

**A STUDY OF THE RELATIONSHIP BETWEEN
HEADTEACHERS' MANAGEMENT PRACTICES AND KENYA
CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE
IN GIRLS' PUBLIC SECONDARY SCHOOLS IN
MIGORI DISTRICT**

By

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**A thesis submitted in part fulfilment of the requirements for the
Degree of Master of Education in Educational Administration
University of Nairobi**

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DECLARATION

This thesis is my original work and has not been presented for any award in any other university.



Oluoch Joseph Awino

This thesis has been submitted for registration with our approval as university supervisors.

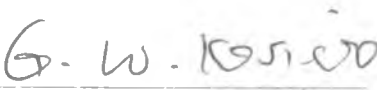


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DEDICATION

I dedicate this work to my beloved parents the late Isaac Awino Oluoch and Mama Priscah Owiti Awino who showed me the way to school.

ABSTRACT

This study set out to determine whether a relationship exists between headteachers' management practices and Kenya Certificate of Secondary Education performance in girls' public secondary schools in Migori District. The study, specifically, looked at the relationship between headteachers' demographic variables and girls' performance, school factors and headteachers' management practices, and headteachers' management practices and girls' performance. The study further considered the problems headteachers encounter while performing management duties and their remedies.

Headteachers' management practices considered in the study are leadership, decision making, communication, delegation of duties, maintenance of discipline, supervision and inspection, school curriculum, school facilities, financial management, and training.

The study used correlational research design and data was gathered using two questionnaires. The questionnaires were validated using results of the pilot study and reliability calculated. The reliability was found to be 0.94. A total of 7 headteachers and 130 teachers returned the questionnaires. Data was then analysed with the aid of frequencies, percentages and chi-square statistics.

The study found that:

1. All girls' public secondary schools in the District were headed by female teachers who were over forty years of age. The female heads were all married except two who were Catholic Nuns.
2. All heads had a Bachelors Degree with Education qualifications and had been in the administrative posts for over six years.

3. All girls schools were District boarding except one which was found to be a provincial boarding.
4. Headteachers delegated duties fully and involved teachers in the school curriculum more than in decision making.
5. There was a significant relationship between headteachers' management practices and girls' performance in K.C.S.E. in the District. Significant relationship was also found between headteachers' administrative experience and delegation of duties; marital status and training; and type of school and supervision and inspection.
6. There was no significant relationship between headteachers' age, marital status, level of education, administrative experience and their management practices. Significant relationship also did not exist between type and size of school and the headteachers' management practices.

The study recommends the following:

1. Headteachers be given practically oriented courses in educational management.
2. Students should not be sent back home for school fees.
3. Preparation of schemes of work, lesson plans and notes should be upheld alongside classroom supervision and teacher inspection.
4. Headteachers should delegate responsibilities and give teachers authority to perform their duties.
5. Headteachers should communicate effectively and consult teachers for the school goals to be achieved.
6. Headteachers should be transparent and accountable as far as school funds are concerned and provide adequate physical and learning facilities.

7. The T.S.C should staff secondary schools with adequate trained teachers for all subjects.
8. Headteachers should exercise tolerance and understanding and check the conduct of students and teachers by enforcing laid down rules and regulations.

The study further recommends that:

1. A research be carried out on the relationship between instructional methods and students' academic achievement.
2. A research be done on the relationship between poverty and students' academic achievement.
3. The current study be conducted again using a wider population of girls' secondary schools in the country.

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LIST OF ABBREVIATIONS

BOG	Board of Governors
FAWE	Forum for African Women Educationalists
JAB	Joint Admissions Board
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
PTA	Parents-Teachers Association
TSC	Teachers Service Commission.

CHAPTER ONE

INTRODUCTION

Background to the Study

The education of girls is today widely recognised as the most effective development investment a country can make. It is one of the critical pathways to promote social and economic development (World Bank, 1998). Girls' education raises economic productivity, reduces fertility rates, lowers infant and maternal mortality, improves the health, nutrition and well-being of families, and ensures better prospects of education for children (Gachukia, 1999). Girls' education also promotes sound management of environmental resources, such as water and fuel, and is closely associated with the reduction of poverty, by enabling women's absorption into the economy as employees and in self employment (Barngetuny, 1999).

Education increases the participation of girls and women in community and national affairs and in the democratisation of societies. Gachukia (1999) contended that girls' and women's education is of particular significance to Kenya where economic and social development is grossly constrained by rapid population growth and inadequate development of the human resource base. Women are the foundation of life due to their multiple and critical roles in the family as home-makers, caretakers, workers, producers and managers of food. Their education does, therefore, act as a springboard for positive economic development.

In light of this reality, it is distressing to reveal that the general status of formal education and skills of women in Kenya has lagged far behind that of men (Republic of Kenya, 1994). Girls who are enrolled in secondary schools perform so poorly that by the

end of the fourth year only a handful qualify to join higher institutions of learning (Gachukia, 1999). Even though some girls' schools such as Precious Blood (Riruta), Alliance Girls, Kianda, Bahati Girls and Precious Blood (Kilungu) have been performing very well in the Kenya Certificate of Secondary Education (K.C.S.E) majority perform dismally forcing the overall performance index to be low.

Analysis of the 1997 K.C.S.E results (Table 1) where six girls' schools appeared in top ten, for example, revealed that boys still performed better at the critical grades of distinction (A-), credit (B-) and minimum performance (D+) which actually account in higher education, training and development (Daily Nation, Monday, February 28, 1998, p.17).

Table 1: 1997 K.C.S.E performance of boys and girls at the critical grades in Kenya

Total no. of students	156,714	%	Grade and above	D+	B-and above	A-and above
Boys	85,741	54.7	62,357	i.e. 74.33%	11,339	i.e. 13.52%
						853
						1.0%
Girls	70,973	45.29	45,893	i.e. 66.29%	5,928	i.e. 8.59%
						387
						0.5%

Source: Kenya National Examination result analysis, 1998.

Ochudho (1999), while commenting on this performance observed that female students admitted in public universities accounted for only 30.8% of the total students.

Poor performance of girls was still observed in 1998 K.C.S.E where very few girls' schools appeared in the top hundred. Provinces such as Nyanza, North Eastern and Coast did not have any girls' school among the top one hundred schools despite girls'

general improvement in examination (K.N.E.C results analysis, 1999). A further examination of the overall performance index for girls in Nyanza province from 1994 to 1998 (Table 2) showed that the mean score of majority girls had been below the minimum requirement for university admission of C+ (i.e. 7.00) (Joint Admissions Board, 1995).

Table 2: K.C.S.E performance index for girls in Nyanza province from 1994 to 1998

Year	1994	1995	1996	1997	1998
Girls performance index	4.2	3.9	3.8	4.2	4.9

Source: Office of the Provincial Director of Education, Nyanza province, 1999.

This worrying performance prompted the Nyanza Provincial Director of Education to call upon heads of schools, parents and teachers to review the situation (Daily Nation Correspondent, February 27, 1999, p.23). A further analysis of the results per district revealed that the poor performance was greatly contributed to by girls' schools in Migori District which had the overall performance index of less than 7.00 (i.e. C+) as shown in Table 3.

Table 3: K.C.S.E performance index for girls' schools in Migori District for the year 1994 to 1998

Year	1994	1995	1996	1997	1998
Girls' performance index	4.6	4.7	5.0	5.0	5.3

Source: District Education Office, Migori District, 1999.

This poor performance was blamed on the headteachers who were accused of running the schools down (East African Standard, Thursday, February 10, 2000, p.10). Nxumalo

(1992) supported this by saying that management of schools to a greater extent influenced students' performance. He observed that well managed schools had been known to perform better in public examinations. Mwiroti (2000) while addressing District Education Officers in Central Province also pointed out that headteachers' mismanagement of schools largely contributed to the deteriorating education standards in the country (East African Standard, Thursday, February 10, 2000, p,10). She further noted that lack of managerial skills among headteachers had had a negative impact on academic performance.

A study conducted by Eshiwani (1983) on factors affecting students' performance also revealed that apart from socio-economic, socio-cultural, attitude and ability of students, and influence of examinations, headteachers' management of schools greatly affected performance. He contended that an effectively managed school provided the right academic environment for both teachers and students.

In Kenya, studies on performance of schools had been concentrated on the headteachers' leadership styles as the cause of poor performance. No attempt had been made to study the headteachers' management practices in depth hence the study.

Statement of the Problem

The Kenya Certificate of Secondary Education (K.C.S.E) performance of girls' public secondary schools in Migori District for the last five years (i.e. 1994 to 1998) has not been quite encouraging as reflected in Table 3. Even though schools such as Ulanda and Oyugi Ogango girls had been performing a bit better, others such as Dede, Nyabisawa, Kadika, Owiro Akoko and Bande perform poorly forcing the overall performance index to be low (KNEC results analysis, 1999).

The analysis for 1997 and 1998 further revealed that no girls' school from the district appeared in the top hundred best schools. This discouraging performance prompted the area district education officer to call upon headteachers to re-assess their role and ensure that students were accorded quality education (East African Standard correspondent, Monday, June 26, 1999, p.17). The District Education Officer also noted that students' time was wasted by headteachers who spent most of their time doing their businesses and failed to manage their schools properly. Ogoti (1998) also attributed the poor performance in the district to inadequate management skills exhibited by most headteachers (East African Standard, Friday, May 24, 1999, p.18). The poor performance was also observed by Makau (1989) who blamed headteachers for poor management practices. The above, therefore, is an indication that performance of girls' public secondary schools in the district had consistently remained low over the years. The question to be addressed in relation to this was, could headteachers' management practices be a major cause of poor performance of girls in KCSE in Migori District?

Purpose of the Study

The basic purpose of this study was to establish whether girls' K.C.S.E. performance and headteachers' management practices were related. The study attempted to establish whether there was any relationship between the headteachers' demographic variables and their management practices. These demographic variables were age, marital status, level of education and administrative experience. Other factors such as the type and size of schools were also considered in relation to the headteachers' management practices. The study further investigated the constraints headteachers encounter when steering their schools to academic excellence and the remedies adopted.

Objectives of the Study

This study had the following objectives:

1. To establish whether relationship existed between headteachers' demographic variables and their management practices in affecting girls' K.C.S.E. performance. The demographic variables considered were age, marital status, level of education and administrative experience.
2. To determine whether school factors and headteachers' management practices affected K.C.S.E. performance. These school factors were the type and size of school.
3. To examine the relationship between headteachers' management practices and girls' performance in K.C.S.E.

Hypotheses

From the foregoing objectives, the following hypotheses were stated:

- Ho1: There is no significant relationship between age and the headteachers' management practices in affecting K.C.S.E. performance.
- Ho2: There is no significant relationship between marital status and the headteachers' management practices in affecting K C S E performance.
- Ho3: There is no significant relationship between level of education and the headteachers' management practices in affecting K C S E performance.
- Ho4: There is no significant relationship between administrative experience and the headteachers' management practices in affecting K C S E performance.
- Ho5: There is no significant relationship between type of school and the headteachers' management practices in affecting K C S E performance.

Ho6: There is no significant relationship between size of school and the headteachers' management practices in affecting K C S E performance

Ho7: There is no significant relationship between the headteachers' management practices and girls' performance in K C S E.

Significance of the Study

The findings of the study may help serving headteachers in re-examining and improving their performance in school management. The findings could also help the educational authorities to improve the post of school headship to make the heads more effective and hopefully improve their performance in positions of leadership. It may also help them to design courses for seminars and conferences for the serving headteachers, their deputies and members of staff. This could enhance their knowledge and keep them abreast with school management skills.

Limitations of the Study

Academic performance was limited to tangible mean performance index attained in KCSE. The researcher conceded that there were other benefits the students could gain because of their presence in school such as self-discipline and time management. Teachers were likely to have been biased depending on their relationships with the headteachers. The study was limited by time and financial resources.

Delimitations of the Study

The following are the main delimitations of this study:

There was no attempt to study headteachers' self-assessment of their management practices. Only teachers in girls' public secondary schools in Migori District were

included in the study while students were left out. It was felt that the study would be too wide by including them.

The study was conducted in Migori District only, which has more rural and less urban settings. Therefore, the findings of the study would be generalized to other parts of the country and the world with caution, the reason being that conditions in other areas may be different from those of the setting covered. Only girls' public secondary schools in Migori District were studied. Although there are private and mixed schools in the district, they were considered to have different factors that influence their management practices and performance.

Basic Assumptions

The following assumptions were made:

1. That the respondents were to give accurate responses to the questionnaires.
2. That the examination results of KCSE were valid and reliable measure of performance.
3. That apart from the headteachers management practices, there were other factors, which influence girls' academic performance. These were socio-economic, socio-cultural, attitude of students and of parents, health and as well as the influence of examination.

Definition of Significant Terms

The following terms were given operational meaning for the purpose of the study:

Communication: Refers to the exchange of information and the transmission of meanings.

Decision making process: Refers to a way of coming up with a conscious choice

as opposed to instinctive behavior.

Delegation: Refers to the process by which authority and work assignments are distributed downward in a school.

Discipline: Refers to the action by school administration to enforce its standards.

Performance: Refers to the grades attained by a form four girl student at KCSE examination as indicated by her mean performance index.

Headteacher: Refers to the teacher with overall administrative responsibility over the school.

Management: Refers to the process of working with and through people to accomplish organizational goals.

Management practices: Refer to the activities headteachers executes for the good performance of the school. They execute these activities within various operational areas such as leadership, decision-making, communication, delegation, discipline, curriculum, supervision and inspection, provision of facilities, financial management and training.

Public secondary schools: Refers to a four-year post-primary school which admits students of about 14 years of age and which is developed, equipped and provided with staff from public funds by the government, parents and community.

Supervision: Refers to all of designated school officials who provide leadership to the teachers and other educational workers in the improvement of instruction.

Organisation of the Rest of the Study

Chapter two consists of the literature review. This covers the introduction; concept of educational management; management theories and related approaches;

management practices in schools; impact of management practices on KCSE performance; factors affecting students' performance in public examinations, summary of the literature review and the conceptual framework.

Chapter three describes the research methodology that was used, and it includes the introduction; research design; target population; sample and sampling procedure; research instruments; instrument validity; instrument reliability; data collection procedures; and the data analysis techniques. Chapter four consists of the data analysis and discussion of the findings while Chapter five includes a summary of the findings; conclusions; and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, related literature on educational management, management practices in schools and students' performance were reviewed. They were organised under the following thematic subheadings: the concept of educational management; management theories and related approaches; and management practices in schools. The management practices discussed include leadership, decision making, communication, delegation of duties, maintenance of good discipline, supervision and inspection, provision of facilities, financial management, school curriculum, and training. Also reviewed are the impact of management practices on girls' performance, and other factors affecting performance. Conclusion, conceptual framework and summary of the literature review follow later.

The Concept of Educational Management

Educational management is an applied field of study and practice just like medicine and engineering. This means that educational management is the application of management theory and practice to educational institutions.

Management, according to many writers, does not have a single definition and sometimes is used to mean administration. Henri Fayol defined management as to forecast and plan, to organise, to command, to co-ordinate and control (Cole, 1983). Schwartz (1984) defined management as the process of achieving organisation's goals through the co-ordinated performance of five specific functions of planning, organising, staffing, directing and controlling. Goal refers to anything the organisation seeks to do.

Koontz and O'Donnell (1976) defined management as an operational process initially best dissected by analysing the managerial functions. The foremost task of a manager is to determine the long-range goals of an organisation, then design and develop the objectives and finally determine both the human and material resources required for the attainment of the goals. Headteachers as managers of schools should set the goals to be achieved, then engage the teachers, students, subordinate staff and the available material resources for the accomplishment of the goals.

School management requires intelligence, imagination, energy, warmth or personality, humility and persistence (Maryland, 1986). This is because it calls for some responsibilities that are similar to those assumed by managers in other enterprises, but also for some behaviour that are unique to the field of education (Orlosky, Shapiro and Webb, 1984). The headteacher, as a person, brings to the management act a view of human nature and a set of values and patterns that can be labeled as leadership style. Therefore, educational management can be seen to refer to the process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals.

Management Theories and Related Approaches

Management theories and related approaches evolved, as a result of man's great desire to have things done in the best ways (Okumbe,1998). These theories include scientific management approach, human relations' approach and behavioural sciences approach.

Scientific Management Approach

Scientific management approach was the first attempt to study modern management. It was propounded by Frederick Taylor (1856 – 1917). Other advocates include Henri Fayol, Max Weber, Henry Gantt, H. Emerson, Frank and Lillian Gilbreth, Mooney and Railey and Urwick and Gullick (Schwartz, 1984).

The scientific management arose from the search for greater effectiveness and efficiency on how an organisation conducts its affairs by standard established by facts gained through systematic observations, experiments and reasoning (Agarwal, 1990). It has the assumption that workers are motivated by economic rewards and that the organisation is characterised by goals and objectives, clearly defined division of labour with highly specialised personnel and by distinct hierarchy of authority (Okumbe, 1998).

The scientific management theory recognised no conflict between humans and organisations. It assumed that what was good for the organisation was also good for the worker. Schwartz (1984) argues that hard work and efficient labour will in the end pay off for both the workers and the management by increasing the effectiveness of the organisation. Higher productivity leads to higher profits which in turn leads to higher pay and greater work satisfaction. The critics further said that it did not adequately deal with some important dimensions of management such as leadership, motivation, communication and informal relations. All these inadequacies led to the emergence of another school of thought called human relations school.

Human Relations Approach

The human relations theory developed as a reaction against the formal tradition of the classical models. It pointed out that the latter had ignored the human factor in

production. Mary Parker Follet (1868 – 1933) is credited with this theory. She believed that conflicts were useful in organisations because they were important manifestations of socially valuable differences which were beneficial to all in an organisation (Okumbe, 1998).

Even though Mary Parker Follett is credited with this theory, the real breakthrough to it was made with the Hawthorne experiments at the Hawthorne Plant of the Western Electric Company, conducted by Elton Mayo, Fritz Roethlisberger and others in early 1930s (Agarwal, 1990). Its findings stressed the significance of friendship and social groupings (Wayne, 1992). The findings also led to the development of new hypotheses that motivation to work, morale and productivity are related to social relations among the workers and between the workers and superior, and not to the physical conditions at work.

The study further revealed that an organisation is more than a formal structure of position and authority – responsibility relationship. It is indeed a social system, a system of cliques, grapevines, informal status system, rituals and a mixture of logical, non-logical and illogical behaviour (Scott, 1959). What is required of a worker is a change in attitude which is more important than a change in the working conditions.

The studies pointed out that the workers have many needs other than purely economic ones. It, therefore, suggested ways in which the management could increase workers' satisfaction and productivity. These include paying attention to the non-economic, social and cultural needs of the workers.

Other human relationists whose contributions greatly enriched this school of thought were Kurt Lewin, Chris Argyris and Rensis Likert. They focused on the “people”

part of management, and regarded man as a unique socio-psychological being. They emphasised that a manager can effectively manage people and get things done with and through people by creating an environment conducive to the fulfilment of their social and psychological needs.

However, human relations theory has been criticised to have failed in developing an integrated theory of management. This failure is attributed to their approach to the study of organisation and management. They also viewed organisation as a closed system that is self-contained and isolated from its environment, which in reality is not true. Due to these shortcomings some scholars decided to integrate this theory with scientific management approach. This gave rise to behavioural sciences approach.

Behavioural Sciences Approach

The advocates of this theory fall into two schools of thought namely the content-motivation and the process-motivation theories (Okumbe, 1998). Those that fall under the content-motivation theories include the needs hierarchy theory by Abraham Maslow. This theory arranged human needs in a hierarchy with the most basic ones at the bottom and higher needs at the top. The theory stated that human beings must first of all satisfy the basic needs which appear at the bottom before moving to the next higher needs at the top.

However, the needs hierarchy theory was criticised for lack of adequate research evidence to support it and its general concepts like esteem and self-actualisation which have multiple definitions. This led to the introduction of a two-factor theory or motivation-hygiene theory by Frederick Herzberg. The motivation-hygiene theory was based on the assumption that dissatisfaction leading to the avoidance of work and

satisfaction leading to attraction of work do not represent the end points of a single continuum (Hamner and Organ, 1978). This theory indicated that a worker must have a job with challenging content in order to be truly motivated.

Alderfer further modified Maslow's work and came up with the existence, relatedness and growth theory. The existence needs are concerned with sustaining human existence. The relatedness needs are concerned with how people relate to their surrounding social environment and the growth needs relate to the development of human potential which includes self-esteem and self-actualization. This theory stated that apart from satisfaction – progression process there is also frustration – regression process (Organ and Bateman, 1991).

McGregor (1960) came up with theory x and theory y that are sets of assumptions about behaviour of people at work. Theory x assumes that workers are lazy and dislike work hence will avoid it. Therefore, they have to be compelled to do it. On the other hand, theory y assumes that workers are not lazy and view work as being natural as rest. Ouchi (1981) analysed the Japanese Management practices and came up with theory z. This theory stressed concern for individual employees.

Another content motivation theory was that of McClelland. He came up with achievement-motivation theory. In this theory he stressed that people have the desire to perform in terms of a standard of excellence or a desire to be successful in competitive situations (Hellriegel and Slocum, 1979). The content theories, therefore, attempted to identify what it is that motivates people at work.

Content theories were criticised for overlooking the reasons why people choose a particular behaviour to accomplish work-related goals. This led to the introduction of

process-motivation theories. The process-motivation theories included Vroom's expectancy theory which postulated that people usually have several alternative behaviours from which to select (Hellriegel and Slocum, 1979). This theory showed a system of cognitive variables that reflect individual differences in work motivation.

Hackman and Oldham (1976) in their job characteristic model noted that certain job characteristics contribute to certain psychological states and the strength of employees' need for growth has important moderating effect. In equity theory of work motivation, Stacy Adams stressed that individuals compare the ratio of their inputs and outcomes to the inputs-outcome ratios of another person (Okumbe, 1998). The theory argued that a major input into job performance and satisfaction is the degree of equity that people perceive in their work situations.

Behavioural theories focused on group sentiments, attitudes of individual employees, and the organisations' social and psychological climate (Asuko, 1980). It viewed workers' motivation in terms of such factors as work itself, the nature of the incentive system, interpersonal relations, management styles, workers' needs and values, and work environment (Wayne, 1992).

In this study, theories of management are appropriate in a number of ways. The headteachers could recognise the fact that they could only perform well by working with and through others. It is therefore, the duty of the headteachers to seek their support while at the same time ensuring the continuity of the organisation. The school heads are at the same time placed in subordinate positions with regard to their superiors. They must obey them while at the same time ensuring that the organisations' functions are not placed at stake.

Management Practices in Schools

Barasa and Ngugi (1990) defined management as working with and through individuals and groups to accomplish organisational goals. The headteacher should include teachers, parents, students, non-teaching staff, Board of Governors and the community in school activities for the school to achieve its goals. Callander (1961) said that a school cannot be successful unless the headteacher incorporates other stakeholders in its management. For that reason the headteachers should specify the practices and involve each and every stakeholder where appropriate.

The management practices in a school include leadership, decision making, communication, delegation of authority, enforcing appropriate curriculum, provision of adequate facilities, maintenance of proper financial management, maintenance of good discipline and proper supervision and inspection among others.

Leadership in Management

According to Agarwal (1990) the term leadership in management refers to the art of influencing others to direct their will, abilities and effort to the achievement of the organisation's goals. A leader is one who, by example and talent plays a directing role and wields commanding influence over others (Schwartz, 1984). Leadership involves leading the organisation with boldness and influencing it towards rationally set goals.

The achievement of organisational objectives through leadership in management is therefore, a special type of leadership in which the accomplishment of organisational goals and objectives is paramount.

Leadership focuses on "peoples" aspect of management and is based on the assumption that organisational effectiveness significantly depends on their motivation,

effort and abilities (Agarwal, 1990). Hersey (1972) pointed out that effectiveness is not a measure of successfulness. The organisation can only succeed if the manager and the subordinates work together.

In a school the headteacher should involve teachers, students and subordinates in the management of a school. This is probably, the best way the school can accomplish its objectives (Callander, 1961). The headteacher has to listen to advise and consider the opinions of different members of staff, but like the captain of a ship, he sets the course which the school will follow. Prefects when properly used and well organised, can make the task of running a school efficiently a much easier one for the headteacher. The prefects must be made to realise that they are the trusted assistants of the headteacher.

Callander (1961), noted that parents association must be enlisted in schools and their co-operation sought if school heads are to succeed. The headteacher must use such fora to inform the parents about their achievements, constraints and needs.

School management is not just a job for anybody. It requires knowledge and skills in educational leadership and the art of organisational management (Okech, 1977). Karagu (1982) in his study on the perceptions of headteachers and teachers pertaining to the role of secondary school heads concluded that administration can no longer be seen as one man's job. The present headteacher is expected to identify with his or her subordinates and peers. He or she is expected to involve and consult staff as colleagues in matters relating to school organisation.

Adams (1987) pointed out that if a headteacher wishes to create and maintain a community which works whole-heartedly towards achieving the goals set, then he or she

has to motivate, maintain morale, delegate and gain co-operation and commitment through participation and involvement.

Where the head is dealing with a large group of professionals with a similar background, qualifications and experiences to his or her own, only some form of democratic leadership is possible (Adams, 1987). This means leadership which is prepared to share and delegate responsibility and promote real participation in discussion and decision-making. For this to be enough, there must also be the ability to motivate, direct and evaluate or else the school will flounder in a morass of committees and reports and lose its thrust and direction. However, the success of any leadership style depends on a particular situation. Athos (1970), pointed out that the range of leadership styles is wide extending from the democratic to the autocratic and on to the free-reign.

School management should be geared towards developing the subordinates to acquire less external control and more self control (Hersey, 1972). He further stated that it should link the superior to the subordinates both vertically and horizontally. The headteacher in the final analysis belongs to two groups namely those he or she is responsible to and those he or she is responsible for. Due to this the headteacher should show concern for people and concern for tasks. Halpin (1966) referred to them as consideration and initiating structures respectively. Consideration refers to the behaviour indicative of friendship, mutual trust, respect and warmth between a leader and staff while initiating structure include the leader's behaviour in planning the relationship between himself or herself and the work group and in establishing well defined patterns of organisation, channels of communication and methods of procedure.

For the headteacher to be able to show concern for people and tasks satisfactorily he or she must be highly competent believing in democracy, potentialities inherent in people and in the significance of the educational process (Morphet, 1974). He or she should have knowledge, insight, ability and skills needed to function successfully in helping people identify, analyse and solve problems with which they are confronted. He or she should be aware of the different styles to employ for the many issues facing the school. Nguru (1978) stated that the choice of the administrative style is influenced among other things by the environment, physical and mental characteristics, socio-emotional personality factors, academic and experiential background and the expectations of the group. He further outlined the various styles the headteacher could employ. These include high communicative styles, high discussion styles, high compliance styles, high analysis styles, high relationship styles, high work organisation styles, high outside orientation styles and high work direction styles. An administrator who is aware of these styles will be able to make the appropriate choice of style as need arises.

From the foregoing discussion on leadership in management, it is clearly evidenced that a wide range of styles exist which educational leaders in Kenya can select to use. Lack of knowledge for these styles could be a handicap to the educational leader.

Decision-Making in Management

Decision making as an aspect of management refers to the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve it (Mackrimon and Taylor in Okumbe, 1998). It follows a logical sequence in determining the alternative course of action which is realistic and practical in solving the problem at hand. Knezevich (1975), defined decision as a conscious choice made from

among a well-defined set of often competing alternatives. Any decision has to be preceded by a problem.

Decision making is a day-to-day activity in any organisation and is centred on personnel, money, facilities and time (Mbiti, 1989). This calls for the manager to be equipped with the necessary knowledge and skills required in coming up with appropriate decisions. He or she should be able to make clear and accurate decision which will steer the organisation towards the accomplishment of its goals.

The headteacher has to decide on the allocation of scarce teaching and learning resources, enrolment of students, employment of teaching and non-teaching staff, the introduction of new curriculum, student and staff discipline, staff training and methods of improving pedagogy. The headteacher needs to be conversant with the fundamental process by which decisions are made in organisations so as to improve teaching and learning effectiveness.

Decision-making, for school heads, requires a sense of the purpose of the institutions, an understanding of the problem or situation about which a decision is needed, information sufficient to permit the design or understanding of available choices, and information to support the choice of a course of action (Campbell, 1989).

The headteacher, in making decisions, may decide to involve others or not. But Campbell (1989) pointed out that the headteacher is rarely the only one involved in reaching a decision. He or she is only responsible for ensuring that decisions are made and is generally responsible for the results of the decisions, but many others are involved in the process. Many writers supported this participatory approach to decision making by saying that it encourages participants' commitment and keeps their morale high. The

work of the school head, in this case is to select those who will be involved as well as the process through which they will be involved and to maintain a good organisational climate to encourage participation.

Participatory or group decision making had also been underscored as a means of improving decision quality and enhancing employees' job satisfaction and motivation (Okumbe, 1998). Teachers work for the rewards and outcomes which they value if they are involved in decision making and turnover rates will be low (Purkey and Smith, 1983). Poster (1976), noted that staff will contribute only when they feel they belong to the school. Involving parents too in decision making makes them feel honoured and will support all the decisions arrived at.

Participatory decision making utilises both consultative and democratic techniques (Okumbe, 1998). Barry (1975), considers continuous consultation to be the hub of decision making. In consultative techniques the headteacher makes the ultimate decision but solicits for subordinates' participation while in democratic technique, the entire group makes a decision through a consensus. Adams (1987), stated that there is a great deal more consultation than participation in school decision making.

The basic purpose of consultation is to enable the headteacher to draw up the knowledge, experience and judgement of his or her colleagues, while they in turn derive professional satisfaction from making their views known to him or her. Every school of whatever size, affords abundant opportunity for consultation, both formal and informal. In a school, channels of consultation are heads of departments, form masters or mistresses, house masters or mistresses, subjects heads and patrons of different clubs.

Victor Vroom and Phillip Yetton in Okumbe (1998), developed a model of decision making to guide headteachers in group related decisions. They claimed that there is no leadership style which is appropriate for all situations. Their model, called Vroom-Yetton model, suggested that school heads should have the skills to apply five decision making styles in a continuum from highly autocratic to highly participative.

In the first decision style called highly autocratic (AL), the headteacher can make the decision alone. In the second decision style, which is less autocratic (ALL), the headteacher asks for information from his or her subordinates, but makes the decision alone. In the third decision style, the consultative style (CI), the school head shares the problems with the subordinates and asks for their information and evaluation, but the final decision is made by the head himself or herself. The fourth decision style, called the more consultative (CII) style, the headteacher and the subordinates meet as a group to discuss the problem, but the head makes the decision. In the fifth decision style, called the highly consultative style (GIL), the headteacher and subordinates meet as a group to discuss the problem, and the group makes the decision.

The model required that the headteacher should possess the ability to make effective decisions and the ability to apply the continuum of the five decision styles depending on the favourableness of the decision situation. School management is quite involving in terms of manpower. It is, therefore, important to involve others and seek their cooperation in making decisions.

Communication in Management

Communication which facilitates the flow of information and action had been described as the life blood of any organisation. It is the process by which an interchange

of ideas, information, feelings and emotions among two or more persons take place in a way that they share a common understanding about it (Agarwal, 1990).

DuBrin (1978), said that it is the basic process by which everything between people happens in an organisation. It is the process by which leadership is executed and subordinates' performance improved. Luthans (1989), noted that effective communication is a basic prerequisite for the attainment of organisational goals. Fox (1965) observed that ninety percent of the headteacher's time is spent on communication either giving instructions, explaining problems, showing the members of staff, students and subordinates how to do something, attending meetings, reading or listening.

Communication, according to Agarwal (1990) enables the school personnel to relate with others, exchange ideas, share thoughts, impart and gain knowledge, and build further on the basis of accomplishments of past generations. It also enables the headteacher to organise resources, abilities and efforts in common endeavour. Schwartz (1984), said that no organised activity and co-operative effort is possible without communication among those engaged in it, and between them and their environments.

For communication to occur the subordinates must understand the meanings, feelings, emotions and information communicated by the headteacher. If they accept and comply with the head's message then effective communication has taken place. Agarwal (1990) stated that effectiveness of the headteacher depends on his or her ability to communicate effectively with his or her superiors, subordinates, peers and the community. The headteacher's ability to make sound decisions depends on the availability of relevant, accurate, and timely information. Objectives, plans, policies, procedures, standards, methods, rules and orders should be appropriately and adequately

communicated to subordinates in order to enable them to perform adequately. In order to know whether the message has successfully reached the subordinates, he or she has to get a feedback. This might take the form of verbal response, gesturing or questioning (Okumbe, 1998).

An education system would collapse without communication (Mbiti, 1986) hence the headteacher should set proper channels for the transmission and reception of messages in a school. These may include downward, upward and lateral communication. Downward communication is used by the headteacher and other educational managers to direct and influence the activities of teachers, students and subordinate staff, who occupy the lower hierarchical levels (Okumbe, 1998). The headteacher will be able to give specific directives about job instructions, school procedures and practices, the rationale of the teaching job and feedback on performance to teachers, students and other workers.

To improve the effectiveness of downward communication the headteacher must combine both written and oral media in an appropriate manner. The written media include school handbooks, manuals, newsletters, bulletin-board notices and memos. Oral media include meetings, speeches, telephones and direct verbal orders from superiors (Schwartz, 1984).

On the other hand upward communication is used by headteachers to receive feedback from teachers, students and non-teaching staff. It helps the headteacher to know what the various people in the school feel about their school in terms of both progress and areas needing improvement. This type of communication may include performance reports prepared by heads of departments and others occupying lower cadres, open-door policy, suggestion boxes and employee attitude survey (Agarwal, 1990). It may also

enable the subordinates to provide the headteacher with information about their personal ideas, attitudes and performance (Okumbe, 1998). They may further provide technical feedback information about the school's performance in terms of meeting its objectives through the various human and material resources necessary for the operation of the school.

Lateral communication takes place between teachers, students and workers at the same level. It is used to co-ordinate activities or projects between departments or units. It helps to increase the communication speed by short-circuiting the formal hierarchical structure of the school. Teachers, students and non-teaching staff find it easier and more comforting to communicate with their peers, because these are people with relatively equal status and are on more or less similar levels in the school (Okumbe, 1998). Lateral communication may be good for a school if the peer communication is for task co-ordination in order to achieve the goals set.

In communication, the message passed may be tampered with either by internal or external factors. The headteacher should, therefore, be aware of these barriers and ways of overcoming them. He or she should also establish good lines of communication and be a good communicator so as to run the school activities well.

Delegation in Management

In any kind of organisation, it is important for the manager to be able to get a job done even when he is not physically present (Fox 1965). This is only possible through proper delegation. Mbiti (1989) defined delegation as the process whereby the leader of an organisation transfers to some of his people the responsibility of taking some particular actions as well as making some decisions in particular departments or job areas

of the organisation. This means assigning work to others and giving them the authority to do it.

In an educational setting, the 1968 Education Act gives the Minister for Education the legal powers to appoint Board of Governors to manage secondary schools on his or her behalf (Republic of Kenya, 1970). The appointment of governors to manage schools is in fact delegation of powers of management to a body that has to operate within a limited range of regulations in conformity with the Kenyan Law (Asuko, 1980). The actual practice in Kenya is that the school head who is appointed by the TSC manages the institution. The TSC regard the headteacher as their agent and while recognising the board's powers, often recommend the headteacher to be the secretary to the board. It is in his or her capacity as the executive officer to the board that the headteacher manages the school.

In school, the head delegates his duties to the staff at all levels and qualifications particularly so in the teaching timetable. Adams (1987) contended that it is impossible for a headteacher to exercise authority single-handed in a school without delegating it to his/her staff and even to prefects. Mbiti (1989), added that delegation of authority stems from the fact that the headteacher cannot do everything alone. He needs people who can carry out the various types of organisational management on his behalf. Lyndall Urwick in Schwartz (1984) supported this issue of delegation of authority by arguing that without delegation no organisation can function effectively. Yet, lack of the courage to delegate properly and of knowledge to do it, is one of the most general causes of failure in organisations.

Barasa and Ngugi (1990) observed that for job satisfaction, the headteacher should tactfully delegate some of his or her authority to the staff to instil in them a sense of responsibility. Schwartz (1984) stated that the more authority delegated to lower-level employees, the more decentralised the school becomes. With enough delegation, the emphasis in work goals for employees shift from doing more to doing better (Zimmerer, 1977). Employees now believe that their role is critical to the success of the group's objectives.

Apart from just assigning duties to the staff, the headteacher needs to build their morale and job satisfaction by providing opportunities for professional growth. This includes informing them about seminars, workshops and encouraging them to further their education (Ngugi and Barasa, 1990).

A genuine delegation of authority means the transfer of much of the power to make decisions (Adams, 1987). The headteacher should, therefore know the extent to delegate duties to his or her staff. Adams (1987), contended that the nature and extent of delegation will depend on the head himself or herself, the climate of the school, the quality of the staff, the decision making structures and the size of the school. Proper delegation does not face threats from below because conditions are well known beforehand. The school curriculum is a solid example of professional delegation that is the main concern of any institution worth the name of a school. Therefore, the success of the school administration lies on the degree to which the headteacher is able to encourage his or her staff through delegation of responsibilities.

Maintenance of Good School Discipline

Most people think of discipline from a negative point of view. They think that discipline means punishment, pain and fear. But discipline according to Barasa and Ngugi (1990), refers to exerting and controlling all one's faculties in order to achieve an objective deliberately chosen. It is a system of guiding the individual to make reasonable decisions responsibly (Mbiti, 1989). It is the control of someone's or one's own emotions and actions for the development of desirable attitudes according to acceptable standards.

In school, discipline means the control of the entire school community to achieve desirable behaviour. The headteacher must have a thorough understanding of discipline as a subject. He or she has an ultimate responsibility of ensuring that discipline is maintained in school (Ministry of Education, 1979). He or she is directly involved in establishing the rules of behaviour, the penalties to be applied, and the approaches to be used in enforcing discipline among the students and other school members. However, as Bell (1988) recommended, headteachers should work in liaison with other teachers in enforcing student discipline in school.

Discipline can be more easily achieved in a school by involving the students in decision making in matters affecting them (Barasa and Ngugi, 1990). This argument was supported by Wilson (1971), Wynne (1980) and Jones (1989) that teachers and students should be closely involved in the creation and review of school rules. Tattum (1989), concurred with this when he argued that an open discussion would bring about a better understanding of the purpose of school rules and the problems they create for both parties. Wilson (1971), added that students need to participate in situations which demand planned co-operative behaviour.

Discipline, according to Mbiti (1989), is a system of arranging conditions for healthy learning and living. The child needs to be helped to develop his or her unique and individual personality. This is done through the headteacher's, teachers' or parents' guidance which include counselling and suggestions. The headteacher should also apply punishment and rewards in enforcing discipline. The offender should be told why he or she is punished. Mbiti (1989), holds that punishment must be applied at the same time as the offender is given reasons. The Kenya's Manual for Heads of secondary Schools (1979), makes brief negative statements on its instructions to heads on the nature of punishments the school head may use as forms of discipline. It advocates corporal punishment to pupils and instruct head to follow the TSC's regulations which also have a negative approach to the discipline of teachers.

Similarly, rewards can be used in a school to enforce discipline. Barasa and Ngugi (1990), held that rewards can be excellent discipline technique in creating motivation and conditions for good learning. Rewards should be properly used lest it creates a demoralising effect on the students. Okumbe (1998) contended that headteachers should apply disciplinary actions in a progressive manner. This follows a procedure which proceeds from an oral warning to a written warning to a suspension and finally to a dismissal (Cascio, 1992). Therefore, the headteacher should maintain good discipline which is essential in establishing an orderly system that allows the aims and objectives of the school to be achieved.

Conducting Proper Supervision and Inspection

Supervision is one of the basic requirements in management. It concerns the tactics of efficient and proper management of personnel. It is concerned with those aspects of administration which are aimed at maintaining the efforts of personnel in line with the goals of the administration (Lane and Corwin, 1966). Barasa and Ngugi (1990), stated that the purpose of supervision is to advance the work effectiveness of individual employees and groups.

In school, supervision means primarily improving classroom instruction. It is responsible for maintaining punctuality and discipline in work, as well as facilitating needed change from outdated patterns of work to modern techniques (Mbiti, 1989). In doing this the concerned person (a supervisor) must give clear directions to teachers, students and non-teaching staff concerning what to do and how to do it. Mbiti (1989), maintained that the person must be highly qualified, competent and devoted to ensure efficient supervisory services.

Inspection, on the other hand, is a one-time fact finding activity (Okumbe, 1998). He went on by saying that it is an old concept in management whose basic precept is that of autocratic management which is aimed at catching the workers red-handed. Barasa and Ngugi (1990), maintained that inspection and supervision go hand-in-hand. They said that to inspect is to supervise. They also held that supervision and inspection are the two major functions of the inspectorate section of the Ministry of Education, which is charged with the responsibility of controlling the quality of education across the nation. It does this by inspecting all secondary schools and assessing and producing relevant textbooks and moderating examinations. In an attempt to involve itself in school administration, the

inspectorate has produced a manual for heads of secondary schools to which school heads can turn to for guidance. Therefore, the headteacher should check the work of subordinates and give them frequent and detailed instructions on how to do their work.

Enforcing Appropriate School Curriculum

One of the most often cited functions of a school is that it enhances learning. The learning is often composed of assorted groups of subjects selected by professional experts. These subjects constitute a curriculum plan or guide. Mbiti (1988) defined curriculum as what is taught at any given level of the school system. Hilda Taba (1962), described it as a plan for learning, where the plan includes the selection of content, choice of learning experiences, and plans for optimum conditions of learning. Oliver (1970), referred to curriculum as what happens to children in school as a result of what teachers do and Nicholls (1972) said that it is

The planning of learning opportunities intended to bring about certain changes in pupils and the assessment of the extent to which these changes have taken place is what is meant by curriculum development.

Nicholls pointed out that the participation of teachers in curriculum development helps them think better of particular practices.

The school curriculum is largely influenced by the society, learners, political philosophy and international opinions. These will force the school to shape its curriculum to accommodate the ideas, beliefs and values of these groups. It is the responsibility of the headteacher to determine curriculum objectives of the school and how to implement them (Campbell, 1972). He or she should facilitate the development of the programme by giving and seeking staff co-operation. The headteacher also must honour the obligations of the society which has entrusted him or her with a school. Since education is a public venture, the curriculum should reflect some of the characteristics of the community. This

could be done by incorporating relevant subjects into the curriculum. Therefore, the headteacher should involve teachers in determining the subjects to be offered in school.

Provision of Adequate School Facilities

The success of any school depends on the management of its facilities. Barasa and Ngugi (1990), stated that this is the “heart” of the management practices of the headteacher. Facilities determine the type of administration likely to emerge. Effective administration depends on the use of precise methods where such resources as office machines, secretaries, clerks, special buildings are necessary to give the head time to attend to problems that need his physical presence.

Apart from administrative facilities, there are those materials used to enhance the learning process. It is the duty of the headteacher to provide for instructional materials. Mbiti (1989) supported this argument by exerting that headteachers are responsible for the provision of textbooks, visual aids, paper, chalk and other equipment which must be up-to-date and in line with the current syllabus. The headteacher has to ensure that all his or her classes are catered for. He or she should also ensure that supplies and equipment are adequate and available on time. This will make it easier for teachers to teach well. To ensure the safe keeping of these materials, proper records and inventories, accounts books and ledgers should be kept. In addition, there is need to supervise stores and establish policies for the use of the facilities.

The historical development of Kenyan secondary schools has resulted in the presence of unequal facilities. The Committee on Educational Objectives in 1976 also noticed the discrepancies in the existence and use of facilities. Since then, the situation has not changed much. It therefore recommended the setting up of a section of

educational facilities within the Ministry of Education to help heads ensure correct utilisation of existing facilities in their institutions and providing guidelines for the provision of additional facilities. The same committee recommended the setting up of a department at the Kenya Science Teachers College to produce equipment for science at a reasonable cost. Campbell (1972), believed that it is the duty of the school management to secure and expand on such facilities.

Jones (1969) noted that it is the head's task to co-ordinate the efforts of his or her staff to utilise the available facilities properly. He stated that

School plant management is an area of significant responsibility in educational administration and involves all services, activities and procedures concerned with seeing that existing school facilities are kept open and in usable condition. The operation of the school plant includes those services that are maintained on a day-to-day basis which are essential to the safety, comfort and well being of those who occupy and use school facilities (p.41).

The head is given the option of engaging the services or advice of experts in specific fields. The head is then left with the job of analysing what is the most useful way to get things done. Jones (1969) insisted that

The increasing emphasis on adequate school facilities combined with newer concepts of proper preservation, learning environment, safety and greater utilisation of school facilities by the public is helping boards of education and school administration to recognise the value of adequate custodial services and the importance of providing trained people to do the work. Accompanying these newer concepts in terms of operational school plant needs are certain well defined purposes of custodial services (p.43).

Jones (1969) went on to list custodial purposes such as preservation of property, health and safety, maintaining cleanliness and developing goodwill. The management of facilities is therefore, complementary to that of the other aspects of the school.

Constant changes in the philosophy of school education affect the management of school facilities. New methods of teaching that call for group work may mean that a classroom built a few years back is too small. Planning ahead is therefore, important. Usually, it is equipment that needs constant renewal. Proper management of the

equipment means placing things in the hands of those who need them at the appropriate time.

In the school, the office tells a lot about the rest of the other aspects of management. Jones (1969), held that by the school office it is meant the entire administrative wing of a school building if indeed a school has such a unit.

Schools that do not have an office find themselves in problems because they cannot organise the storage of important documents. A chain of problems causing obstacles to management could very well develop. Organisation of the office centres on facilities, equipment, office relationship with junior staff and external contacts either orally or through the written word.

The school head ought to develop the office manual together with the staff. This creates a climate where the staff feels rewarded by their work and not by money alone. The head is only a planner of work which is often carried out through others. He or she can ill afford to tamper with the attitude of his office staff.

The school buildings as the largest single facility and the teachers as the most important single resource in a school are coupled by a multitude of numerous and varied types of facilities that facilitate the running of a school. Therefore, all these need co-ordination and control from a properly equipped headteacher in order to realise any useful purpose.

Proper Financial Management

Education being a public venture and financed by the public requires that its managers be knowledgeable in financial management. The ministry requires proper management of finances. The second development plan in independent Kenya clearly

indicated this by introducing an audit unit in the Ministry of education to supervise the expenditure at educational institutions in Kenya.

In an attempt to help heads control school finances, the Ministry has severally organised courses for bursars, accounts clerks, heads and deputy heads to try and inservice them in this difficult area.

According to the 1976 Educational Annual Report, a finance and Establishments Department was started. It had been realised that financial problems arose due to frequent transfers of headteachers and the institutions being headed by unconfirmed deputies who had little or no experience in financial management. Proper budgeting is necessary in ensuring good use of limited funds. Kaiser (1974) stated that

A budget is a plan often in a chart form, of how one expects to perform during a specified period. It co-ordinates financial factors, sales and operating results. It forecasts (for commercial operation) the amount of money that will be coming in, determines how much should be disbursed, and it predicts what will be available at the end of the period. For an institution or operation without direct sales, a budget estimates expenses and therefore the necessary cash appropriation (p.103).

This explanation of a budget is quite fitting for a school. Kaiser (1974), in considering advantages of budgets stated that they provide a goal, a yardstick, a responsibility and a control device. It also co-ordinates the organisation, helps in future plans and solves financial problems. A budget is a disadvantage when costs suddenly change, when the organisation cannot support the budget because some plans are confidential and when the finances cannot be obtained.

School budgets will fall into the long and short range plans. Hartley (1968) noted that the plans are based on pupil's projections and are never reviewed. This has implications in that it limits the nature and range of school programmes. He also notes that a budget guides the decisions of the school boards in allocating resources. A budget

today, is made to justify the requests one is making and the need could be instrumental in determining how much grant one school receives.

Since the school is a non-profit making organisation, its success depends on the quality of management in minimising costs and being effective in achieving goals. Therefore, the headteacher should use school funds wisely and for only essential things to the school.

Ensuring Proper Training

Kenya's Ministry of Education official letters bulletins and speeches leave one to conclude that educational management is lacking in many ways although nobody wants to state it so plainly. It is also evident that the calibre of those who head schools is doubted even openly as reflected by criticisms in the local daily papers and official newsletters.

The Report of the National Committee on Educational Objectives and Policies (1976), noted clearly that it was necessary for national development to have personnel with relevant skills and knowledge in the management and planning of education. Such knowledge could be obtained by training both junior and senior officers. It is hoped that school heads would be included in this programme.

The school heads themselves realising that they needed training initiated the idea of organising short courses and conferences at provincial and national levels to orient themselves with their daily problems. Since 1974 when the first conference of secondary school heads was held, the Ministry of Education has continued to give support to subsequent conferences.

The annual conference for heads is held in Nairobi each year and theoretically every head of a secondary school can be a member. An examination of the reports resulting from these conferences show that much of the time is spent listening to education and informative lectures from administrators in other fields and speeches from important personalities. They do not necessarily highlight relevant school management issues. The 1976 report is notable in that in its submissions to the committee on national objectives, the heads themselves requested for the training of heads in administration and discipline.

Mbiti's (1989) concern was to give a simplified form of theory of administration to young Kenyan teachers. He observes that in spite of managerial knowledge given during training, many school heads both in primary and secondary schools have failed to run their schools properly.

Hughes (1973), held similar views to Mbiti's and recommended that school heads should be trained in management. This is because the complexity and size of today's school demands more than experience. He said that

What the study of education administration provides for the administrator is not "facts" but an understanding of the kinds of facts that are relevant to his task. To teach within this field is to offer the student new ways of educational and social landscape (p.15).

He also warned those that insist on experience that

Not only may experience in one situation be unrepresentative of another, but it may close alternatives and become so technique oriented that the broader principles of administration are never fully realised (p.20).

Therefore, headteachers should be aware of and attend seminars on management of schools in order to keep abreast with the modern changes in the educational settings.

Effects of Management Practices on Students' Performance

All schools are established for the sake of providing conditions and services which will enable students to perform well (Mbiti, 1989). Good performance of students in public examinations is an encouragement and motivation to the school manager, teachers, parents, community and even students themselves. School, as an organisation, has aims and goals to be achieved. If they are fulfilled as required, then the school is said to be successful. Muchira (1988), pointed out that every organisation would like to be successful, be able to realise its aims and objectives. But this is not the case with all schools. The performance of some are pathetic and demoralising. Success or failure of an organisation depends on many factors among them, the headteachers' management practices.

Okumbe (1998) agreed with this view by stating that

For a school organisation to succeed there must be sound management. This will ensure proper organisation and co-ordination of the various sub-units and activities within the school for the achievement of its overall aims and goals.

He also observed that most problems, including poor performance of students in examinations, inherent in a number of schools today do not require as many financial solutions as prudent managerial solutions.

Mbiti (1989) held that all schools were established for the sake of providing conditions and services which will enable students to learn. This will require a manager who is intelligent, imaginative, energetic, has warmth of personality, is humorous and persistent (Maryland, 1987). Njuguna (1998) stated that the importance of sound management for effective productivity has been underscored by various scholars, educationists, politicians and the general public.

Kaguthi, the then Permanent Secretary in the Directorate of Personnel Management, in the east African Standard, Saturday 26th June 1999, argued that headteachers were inadequately trained in management skills. He challenged the training institutions concerned to make compulsory management courses to students striving to be teachers, and encouraged headteachers already in the field to go back for training. This, he argued, will equip heads with the knowledge and skills required for the running of schools. They will now be able to involve the stakeholders – students, parents and the community in the management of schools which in turn improves students' performance.

Kyungu, the Director of Education, in the same paper, also observed that secondary school headteachers need to develop skills of leadership and management. This is necessary for motivating the teaching staff, guiding the BOGs and satisfying the legitimate aspirations of parents.

Commenting on school management through specific reference to factors influencing academic performance among primary and secondary pupils, Eshiwani (1983) noted that some headteachers gave the impression that they were so much concerned with catering aspects of their administration that they had little time left for the academic matters.

The Director of Starehe Boys Centre, Griffins (1996) attributed good examination performance to among others, "happy atmosphere", the skill and devotion of teachers. Appropriate management first and foremost creates the happy atmosphere (Njuguna, 1998). Neil (1987) argued that motivated, committed staff who obtain professional satisfaction from their work will create a good school in spite of deficiencies in buildings,

equipment and finance. They will work wonders with pupils of average and below average abilities.

Researches done by various scholars point out the relationship between headteachers' management practices and performance of students both in public examinations and school activities.

A research conducted by Ondera (1992) on leadership in Kakamega Secondary schools revealed that good management practices of the headteachers is paramount for good performance of school personnel. She found that most headteachers delegated and administered their schools through heads of departments. This made it easier for them to co-ordinate the work of other teachers in the department.

The study also revealed that headteachers tend to assign responsibilities to the more mature and competent staff members in terms of age and qualifications.

The study further revealed that experience, academic qualification and marital status of the headteacher and the professional qualifications of the teaching staff influence headteachers' management capabilities.

Asuko (1980) carried out a research on management practices in Kenyan Secondary schools since independence, 1963 – 1978. The purpose of the study was to gather information about current practices in management of schools. This was done through a study of few key areas of management of finance and resources, administration and human relations. The findings revealed that many heads were influenced by the circumstances in which they were placed in the management of schools. It also revealed that personal qualifications and qualities of a headteacher influenced his or her performance.

Njuguna (1998) conducted a research on headteachers' leadership styles and students' performance in public secondary schools in Nairobi Province. The purpose of the study was to investigate whether leadership styles of headteachers and students' performance in public secondary schools were related. The study also attempted to establish if there was a relationship between headteachers' leadership styles and their sex, age, academic level and administrative experience. The research revealed that there was no significant relationship between headteachers' leadership styles and students' KCSE performance although performance was negatively correlated to initiating structures and positively correlated to consideration dimension. In view of the above, it can be seen that headteachers' management practices have some effect on students' performance in public examinations.

Other Factors Affecting Students' Performance

The other reasons for students' low achievement in secondary schools are many and some are complex and differ from one area to another. They include the following:

Socio-Economic Factors

The level of household income and size determines the parents' ability to meet direct and indirect costs of education such as tuition fees, cost of text books and other learning materials, activity fees, transport and building fees (FAWE, 1999). With the rising level of household poverty and increasing costs of education, many parents are not able to pay fees and meet other costs of education in time (Makau, 1987).

Socio-Cultural Factors

These include prevailing cultural expectations, norms, and traditional attitudes (FAWE, 1997). Girls are expected to be docile and passive, while boys to be aggressive,

adventurous and outgoing. This leads to girls' disadvantage when they have to share learning facilities and equipment with boys (Gachukia, 1999). Girls are also expected to suppress their brilliance or be subjected to ridicule (Barngetuny, 1999).

Health and Nutrition

All kinds of conditions and practices can affect achievement for both boys and girls apart from natural variation in ability and effort. Research conducted by FAWE (1997) revealed gender disparities in the nutrition and health status of girls and boys. This has a negative impact on girls' performance and achievement in school.

Attitudes of Students

Girls generally believe that there are few opportunities for them after school so they give up much early in the lower forms (Makau, 1987). They also believe that even if they succeed in making a career, they will not be allowed to attain their full potential in what they perceive to be male dominated professions (FAWE, 1999).

On the other hand, boys believe that girls lack the ability to study for a long time, and are ill equipped to deal with task-oriented subjects (Gachukia, 1999). She also stated that girls grow up believing that they are not capable of doing much that requires hard mental thought. This is brought about by the societal believe that girls cannot do anything academic. Girls also have the nortion that they will be able to depend on their husbands so they do not make the effort to work hard (FAWE, 1997).

Attitudes of Parents

Parent, especially in the rural areas, are often an important part of the web of low expectations (Barngetuny, 1999). They want their girls to study those subjects which will make them good prospects for marriage (World Bank, 1997). They perceive the

studies after form four as somehow likely to make their daughters “abnormal” and not conducive to making them good wives, mothers and homemakers (FAWE,1999). Gachukia (1999) also stated that parents view the studies after form four as taking an ordinally longtime, and thus reducing their daughters’ chances of marriage.

Influence of Examinations

The analysis of examination questions reveal that majority of the questions asked do not require a candidate to use his or her reasoning or apply his or her knowledge of the learned facts to new situations (FAWE, 1997). Makau (1987), also stated that most of the examination questions are of recall or knowledge type, thus students’ skills are not tested. This means that failure in examinations does not necessarily reflect students’ total inability to understand or handle a subject, but it could be because the type of examination questions are not calling for use of skills the students have mastered. Thus cramming of facts and definitions is the best preparation for examinations. Girls, due to their greater involvement in household chores, have much less time to cram and hence inevitably perform poorly in examinations (FAWE, 1997).

Conclusion

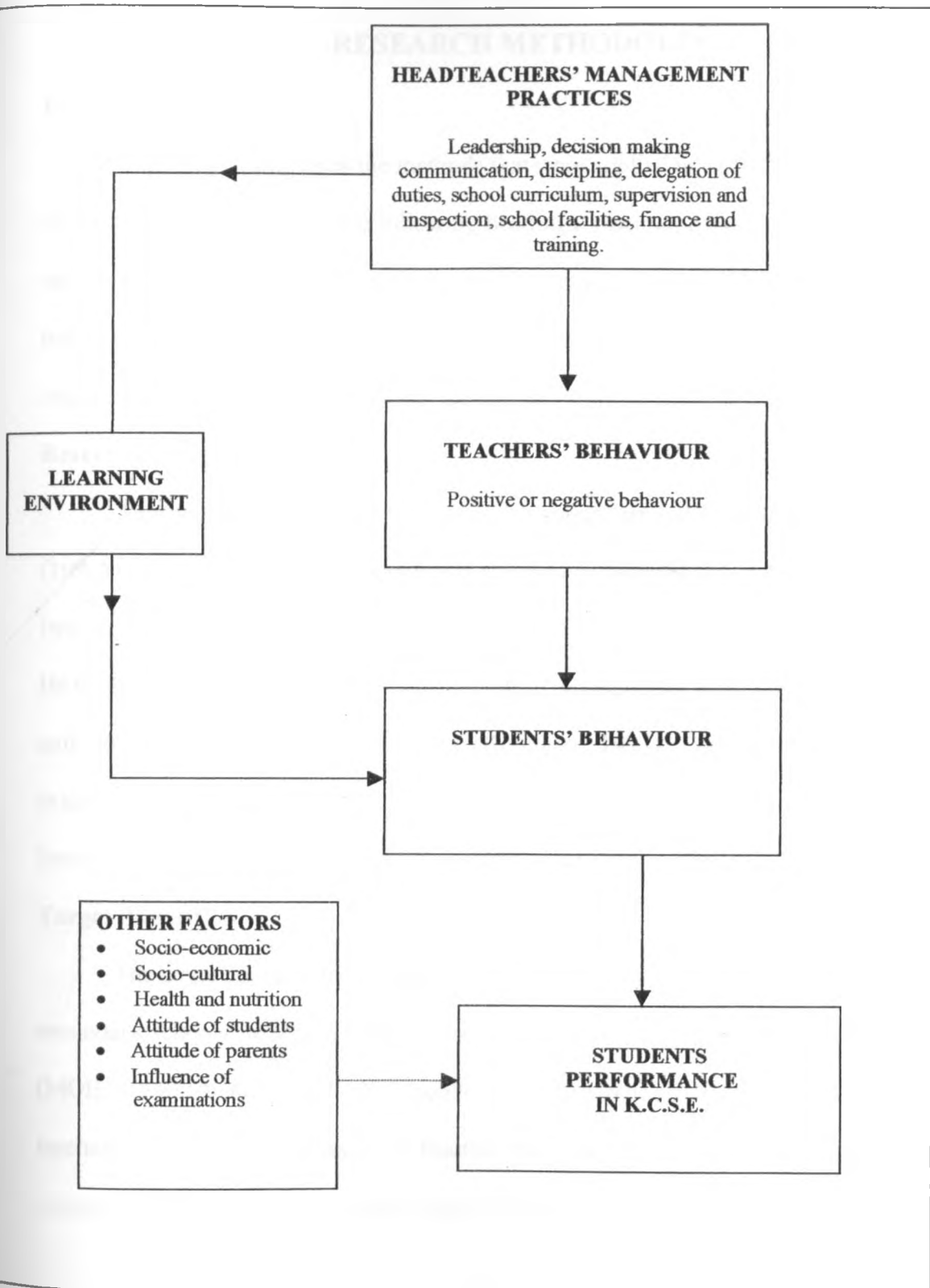
In view of the discussions in this chapter, it can be concluded that the headteacher needs to create a conducive academic environment for both teachers and students. He or she should involve all the stake holders such as teachers, parents, students, Board of Governors and the community in the management of the school. This translates into effective management which leads to good performance of students in public examinations.

Summary of the Literature Review

This chapter reviewed relevant literature on headteachers' management practices and girls' performance in KCSE. The concept of educational management which is the work of all those in the educational setting such as teachers, headteachers, ministry officials, Board of Governors, parents and community has been discussed. The chapter then proceeded to look at the theories of management, their proponents and application in educational management. These theories include the scientific management, human relations and behavioural sciences.

This has been followed by headteachers' management practices and their effects on students' performance. The management practices discussed include leadership, decision making, communication, delegation, discipline, supervision and inspection, school curriculum, school facilities, finance and training. The chapter ends with the discussion of other factors affecting performance such as socio-economic, socio-cultural, health and nutrition, attitude of students and parents, and the influence of examinations. The conceptual framework (Figure 1) follows thereafter. It shows how the headteachers' management practices affect teachers' behaviour which in turn influence the students and their performance in KCSE. It also shows how the headteachers' management practices influence students' behaviour directly and hence their performance in KCSE.

FIGURE I: CONCEPTUAL FRAMEWORK OF THE STUDY



CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the methods that were applied in carrying out the research study. It is organised under the following headings: research design; target population; sample and sampling procedure; research instruments; operationalization of the independent and dependent variables, instrument validity; instrument reliability; data collection procedure and data analysis techniques.

Research Design

The study was conducted using correlational research design. Glass and Hopkins (1996) stated that measures of correlation are used to describe the relationship between two or more variables. A researcher starts with the observation of a dependent variable. He or she then studies the independent variable in retrospect for their possible relations to and effect on the dependent variables (Kerlinger, 1973). Correlational design was selected for this study because the researcher wanted to assess the degree of relationship between the headteachers' management practices and girls' performance in examinations.

Target Population

The target population consisted of all teachers and headteachers in all girls' public secondary schools in Migori District. According to the Ministry of Education Report (MOE, 1998), there were 7 girls' public secondary schools in the district with 204 teachers. This number included 7 headteachers. However, due to the balancing of teachers in all secondary schools and natural attrition, the researcher found the number of

teachers to have reduced to 146. The target population, therefore, comprised of 7 headteachers and 146 teachers.

Sample and Sampling Procedure

Best (1977), defined a sample as a small proportion of a target population selected for analysis. In this regard, Mulusa (1988) would recommend 108 out of 146 cases to be included in the study. However, the researcher used 136 teachers in the main study and 10 teachers for piloting. This was done to take care of non-responses. All the 7 headteachers were included in the main study even though 2 of them had been used for piloting. This is because they were only required to provide information about their demographic and school factors.

Research Instruments

Two questionnaires were used to gather information for this study. The first questionnaire, known as Headteachers' Questionnaire (HQ)(Appendix A) was administered to the headteachers. It had two parts with seven items in part A and six in part B. Part A contained the headteachers' demographic variables and school factors such as age, academic qualification, professional qualification, marital status, administrative experience, size and type of school. Part B contained information on performance of schools in public examinations, problems headteachers encountered when carrying out school activities and their possible solutions.

The second questionnaire, known as Teachers' Questionnaire (TQ)(Appendix B) was administered to the teachers. It had three parts with six items in part A, thirty four items in part B and four items in part C. Part A had information concerning teachers' age,

gender, marital status, academic qualification, professional qualification and teaching experience.

Part B required teacher to state the extent to which their headteachers exercised ten management practices using a five-point Likert scale. This part was taken from a study conducted by Livondo (1992) and adjusted to suit the study. Part C required teacher to state the negative aspect of their headteachers' management practices and how they could improve on them.

Operationalization of the Independent and Dependent Variables

Variables are the conditions or characteristics that the researcher manipulates, controls or observes (Best and Kahn, 1989). In this study, independent variables were age, marital status, level of education, administrative experience, type and size of school. The dependent variables were leadership, decision making, communication, delegation of duties, discipline, supervision and inspection, financial management, provision of school facilities, school curriculum and training. The other dependent variable in the study was girls performance. The independent variables were examined in terms of how they influence headteachers' management practices.

Instrument Validity

Validity is the degree to which a test measures what it purports to measure (Borg and Gall, 1989). For this research, content validity was established. Content validity is the degree to which the sample of the test items represents the content that the test is designed to measure (Borg. and Gall, 1989). The questionnaires were appraised by two lecturers who are experts in the area of educational administration.

Another step in validating the instruments was done during piloting with ten teachers and two headteachers randomly selected from the seven girls' secondary schools in Migori District. After each respondent had completed the questionnaire, each item was discussed with the respondent to determine whether the items were correctly worded and therefore not open to misinterpretation when administered to the respondents in the main study.

By checking all the aspects of the pre-test instruments, it became possible to improve the questionnaires by making adjustments.

Instrument Reliability

Reliability of the research instrument was determined from the pilot study. The split-half technique of measuring reliability was used. Roscoe (1969), pointed out that the split-half method involved splitting the instrument items into halves (odd and even items), then calculating the Pearson's Correlation Coefficient (r) between the scores of the two halves. The formula for calculating r used is shown below:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum y^2 - (\sum y)^2]}}$$

Where;

X = sum of odd numbered scores

Y = sum of even numbered scores

X^2 = sum of squared odd numbered scores

Y^2 = sum of squared even numbered scores

xy = sum of the product of paired even and odd
numbered scores

N = number of paired even and odd numbered scores, (Roscoe, J (1983) Fundamental Research Statistics for Behavioural Science. New York: Holt, Rinehart & Winston Inc. p.102).

The computation showed the correlation coefficient (r) to be 0.89. By applying Spearman Brown Prophecy formula ($R_e = 2r/1+r$), the full reliability of the items was found to be 0.94. This meant that the instrument was a reliable tool for measuring headteachers' management practices and girl' performance in public examinations.

Data Collection Procedure

A research permit was obtained from the Office of the President and the researcher reported to Migori District Education Officer for clearance. The researcher then visited all girls' public secondary schools in the District and informed the headteacher and teachers about the study. The headteachers then introduced the researcher to the teachers and allowed him to distribute questionnaires. This was done after the researcher had assured them that confidentiality would be maintained in dealing with the responses.

All the teachers and headteachers in these schools were given questionnaires. The researcher gave them one week to fill the questionnaires and then collected them for data analysis. Six teachers failed to return the questionnaires making the researcher to end up with a total of 130 questionnaires representing 95.59% response.

Data Analysis Technique

Inspection of the data pieces was done first. This involved the identification of the spaces left unfilled. The researcher then classified and coded the data according to the patterns of responses given by the respondents. The headteachers' and teachers'

demographic variables of and school factors were tabulated and analysed using percentages and frequencies. Descriptive statistics was also used for structured and open-ended questions.

For the analysis of items in part B of the teachers questionnaire, each item was assigned a score. And by using Likert scale technique, the frequencies for rating headteachers' management practices was assigned a scale value of 1, to a very little extent, 2 to a little extent, 3 some extent, 4 great extent, 5 to a very great extent. Total scores for every teacher was then computed on each management practice. These were later turned into frequencies and percentages which are required for the computation of chi-square (X^2). The mean performance index for every school was also calculated.

For testing the null hypotheses HO1, HO2, HO3, HO4, HO5, HO6 and HO7, chi-square test was used. The was computed as follows:

$$X^2 = \frac{\sum \frac{(O - E)^2}{E}}{df}$$

Where:

O = observed results

E = expected results

To find the expected results for any cell of the table, the following formula was used.

$$E = \frac{\text{column total} \times \text{row total}}{\text{Sample size}}$$

To calculate the degrees of freedom the following formula was used:

$$\text{Degrees of freedom} = (\text{Row} - 1) (\text{Column} - 1).$$

CHAPTER FOUR

RESEARCH FINDINGS

Introduction

This chapter presents the analysis and interpretation of data concerning the relationship between headteachers' management practices and K.C.S.E performance of girls' public secondary schools in Migori District. The findings of the investigation were reported in four sections. Section A presented the teachers' and headteachers' demographic variables and school factors. Section B tackled teachers' responses on the extent to which headteachers performed management practices and section C dwelt on the testing of the hypotheses. Section D looked at the problems headteachers encountered when managing schools and appropriate remedies as identified by teachers and headteachers. The data used were collected from seven girls' public secondary schools. Seven headteachers and one hundred and thirty teachers responded to the questionnaires given. This represented the questioner return rate of 100% and 89.04% respectively.

Data Reporting

Section A

The Demographic Data of the Respondents

Data analysed in this section was obtained from the teachers and headteachers who were requested to give information concerning their demographic variables and school factors. Frequencies and percentages were used to describe the findings. Table 4 presents the relationship between gender and age of the headteachers.

Table 4: Relationship between headteachers' gender and age

Age in years		41-45	46-50	51-55	Total
Gender	Female F	2	4	1	7
	%	28.6	57.1	14.3	100.0

The findings revealed that females headed all girls' schools under study. This was in line with the Ministry of Education requirement that girls' schools should be headed by female teachers (MOE, 1988). Out of the 7 headteachers, 2 (28.6%) were in the age bracket of 41-45, 4 (57.1%) in 46-50 and 1 (14.3%) in 51-55 age bracket. This implied that headteachers' appointment was done at an advanced age when they had established and remained in the teaching profession and could not easily leave for other jobs. It was also assumed that the age allowed headteachers to have gained a lot of management experience in school.

Table 5 presents the relationship between gender and age of teachers.

Table 5: Relationship between gender and teachers' age

Age in years	Male		Female		Total	
	F	%	F	%	F	%
26-30	5	3.9	9	6.9	14	10.8
31-35	13	10.0	11	8.5	24	18.5
36-40	23	17.7	15	11.5	38	29.2
41-45	28	21.5	3	2.3	31	23.9
46-50	11	8.5	3	2.3	14	10.8
51-55	7	5.4	2	1.5	9	6.9
Total	87	66.9	43	33.1	130	100.0

Gender

The results in Table 5 shows that there were 43(33.1%) female and 87 (66.9%) male teachers. This number of female teachers could be explained by the fact that very few girls joined universities and middle level colleges for education courses.

Age

The table also indicated that most teachers, 38 (29.2%) and 31 (23.9%) were in the age brackets of 36-40 and 41-45 respectively. This could be explained by the fact that headmistresses were quite comfortable with elderly teachers than young ones in handling girls. The table also revealed that many male teachers were in the age brackets of 36-40, 23 (17.7%) and 41-45, 28 (21.5%) while majority of the female teachers were in the age brackets of 31-35, 11 (8.5%) and 36-40, 15 (11.5%). After the age of 40 and 45 years the number of female and male teachers declined respectively.

Table 6 presents headteachers' marital status.

Table 6: Headteachers' marital status

Marital status	F	%
Unmarried	2	28.6
Married	3	42.9
Widowed	2	28.6
Total	7	100.0

The findings showed that 2 (28.57%) headteachers were unmarried. This is because they were Catholic sisters who were not allowed to get married. Three headteachers (42.9%) were married and 2 (28.6%) were widowed.

Table 7 presents the relationship between gender and marital status of teachers.

Table 7: Relationship between gender and teachers' marital status

Marital status	Male		Female		Total	
	F	%	F	%	F	%
Unmarried	7	5.4	3	2.3	10	7.7
Married	59	45.4	25	19.2	84	64.6
Separated	-	-	1	0.8	1	0.8
Divorced	8	6.2	3	2.3	11	8.5
Widowed	13	10.0	11	8.5	24	18.5
Total	87	66.9	43	33.1	130	100.0

Results in Table 7 showed that majority of teachers, 84 (64.6%) were married. Fifty nine teachers (45.4%) being males and 25 (19.2%) females. The greater number of married male could be explained by the fact that they teach girls whom they could easily be tempted to befriend if they were not yet married. Also a good number of teachers, 24 (18.5%) lost their spouses and 11 (8.5%) divorced. No male teacher separated but one (0.8%) female teacher did. The number of unmarried teachers was 10 (7.7%) with 7 (5.4%) male and 3 (2.3%) females.

Table 8 presents the headteachers' academic qualifications.

Table 8: Academic qualification of the headteachers

Academic qualification	F	%
B A \ BSc+PGDE	2	28.6
B.Ed	5	71.4
Total	7	100.0

Table 8 showed that 5(71.4%) headteachers graduated with Bachelor of Education degree and 2 (28.6%) had Bachelor of Arts or Science with Postgraduate Diploma in Education. No headteacher had a lower academic qualification such as E.A.A.C.E or K.A.C.E nor one had a higher one such as M.A, M.Sc or M.Ed. The findings also implied that one should have a degree in education or its equivalent in order to be promoted to headship.

Table 9 presents the headteachers' professional qualifications.

Table 9: Professional qualification of the headteachers

Professional qualification	F	%
Graduate teacher with Education Training	7	100.0

The findings showed that all the headteachers were graduates. This was in line with the TSC's guideline on promotion to headship that one should have a degree in education or its equivalent in order to be promoted to headship.

Table 10 presents the results of the relationship between gender and academic qualifications of teachers.

Table 10: Relationship between gender and teachers academic qualification

Academic qualification	Male		Female		Total	
	F	%	F	%	F	%
EACE/KCE/KCSE	-	-	3	2.3	3	2.3
EAACE/KACE	23	17.7	11	8.5	34	26.2
B.A/B.Sc.	13	10.0	6	4.6	19	14.6
B.Ed	47	36.2	23	17.7	70	53.8
M.A/M.Sc./M.Ed.	4	3.1	-	-	4	3.1
Total	87	66.9	43	33.1	130	100.0

The findings revealed that most teachers 70 (53.8%) graduated with bachelor of education degree. Those with higher degrees such as masters of Arts or Science or Education were only 4 (3.1%). No female teacher had a higher degree. Those with bachelors' and masters' degrees accounted for 71.5% (93) of the total teaching force. This showed that teachers were more academically qualified. Teachers without degrees accounted for 28.5% (37). These were teachers who pursued sciences, languages or technical subjects in middle level colleges. Sixty four male teachers (49.2%) had degrees as compared to only 29 (22.3%) female teachers.

Table 11 presents the relationship between gender and teachers' professional qualifications.

Table 11: Relationship between gender and teachers' professional qualifications

Professional qualification	Male		Female		Total	
	F	%	F	%	F	%
Masters degree	4	3.1	-	-	4	3.1
Graduate teacher	60	46.1	29	22.3	89	68.5
Diploma in education	23	17.7	14	10.8	37	28.5
Total	87	66.9	43	33.1	130	100.0

From Table 11 it was evidenced that teachers were more professionally qualified. Male teachers were more professionally qualified than female teachers. The small number of teachers with Masters degrees could be explained by the fact that teachers did not seek further studies because the TSC made it difficult for them by not providing study leave with pay and after completing the course there is no much financial gain.

Table 12 presents the administrative experience of headteachers.

Table 12: Administrative experience of headteachers

Administrative experience in years	F	%
1-5	2	28.6
6-10	3	42.9
11 and above	2	28.6
Total	7	100.0

The Table showed that 3(42.9%) headteachers had administrative experience of between 6 and 10 years while 2(28.6%) each had the experience of 1 to 5 years and 11 years and above. It can therefore be said that most headteachers had a lot of experience.

Table 13 showed the relationship between gender and the teaching experience of teachers.

Table 13: Relationship between gender and teachers' teaching experience

Teaching experience in years	Male		Female		Total	
	F	%	F	%	F	%
1-5	8	6.2	13	10.0	21	16.2
6-10	35	26.9	18	13.8	53	40.8
11 and above	44	33.9	12	9.2	56	43.1
Total	87	66.9	43	33.1	130	100.0

The findings revealed that majority of teachers 109(83.9%) had teaching experience of more than 5 years. This correlated with the age and marital status of teachers discussed earlier that majority of them were elderly and married. Table 14 indicated the type of girls' public secondary school in the district.

Table 14: Type of secondary school

Type of secondary school	F	%
District	6	85.7
Provincial	1	14.3
Total	7	100.0

Most girls' public secondary schools (85.7%) in the district were district schools with only one (14.3%) provincial school

Table 15 presents data on the number of students in the school.

Table 15: Number of students in the school

Number of students	F	%
201-300	1	14.3
301-400	3	42.9
401-500	2	28.6
501-600	1	14.3
Total.	7	100.0

The findings indicated that most schools, 3 (42.9%) had students between 301 and 400. Two schools (28.6%) had students between 401 and 500 and one (14.3%) schools each had a student population of between 201-300 and 501-600.

Section B

Teachers' Responses on the Extent to which Headteachers executed Management Duties

In this section, data concerning headteacher' management practices were collected using the extent scale. The scale had a five-point Likert rating of 1, representing "very little extent" 2, "little extent" 3, "some extent" 4, "great extent" and 5, "very great extent". Teachers were asked to give their views on the extent to which their headteachers practised management in areas such as leadership, decision making, communication, delegation of duties, discipline, supervision and inspection, provision of facilities, school curriculum, financial management and training. Frequencies and percentages were used to report the findings. Table 16 shows the results.

Table 16: Teachers responses on the headteachers' management practices

Management practices	Very little Extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%		
												F
Leadership	11	8.5	31	23.9	51	39.2	25	19.2	12	9.2	130	100.0
Decision making	17	13.1	41	31.5	47	36.2	17	13.1	8	6.2	130	100.0
Communication	7	5.4	15	11.5	58	44.6	38	29.2	12	9.2	130	100.0
Delegation	5	3.9	9	6.9	20	15.4	65	50.0	31	23.9	130	100.0
Discipline	8	6.2	53	40.8	27	20.8	31	23.6	11	8.5	130	100.0
Supervision and Inspection	14	10.8	64	49.2	32	24.6	13	10.0	7	5.4	130	100.0
School curriculum	6	4.6	12	9.2	34	26.2	63	48.5	15	11.5	130	100.0
Facilities	19	14.6	48	36.9	36	27.7	21	16.2	6	4.6	130	100.0
Financial management	9	6.9	26	20.0	68	52.3	18	13.9	9	6.9	130	100.0
Training	28	21.5	34	26.2	43	33.1	18	14.0	7	5.4	130	100.0

The findings revealed that headteachers were moderate in exercising leadership. This was shown by the highest rating 51(39.2%) at level 3, "to some extent". A total of 42 (33.3%) teachers viewed their headteachers to be exercising leadership to a very little extent and little extent while 37 (28.5%) to a great and very great extent.

Forty seven teachers (36.2%) stated that their headteachers involved parents, students, teachers, PTAs, BOGs and the community in decision-making to some extent, 58 (44.6%) teachers to a little and very little extent and 25 (19.2%) teachers to a great and

very extent. The highest rating on the lower side showed that headteachers decided on many decisions almost alone.

On communication, 58 (44.6%) teachers viewed their headteachers to be informing the teachers, students and subordinate staff of the school activities and what is expected of them to some extent. Twenty two teachers (16.9%) viewed them to be doing so to a very little and little extent while 40 (38.5%) teachers to a great and very great extent.

Sixty five teachers (50.0%) stated that their headteachers delegated them duties to a great extent and 31 (23.9%) to a very great extent. This is so because teachers were appointed to be classmasters, housemasters, games masters, patrons of clubs and duty masters. This made them to be more committed to their duties. Only 14 (10.8%) teachers viewed their headteachers to be delegating responsibilities to a very little and little extent.

On discipline, 53 (40.8%) teachers stated that their headteachers did not maintain good school discipline. This was viewed as one of the main reasons for poor performance.

Supervision and inspection had a total score of 78 (60.0%) on a very little and little extent compared to 20 (15.4%) on a great and very great extent. This implied that the system of supervision was poor. Headteachers used not to check lesson plans, schemes of work, lesson notes and progress records of students regularly. This created some laxity in teachers and students hence poor performance.

Seventy eight teachers (60.0%) also stated that their headteachers involved the staff in planning and developing school curriculum and instruction to a great and very

great extent. This implied that they were involved in designing the teaching timetable and distribution of teaching subjects.

Sixty seven teachers (51.5%) stated that their headteachers provided and maintained school facilities such as textbooks, visual aids, typewriters, microscopes and buildings such as laboratories to a very little and little extent. Only 27 (20.8%) teachers said that the headteachers did those to a great and very great extent.

On financial management, 68 (52.3%) teachers stated that headteachers kept the records and accounted for the procurement and use of resources to some extent. However, 35 (26.9%) teachers viewed their headteachers to be performing these tasks to a very little and little extent while 27 (20.8%) to a great and very great extent.

Finally, 62 (47.7%) teachers stated that their headteachers informed teachers about seminars and training on school management to a very little and little extent. They also stated that their headteachers hardly attended seminars on school management to keep them abreast with the modern changes in education. This could be one of the reasons for ineffective management of many schools.

Ranking the headteachers' management practices on a great and very great extent, delegation of duties 96 (73.9%) come first, followed by curriculum 78 (60.0%), communication 50 (38.5%), discipline 42 (32.3%), leadership 37 (28.5%), school facilities, and financial management 27 (20.8%), decision making, and training 25 (19.2%) and finally supervision and inspection 20 (15.4%).

To determine the extent to which headteachers practiced management in schools, it was found appropriate to compute the frequencies and percentages for the teachers'

responses on each item of management practice. The following findings were gathered and discussed as follows.

Leadership in Management

Under leadership, teachers were required to state the extent to which headteachers made sure that planning and setting priorities were well done, handled the technical aspects of the job well, held high goals for educational performance and felt responsible for ensuring that educational excellence was achieved. Table 17 shows the findings.

Table 17: Headteachers' execution of leadership in schools

Leadership	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Make sure that planning and setting priorities are well done	8	6.2	37	28.5	39	30.0	31	23.9	15	11.5	130	100.0
2. Handle the technical (or educational) aspects of the job well.	14	10.8	38	29.2	45	34.6	24	18.5	9	6.9	130	100.0
3. Have high goals for educational performance	7	5.4	23	17.7	52	40.0	29	22.3	19	14.6	130	100.0
4. Feel responsible for ensuring that educational excellence is achieved	15	11.5	26	20.0	68	52.3	16	12.3	5	3.9	130	100.0

The findings showed that 39 (30.0%) teachers viewed their headteachers to be making sure that planning and setting priorities were well done to some extent, 8 (6.2%) to a very little extent, 37 (28.5%) to a little extent, 31 (23.9%) to a great extent and 15 (11.5%) to very great extent.

On handling the technical aspects of the job well, a total of 52 (40.0%) teachers viewed their headteachers to be doing so to a very little and little extent, 45 (34.6%) to some extent and a total of 33 (25.4%) teachers to a great and very great extent.

Fifty-two teachers (40.0%) also stated that their headteachers had high goals for educational performance to some extent, 29 (22.3%) to a great extent and 19 (14.6%) to a

very great extent. A total of 30 (23.1%) teachers stated that their headteachers were doing so to a very little and little extent.

Finally, 68 (52.3%) teachers stated that their headteachers felt responsible for ensuring that educational excellence was achieved to some extent. A total of 21 (16.2%) teachers viewed their headteachers to be doing so to a great and very great extent while 41 (31.5%) to a very little and little extent. In all the aspects of leadership asked, most teachers rated their headteachers at level 3, "some extent"

Decision making in management

Teachers were asked to state the extent to which headteachers performed the task of decision making in schools. The statements they were required to respond to include the extent, to which headteachers made decisions without consulting the staff, involved the staff in major decisions related to their work, and made decisions at the appropriate levels for effective performance. Table 18 shows the findings.

Table 18: Execution of decision-making process by the headteachers

Decision making	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Make decisions without consulting the staff	18	13.9	25	19.2	44	33.9	32	24.6	11	8.5	130	100.0
2. Involve you in major decisions related to your work	10	7.7	48	36.9	61	46.9	7	5.4	4	3.1	130	100.0
3. Make decision at the appropriate levels for effective performance	23	17.7	50	38.5	36	27.7	12	9.2	9	6.9	130	100.0

The results from the table showed that 44 (33.9%) teachers said that their headteachers made decisions without consulting them to some extent and 32 (24.6%) teachers to a great extent. Only 18 (13.9%) and 11 (8.5%) teachers stated that their headteachers were doing so to a very little and very great extent respectively.

On involving teachers in major decisions related to their work, 61 (46.9%) teachers said that their headteachers did so to some extent, 48 (36.9%) to a little extent and 10 (7.7%) to a very little extent. Only a total of 11 (8.5%) teachers viewed their headteachers to be doing so to a great and very great extent.

Lastly, most teachers 73 (56.2%) stated that their headteachers made decisions at the appropriate levels for effective performance to a very little and little extent while a total of 21 (16.2%) to a great and very great extent. Only 36 (27.7%) teachers rated their headteachers at level 3, "some extent" on this aspect.

Communication in Management

Under communication teachers were required to state the extent to which their headteachers passed and received informations. The statements used to elicit these informations included the extent to which headteachers informed the staff about what was going on in school, and in other departments, gave the staff useful informations and ideas about their work, and how communication was open and candid between their work groups and their headteachers. Table 19 reports the findings.

Table 19: Execution of Communication by the headteachers

Communication	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	TOTAL
1. Inform you about what is going on in school	0	0.0	8	6.2	64	49.2	46	35.4	12	9.2	130	100.0
2. Inform your work group about what is going on in other departments	9	6.9	10	7.7	48	36.9	38	29.2	25	19.2	130	100.0
3. Give you useful information and ideas about your work	13	10.0	27	20.8	59	45.4	27	20.8	4	3.1	130	100.0
4. Is communication open and candid between your headteacher and your work group?	6	4.6	15	11.5	61	46.9	41	31.5	7	5.4	130	100.0

The findings showed that 64 (49.2%) teachers said that their headteachers informed the school community about what was going on in school to some extent and 46 (35.4%) teachers to a great extent. Very few teachers 8 (6.2) rated their headteachers at level 2, little extent and no teacher (0) rated them at level 1, very little extent. 12 (9.2%) teachers stated that their headteachers did so to a very great extent.

On informing the work group about what was going on in other departments, 48 (36.9%) teachers said that their headteachers did so to some extent, 38 (29.2%) to a great extent and 25 (19.2%) to a very great extent. Only a total of 19 (14.6% teachers rated their headteachers at level and 2 i.e. very little and little extent.

Fifty-nine (45.4%) and 27 (20.8%) teachers stated that their headteachers gave them useful information and ideas about their work to some extent and great extent

respectively, while 13 (10.0%) and 27 (20.8%) teachers said that their headteachers did so to a very little and little extent.

Finally, most teachers 61(46.9%) viewed their headteacher to be open and candid while communicating with their work groups to some extent. Only 6 (4.6%) teachers viewed them to be doing so to a very little extent.

Delegation in Management

On delegation of duties, teachers were asked to state the extent to which their headteachers delegated duties to members of staff. Table 20 reports the findings.

Table 20: Delegation of duties by the head teacher.

Delegation	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
What extent does your headteacher delegate duties to you.	5	3.9	9	6.9	20	15.4	65	50.0	31	23.9	130	100.0

The findings from Table 20 revealed that 65 (50.0%) teachers said that they were greatly delegated responsibilities and 31 (23.9%) very greatly. These teachers could be deputies, heads of departments, senior teachers and those who had taught for more than five years, who were familiar with the school activities. A total of 14 (10.8%) teachers stated that they were delegated duties to a very little and little extent. These could be newly posted or transferred teachers or those who had negative attitude towards their headteachers.

Maintenance of good school discipline

Under maintenance of good school discipline, teachers were asked to state the extent to which headteachers asked them to follow standard rules and regulations, administered

corporal punishment to students and gave warning letters to teachers. Table 21 shows the findings.

Table 21: Maintenance of good school discipline by headteachers

School discipline	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Ask you to follow standard rules and regulations	5	3.4	39	30.0	17	13.1	48	36.9	21	16.2	130	100.0
Administrator corporal punishment to students	7	5.4	61	46.9	22	16.9	32	24.6	8	6.2	130	100.0
Give warning letters to teachers	12	9.2	59	45.4	42	32.3	13	10.0	4	3.1	130	100.0

The findings showed that most teachers 48 (36.9%) stated that their headteachers asked them to follow standard rules and regulations to a great extent and 21 (16.2%) to a very great extent. Very few teachers 5 (3.9%) stated that the headteachers did so to a very little extent, 39 (30.0%) to a little extent and 17 (13.1%) to some extent.

The findings also showed that 61 (46.9%) teachers said that their headteachers administered corporal punishment to students to a little extent, 22 (16.9%) to some extent and 32 (24.6%) to a great extent. Only 7 (5.9%) teachers rated their headteachers to a very little extent and 8 (6.2%) to a very great extent.

On giving warning letters to teachers 12 (9.2%) teachers stated that their headteachers did so to a very little extent, 59 (45.4%) to a little extent, 42 (32.3%) to some extent, 13 (10.0%) to a great extent and 4 (3.1%) to a very great extent.

Supervision and inspection

Teachers were asked to state the extent to which headteachers executed the activity of supervision and inspection in schools. Table 22 shows the findings

Table 22: Supervision and inspection by the head teacher

Supervision and inspection	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Check Schemes of work	16	12.3	73	56.2	14	10.8	17	13.1	10	7.7	130	100.0
Check lesson plans	22	16.9	71	54.6	26	20.0	8	6.2	3	2.3	130	100.0
Supervise students	7	5.4	52	40.0	37	28.5	22	16.9	12	9.2	130	100.0
Supervise teachers	11	8.5	60	46.2	51	39.2	5	3.9	3	2.3	130	100.0

The results showed that most teachers 89 (68.5%) stated that their headteachers checked schemes of work to a very little and little extent while few teachers 27 (20.8%) viewed them to be doing so to a great and very great extent. Only 14 (10.8%) teachers rated them at level 3, some extent.

On checking the lesson plans 22 (16.9%) teachers said that their headteachers did so to a very little extent, 71(54.6%) to a little extent, 26 (20.0%) to some extent and 8 (6.2) and 3 (2.3%) to a great and very great extent respectively.

Fifty-two teachers (40.0%) said the headteachers supervised students to a little extent, 37 (28.5%) to some extent and 22 (16.9%) to a great extent. Very few teachers 7 (5.4%) and 12 (9.2%) rated their headteachers to a very little extent and very great extent respectively.

Finally, most teachers 60 (46.2%) stated that their headteachers supervised teachers to a little extent and only 3 (2.3%) teachers viewed them to be doing so to a very great extent. This could be the reason for poor performance since teachers were relaxed and no one checked their work.

School curriculum

Teachers were required to respond to statements concerning school curriculum. Table 23 shows the results.

Table 23: Provision of school curriculum by the headteacher

School curriculum	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Involve you in planning the teaching subjects	2	1.5	7	5.4	19	14.6	81	62.3	21	16.2	130	100.0
Determine specific school objectives	6	4.6	13	10.0	40	30.8	57	43.9	14	10.8	130	100.0
Formulate a programme to achieve objectives	12	9.2	19	14.6	45	34.6	46	35.4	8	6.2	130	100.0
Selective instructional materials	4	3.1	9	6.9	32	24.6	68	52.3	17	13.1	130	100.0

The findings from the table revealed that most teachers 102 (78.5%) viewed their headteachers to be involving them in planning the teaching subjects to a great and very great extent. Only 9 (6.9%) teachers stated that they were involved to a very little and little extent and 19 (14.6%) to some extent.

The findings also revealed that most teachers 57 (43.9%) stated that their headteachers determined specific school objectives to a great extent and 40 (30.8%) teachers to some extent.

On formulating a programme to achieve objectives most teachers 45 (34.6%) and 46 (35.4%) stated that their headteachers did so to some extent and great extent respectively. 12 (9.2%) teachers rated their headteachers on this aspect to a very little extent while 8(6.2%) teachers to a very great extent.

Lastly, 68 (52.3%) teachers stated that the headteachers selected instructional materials to a great extent while a total of only 13 (10.0%) stated that the headteachers did so to a very little and little extent.

School facilities

Under school facilities, teachers were asked to state the extent to which headteachers provided instructional materials such as textbooks tried to provide equipment needed by the staff in order to perform their job well, and maintained facilities acquired. Table 24 reports the finds.

Table 24: Provision of School facilities by the head teachers

School facilities	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Provide instructional materials such as textbooks	21	16.2	57	43.9	32	24.6	15	11.5	5	3.6	130	100.0
Try to provide equipment you need to do your job well	19	14.6	48	36.9	33	25.4	23	17.7	7	5.4	130	100.0
Maintain facilities acquired	17	13.1	39	30.0	43	33.1	25	19.2	6	4.6	130	100.0

The results from the table showed that 21 (16.2%) teachers said that headteachers provided instructional materials such as textbooks to a very little extent, 57 (43.9%) to a little extent, 32 (24.6%) to some extent, 15 (11.5%) to a great extent and 5 (3.9%) to a very great extent.

The findings also showed that most teachers 48 (36.9) stated that headteachers tried to provide equipment needed by the teachers in order to do their job well to a little extent. Only a total of 30 (23.1%) teachers said that the headteachers did so to a great and very great extent.

On maintenance of facilities acquire, 39 (30.0%) teachers rated their headteachers to a little extent, 43 (33.1) to some extent and 25 (19.2) to a great extent. 17 (13.1%) teachers stated that the headteachers did so to a very little extent and 6 (4.6%) to a very great extent.

Financial management

Under financial management, teachers were required to state the extent to which headteachers spent money on entertainments, planned for the procurement of resources, and gave account of the use of resources. Table 25 shows the results.

Table 25: Financial management by headteachers

Financial management	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Spent money on entertainments	7	5.4	21	16.2	70	53.9	20	15.4	12	9.2	130	100.0
Planned for the procurement of resources	9	6.9	24	18.5	68	52.4	19	14.6	10	7.7	130	100.0
Gave an account of use of resources	11	8.5	33	25.4	66	50.8	15	11.5	5	3.9	130	100.0

This findings showed that most teaches 70 (53.9%) said that their headteachers spent money on entertainments to some extent. 20 (15.4%) and 12 (9.2%) teachers viewed them as doing so to a great and very great extent while 7 (5.4%) and 21 (16.2%) teachers to a very little and little extent respectively.

The findings also showed that 24 (18.5%) teachers stated that their headteachers planned for the procurement of resources to a little extent, 68(52.3%) to some extent and 19 (14.6%) to a great extent. Very few teachers 9 (6.9%) and 10 (7.7%) rated them on a very little and very great extent respectively.

On giving an account for the use of resources, majority of the teachers 66 (50.8%) stated that their headteachers did so to some extent, followed by 33 (25.4%) teachers on a little extent and lastly 11 (8.5%) teachers on a very little extent. Only 15 (11.5%) and 5 (3.9%) teachers rated them on a great and very great extent respectively.

Training

Under training, teachers were asked to state the extent to which headteachers attended seminars on school management. Table 26 shows the findings.

Table 26: Execution of training by the headteacher

Training	Very little extent		Little extent		Some extent		Great extent		Very great extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Headteachers attended seminars on school management	28	21.5	34	26.2	43	33.1	18	13.9	7	5.4	130	100.0

The findings showed that 62 (47.7%) teachers stated that their headteachers attended seminars on school management to a very little and little extent. This could be the reason why schools were not managed properly due to inadequate managerial skills. 43 (33.1%) teachers said that their headteachers did so to some extent while a total of 25 (19.2%) teachers to a great and very great extent.

Schools' Mean Performance Index

On the schools' mean performance, headteachers were asked to state the schools' K.C.S.E mean performance index for the last five years. The expected maximum mean performance index is 12.00. Table 27 shows the findings.

Table 27: Schools' mean performance index in KCSE from 1994- 1998

Mean performance index	F	%
6.01 - 7.00	1	14.3
5.01 - 6.00	1	14.3
4.01 - 5.00	4	57.1
3.01 - 4.00	1	14.3
Total	7	100.0

The findings revealed that 4 (57.1%) schools had a mean performance index of between 4.01 - 5.00, which is below the universities' minimum admission requirement (i.e. 7.00). Only 1 (14.3%) had a mean performance index of between 6.01 - 7.00 and another between 5.01 - 6.00. Finally, 1 (14.3%) had the lowest mean of between 3.01 - 4.00. From the table, it can also be seen that most schools 5 (71.4%) performed poorly.

Section C

Testing the hypotheses

This section dealt with the testing of hypotheses on the relationship between headteachers' management practices and K.C.S.E performance of girls' public secondary schools in Migori District. Headteachers' demographic variables and school factors such as age, marital status, level of education, administrative experience, type and size of school were tested to establish whether they were related to their management practices as reported by teachers on a five-point Likert scale. The scale had numbers such as 1, representing "to a very little extent (VL)", 2, "little extent (L)", 3, "some extent (S)", 4, "great extent (G)" and 5, "to very great extent (VG)". Students' academic performance was measured by the mean performance index.

For testing the hypotheses a chi-square (X^2) test was used at 0.05 level of significance to reject or accept each of the hypotheses. The null hypotheses to be tested were as follows:

Relationship between Headteachers' Age and Management Practices

The relationship between the headteachers' age and their management practices was tested. The hypothesis tested was:

HO₁: There is no significant relationship between age and the headteachers' management practices in affecting K.C.S E performance.

Table 28 on the next page shows the results.

Table 28: Relationship between age and the headteachers' management practices as reported by teachers

Age	Leadership					Decision making					Communication					Delegation					Discipline				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
41 - 45	3	8	14	5	4	5	12	13	3	1	2	3	16	10	3	1	3	7	14	9	3	11	8	9	3
46 - 50	7	17	28	16	6	10	22	24	11	7	4	9	33	21	7	3	5	9	42	15	4	35	14	17	4
51 - 55	1	6	9	4	2	2	7	10	3	0	1	3	9	7	2	1	1	4	9	7	1	7	5	5	4
$\alpha = 0.05$																									
D.F = 8	$\chi^2 = 1.6$					$\chi^2 = 5.3$					$\chi^2 = 0.6$					$\chi^2 = 4.2$					$\chi^2 = 6.1$				
	$\chi^2_c = 15.5$																								

Age	Supervision & inspection					School Curriculum					Facilities					Financial management					Training				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
41 - 45	3	15	9	4	3	2	3	7	17	5	7	12	6	8	1	1	9	19	3	2	9	6	10	7	2
46 - 50	7	40	17	8	2	2	8	21	37	6	8	28	25	10	3	5	12	41	11	5	13	23	26	8	4
51 - 55	4	9	6	1	2	2	1	6	9	4	4	8	5	3	2	3	5	8	4	2	6	5	7	3	1
$\alpha = 0.05$																									
D.F = 8	$\chi^2 = 5.5$					$\chi^2 = 5.2$					$\chi^2 = 7.0$					$\chi^2 = 6.0$					$\chi^2 = 4.9$				
	$\chi^2_c = 15.5$																								

The results from Table 28 showed that there was no significant relationship between headteachers' age and their management practices. Hence the null hypothesis was accepted concerning all the management practices. The findings pointed out that whatever the age headteachers had did not affect their management practices. Most headteachers in the study had reached the age of peak productivity hence no variation in the execution of management practices.

Relationship between headteachers' marital status and management practices

The relationship between headteachers' marital status and their management practices was tested. The hypothesis tested was:

HO₂: There is no significant relationship between marital status and the headteachers' management practices in affecting K.C.S.E performance.

Table 29 on the next page reports the findings.

Table 29: Relationship between marital status and the headteachers' management practices as reported by teachers

Marital status	Leadership					Decision making					Communication					Delegation					Discipline				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
Married	5	11	24	10	6	8	21	18	6	3	4	6	26	16	4	3	4	9	30	10	3	22	12	13	6
Unmarried	4	11	16	8	3	6	14	17	4	1	2	5	20	12	3	1	3	6	22	10	3	18	9	8	4
Widowed	2	9	11	7	3	3	6	12	7	4	1	4	12	10	5	1	2	5	13	11	2	13	6	10	1
$\alpha = 0.05$																									
D.F = 8	$\chi^2 = 1.9$					$\chi^2 = 8.9$					$\chi^2 = 3.2$					$\chi^2 = 3.0$									
	$\chi^2_c = 15.5$																								

Marital status	Supervision & inspection					School curriculum					Facilities					Financial management					Training				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
Married	7	30	9	6	4	3	4	12	30	7	7	20	14	11	4	3	7	33	8	5	7	10	26	9	4
Unmarried	3	19	14	4	2	3	3	13	17	6	7	16	14	4	1	4	9	22	6	1	13	17	8	3	1
Widowed	4	15	9	3	1	0	5	9	16	2	5	12	8	6	1	2	10	13	4	3	8	7	9	6	2
$\alpha = 0.05$																									
D.F = 8	$\chi^2 = 5.0$					$\chi^2 = 6.9$					$\chi^2 = 4.2$					$\chi^2 = 7.5$									
	$\chi^2_c = 15.5$																								

From Table 29, it is clear that there was no significant relationship between headteachers' marital status and their management practices except in training where there was a marked significant relationship. Hence, the null hypothesis was rejected for training and accepted for all the other management practices.

Relationship between headteachers' level of education and management practices

The relationship between headteachers' level of education and their management practices was tested. The hypothesis tested was:

HO₃: There is no significant relationship between level of education and the headteachers' management practices in affecting K.C.S.E performance.

Table 30 on the next page shows the findings.

Table 30: Relationship between level of education and the headteachers' management practices as reported by teachers

Level of education	Leadership					Decision making					Communication					Delegation					Discipline				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
B.A/BSc. + PGDE	4	9	13	8	3	2	11	14	7	3	1	5	20	8	3	4	2	7	14	10	3	12	8	10	4
B.Ed	7	22	38	17	9	15	30	33	10	5	6	10	38	30	9	1	7	13	51	21	5	41	19	21	7
$\alpha = 0.05$																									
D.F = 4	$\chi^2 = 0.8$					$\chi^2 = 4.1$					$\chi^2 = 3.0$					$\chi^2 = 8.9$					$\chi^2 = 1.8$				
	$\chi^2_c = 9.5$																								

Level of education	Supervision & inspection					School curriculum					Facilities					Financial management					Training				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
B.A/BSc. + PGDE	3	20	8	4	2	4	4	5	18	6	8	12	9	6	2	5	7	18	4	3	6	9	13	7	2
B.Ed	11	44	24	9	5	2	8	29	45	9	11	36	27	15	4	4	19	50	14	6	22	25	30	11	5
$\alpha = 0.05$																									
D.F = 4	$\chi^2 = 0.8$					$\chi^2 = 8.6$					$\chi^2 = 2.3$					$\chi^2 = 3.9$					$\chi^2 = 1.8$				
	$\chi^2_c = 9.5$																								

Table 30 showed that there was no significant relationship between the headteachers' level of education and their management practices. Therefore, the null hypothesis was accepted. It seems that the level of education does not hinder or enhance the execution of the management practices. The lack of relationship is likely because most headteachers possessed the same level of education.

Relationship between headteachers' administrative experience and management practices

The relationship between headteachers' administrative experience and management practices was tested. The hypothesis tested was:

HO4: There is no significant relationship between administrative experience and the headteachers' management practices in affecting K.C.S.E performance.

Table 31 on the next page shows the findings.

Table 31: Relationship between administrative experience and the headteachers' management practices

Adminis- Trative experience	Leadership					Decision making					Communication					Delegation					Discipline				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
1 - 5	3	7	15	7	2	6	11	12	4	1	1	2	17	11	3	1	1	7	14	11	0	16	7	9	2
5 - 10	5	16	18	13	6	9	16	22	8	3	4	6	23	20	5	4	3	9	23	19	5	19	12	16	6
11 & above	3	8	18	5	4	2	14	13	5	4	2	7	18	7	4	0	5	4	28	1	3	18	8	6	3
$\alpha = 0.05$																									
D.F = 8	$\chi^2 = 4.1$					$\chi^2 = 5.2$					$\chi^2 = 6.1$					$\chi^2 = 23.5$					$\chi^2 = 6.5$				
$\chi^2_c = 15.5$																									

Adminis- trative experience	Supervision & inspection					School curriculum					Facilities					Financial management					Training				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
1 - 5	4	16	9	5	0	1	4	10	16	3	6	15	7	4	2	2	9	18	4	1	8	6	12	7	1
5 - 10	3	27	19	5	4	3	6	18	26	5	8	22	16	9	3	4	11	30	8	5	11	17	22	5	3
11 & above	7	21	4	3	3	2	2	6	21	7	5	11	13	8	1	3	6	20	6	3	9	11	9	6	3
$\alpha = 0.05$																									
D.F = 8	$\chi^2 = 12.4$					$\chi^2 = 6.2$					$\chi^2 = 4.1$					$\chi^2 = 2.5$					$\chi^2 = 6.3$				
$\chi^2_c = 15.5$																									

From Table 31, it was evidenced that there was no significant relationship between the headteachers' administrative experience and their management practices except in delegation where there was a marked significant relationship. Therefore, the null hypothesis was rejected for delegation and accepted for the other management practices.

Relationship between type of school and the teachers' management practices

The relationship between type of school and the headteachers management practices was tested. The hypothesis tested was:

HOs: There is no significant relationship between type of school and the headteachers management practices in affecting K.C.S.E performance.

Table 32 on the next page, reports the findings.

Table 32: Relationship between type of school and the headteachers' management practices

Type of school	Leadership					Decision making					Communication					Delegation					Discipline				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
District	9	24	40	21	10	16	33	38	11	6	7	12	46	31	8	5	7	12	54	26	5	46	23	24	9
Provincial	2	7	11	4	2	1	8	9	6	2	0	3	12	7	4	0	2	8	11	5	3	10	4	7	2
$\alpha = 0.05$																									
D.F = 4	$\chi^2 = 0.6$					$\chi^2 = 4.8$					$\chi^2 = 3.2$					$\chi^2 = 7.0$					$\chi^2 = 2.2$				
$\chi^2_c = 9.5$																									

Type of school	Supervision & inspection					School curriculum					Facilities					Financial management					Training				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
District	11	59	24	7	3	5	9	27	54	9	16	43	26	15	4	6	22	56	13	7	23	27	33	15	6
Provincial	3	5	8	6	4	1	3	7	9	6	3	5	10	6	2	3	4	12	5	2	5	7	10	3	1
$\alpha = 0.05$																									
D.F = 4	$\chi^2 = 18.1$					$\chi^2 = 5.3$					$\chi^2 = 6.0$					$\chi^2 = 1.8$					$\chi^2 = 0.6$				
$\chi^2_c = 9.5$																									

From Table 32, it could be seen that there was no significant relationship between the type of school and the headteachers' management practices except in supervision and inspection hence the null hypothesis was accepted for all the management practices except supervision and inspection where it was rejected.

Relationship between the Size of School and the Headteachers' Management Practices

The relationship between size of school and the headteachers' management practices was tested. The hypothesis tested was:

HO₆: There is no significant relationship between size of school and the headteachers' management practices in affecting K.C.S.E performance.

Table 33 on the next page, reports the findings.

Table 33: Relationship between size of school and the headteachers' management practices

Size of school	Leadership					Decision making					Communication					Delegation					Discipline					
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	
201 - 300	2	4	5	3	1	4	2	5	3	1	1	2	7	4	1	1	1	3	7	3	0	6	5	2	2	
301 - 400	5	15	18	9	4	8	18	14	7	4	3	7	22	15	4	2	3	7	25	14	5	20	9	13	4	
401 - 500	3	7	16	8	4	3	14	15	4	2	2	5	17	11	3	1	4	6	22	5	2	15	7	11	3	
501 - 600	1	5	12	5	3	2	7	13	3	1	1	1	12	8	4	1	1	4	11	9	1	12	6	5	2	
$\alpha = 0.05$																										
D.F = 12	$\chi^2 = 3.9$					$\chi^2 = 10.0$					$\chi^2 = 3.3$					$\chi^2 = 6.2$					$\chi^2 = 6.0$					
$\chi^2_{c} = 21.0$																										

Size of school	Supervision & inspection					School Curriculum					Facilities					Financial management					Training					
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	
201 - 300	3	8	2	1	1	1	2	4	7	1	2	6	3	2	1	2	6	4	3	0	3	6	4	1	1	
301 - 400	4	25	13	6	3	3	5	10	27	6	9	17	16	8	2	4	6	33	5	3	8	15	18	7	3	
401 - 500	4	18	10	4	2	1	4	12	18	3	5	13	11	7	2	2	9	21	4	2	12	6	13	6	1	
501 - 600	3	13	7	2	1	1	1	8	11	5	3	12	6	4	1	1	5	10	6	4	5	7	8	4	2	
$\alpha = 0.05$																										
D.F = 12	$\chi^2 = 3.2$					$\chi^2 = 5.8$					$\chi^2 = 3.7$					$\chi^2 = 17.7$					$\chi^2 = 7.4$					
$\chi^2_{c} = 21.0$																										

From Table 33, it is evident that there was no significant relationship between size of school and the headteachers' management practices hence the null hypothesis was accepted for the management practices.

Relationship between the Headteachers Management Practices and Girls

Performance in K.C.S.E

The relationship between the headteachers management practices and girls performance in K.C.S.E was tested. Performance was measured by the schools' mean performance index for the period between 1994 and 1998. The hypothesis tested was:

HO7: There is no significant relationship between the headteachers management practices and girls' performance in K.C.S.E.

Table 34 on the next page reports the findings.

Table 34: Relationship between headteachers' management practices and girls' mean performance index

Performance index	Leadership					Decision making					Communication					Delegation					Discipline				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
3.01 – 4.00	6	7	2	1	1	5	5	4	1	2	4	6	4	3	0	4	7	2	3	1	7	5	3	2	0
4.01 – 5.00	14	26	15	8	5	21	18	13	9	7	11	23	21	9	4	10	24	19	11	4	18	17	14	11	8
5.01 – 6.00	1	3	9	4	2	2	3	8	3	3	0	3	6	8	2	0	3	6	6	4	3	1	5	6	4
6.01 – 7.00	0	2	11	7	6	1	2	5	8	10	0	0	5	13	8	0	1	5	9	11	1	5	6	12	2
$\alpha = 0.05$																									
D.F = 12	$\chi^2 = 34.1$					$\chi^2 = 29.4$					$\chi^2 = 45.5$					$\chi^2 = 40.7$					$\chi^2 = 23.8$				
$\chi^2_c = 21.0$																									

Performance index	Supervision & inspection					School Curriculum					Facilities					Financial management					Training				
	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG	VL	L	S	G	VG
3.01 – 4.00	3	5	6	2	1	5	6	2	3	1	5	6	5	1	0	4	8	3	1	1	9	6	2	0	0
4.01 – 5.00	21	24	11	8	4	14	21	18	10	5	9	28	17	8	6	16	19	13	12	8	13	24	22	6	3
5.01 – 6.00	1	3	7	6	2	1	3	6	8	1	1	2	7	7	2	0	3	7	6	3	1	3	8	5	2
6.01 – 7.00	1	2	7	13	3	1	1	5	11	8	1	3	12	6	4	1	4	6	10	5	2	3	5	8	8
$\alpha = 0.05$																									
D.F = 12	$\chi^2 = 35.0$					$\chi^2 = 34.9$					$\chi^2 = 27.6$					$\chi^2 = 23.6$					$\chi^2 = 48.5$				
$\chi^2_c = 21.0$																									

Table 34 shows that there was a significant relationship between headteachers' management practices and girls' performance in K.C.S.E., hence the null hypothesis were rejected. The findings showed that headteachers' management practices greatly influenced students' performance. This could be seen by the great values of the calculated chi-square.

Among the management practices, training, communication and delegation of duties had high a relationship with a chi-square of 48.5, 45.5 and 40.7 respectively. Students normally perform better when there is effective management.

These findings concurred with those of Candida (1999) who found that academic performance is majorly determined by the administration of a school.

Section D

This section discussed the responses of headteachers as to the length of time they had headed their current schools, the mean performance index of their schools from 1994 to 1998, and the factors that contributed to those results. It also looked at the number of students selected to join the public universities during that period. Also considered were the problems headteachers encountered while executing management practices and ways of overcoming them.

Teachers, on the other hand, were required to state the negative aspects of their headteachers' management practices and suggest ways of improving them.

The headteachers' responses on the length of time showed that no headteacher had headed their schools for less than two years. Three headteachers had been in their schools

for 3 years, 2 for 4 years and 1 each for 2 and 8 years. These periods were enough for teachers to judge their headteachers' management practices.

On academic performance from 1994 to 1998 the headteachers' responses showed that no school had a mean performance index of 7.00 (Appendix D) which is the minimum requirement for university admission. They further state that the performance was as a result of the factors shown in Table 35 below.

Table 35: Factors that contributed to 1994-1998 KCSE results

Factors	F	%
Indisciplined students	7	100.0
Lack of commitment among students	7	100.0
Students out of school due to lack of fees	7	100.0
Lack of commitment among teachers	7	100.0
Inadequate teaching materials	7	100.0
Inadequate physical facilities	7	100.0
Shortage of science teachers	5	71.4
Laxity of the teaching staff	5	71.4

From Table 35, it was clear that all headteachers (100.0%) identified indiscipline among the students as one of the main factors that contributed to the poor performance. This finding was in support of Tattum (1989) who said that discipline was central to the development of an environment which is conducive for serious learning and Osighembe (1974) who pointed out that discipline had a direct relation to academic performance.

Also stated by all headteachers were lack of commitment amongst students, fee problem, and inadequate physical and teaching facilities such as textbooks and laboratories. This was also noted by Nyanza Provincial Director of Education that most schools especially girls' schools lacked adequate physical and science facilities leading to poor performance (Daily Nation, Monday, March 6 2000, p.10).

Shortage of teachers especially science teachers was also mentioned by 5 (71.4%) headteachers as a factor that contributed to the poor performance. Most science teachers left the teaching profession to other better paying jobs in the private sector creating acute shortage in most secondary schools.

Also identified by 5 (71.4%) headteachers was the laxity of the teaching staff. They were blamed for missing most lessons. This finding was in agreement with the findings of Njuguna (1998) and Aringo (1981) that teachers had ignored professional ethics, did not make lesson plans, had developed "I don't care attitude" and others had entered into businesses.

On the number of students selected to join public universities, the headteachers responded as shown in Table 36.

Table 36: Number of girls selected to join public universities from 1994 to 1998

Year	Number
1994	7
1995	9
1996	10
1997	17
1998	21

From the Table, it can be seen that girls' performance in the district had been pathetic since very few girls were selected to join the public universities.

Headteachers were also required to state the problems they encountered when performing management activities. Their responses were as shown in Table 37 on the next page.

Table 37: Problems encountered by headteachers when performing management activities

Management problems	F	%
Inadequate funds	7	100.0
Inadequate teaching and physical facilities	7	100.0
Shortage of teachers	7	100.0
Indisciplined students	5	71.4
Uncooperative teachers	5	71.4

Table 37 showed that all headteachers (100.0%) had problems of funds, facilities and teachers. They decried the limited ways of raising funds and the rate at which parents were paying school fees. Since the cost of living had gone up, parents were not prompt in paying school fees making it difficult for headteachers to provide adequate facilities and payment of subordinates' salaries. This finding was in support of the problems highlighted by Kamunge report (Republic of Kenya, 1988) that schools try to manage on their own as the government had reduced the funds allocated to these institutions.

The headteachers also stated that there was shortage of physical facilities such as laboratories, classrooms, and workshops as well as the teaching facilities such as textbooks, exercise books and visual aids. Since the government introduced cost sharing in the education sector, parents were now required to meet the cost of providing both the physical and teaching facilities. But since most parents are poor and cannot pay the development and maintenance fee, these facilities remained dilapidated and unprovided.

Also mentioned by all headteachers (100.0%) was the shortage of teachers. Since the government stopped employing teachers and some were leaving for more lucrative jobs or further studies and some were dying, the headteachers had to capitalise on the teachers they had to bridge the gap. This led to some teachers teaching the subjects they were not qualified to teach hence poor performance in examinations.

Uncooperative teachers and indisciplined students were mentioned by 5 (71.4%) headteachers. They stated that some teachers and students did not want to follow the laid down rules and regulations. This finding was in support of Kalai (1998) that some

teachers could be regarded as “untouchable” as a result of their association with some influential people in the areas concerned.

The headteachers, therefore, suggested ways of overcoming those problems as shown in Table 38.

Table 38: Ways of overcoming management problems

Suggested solutions	F	%
Ministry to provide teaching facilities	7	100.0
Organise funds drive	7	100.0
TSC to employ more teachers	7	100.0
Guidance and counselling of teachers and students	5	71.4
Headteachers to produce quality results	5	71.4

From the results in table 38, all the headteachers (100.0%) suggested that the Ministry of Education should provide teaching facilities such as text and exercise books, visual aids and laboratory equipment. All the headteachers (100.0%) also suggested that schools should devise ways of raising funds such as organising funds drive and initiate income generating projects like poultry keeping. The headteachers (100.0%) further stated that the T.S.C. should employ enough teachers for all the subjects offered in the school curriculum.

Five headteachers (71.4%) suggested that indisciplined students and uncooperative teachers should be guided and counselled accordingly. They also suggested that the headteachers should produce quality results through effective and efficient management of schools.

On the other hand, the teachers' responses to the negative aspects of the headteachers' management practices were as shown in Table 39.

Table 39: Negative aspects of the headteachers' management practices

Negative aspects	F	%
Poor organisational skills	93	71.5
Domination (i.e. authoritative)	87	66.9
Poor communication skills	81	62.3
Does not motivate teachers and students	78	60.0
Lack of confidence	76	58.5
Poor interaction with teachers and parents	71	54.6
Misuse of school finances	68	52.3

From the results in Table 39, it is evident that majority of teachers (71.5%) cited poor organisational skills as a negative aspect of the headteachers' management practices. This finding was in agreement with Kariuki (1998) who found that most headteachers exhibited poor organisational skills.

Also identified by most teachers were the headteachers' domination on decision making (66.9%) and poor communication skills (62.3%). The findings were in support of Asunda (1982) who found that women headteachers were perceived as autocratic managers.

Seventy-eight teachers (60.0%) cited lack of motivation of teachers and students while seventy-six stated lack of confidence as the negative aspects of their headteachers.

Other negative aspects identified were poor interaction with teachers and parents (54.6%) and misuse of school funds (52.3%).

Having stated the negative aspects of the headteachers' management practices, teachers were asked to give suggestions on how their headteachers could improve the negative aspects. Their responses were as shown in Table 40.

Table 40: Suggestions on the improvement of the headteachers' management practices

Suggestions	F	%
Be democratic	83	63.9
Motivate teachers	79	60.8
Improve communication skills	67	51.5
Plan, organise and delegate duties	56	43.1
Improve public relations skills	54	41.5
Acquire professional experience	38	29.2

The results in Table 40 shows that 83 (63.9%) teachers felt that they should be involved in the decision making process so as to enhance their commitment. 79 (60.8%) teachers stated that they should be motivated while 67 (51.5%) mentioned improvement on communication. 56 (43.1%) teachers said that the headteachers should plan well, organise school activities and delegate duties to members of staff.

Only 54 (41.5%) and 38 (29.2%) teachers stated that the headteachers should improve their public relations skills and acquire professional experience respectively.

Summary

This chapter analysed and interpreted data concerning headteachers' management practices and K.C.S.E performance of girls' public schools in Migori District. It was divided into four sections. Section A looked at the teachers' and headteachers' demographic variables and school factors. Section B tackled the teachers' responses on the extent to which headteachers performed management practices and section C dwelt on the testing of the hypotheses. Section D looked at the challenges headteachers encountered when managing schools and appropriate remedies as suggested by teachers and headteachers.

Frequencies and percentages for demographic variables, school factors and management practices were presented on tables and explanations given where possible. Chi-square was used to find out if a significant relationship existed between the headteachers' management practices and other variables such as demographic variables, school factors and KCSE performance. The statistical test was done at 0.05 level of significance; that is a hypothesis was accepted or rejected at 0.05 level of significance.

The findings of the study were then explained and problems headteachers faced while managing their schools stated. The appropriate remedies for the problems as suggested by teachers and headteachers were also outlined.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

FOR FURTHER RESEARCH

Summary

The research set out to look at the relationship between headteachers' management practices and girls' performance in KCSE. Headteachers' management practices were considered in terms of the headteachers' age, marital status, level of education, administrative experience, type and size of school and girls' academic performance. The academic performance was measured by mean performance index attained in K.C.S.E.

Headteachers' management practices were understood to encompass leadership, decision-making, communication, delegation of duties, discipline, supervision and inspection, curriculum, facilities, financial management and training.

Academic performance was understood to be influenced by so many factors. These factors include socio-economic, socio-cultural, health and nutrition, attitude of students and of parents, influence of examinations and headteachers' management practices. Headteachers' management practices, as one of the major determinants of performance, to a greater extent influence how well a school performs in national examinations. Effective and efficient management results to good performance while a neglect of the same results to poor performance.

This study was necessitated by the perpetual poor performance of girls' schools in Migori District. The purpose was being to determine whether a relationship existed between headteachers' management practices and girls' performance in KCSE. The

study also attempted to find out if the headteachers' age, marital status, level of education and administrative experience and school factors such as size and type of school affected the headteachers' management practices. The study further identified the problems headteachers encountered while managing schools and their possible solutions.

The following hypotheses were tested.

HO₁: There is no significant relationship between age and the headteachers' management practices in affecting KCSE performance.

HO₂: There is no significant relationship between marital status and the headteachers' management practices in affecting KCSE performance.

HO₃: There is no significant relationship between level of education and the headteachers' management practices in affecting KCSE performance.

HO₄: There is no significant relationship between administrative experience and the headteachers' management practices in affecting KCSE performance.

HO₅: There is no significant relationship between type of school and the headteachers' management practices in affecting KCSE performance.

HO₆: There is no significant relationship between size of school and the headteachers' management practices in affecting KCSE performance.

HO₇: There is no significant relationship between headteachers' management practices and girls' performance in KCSE.

The study was conducted using correlational research design. This was because the research aimed at establishing the relationship between variables. The target population consisted of all teachers and headteachers in girls' public secondary schools in

Migori District. There were 146 teachers and 7 headteachers in all the 7 girls' public secondary schools in the district. All of them were included in the study.

Data was collected using two questionnaires. One questionnaire was designed for the headteachers and it had two sections. Section A contained the headteachers' demographic variables and school factors. Section B had open-ended questions on the school performance, problems encountered in the management of schools and possible solutions.

Another questionnaire was designed for teachers and it had three sections. Section A contained the teachers' demographic variables. Section B had the headteachers' management practices which teachers were required to respond to. Section C contained open-ended questions on the problems encountered in school and their possible solutions.

The research instruments were validated by two senior lectures specialized in educational management. They rated the instruments as good. The reliability of the instruments was tested through a pilot study carried out in two schools. Two headteachers and ten teachers responded to the questions in the questionnaires. The reliability was found to be 0.94. The instruments were then administered to 7 headteachers and 136 teachers. All the headteachers and 130 teachers returned the questionnaires.

For data analysis, frequencies and percentages were computed. The hypotheses were then tested using chi-square (χ^2) at 0.05 level of significance. The results were discussed and summary of findings made.

Summary of Findings

The findings revealed that all girls' public secondary schools in Migori District were headed by female headteachers who were over 40 years old. The assumption was

that at an advanced age most headteachers had gained a lot of management experience required in the running of a school.

Findings on the marital status of the headteachers showed that all headteachers had been married except two who were Catholic nuns. The findings also revealed that all headteachers had bachelor's degree with education qualification. Since school management practices are taught in education courses, it was assumed that the headteachers had grasped the management concepts and now knew what was expected of them.

The findings further revealed that most headteachers had more than six years administrative experience. These years were enough to enable them execute the required management practices since people also learn on the job. Most headteachers were also found to be heading district schools with a population of over 300 students.

Findings on the extent to which headteachers performed management practices showed that headteachers to some extent executed management practices. The difference on the extent to which headteachers performed one management practice to the other was minimal. Most teachers reported that the headteachers practised leadership, decision-making, communication, financial management and training to some extent. However, delegation of duties and school curriculum were said to be practised to a greater extent while discipline, school facilities and supervision and inspection to a very little extent.

How headteachers performed the management practices was significantly related to girls' academic performance. Training, communication and delegation of duties were found to be more closely related to girls' performance than other management practices. This was because training was found to enhance headteachers' management skills and

communication enabled the teachers, students and subordinates to know what was expected of them in the school. Delegation of duties was also found to boost teacher's morale and made them committed to their teaching work.

However, there was no significant relationship between headteachers' management practices and their age, marital status, level of education, administrative experience and the type and size of school. A relationship only existed in marital status and training. It also existed in administrative experience and delegation of duties and in type of school and supervision and inspection.

Problems which headteachers encountered while performing their management practices affected student's performance. These were inadequate facilities, inadequate funds, uncooperative teachers, indisciplined students and shortage of teachers especially science subjects' teachers. Other negative aspects of the headteachers' management practices which hindered good academic performance as reported by teachers include poor organization skills, poor communication, lack of motivation of teachers and students, authoritative, poor interaction with teachers and parents and misuse of school resources.

Conclusions

The conclusions of the study were as follows:

1. All public girls' schools were headed by female headteachers who were qualified both academically and professionally. This placed them in a better position to perform management practices as required.

2. With the administrative experience that the headteachers had they were expected to exercise leadership which was satisfying to teachers, students, subordinate staff and parents. But headteachers failed to balance tasks performance and individuals' consideration leading to ineffective and inefficient leadership.
3. Staff meetings were held regularly and teachers chipped in ideas on how academic performance could be improved. But the headteachers in most cases failed to implement the suggestions. This lowered the teachers' morale and enthusiasm to work hard. There is a need therefore to involve teachers in the running of the school for the good of the students.
4. Parents who mainly pay school fees were not able to keep their children in school consistently. This led to students being out of school for a long time hence poor performance. Headteachers should work closely with the parents to device methods of solving this problem.
5. Physical and teaching facilities lacked in most schools especially laboratories, classrooms, textbooks, teaching aid and other facilities essential for science subjects. These facilities are important if students are to attain high grades. Therefore, provision of these facilities ought to be a priority for the headteachers.
6. It could be noted that the headteachers supervised preparation of schemes of work, lesson plans and notes as well as students' progress reports to a very little extent. Students' performance could be enhanced if all these activities are performed to a greater extent.

7. Discipline was viewed to be crucial in academic performance. The headteachers ought to involve parents, teachers and students in matters related to discipline. This would enhance their commitment hence good performance.
8. It is commendable that headteachers delegated responsibilities to teachers such as dormitory master, class masters, heads of departments and patrons of clubs. These responsibilities when backed with authority make the teachers involved more committed hence good performance.
9. Headteachers were faced with the daunting task of handling school finances. They ought to be trained to be transparent and accountable to both the parents and Board of Governors. Lack of training in financial management could adversely affect performance.
10. Poor performance prevailed in girls' public secondary schools in Migori District. This was as a result of the problems related to the school and the headteachers management practices that hindered high academic performance.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations were deemed important for the improvement of headteachers' management practices and students academic performance.

1. Efforts should be made to have secondary school headteachers take intensive courses in educational management either before they are appointed or soon after they are appointed.
2. Headteachers should not send students back home for school fees but should write to parents or guardians to come to school and discuss the issue with them.

3. The preparation of schemes of work, lesson plans and notes, and keeping record of performance should be upheld and checked more alongside classroom supervision and teacher inspection.
4. Headteachers should fully delegate responsibilities and give the teachers authority to perform the duties. They should only supervise how the duties are performed and give direction and corrections as required. This would enhance performance.
5. Means of dealing with various problems need to be sought. The headteachers should consult the parties concerned with the school in order to achieve this goal.
6. Headteachers should use appropriate channels of communication when passing messages and information to teachers, parents, students and the subordinate staff.
7. Headteachers should be transparent and accountable as far as the school funds are concerned. Auditors from the Ministry of Education should continuously help headteachers improve their skills in handling funds.
8. Headteachers, teachers, parents and the community should work together, to ensure that the schools have adequate physical and learning facilities and the existing ones kept in good condition.
9. The T.S.C should staff secondary schools with adequate professionals (trained graduate teachers) for all subjects offered.
10. Conduct of students and teachers should be checked by enforcing laid down rules and regulations.
11. Headteachers should exercise tolerance and understanding and should take the interests and needs of students and teachers at heart.

Suggestions for further research

The study recommended the following for further studies:

1. That a research be carried out on the relationship between instructional methods employed by teachers and students' academic achievement. Such study would help to determine the extent to which the methodologies used affect students' performance.
2. That a research be done on the relationship between social economic background and students' academic achievement. Such a study would help decision-makers to come up with policies that would enhance performance.
3. That the current study be conducted again using a wider population since the study only dealt with girls' public secondary schools in a district. The study should be enlarged to include both girls' private and public schools in the country.

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APPENDIX A**HEADTEACHERS' QUESTIONNAIRE (HQ)****INSTRUCTION**

This questionnaire is designed to gather general information about yourself, and your school for the use in the study of the headteachers' management practices and its relationship with girls KCSE performance in Migori District. The questionnaire has three parts namely part A, B and C. Kindly provide information to all questionnaire items by putting a tick [] on one of the options. For the questions that requires your own opinion or answer please fill in the blanks [-----]. **FOR CONFIDENTIALITY, DO NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL.**

PART A

1. Indicate your gender

(a) Male	[]
(b) Female	[]
2. Indicate your age in years _____
3. What is your marital status

(a) Unmarried	[]
(b) Married	[]
(c) Separated	[]
(d) Divorced	[]
(e) Widowed	[]
4. What is your highest level of education

(a) EACE/KCE (O level)	[]
(b) EAACE/KACE (A level)	[]
(c) BA/B.Sc. with PGDE	[]
(d) B.Ed.	[]
(e) M.Ed	[]

- (f) M.A/M.Sc. []
- (g) Any other (specify) _____
- 5. What is your highest professional qualification?
 - (a) SI []
 - (b) Diploma []
 - (c) Other-specify _____
- 6. Indicate your administrative experience as a headteacher in years.
 - (a) 1 – 5 years []
 - (b) 6 – 10 years []
 - (c) 11 years and above []
- 7. Indicate the type of secondary school you head.
 - (a) District School []
 - (b) Provincial School []
- 8. Indicate the number of students in your school _____

PART B

This part contains structured questions. Therefore, you are kindly requested to fill in the blanks [-----].

1. How long have you been head of this secondary school (in years)?

2. How has the performance of this secondary school in KCSE been for the last five years?

Year	1994	1995	1996	1997	1998
Mean Performance index					

3. List the factors which contributed to the results given above.

4 How many students were selected to join the public universities during those years from this school?

Year	1994	1995	1996	1997	1998
Number					

4. What problems do you encounter when carrying out the management practices?

5. Suggest ways of overcoming these problems.

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

APPENDIX B**TEACHERS' QUESTIONNAIRE (TQ)****INSTRUCTION**

This questionnaire is designed to gather general information about yourself, and your headteacher's headteachers' management practices and its relationship with girls KCSE performance in Migori District. The questionnaire has three parts namely part A, B and C. Kindly provide information to all questionnaire items by putting a tick [] on one of the options. For the questionnaire that requires your own opinion or answer please fill in the blanks [-----]. **FOR CONFIDENTIALITY, DO NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL.**

PART A

1. Indicate your gender

(a) Male	[]
(b) Female	[]

2. Indicate your age in years _____

3. What is your marital status

(a) Unmarried	[]
(b) Married	[]
(c) Separated	[]
(d) Divorced	[]
(e) Widowed	[]

4. What is your highest professional qualification

(a) S1	[]
(b) Diploma in education	[]
(c) BA/B.Sc with PGDE	[]
(d) Any other (specify)-----	

5. What is your highest academic qualification?

(a) EACE/KCE (O level) []

(b) EAACE/KACE (A level) []

(c) BA/B.Sc []

(d) B.Ed. []

(e) M.Ed []

(f) M.A/M.Sc. []

(g) any other _____

6. Indicate your teaching experience in years.

(a) 1 – 5 years []

(b) 6 – 10 years []

(c) 11 years and above []

PART B

This part contains statements on the headteachers' management practices. Indicate with a tick [√] in the relevant column the "extent" to which each of these statements apply to the headteacher in your school.

1. Leadership in management

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
(a) To what extent does your headteacher make sure that planning and setting priorities are well done?					
(b) To what extent does your headteacher handle the technical (or educational) aspects of the job well?					
(c) To what extent does your headteacher have high goals for educational performance?					
(d) To what extent does your headteacher feel responsible for ensuring that educational excellence is achieved?					

2 Decision making in management

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
{a}To what extent does your headteacher make decisions without consulting the staff?					
{b}To what extent does your headteacher involve you in major decisions related to your work?					
{c}To what extent does your headteacher make decisions at the appropriate levels for effective performance?					

3 Communication in management

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a]To what extent does your headteacher inform you about what is going on in school?					
[b]To what extent does your headteacher inform your work group about what is going on in other departments					
[c] To what extent does your headteacher give you useful information and ideas about your work?					
[d] To what extent is communication open and candid between you headteacher and your work group?					

4 Delegation in management

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a]To what extent are you delegated in responsibilities [duties] by you headteacher?					

5 Maintenance of school discipline

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a] To what extent does your headteacher ask you to follow standard rules and regulations?					
[b] To what extent does your headteacher administer corporal punishment to students?					
[c] To what extent does your headteacher give warning letters to teachers?					

6 Supervision and inspection

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a] To what extent does your head teacher check schemes of work?					
[b] To what extent does your headteacher check lesson plans?					
[c] To what extent does your headteacher supervise students?					
[d] To what extent does headteacher supervise teachers?					
[e] To what extent does your headteacher give you clear direction of what to be done?	1.	2.	3.	4.	5.

7 School curriculum

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a] To what extent does your headteacher involve you in planning the teaching subjects?					

8 School facilities

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a] To what extent does your headteacher provide instructional materials such as textbooks, visual aids, paper and chalk?					
[b] To what extent does your headteacher try to provide equipment you need your job well?					

9 Financial management

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a] To what extent does your headteacher spend money on less important things such as entertainments?					

10 Training

Statements	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
[a] To what extent does your headteacher attend seminars on school management?					

PART C

This part contains structured questions which require your opinion. You are kindly requested to fill in the blanks [-----].

1. How do you view your headteacher's leadership?

2. a) Are you involved in decision making in your school?

Yes [] No []

b) If yes which types of decisions?

3. In your opinion what aspects of the headteachers' management practices do you consider as very negative? Kindly write the down and explain why.

4. What specific suggestions can you give towards improvement of your headteacher's management practices?

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

APPENDIX C

Chi-Square Table

Level of Significance

Df	.20	.40	.05	.02	.01	.001
1	1.64	2.71	3.84	5.41	6.64	10.83
2	3.22	4.60	5.99	7.82	9.21	13.82
3	4.64	6.25	7.82	9.84	11.34	16.27
4	5.99	7.78	9.49	11.67	13.28	18.46
5	7.29	9.24	11.07	13.39	15.09	20.52
6	8.56	10.64	12.59	15.03	16.81	22.46
7	9.80	12.02	14.07	16.62	18.48	24.32
8	11.03	13.36	15.51	18.17	20.09	26.12
9	12.24	14.68	16.92	19.68	21.67	29.59
10	13.44	15.99	18.31	21.16	23.21	29.59
11	14.63	17.28	19.68	22.62	24.72	31.26
12	15.81	18.55	21.03	24.05	26.22	32.91
13	16.98	19.81	22.36	25.47	27.69	34.53
14	18.15	21.06	23.68	26.87	29.14	36.12
15	19.31	22.31	25.00	28.26	30.58	37.70
16	20.46	23.54	26.30	29.63	32.00	39.29
17	21.62	24.77	27.59	31.00	33.41	40.75
18	22.76	25.99	28.87	32.35	34.80	42.31
19	23.90	27.20	30.14	33.69	36.19	43.82
20	25.04	28.41	31.41	35.02	37.57	45.32
21	26.17	29.62	32.67	36.34	38.93	46.80
22	27.30	30.81	33.92	37.66	40.29	48.27
23	28.43	32.01	35.17	38.97	41.64	49.73
24	29.55	33.20	36.42	40.27	42.98	51.18
25	30.68	34.38	37.65	41.57	44.31	52.62

APPENDIX D**The K.C.S.E mean performance index for girls' public secondary schools in Migori****District**

School	Year					Average
	1994	1995	1996	1997	1998	
Bande	4.000	5.500	5.474	3.958	4.269	4.640
Dede	5.053	4.198	4.179	4.900	6.070	4.880
Kadika	4.667	4.656	4.595	4.360	5.073	4.670
Nyabisawa	4.658	4.464	4.626	5.007	5.540	4.859
Owiro Akoko	3.378	4.139	4.067	4.170	4.160	3.988
Oyugi Ogango	-	-	-	5.697	5.478	5.588
St Albert Ulanda	6.013	5.430	6.805	6.800	6.500	6.310
Mean	4.628	4.731	4.958	4.985	5.299	4.920

Source District Education Office, Migori District, 1999.