in-service courses for them. It is also a reflection of the confusion that exists about who should initiate, organise and run in-service courses for primary school teachers. The Education Officers perceive in-servicing of teachers by the administrator in their school as an important professional activity for the administrators and so do the P₁ teachers. This confirms the need to clarify the role of the Administrator in the Primary School in the in-service education of Primary School teachers.

The statistically significant differences, between Education Officers and teachers in the perception of the administrative responsibilities of (i) attending to the problems of teachers and pupils and (ii) setting long-term and short-term goals for the school has important implications to the process of administering individual primary schools. A school administrator's willingness to listen to and solve professional and personal problems of subordinates, is an important factor in promoting efficiency and output among the subordinates. Teachers and pupils usually may have problems which make it difficult for them to teach or learn, or even perform tasks assigned to them by their school administrator. The administrator has a duty to establish channels of communication with teachers and pupils about such problems and to provide for means of helping solve these problems. In so doing he improves the working and living conditions for pupils and teachers thereby facilitating improved performance. In helping subordinates to solve work problems the administrator acquires deeper understanding of the potentialities of his personnel and pupils. The ever growing numbers of teachers and pupils in the primary schools make the administrator's task of dealing

with problems of individual teachers and pupils formidable. This makes it necessary for the administrator to delegate the responsibility of counselling individual pupils to teachers while leaving room for teachers to bring to his attention the difficult problems of individual pupils. Thus a system of feedback about counselling of pupils would ensure that the administrator is kept informed about problems in this area.

Administrators in the Primary Schools ranked this administrative responsibility low indicating a tendency to ignore or minimize the importance of attending to problems of teachers and pupils. Ignoring dialogue with individual pupils and teachers on educational matters would be tantamount to ignoring the development of their personalities and character. This is an important aspect of education which is usually not fully catered for in both classroom instructions and the normal communication between the administrator and his subordinates.

The setting of long-term and short-term goals for an organization is the crucial task of the administrator. For an organization to derive maximum benefit from past and present experiences of all its personnel and to maximize the use of that personnel and resources it has to be involved in setting its goals. At the primary school level,

the administrator and his staff need to set up a machinery for decision-making for all the tasks the school performs. The administrator and his staff can then identify the requirements of their institution and the constraints for the satisfaction of these requirements. He will then be in a position to involve his personnel in setting goals for the institution while accepting ultimate responsibility for the final decisions taken. By perceiving the role of setting goals for the school as important for the Administrator in the Primary School, Education Officers lend weight to the argument advanced above. However, by perceiving this responsibility as unimportant, Administrators in the Primary Schools and teachers reflect lack of awareness of its nature, purpose and significance in school administration. This divergence of perception of the responsibility needs to be resolved by means of a clear Ministry of Education policy on the matter and subsequent clarification of what the role involves.

The supervision of class instructions by school administrators is aimed at giving a second opinion to the teachers on the organization and management of learning situations. Its ultimate goal is the improvement of the quality of education given to pupils or students in the institution.

While P_3 teachers ranked supervision of class instructions by the administrator 6 both P_2 and P_1 teachers ranked it 12. This indicated that P_3 teachers were far more inclined to accept supervision of their class instructions by their administrator than either the P_1 or P_2 teachers.

Teachers need to be fully informed about the objectives, methods and usefulness of instructional supervision. The techniques of instructional supervision in any one situation determine its success and the extent to which the supervision is accepted by teachers. A mutual exchange of opinions between the supervisor and the teacher about the situation observed, followed by joint recommendations on methods of improving the quality of instructions, promotes mutual trust and confidence apart from enhancing understanding of the importance and purpose of instructional supervision. The teacher has to be led to develop a positive attitude towards criticism of his lessons by the supervisor. To do this, the supervisor usually gives a balanced view of the strengths and weaknesses of the learning situation he has observed and also displays a willingness to accept correction on his views. The supervisor needs therefore to be well-informed about the type of learning situations he assesses.

Administrators in the primary schools used for the study were mainly of the P₃, P₂ and P₁ grades. It was apparent that unlike the P₃ teachers, P₁ and P₂ teachers felt that they had little to gain from evaluation of the learning situations they organized for children, by administrators whose professional grades were either equivalent to theirs, or lower. Thus in order to build teachers' confidence in their school administrators' ability to supervise the professional grades of Administrators in Primary Schools should be above the P₁ grade.

Recommendations

Programmes for pre-service and in-service education of teachers of primary schools, Administrators in the Primary Schools, and Education Officers on the professional and administrative responsibilities of the Administrator in the Primary School should be drawn up and implemented by the Ministry of Education. Such education is necessary for the development of realistic uniform perception of the role by the role occupant, his superiors and subordinates. It should include the theory of school administration and the professional leadership role of the Administrator in the Primary School.

Research in moral development of children of primary school going age should be carried out to establish the role of the Administrator in the Primary School in promoting this development. The research may use community norms, national expectations of the behaviour of individuals, and the findings of research by psychologists on the development of moral judgement in children.

The Human Relations Model of administration should be used in the primary schools to facilitate a more efficient exchange of ideas among primary school teachers, Administrators in the Primary Schools and Education Officers. This model was found acceptable to each of the three groups of subjects.

Supervision of educational instructions by the Administrator in the Primary School should be given a wider scope and meaning. Instructions on the nature, purpose and means of effecting that supervision within the Human Relations Model of administration should be imparted to the Administrators in the Primary Schools, primary school teachers and Education Officers. It should aim at improving the quality of educational instructions through a process of critical self evaluation of the

personnel in primary schools and appropriate in-service education. In this connection Administrators in the Primary Schools should be encouraged to initiate, plan, organize and carry out educational in-service courses, seminars and workshops for the teaching staff in their schools.

Administrators in the Primary Schools should be assisted by the Ministry of Education in setting up the administrative machinery for helping teachers and pupils solve individual personal and educational problems which hinder their progress in teaching and learning. Counselling of pupils and teachers should therefore be encouraged and developed within the primary school system.

The Ministry of Education should consult Administrators in the Primary Schools and teachers when making major policy decision in setting long-term and short-term goals for their institutions.

Valid criteria for the appointment and evaluation of the performance of Administrators in the Primary Schools should be worked out and used by the Teachers Service Commission in order to focus attention on the crucial tasks of the administrator and facilitate growth of the right attitude to the role of the administrator.

Administrators in the Primary Schools should have higher professional qualifications than the teachers under them. This will facilitate provision of sound professional guidance of teachers by their administrator and enhance their confidence in him as an educational leader.

APPENDIX A

OPEN-ENDED QUESTIONNAIRE

RESPONSIBILITIES AND CHARACTERISTICS OF A GOOD HEADTEACHER

STATUS: E.O./Headteacher/Deputy/^{PT}Classteacher ()
PROFESSIONAL GRADE: Graduate/S.1/P.2/P.3 (delete as necessary)

OCCUPATIONAL EXPERIENCE: years.

This study requires your honest opinion about the responsibilities and characteristics of a good Primary School Headmaster/Headmistress.

Please complete the statements listed below with what you personally consider as the most suitable answers.

SECTION A.

A good Headmaster is one who:

- (1) gives teachers an opportunity to participate in:-
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)

- (2) supervises the following aspects of school activities:-
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)

(3) gives more time to the following aspects of office routine:-

(a)

(b)

(c)

(d)

(e)

(4) attends to the following duties connected with the maintenance and improvement of school buildings and facilities (play fields etc.):-

(a)

(b)

(c)

(d)

(e)

(5) devotes time to discussions with parents, Education Officers and, other important visitors to the school on (matters related to):-

(a)

(b)

(c)

(d)

(e)

A good Headmaster is one who:

(6) has the following personal qualities:-

(a)

(b)

(c)

(d)

(e)

(7) has the following qualifications, experience and, status (e.g. marital):-

(a)

(b)

(c)

(d)

(e)

(8) involves himself in the following professional and/or school activities:-

(a)

(b)

(c)

(d)

(e)

(9) informs his members of staff by means of:-

(a)

(b)

(c)

(d)

(e)

(10) takes the following steps in making important decisions that affect his school:-

- (a)
- (b)
- (c)
- (d)
- (e)

(11) relates the education of children to the needs of society by:-

- (a)
- (b)
- (c)
- (d)
- (e)

(12) plans for the following school activities ahead of time:-

- (a)
- (b)
- (c)
- (d)
- (e)

(13) looks after the following aspects of school finances:-

- (a)
- (b)
- (c)
- (d)
- (e)

(14) involves the following categories of people in solving pupil disciplinary problems:-

- (a)
- (b)
- (c)
- (d)
- (e)

(15) involves the following categories of people in solving teacher disciplinary problems:-

- (a)
- (b)
- (c)
- (d)
- (e)

SECTION B

(16) Other characteristics of a good Headmaster might be:- (give your own list)

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)
- (h)
- (i)
- (j)

(17) some outstanding characteristics of a BAD

headmaster might be:-

(a)

(b)

(c)

(d)

(e)

(f)

(g)

(h)

(i)

(j)

7

THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

PRELIMINARY STUDY ON THE CHARACTERISTICS AND RESPONSIBILITIES OF A GOOD HEADTEACHER: RESPONSES TO THE OPEN-ENDED QUESTIONNAIRE.

ITEM 1: A good Headmaster is one who gives teachers an opportunity to participate in:

| | | |
|--|------------------|------------------|
| 1. discussing problems affecting pupils, teachers and school-community relations. | <u>TCH</u> 42 | <u>HMS</u> 10 |
| 2. setting goals for pupils and teachers. | 8 | 4 |
| 3. planning and organising of school activities (e.g. games and clubs), making of block timetables | 37 | 12 |
| 4. ordering school equipment | 3 | - |
| 5. in in-service courses and experimentation. | 4 | - |
| 6. in research work | 3 | - |
| 7. enforcing school discipline | 25 | 6 |
| 8. choosing the subjects they teach | 4 | - |
| 9. in social activities during school hours. | 2 | - |
| 10. in games and extra-curricula activities. | 27 | 6 |

| | <u>TCH</u> | <u>HMS.</u> |
|---|------------|-------------|
| 11. in deciding what should be taught and how it should be taught | 2 | 4 |
| 12. in making school rules for teachers and pupils. | 3 | 1 |
| 13. in curriculum development and visits to other schools to note methods of teaching and administration. | 5 | 1 |
| 14. parents-teachers contacts | 2 | 3 |
| 15. discussing freely with the headmaster teachers' and pupils' problems. | 1 | - |
| 16. contributing agenda for staff discussions | 1 | - |
| 17. supervising expansion and maintenance of school buildings and facilities. | 2 | 2 |
| 18. in allocating and choosing extra-curricula activities they will supervise. | 3 | 1 |
| 19. in discuss academic progress of pupils | - | 3 |
| 20. in storing of school equipment | - | 2 |

ITEM 2: supervises the following aspects of school activities:

| | | |
|--------------------|----|----|
| 1. actual teaching | 27 | 11 |
|--------------------|----|----|

| | <u>TCH</u> | <u>HMS</u> |
|--|------------|------------|
| 2. preparation of schemes of work and lessons by teachers. | 11 | 7 |
| 3. attendance and punctuality of teachers and pupils to classes and other school activities. | 26 | 8 |
| 4. subordinate staff at work | 9 | 5 |
| 5. keeping of pupil achievement records by teachers | 5 | 8 |
| 6. running of extra-curricula activities. | 32 | 10 |
| 7. maintenance and improvement of physical facilities (by teachers pupils and parents) and equipment | 17 | 4 |
| 8. admission and transfer of pupils | 1 | 0 |
| 9. general cleanliness of pupils and teachers | 9 | 1 |
| 10. keeping of school rules by pupils and teachers | 11 | 3 |
| 11. smooth running of the school in general | 9 | 3 |
| 12. checks pupil school meals | 1 | 0 |
| 13. collection of school funds (e.g. building funds etc.) | 0 | 1 |

| | TCH | HMS |
|--|-----|-----|
| ITEM 3: gives more time to the following aspects of office routine: | | |
| 1. discussing with parents and casual visitors | 18 | 11 |
| 2. attending to teacher and pupil personnel | 26 | 8 |
| 3. attending to official correspondence and calls | 19 | 10 |
| 4. keeping school records | 20 | 6 |
| 5. planning for school improvement (teaching, buildings and supply of equipment) | 6 | 4 |
| 6. ordering and supplying teaching equipment to teachers | 15 | 3 |
| 7. making a daily schedule for office work | 4 | 5 |
| 8. filing | 4 | 4 |
| 9. admission and transfer of pupils | 6 | 2 |
| 10. paying school bills and debts | 6 | 2 |
| 11. allocating duties to teachers | 0 | 1 |
| 12. attending to emergency cases | 2 | 1 |
| 13. evaluating and setting of standards for all school activities | 0 | 1 |

| | <u>TCH</u> | <u>HMS</u> |
|---|------------|------------|
| ITEM 4: attends to the following duties connected with the maintenance and improvement of school buildings and facilities (play fields etc.): | | |
| 1. improving of school buildings and facilities (repairs, paint) | 34 | 12 |
| 2. extention of buildings, classrooms, latrines and other necessary buildings | 10 | 4 |
| 3. planning for proper use of existing buildings, equipment and facilities | 12 | 3 |
| 4. raising funds for additional school buildings and facilities | 3 | 0 |
| 5. employing and supervising school maintenance staff | 7 | 0 |
| 6. ordering for repair equipment | 11 | 4 |
| ITEM 5: ...devotes time to discussions with parents, education officers and other important officers and visitors to the school on matters related to : | | |
| 1. expansion and improvement of physical facilities (additional classrooms, lavatories etc.) | 21 | 5 |
| 2. introduction and/or evaluation of educational programmes (e.g. | | |

| | TCH | HMS |
|---|-----|-----|
| pre-science activities, social studies, new maths, and general school progress of individual pupils | 37 | 16 |
| 3. admission and transfer of pupils | 3 | 2 |
| 4. financial obligations of individual pupils to the school (e.g. building funds, money for the purchase of uniforms, school fees, replacement of lost school items etc.) | 11 | 1 |
| 5. discipline of pupils and of teachers | 34 | 11 |
| 6. supply of school equipment | 14 | 6 |
| 7. staffing | 8 | 7 |
| 8. general school welfare (improving school standards - health facilities, explaining school policies and routine, etc.) | 30 | 9 |
| 9. interschool activities | 6 | 0 |
| ITEM 6: ... has the following personal qualities: | | |
| 1. understanding, kind, patient and co-operative | 36 | 11 |
| 2. respects other peoples' opinions, courteous | 12 | 3 |
| 3. impartial | 11 | 5 |
| 4. firm | 11 | 2 |

| | <u>TCH</u> | <u>HMS</u> |
|--|------------|------------|
| 5. has strong moral character, principled | 34 | 7 |
| 6. duty conscious | 18 | 7 |
| 7. forward-looking, progressive, plans ahead, broad minded | 3 | 1 |
| 8. social | 16 | 4 |
| 9. able to motivate teachers, pupils, parents and subordinate staff; good organiser; resourceful; intelligent; enthusiastic | 15 | 8 |
| 10. self confident | 22 | 6 |

ITEM 7: ... has the following qualifications,
experience and status (e.g. marital):

| | | |
|------------------------------------|----|---|
| 1. (a) S:1 | 6 | 2 |
| (b) P:1 | 6 | 2 |
| (c) P:2) Qualifications | 3 | 1 |
| (d) P:3) | 1 | 0 |
| 2. (a) 2 years) | 2 | 0 |
| (b) 4-5 years) | 13 | 3 |
| (c) 6 years) Experience | 1 | 2 |
| (d) over 6 yrs) | 3 | 1 |
| (e) as a deputy) | 0 | 1 |
| 3. (a) married | 22 | 8 |
| (b) marriage does not matter | 3 | 0 |
| (c) elderly (25+) | 4 | 0 |

COMMENT: this was not a good item it should have specified professional qualifications, teaching experience, and marital status.

| | TCH | HMS |
|---|-----|-----|
| ITEM 8: involves himself in the following professional and/or school activities: | | |
| 1. extra-curricula activities | 32 | 13 |
| 2. classroom teaching | 33 | 6 |
| 3. inservicing teachers and supervising teaching | 4 | 3 |
| 4. attending in-service courses | 6 | 2 |
| 5. curriculum development | 2 | 2 |
| ITEM 9: ... informs his members of staff by means of: | | |
| 1. staff meetings | 45 | 12 |
| 2. circulars, letters, news-letter | 35 | 16 |
| 3. individual contacts | 32 | 7 |
| 4. through intermediaries (pupils, teachers, ^{messengers} etc.) bulletin | 6 | 2 |
| 5. notices on the -board or in the staff-room | 19 | 2 |
| 6. announcement to the whole school | 3 | 1 |

| | <u>TCH</u> | <u>HMS</u> |
|---|------------|------------|
| <u>ITEM 10:</u> takes the following steps in making important decisions that affect his school: | | |
| 1. consults teachers, parents or education officers | 43 | 12 |
| 2. identifies/studies and defines the situation/problem | 5 | 3 |
| 3. decides on his/her own | 2 | 2 |
| 4. compares alternative solutions | 4 | 3 |
| <u>ITEM 11:</u> ... relates the education of children to the needs of the society by means of: | | |
| 1. inviting parents to impart knowledge to pupils (e.g. on occupational or life experiences) | 15 | 6 |
| 2. organising educational programmes in which pupils develop sense of service to the society (scouting, harambee projects and/or walks) | 10 | 3 |
| 3. designing programmes for moral education (leadership in sports) | 20 | 4 |
| 4. encouraging the learning and interpretation of local traditions, customs, history and current events | 8 | 5 |

| | TCH | HMS |
|---|-----|-----|
| 5. teaching the occupational skills used in the society | 7 | 4 |
| 6. attaining reasonable C.P.E. results | 0 | 1 |

ITEM 12: ... plans for the following school activities ahead of time:

| | | |
|---|----|----|
| 1. duty rosta | 12 | 1 |
| 2. master timetable | 20 | 6 |
| 3. staff and committee meetings (parents, etc.) | 10 | 7 |
| 4. school calendar (exams. tours, competitions etc.) | 39 | 11 |
| 5. ordering-collection and/or purchases school supplies | 8 | 2 |
| 6. building of new classrooms, staff houses and other physical facilities | 6 | 1 |
| 7. admission of new students | 1 | 2 |

ITEM 13: ... look after the following aspects of school finances:

| | | |
|--|----|---|
| 1. activity fees | 6 | 1 |
| 2. school building fund | 27 | 7 |
| 3. donations | 3 | 1 |
| 4. school farm, Art and Craft, and Home-science fund | 8 | 2 |

| | <u>TCH</u> | <u>HMS</u> |
|------------------------------------|------------|------------|
| 5. Harambee projects' fund | 2 | 2 |
| 6. parent-teacher association fund | 1 | 1 |
| 7. school meals' fund | 5 | 3 |
| 8. educational tours' fund | 6 | 0 |

ITEM 14: ... involves the following categories of people in solving pupil disciplinary problems:

| | | |
|------------------------------------|----|----|
| 1. deputy headteacher | 13 | 5 |
| 2. teachers | 47 | 15 |
| 3. parents or guardian | 39 | 15 |
| 4. education officers | 22 | 8 |
| 5. police | 3 | 2 |
| 6. school committee | 25 | 12 |
| 7. social workers or psychologists | 9 | 2 |
| 8. prefects | 11 | 2 |

ITEM 15: ... involves the following categories of people in solving teacher disciplinary problems:

| | | |
|------------------------------|----|----|
| 1. deputy headteacher | 15 | 5 |
| 2. staff (meetings) | 2 | 0 |
| 3. staff (elderly) | 26 | 4 |
| 4. education officers/T.S.C. | 40 | 14 |
| 5. school committee | 17 | 7 |

| | <u>TCH</u> | <u>HMS</u> |
|-------------|------------|------------|
| 6. K.N.U.T. | 9 | 5 |
| 7. Police | 6 | 3 |

ITEM 16: CHARACTERISTICS OF A GOOD HEADTEACHER

1. enthusiastic, healthy (mentally and physically)
2. smartly dressed, intelligent
3. duty conscious, always punctual
4. resourceful and confident, courageous
5. fair and impartial
6. sobre during working hours
7. friendly, kind, understanding and patient
8. motivates others by personal example
9. consults colleagues before making main decision;
collects all relevant facts to solve administrative
problems
10. plans ahead, good organizer, good co-ordinator
11. firm
12. puts school welfare before personal business
interests
13. a good teacher, interested in reading
14. social, diplomatic, cheerful, sympathetic, humane
15. courteous to all
16. morally straight, principled, self-disciplined
17. understands teachers' problems and loves children
18. should be elderly (35 or +)
19. well educated (academically, professionally and in
the art of educational administration)

20. does not back-bite other teachers
21. married person
22. fluent in speech

ITEM 17: CHARACTERISTICS OF A BAD HEADTEACHER

1. harsh, cruel, does not listen to views of teachers, parents or pupils
2. dictator, aggressive, arrogant
3. absents himself from work often
4. reports teachers to the E.Os. before finding out reasons for their bad behaviour
5. drunkard
6. lazy, irresponsible, inefficient
7. corrupt (accepts bribes for favours)
8. works with a clique of teachers
9. discourages those who work hard among teachers
10. partial
11. quick to anger
12. dirty and carelessly dressed
13. poor teacher
14. lacks creativity and initiative
15. against change
16. poor planner
17. does not keep official secrets
18. inconsistent, unstable in personal life, immoral

- 19. reprimands teachers in the presence of pupils,
shouts at subordinate staff
- 20. makes intimate friends with school girls
- 21. entertains gossip about his teachers
- 22. tribalistic
- 23. sickly
- 24. antisocial, too official.

APPENDIX C

THE FINAL QUESTIONNAIRE

Name of School _____
 Your Professional grade
 P3/P2/PI

Position held: Teacher/
 Deputy Head teacher/AEO
 PSI/EO/DEO.

SEX: Male/Female.

Teaching Experience _____

IMPORTANT QUALITIES AND RESPONSIBILITIES OF A PRIMARY
 HEADTEACHER
 SCHOOL

You are required to show the order of importance of some personal qualities and responsibilities of a primary school headteacher. Use the numerals 1, 2, 3, 4 etc. to show the importance of each of the statements listed under A, B, and C below. No particular order of the statements is either right or wrong. Just feel free to choose the statement which in your honest opinion is most important in each section. Put the number 1 on the space provided at the beginning of that statement. Choose the next most important statement and give it the number 2. Proceed that way until you come to the end of the section. Please do not give the same number to any two statements in the same section.

A

A good primary school Headteacher is one who:

- (a) _____ is an honest person whose behaviour is constant and a good example to pupils and teachers.
- (b) _____ attends to his duties immediately.
- (c) _____ is social, understanding, kind, patient and co-operative.
- (d) _____ is able to arouse the enthusiasm of his teachers, pupils and non-teaching staff in their work.
- (e) _____ is a good organizer, full of new ideas and confident.
- (f) _____ has high teaching qualifications (e.g. PIs, SIs)
- (g) _____ does not favour any of his teachers or pupils (is impartial).
- (h) _____ respects other peoples' opinions.
- (i) _____ has been a teacher for a long time.
- (j) _____ is a married person.
- (k) _____ has had long experience in school administration as deputy headteacher.
- (l) _____ can keep official secrets.
- (m) _____ has a high regard for truth, punctuality, responsibility and industrious habits.

B

A good primary school headteacher is one who:

- (a) _____ is good at teaching.
- (b) _____ in-services teachers in the teaching of their own subjects.
- (c) _____ takes an active part in out-of-class educational activities (e.g. games, clubs and societies).
- (d) _____ scrutinizes subject syllabuses and recommends changes to the KIE.
- (e) _____ is good at raising funds for the school (e.g. for buildings and school improvements)
- (f) _____ is an active member of local church and welfare committees.
- (g) _____ aims at high CPE passes for pupils in his school.
- (h) _____ achieves the goals he has set for the school.
- (i) _____ encourages teachers to train pupils to think and study on their own.
- (j) _____ has attended courses in school administration.
- (k) _____ works with parents to improve the general standards of education in the school.
- (l) _____ makes sure that new teachers fit into the school activities easily.

C

A good primary school headteacher is one who:

- (a) _____ supervises class instructions given by teachers.
- (b) _____ makes arrangements for teachers to participate in making decisions on matters affecting them, pupils and the school.
- (c) _____ sets long-term and short-term goals for the school.
- (d) _____ plans for the achievement of goals of the school.
- (e) _____ attends to the problems of teachers and pupils.
- (f) _____ orders for school equipment and distributes/in time to teachers, pupils and /it other persons who should use it.
- (g) _____ attends promptly to the repair and maintenance of school buildings and equipment.
- (h) _____ assesses the progress being made by teachers and pupils in their work very often and recommends ways and means of improving their performance.
- (i) _____ plans for school activities ahead of time.
- (j) _____ delegates some of his responsibilities to his members of staff.

(k) _____ spends school funds as he is required to and keeps accurate records of receipts and expenditure for those funds.

(l) _____ plans a good office routine and follows it closely.

| Name | Age | Sex | Religion | Caste | Education | Occupation | Remarks |
|---|-----|-----|----------|-------|-----------|------------|---------|
| Comments on the Questionnaire (if you have any):- | | | | | | | |

TABLE 3.31f

Average Ranks of the Items for Different Groups of Respondents •

| CATEGORY ITEM | n= 20 EOs | n=87 Adm. in Sch- ools | n=194 All the tea- chers | n=102 Men Tea- chers | n=92 Women teac- hers | n=38 P1 tea- chers | n=76 P2 tea- chers | n=80 P3 tea- chers |
|------------------|--------------|------------------------------------|--------------------------------------|-------------------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| A a) | 2 | 1 | 2 | 1 | 2 | 4 | 2 | 1 |
| b) | 6 | 6 | 7 | 7 | 7 | 6 | 8 | 7 |
| c) | 5 | 3 | 1 | 2 | 1 | 2 | 1 | 2 |
| d) | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 5 |
| e) | 3 | 2 | 5 | 5 | 5 | 5 | 5 | 3 |
| f) | 11 | 11 | 12 | 12 | 12 | 11 | 12 | 12 |
| g) | 7 | 7 | 6 | 6 | 6 | 8 | 6 | 6 |
| h) | 8 | 8 | 8 | 8 | 8 | 7 7 | 7 | 8 |
| i) | 12 | 12 | 11 | 11 | 11 | 12 | 11 | 11 |
| j) | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| k) | 10 | 10 | 9 | 10 | 9 | 9 | 9 | 9 |
| l) | 9 | 9 | 10 | 9 | 10 | 10 | 10 | 10 |
| m) | 1 | 5 | 4 | 4 | 4 | 1 | 4 | 4 |

Table 3.31f continued.

| | | | | | | | | |
|------|-----|----|----|----|----|----|----|-----|
| B a) | 4 | 3 | 5 | 4 | 5 | 6 | 5 | 4 |
| b) | 5 | 2 | 9 | 6 | 10 | 4 | 9 | 8 |
| c) | 10 | 11 | 10 | 10 | 9 | 10 | 11 | 10 |
| d) | 7 | 6 | 8 | 5 | 8 | 8 | 8 | 6 |
| e) | 11 | 10 | 11 | 11 | 11 | 11 | 10 | 11 |
| f) | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| g) | 8 | 7 | 4 | 7 | 3 | 7 | 4 | 5 |
| h) | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 3 |
| i) | 2 | 4 | 2 | 1 | 4 | 2 | 3 | 1 |
| j) | 9 | 9 | 6 | 9 | 6 | 5 | 6 | 9 |
| k) | 3 | 5 | 3 | 3 | 2 | 3 | 2 | 2 |
| l) | 6 | 8 | 7 | 8 | 7 | 9 | 7 | 7 |
| C a) | 6.5 | 8 | 8 | 11 | 7 | 12 | 12 | 6 |
| b) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| c) | 3 | 9 | 10 | 8 | 11 | 6 | 9 | 12 |
| d) | 5 | 2 | 3 | 3 | 3 | 2 | 2 | 4 |
| e) | 4 | 4 | 2 | 2 | 2 | 4 | 3 | 2 |
| f) | 8 | 5 | 5 | 5 | 5 | 8 | 5 | 5 |
| g) | 12 | 12 | 11 | 10 | 10 | 9 | 11 | 9 |
| h) | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 3 |
| i) | 9 | 6 | 6 | 6 | 6 | 5 | 6 | 7.5 |
| j) | 6.5 | 7 | 7 | 7 | 8 | 7 | 8 | 7.5 |
| k) | 11 | 11 | 12 | 12 | 12 | 11 | 10 | 10 |
| l) | 10 | 10 | 9 | 9 | 9 | 10 | 7 | 11 |

TABLE 4. 11b

Personal Characteristics Ranked High or Low by All the Groups of Respondents.

GROUP OF RESPONDENTS AND OF AVERAGE RANKS.

| ITEM | EOs | AD. | M | F | PIT | P2T | P3T | All Ts |
|--|-----|-----|---|---|-----|-----|-----|--------|
| A) Personal Characteristics | | | | | | | | |
| <u>1.1 ITEMS RANKED HIGH</u> | | | | | | | | |
| A(a) An honest person whose good behaviour example to pupils and teachers. | 2 | 1 | 1 | 2 | 4 | 2 | 1 | 2 |
| A(c) Social, understanding, kind, patient and co-operative. | 5 | 3 | 2 | 1 | 2 | 1 | 2 | 1 |
| A(d) Able to arouse the enthusiasm of teachers, pupils and non-teaching staff. | 4 | 4 | 3 | 3 | 3 | 3 | 5 | 3 |

A(m) High regard for truth, punctuality responsibility and industrious habits.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 5 | 4 | 4 | 1 | 4 | 4 | 4 |
|---|---|---|---|---|---|---|---|

A(e) Good organizer full of new ideas and confident.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | 2 | 5 | 5 | 5 | 5 | 3 | 5 |
|---|---|---|---|---|---|---|---|

1.2 ITEMS RANKED LOW

A(g) Does not favour any teachers or pupils(impartial).

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | 7 | 6 | 6 | 8 | 6 | 6 | 6 |
|---|---|---|---|---|---|---|---|

A(b) Attends to his duties immediately.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | 6 | 7 | 7 | 6 | 8 | 7 | 7 |
|---|---|---|---|---|---|---|---|

A(h) Respects other peoples' opinions

| | | | | | | | |
|---|---|---|---|-----------------|---|---|---|
| 8 | 8 | 8 | 8 | 7 $\frac{1}{2}$ | 7 | 8 | 8 |
|---|---|---|---|-----------------|---|---|---|

A(k) Has had long experience as deputy Head teacher

| | | | | | | | |
|----|----|----|---|---|---|---|---|
| 10 | 10 | 10 | 9 | 9 | 9 | 9 | 9 |
|----|----|----|---|---|---|---|---|

A(l) Can keep official secrets.

| | | | | | | | |
|---|---|---|----|----|----|----|----|
| 9 | 9 | 9 | 10 | 10 | 10 | 10 | 10 |
|---|---|---|----|----|----|----|----|

A(i) Has been a teacher for a long time

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 12 | 12 | 11 | 11 | 11 | 12 | 11 | 11 |
|----|----|----|----|----|----|----|----|

A(f) Has high teaching qualifications.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 11 | 11 | 12 | 12 | 11 | 12 | 12 | 12 |
|----|----|----|----|----|----|----|----|

A(j) Is a married person

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
|----|----|----|----|----|----|----|----|

TABLE 4.11c

Professional Activities Ranked High or
Low by All the Groups of Respondents.

| ITEM B) Professional Activities | GROUP OF RESPONDENTS AND AVERAGE RANKS OF ITEMS | | | | | | | |
|---|--|-----|-----|---|----|-----|-----|-----|
| | EOs | Ad. | All | M | F | PIT | P2T | P3T |
| <u>ITEMS RANKED HIGH.</u> | | | | | | | | |
| B(h) Achieves the goals he has set for the school. | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 3 |
| B(i) Encourages teachers to train pupils to think and study on their own. | 2 | 4 | 2 | 1 | 4 | 2 | 3 | 1 |
| B(k) Works with parents to improve the general standards of education in the school. | 3 | 5 | 3 | 3 | 2 | 3 | 2 | 2 |
| B(a) Is good at teaching. | 4 | 3 | 5 | 4 | 5 | 6 | 5 | 4 |
| <u>ITEMS RANKED LOW</u> | | | | | | | | |
| B(g) Aims at high CPE passes for pupils in his school. | 8 | 7 | 4 | 7 | 3 | 7 | 4 | 5 |
| B(b) Inservices teachers in the teaching of their own subjects. | 5 | 2 | 9 | 6 | 10 | 4 | 9 | 8 |

Table 4.11c continued.

(EOs, Adm., PIT & Men Teachers).

B(d) Scrutinizes subject syllabuses and recommends changes to the KIE.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | 6 | 8 | 5 | 8 | 8 | 8 | 6 |
|---|---|---|---|---|---|---|---|

B(l) Makes sure that new teachers fit into the school activities easily.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | 8 | 7 | 8 | 7 | 9 | 7 | 7 |
|---|---|---|---|---|---|---|---|

B(j) Has attended courses in school administration.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9 | 9 | 6 | 9 | 6 | 5 | 6 | 9 |
|---|---|---|---|---|---|---|---|

B(c) Takes an active part in out-of-class educational activities (eg. games).

| | | | | | | | |
|----|----|----|----|---|----|----|----|
| 10 | 11 | 10 | 10 | 9 | 10 | 11 | 10 |
|----|----|----|----|---|----|----|----|

B(e) Is good at raising funds for the school.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 11 | 10 | 11 | 11 | 11 | 11 | 10 | 11 |
|----|----|----|----|----|----|----|----|

B(f) Is an active member of local church and welfare committees.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
|----|----|----|----|----|----|----|----|

TABLE 4.11d

Administrative Responsibilities Ranked High or Low by All the Groups of Respondents.

| ITEM C) Administrative Responsibilities | GROUP OF RESPONDENTS AND AVERAGE RANKS OF ITEMS | | | | | | | |
|--|---|-----|--------|---|---|-------|-----|-----|
| | EOs | AD. | All Ts | M | F | PIT | P2T | P3T |
| <u>ITEMS RANKED HIGH</u> | | | | | | | | |
| C(b) Makes arrangements for teachers to participate in making decisions on matters affecting them, pupils and the school. | 1 | 1 | 1 | 1 | 1 | 1 1/2 | 1 | 1 |
| C(e) Attends to the problems of teachers and pupils. | 4 | 4 | 2 | 2 | 2 | 4 | 3 | 2 |
| C(d) Plans for the achievement of goals of the school. | 5 | 2 | 3 | 3 | 3 | 2 | 2 | 4 |
| C(h) Assesses the progress being made by teachers and pupils in their work very often and recommends ways and means of improving their | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 3 |

performance.

C(f) Orders for school equipment and distributes it in time to teachers, pupils and other persons who should use it.

ITEMS RANKED LOW

C(i) Plans for school activities ahead of time.

C(j) Delegates some of his responsibilities to his members of staff.

C(c) Sets long-term and short-term goals for the school.

C(a) Supervises class instructions given by teachers.

C(l) Plans a good office routine and follows it closely.

| EOs | AD | All Ts | M | F | P1T | P2T | P3T |
|-----|----|--------|----|----|-----|-----|-----|
| 8 | 5 | 5 | 5 | 5 | 8 | 5 | 5 |
| 9 | 6 | 6 | 6 | 6 | 5 | 6 | 7.5 |
| 6.5 | 7 | 7 | 7 | 8 | 7 | 8 | 7.5 |
| 3 | 9 | 10 | 8 | 11 | 6 | 9 | 12 |
| 6.5 | 8 | 8 | 11 | 7 | 12 | 12 | 6 |
| 10 | 10 | 9 | 9 | 9 | 10 | 7 | 11 |

C(g) Attends promptly
to the repair and
maintenance of
school buildings
and equipment.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 12 | 12 | 11 | 10 | 10 | 9 | 11 | 9 |
| 11 | 11 | 12 | 12 | 12 | 11 | 10 | 10 |

C(k) Spends school
funds as he is
required and
keeps accurate
records of
receipts and
expenditure
for those funds.

2

TABLE 4.11e

Values of Chi-square for Test of Relationship Between Paired Groups of Subjects on Perception of Personal Characteristics.

| PAIR OF SUBJECTS ITEM | EOS VS ADM | EOS VS TEAs | ADMINS VS TEAs | MEN Ts VS WOME Ts | PI Ts VS P2 Ts | PI Ts VS P3 Ts | P2 Ts VS P3 Ts. |
|--------------------------|---------------|----------------|-------------------|----------------------|-------------------|-------------------|--------------------|
| A a) | | | | | 2.12 | 5.52 ** | |
| b) | | | | | 0.43 | | |
| c) | | 5.05 * | 5.10 * | | | | |
| d) | | | | | | 2.10 | 1.99 |
| e) | | 1.67 | 5.57 ** | | | 0.62 | 1.79 |
| f) | | | | | | ? | |
| g) | | | | | 2.55 | 1.60 | |
| h) | | | | | | | |
| i) | | | | | | | |
| j) | | | | | | | |
| k) | | | | | | | |
| l) | | | | | | | |
| m) | 8.42 *** | 11.72 *** | | | 5.70 ** | 8.32 *** | |

*** Difference significant at the 1% level.
 ** Difference significant at the 2% level.
 * Difference significant at the 5% level.

TABLE 4.11f

Values of Chi-square for Test of Relationship
Between Paired Groups of Subjects on Perception
of Professional Activities.

| Pair of SUBJECTS ITEM | EOs VS ADM | EOs VS TEs | ADMIN VS Ts | MEN Ts VS WOMEN | PI Ts VS P2 Ts | PI Ts VS P3 Ts | P2 Ts VS P3 Ts |
|-----------------------------|------------------|------------------|-------------------|-----------------------|----------------------|----------------------|----------------------|
| B a) | | | | | | 0.06 | |
| b) | | 5.95 ** | 28.29 *** | 3.02 | 0.15 | 0.82 | |
| c) | | | | | | | |
| d) | | | 2.18 | 6.86 *** | | 0.01 | 0.95 |
| e) | | | | | | | |
| f) | | | | | | | |
| g) | | 1.02 | 1.58 | 9.07 | 1.12 | 1.11 | |
| h) | | | | | | 11.61 ** | 12.48 *** |
| i) | 1.51 | | 1.43 | 8.45 *** | | | 0.24 |
| j) | | | 3.64 | 3.02 | | 4.02 * | 3.04 |
| k) | 3.64 | | 1.31 | | | | |
| k) | | | | | 0.63 | 1.11 | |

*** Difference significant at the 1% level.
** Difference significant at the 2% level.
* Difference significant at the 5% level.

TABLE 4.11g

Values of Chi-square for Test of Relationship Between Paired Groups of Subjects on Perception of Administrative Responsibilities.

| PAIR OF SUBJECTS | EO _s VS | EO _s VS | ADM _s VS | MEN T _s VS | PI T _s VS | PI T _s VS | P2 T _s VS |
|------------------|--------------------|--------------------|---------------------|-----------------------|----------------------|----------------------|----------------------|
| ITEM | ADM | T _s | T _s | WOM T _s | P2 T _s | P3 T _s | P3 T _s |
| C a) | | | | 1.90 | | 11.61 *** | 7.35 *** |
| b) | 1.36 | | | | | | |
| c) | 3.91 * | 8.98 *** | | 1.61 | 4.57 * | 10.04 *** | 0.88 |
| d) | 1.43 | 1.02 | | | | 1.47 | 0.67 |
| e) | | 4.68 * | 6.91 *** | | | 9.05 *** | |
| f) | 3.45 | 3.43 | 0.35 | | 2.12 | 9.53 *** | |
| g) | | | | | 0.35 | | 6.52 *** |
| h) | | 0.56 | | | | | |
| i) | 0.73 | 0.11 | | | | 7.83 *** | |
| j) | | | | | | | |
| k) | | | | | | | |
| l) | | | | | 4.83 | | 2.11 |

*** Difference significant at the 1% level.
 ** Difference significant at the 2% level.
 * Difference significant at the 5% level.

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