# A STUDY OF THE ROLE PERCEPTIONS AND EXPECTATIONS OF THE PRINCIPALS OF TECHNICAL TRAINING INSTITUTES IN KENYA

BY

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# DECLARATION

This thesis is my original work and has never been presented for any degree in any other University.

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# ABSTRACT

The purpose of this study was to compare the role perceptions of the principals of technical training institutes in Kenya, to the expectations of the technical training officers/inspectors and teachers working with them. The study further investigated the relationship between educational/training background and teaching experience to the role perceptions of the respondents.

A sample of one hundred and fifty one teachers and nine principals from technical training institutes spread around the country, responded to the 'role perception inventory'. In addition, eleven technical training officers/inspectors also responded to the role inventory and the data so collected analysed. The first part of the inventory collected personal data of the respondents. The main part of the inventory consisting of 16 items, was designed to measure four dimensions of the role of the principal.

They consist:-

i) the status dimension which measures the desire for success versus the desire for equality.

ii) the authority dimension which is characterised by the desire for independence versus the desire to be dependant upon others in decision making.

iii) the institutional dimension which casts friendship obligations against institutional obligations, and

iv) the means end dimensions which measures the desire to get immediate practical job done versus the desire for the process of achievement.

Analysis of variance (ANOVA) at 0.05 level of significance was computed to determine the difference in role expectations between the principals, training officers/inspectors and teachers. To determine the difference in role expectations between university graduates and non graduates, technically trained and those without technical training, experienced (with five years and above of teaching) and the inexperienced, t-test for independent means at 0.05 level of significance was used.

Main findings of this study indicated that there was no significant difference in perceptions or expectations between the principals, technical training officers/inspectors and teachers regarding the combined four role dimensions of the principal. Academic qualifications was found not to be a major factor influencing the expectations of respondents on the combined four role dimensions of the principal. However, technical training and teaching experience were found to be contributing factors on the expectations of the respondents on the combined four role dimensions of the principal.

Based on these findings , it was recommended that all those who work closely with the principal in the management of institutes need to be oriented on the role of the principal in the institute. It was further recommended that to be appointed a principal, one should have served as a teacher for at least five years and that he needs to have training in both technical training as well as educational administration.

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| | | |
|---|---|---|
| KESI | - | KENYA EDUCATIONAL STAFF INSTITUTE |
| MRTTT | - | MINISTRY OF RESEARCH, TECHNICAL TRAINING AND TECHNOLOGY |
| TSC | - | TEACHERS SERVICE COMMISSION |
| TTI | - | TECHNICAL TRAINING INSTITUTES |

# CHAPTER 1

## THE PROBLEM AND ITS CLARIFYING COMPONENTS

### Background to the Study

Effective civil administration of education in Kenya, started taking shape in 1911 when a department of education was formed by the colonial authorities. Prior to this, missionaries had entrenched themselves in the field of education for Africans by establishing mission schools for them.[1] Under the influence of missionaries and white settlers, the government established a racially based education system divided into four systems: African, Arab, Asian and European, which lasted throughout the colonial period.[2] Both mission schools as well as government schools, established later for Africans, emphasised the teaching of practical subjects against the wishes of African leaders[3]. In essence this marked the beginning of technical education in the country.

Thus, the development of technical and vocational education in Kenya becomes rather paradoxical. Before independence, practical subjects were despised and considered suitable, only for the socially and/or intellectually disadvantaged[4]. This is one of the reasons why African leaders were opposed to the introduction of such subjects in the African education system[5]. However, immediately after independence in 1963, the Kenya Government under African leadership, sought ways of expanding and strengthening technical and vocational education.

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[1] R. M. Mutua, "The Development of Educational Administration in Kenya: 1946-1963 An Unpublished Master of Arts in Education Thesis, (Nairobi: University of Nairobi, 1971), p.203
[2] J. E. Otiende, S. P. Wamahiu and A. M. Karugu, Education and Development in Kenya: A Historical Perspective, (Nairobi: Oxford University Press, 1992), p.75
[3] Sorobea N. Bogonko, A History of Modern Education in Kenya (1985-1991), (Nairobi: Evans Brothers, Kenya Ltd. 1992), p. 188
[4] Ibid, p.188
[5] Ibid, p. 188

Manpower shortage in technical, commercial and science related fields experienced after Kenya became independent in 1963, made it necessary to expand technical education[6]. The first post independence Kenya Education Commission report (Ominde Commission) of 1964/65 highlighted this when it emphasized the need for more practical subject at secondary level.[7] This was also reflected in the Development Plan of 1966-70, which stated that the expansion of academic secondary education was to be supplemented by major changes in the field of technical education. The trade and technical schools were expected to increase their enrolment by 84% in 1970[8].

In the years that followed, a number of measures were taken to improve on the structure, curriculum and organisation of the technical education sector in response to the economic development of the country. The existing two years trade courses were converted to three year courses for craftsmen and four year courses for junior technician (pre-technician).[9] The number of technical secondary schools increased from 13 in 1976 to 19 in 1983. Similarly, the students enrolment rose from 6,121 students to 9,500 students in 1983[10].

By 1985, following the recommendations of the Presidential Working Party on Second University (1981), the Kenya Government accepted to restructure the education system from the then existing 7 years primary, 4 year secondary, 2 years high school and 3 years minimum university education (7-4-2-3) to 8 years primary, 4 years secondary and 4 years minimum university education (8-4-4). In addition, pre-vocational subjects were

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[6] Republic of Kenya, <u>Kenya Education Commission Report</u>, (Nairobi: Government Printer 1964/5), p. 305

[7] Republic of Kenya, <u>Development Plan. (Nairobi: Government Printer</u>, 1989), p. 189
[8] Ibid., p 6

[9] Republic of Kenya, <u>Statistical Abstracts - 1989</u>. (Nairobi: Government Printer, 1989), p. 189
[10] Ibid., p.1

introduced in both primary and secondary schools [11]. In order to conform with the changes in the academic section of the education system, the government converted and restructured the existing 17 government technical secondary schools into post-school technical colleges, with the aim of increasing the number of training opportunities for school leavers[12].

While the aim of converting the technical schools was to increase the number of training opportunities for school leavers, the enrolment in these institutions surprisingly dropped drastically from 9,571 student in 1983 to 7,840 in 1985, and further to 4,021 students in 1988[13]. There was, however, a slight improvement in enrolment in subsequent years and by 1992 the enrolment had reached 7,654 students[14], which was still below 9,571 figure recorded in 1984. The initial drop in enrolment could be attributed to the fact that there was no student intake in 1985 to these institutions. However, reasons for the institutes' failure to improve on enrolment six years later, could be attributed to other factors such as poor marketing strategies of the courses offered.

According to the economic survey (1993), in 1992 there were about 136,921 Kenya Certificate of Secondary Education (KCSE) candidates from which only 10,189 (about 5%) found their way to the national universities[15]. And yet the students enrolment in National Polytechnics, Institutes of Technology and Technical Training Institutes totalled to about 23,000 only[16]. Thus the need to expand and strengthen the technical and vocational training still persists.

[11] Republic of Kenya, Ministry of Education, Science and Technology, 8-4-4 System of Education, (Nairobi: Government Printer, 1984), p.1

[12] Ibid. p.17

[13] Republic of Kenya, Statistics Abstracts - 1989, (Nairobi: Government Printer, 1989), p. 189

[14] Republic of Kenya, Economic Survey 1993, (Nairobi: Government Printer, 1989), p. 180

[15] Ibid.

In August 1985, The President of the Republic of Kenya, Hon. Daniel T. arap Moi appointed yet another Working Party to review the national education and manpower development for the next decade and beyond and to make recommendations thereto[17]. In their report, presented in March 1988, the Presidential Working Party observed that:

> Heads of Institutions are appointed from among serving teachers most of who had no prior training in institutional management. Such lack of training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training[18].

Thus, the important role of the head of educational and training institutions in maintenance of quality and high standards of education and training was given prominence. It is in recognition of this fact that the government established Kenya Education Staff Institute (KESI) in 1981, to organise and conduct training for personnel involved in the administration and management of programmes in education[19]. However, KESI programmes so far have concentrated on the head teachers of primary and secondary schools, officials of the Ministry of Education and School personnel dealing with accounts[20].

Furthermore, heads of government maintained secondary schools have manuals to guide them on how to organize and manage their institutions. A similar document is yet to be produced for heads of training institutions, although the Presidential Working Party recommended it[21].

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[17] Republic of Kenya, Report of the Presidential Committee on Manpower Development for the Next Decade and Beyond. (Nairobi: Government Printer, 1988). p.5

[18] Ibid. p.11

[19] Republic of Kenya, Ministry of Education, Kenya Education Staff Institute (KESI-Prospetus). (Nairobi: Government Printer, 1990), p.3

[20] Ibid.

[21] Kamunge Report, op cit., p.111

Amongst other recommendations by the Working Party, which were accepted by the government through the Sessional Paper No. 6 of 1988, was that the training institutes should increase their capacity to take more trainees and introduce more relevant courses. Institutes were also expected to liaise with industries to get their trainees on attachment and establish production units to generate funds for themselves[22].

In an effort to make the organisation and administration of technical education more efficient, the government established a Ministry of Technical Training and Applied Technology in March 1988. This was reorganised after the 1992 general elections to include the research portfolio and became the Ministry of Research, Technical Training and Technology. It is this Ministry which is now responsible for the coordination of all affairs of technical and vocational training in the country and not the Ministry of Education.

With all these developments in the organisation and expectations of the technical training sector, success will largely depend on individual and collective performance of the staff in the institutions. What is needed therefore is a systematic analysis of the existing organisational climate to determine how effectively the available resources are being utilized. According to Stephenson (1978), the concept of 'role' has special importance, because organisations are customarily defined in terms of interlocking, complimentary positions and associated obligations, whose co-ordinated fulfillment serves to fulfil the goals of the organisations[23]. Analysis of the role of heads of these institutions is therefore very significant in determining the overall performance of the institutions.

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[22] Republic of Kenya, Ministry of Education, Sessional Paper Number 6 on Education and Manpower Development for the Next Decade and Beyond. (Nairobi: Government Printer, 1988), p.36

[23] Geoffrey Stephenson, "Social Behaviour in Organisations", in H. Tajfel and C. Fraser (eds), Introducing Social Psychology, (Middlessex: Penguin Books Ltd., 1978), pp.331-356

## Statement of the Problem

There is a general agreement on the need to expand and strengthen technical institutions in response to the economic development in Kenya as evidenced by the recommendations of various Government documents on education. Measures have been taken by the government to make the administration of technical and vocational training more efficient. After the introduction of the 8-4-4 education system, technical secondary schools became technical training institutes with the aim of training youth after school. These institutes which now fall under the Ministry of Research Technical Training and Technology (MRTTT), have not only changed in status but in philosophy as well. Instead of providing general education, the emphasis is on developing practical skills and attitudes which will lead to income earning activities in the urban or rural areas through employment or self employment[24].

Critical to all the innovations at the institutional level, is the position of the principal who is responsible for implementing policies adopted by the government. A clear role perception of the principals and expectations of those who work with them would contribute to a better understanding of how these institutions could be improved to enable them cope with the increased demands. In the words of Stogdill (1974), "role ambiguity and lack of clear definition are associated with lowered job satisfaction and reluctance to initiate action"[25].

Although the important role of the head of an educational institution in the improvement of performance and development of the institution is well recognised, no study focusing on the role of the principal has been carried out. Most studies have so far

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[24] 8-4-4 System of Education, op. cit., p.17

[25] R.M. Stogdil, Handbook of Leadership - A Survey of Theory and Research (New York: The Free Press - A Division of Macmillan Publishing Co. Inc., 1974), p.323

Looked at heads of primary and secondary schools. This study therefore, aims at investigating the role of the principals of technical training institutions in Kenya, as perceived by the principals themselves, their superiors and subordinates.

## Purpose of the Study

The purpose of this study was to investigate how the principals of technical training institutions in Kenya, perceive their role in comparison to the expectations of the technical training officers/inspectors and technical teachers.

Specifically the study was carried out to:

(i)     investigate the perceptions of the principals of technical training institutes regarding their role.

(ii)    Determine the role expectations of principals as expected by the technical training officers/inspectors and technical teachers.

(iii)   Investigate the relationship between educational background and teaching experience to perceptions of principal's role.

## Hypotheses

The following hypotheses were generated in this study.

$H_1$     There is no significant difference in role perceptions between the principals of technical training institutes, technical training officers/inspectors and technical teachers regarding the principal's role.

$H_2$     There is no significant difference in the role perception between university graduates and non-graduates among the technical training officers/inspectors, principals and teachers regarding the role of principals of technical training institutes.

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(H₃) There is no significant difference in role perceptions between respondents with many years teaching experience and those with less number of years in teaching experience among the technical training officers/inspectors, principals and teachers regarding the role of principals of technical training institutes.

(H₄) There is no significant difference in role perceptions between technically trained and those without technical training among the training officers, principals and teachers regarding the role of the principals of technical training institutes.

## Significance of the Study

A systematic analysis of the organisational climate is necessary to establish some of the constraints (if any) hindering the expansion and strengthening of the middle level colleges in Kenya. This study on the role of principals of technical training institutes should reveal some of the administrative problems encountered at the implementation level of the technical training programs.

The findings of this study should also be of benefit to Officers in the Ministry of Research, Technical Training and Technology responsible for supervision and inspection of the institutes. This would enable them identify areas that require more attention. In particular they would be able to identify administrative needs and problems faced by the principals.

Principals of Technical Training institutions need to be informed about what is expected of them. They need to know what is the expectations of their supervisors (technical training officer/ inspectors) and those of their subordinates (teachers), so that

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they could find ways of fulfilling them. The information would also be useful to trainers in establishing a clear role description based on real experiences.

The study should lead to better understanding of the role conflict situation (if any) and how to deal with it to ensure smooth management of the training institutes. And finally, since no systematic analysis of the principals role of technical training institutes has been carried out in Kenya, this study is significant in that it will serve as a basis for further research in the area of administration of middle level training colleges.

## Limitations of the Study

The instrument (role perception inventory) used in this study was first developed for use outside the country and then modified to accommodate terms relevant to head teachers and teachers of secondary schools in Kenya. This could be considered a limitation in that there is the cultural difference as well as differences in terminology.[26] However, the inventory was further modified to suit the terminology in technical training institutes in Kenya.

## Delimitations of the Study

Only perceptions of the principals themselves and expectations of technical training officer's/inspectors and teachers regarding the role of principals of technical training institutes were investigated. The expectations of others who interact with principals such as students, parents and members of the Board of Governors though important were not included in this study. Secondly, although the number of technical training institutes was small enough (20 only ) to have been included in this study, only eleven were selected

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[26] Nelson M. Karagu, "A Study of Perception of Headmasters and Teachers Pertaining to the Role of the Secondary School Headmasters in Nairobi and Thika, Kenya" Unpublished Doctoral Dissertation, (Nairobi: Nairobi University), p. 34

through systematic multi-stage sampling method. This is because the institutes are spread all over the country and it would have been impracticable to visit all of them.

## Basic Assumptions of the Study

In this study, one of the basic assumptions was that the behaviour of the principal is to a certain extent determined by the perception he holds about his/her role. Similarly, his influence on those who work with him depends on what they expect of him and whether or not he fulfils those expectations.

It was also assumed that inter-role conflict situation exists between teachers, principals and technical training officers/inspectors on the role of the principals of technical institutes since each group is influenced differently by the principal's position. Finally, the position one holds (i.e. teachers, principal or officer), the educational background and teaching experience determines the role perception of the individual.

## Definition of Significant Terms

8.4.4 Education System - refers to the education system adopted by the Kenya Government in 1985 and entails eight years of primary education, four years of secondary education and four years minimum university education.

Principal - refers to the administration and professional head of a technical training institute, responsible for the day-to-day running of the institution.

Role -refers to behaviour patterns or functions carried out by an individual occupying a certain position such as principal, teacher or training officer.

Role Dimension - refers to different organisational, personal and social characteristic of

the person who occupies that position[27].

Role expectation - refers to the expected behaviour patterns or functions of an individual occupying a particular organisational position such as that of a principal, teacher or training officer.

Role perception - refers to how an individual holding a certain position in an organisation, such as that of a principal, thinks others expect him to behave

Teachers Service Commission (TSC) - refers to a body set up by the Kenya Government, charged with the responsibility of recruiting, selecting, deploying, promoting, disciplining and renumerating all teaching staff for government maintained and assisted educational/ training institutions. Such institutions usually fall under the Ministry of Education but there are those which were taken over by the Ministry of Research, Technical Training and Technology.

Technical Training Inspector - refers to the individual responsible for inspecting training programs in a designated area.

Technical Teacher - refers to an individual employed by the TSC in an official capacity to guide and direct the learning experience of students in a technical training institute.

Technical Training - refers to the type of education which emphasises the learning of technical procedures and skills (up to diploma level) in engineering and commercial related fields, for students who have completed primary or secondary schools.

Technical Training Institute (TTI) - refers to the government maintained middle level colleges in Kenya (formerly referred to as technical secondary schools), offering technical and vocational training to secondary school leavers at artisan certificate, craft certificate and diploma level.

Vocational Training - refers to formal training offered by a middle-level college, designated to provide knowledge and skills to prepare the student earn a living in a vocation.

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[27] Ibid p. 31

## Organisation of the Rest of the Study

The study report consists of five chapters. After the introduction in chapter 1, the review of literature and conceptual framework forms chapter II. Chapter III presents the research methodology while chapter IV focuses on the description of findings and analysis of the study. Summary, conclusions and recommendations of the study are discussed in chapter V.

# CHAPTER II

## LITERATURE REVIEW

This chapter is divided into four sections: (i) Role Theory; (ii) Role Theory and Leadership, (ii) Related Literature on the Role of Heads of Educational Institutions; and (iv) Conceptual Framework.

### Role Theory

According to Serbian and Allen (1968), the object of study to the social psychologist using the role theory is the 'role enactment' of persons in social settings.[1] The concept of role as used here refers to the set of expectations which group members share concerning the behaviour of a person occupying a given position in the group.[2] Role theory therefore could be looked at as a set of propositions that guide researchers in analysing the behaviour of individuals performing given roles. It has been theorised for example that the behaviour of a focal person is strongly influenced by the expectations of significant others sometimes referred to as role senders.[3]

The idea of 'role strain' has been the focus of most research based on role theory. Individuals are seen as experiencing psychological discomfort in varying degrees when attempting to meet role expectations. Such strain may arise because of incompatibilities between such individual attributes as abilities or personalities characteristics and the role

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[1] T. R. Sarbian and V.L. Allen, "Role Theory", in the Handbook of Social Psychology Vol. 1. by Gardener Lindsayand Elliot Aronson (eds.), (Reading, Massachusettes: Addison -Wesley Publishing Co., 1969), p.488.

[2] A P. Hare, Handbook of small Group Research, (New York: The free Press - A division of Macmillan Publishsing Co Inc., 1976), p. 131.

[3] D. C. Barlew and D. T. Hall, " The Socialization of Managers: Effects of Expectations and Performance", in Psychological Foundations of Organisational Behaviour, p.233

expectations in question. Or they may arise out of the characteristics of the systems themselves.[1]

In a study on role ambiguity, Robert L. Kahn and his associates (1964) interviewed 53 selected individuals occupying positions at various levels in a variety of industrial organisations. In addition other persons designated as role senders - superiors, subordinates and peers in the organisations who hold expectations regarding his behaviour, were also interviewed. They found that various aspects of the role and of the situation surrounding it may be ambiguous. The person may be uncertain about the scope of his responsibilities, about what is expected of him by others, about what behaviours would be effective in meeting these expectations. The organisational structure may be ambiguous; he may be unclear about who has legitimate right to influence him or about the limits of his authority over others. Confusion may centre around organisational rules and regulations, around conditions under which various sanctions might be applied or around what the sanctions might be. Ambiguity about how one is evaluated by his associates, about how satisfied they are with his behaviour. There may be uncertainty about job security or opportunities for advancement. The researchers also found that there are almost as many kinds of reaction to ambiguity as there are foci of ambiguity. Tension, anxiety and fear are common concomitants. Uncertainty, anger and hostility can also be aroused.[5]

In a typical study on role conflict, Brooks (1955) found that superiors and subordinates differ in their expectations relative to the role performance of supervisors. Supervisors expect results, initiatives, planning, firmness and structure. Subordinates expect recognition, opportunity, consideration, approachability, encouragement and representation. Both supervisors and subordinates expect communication, development, delegation,

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[1] Carl W. Bachman and Paul F. Secord (eds.), Problems in Social Psychological: Selected Readings, (New York: McGraw-Hill, Inc., 1966), p. 327
[5] Robert L. Kahn, et al, "Role and Ambiguity", in Problems in Social Psychological: Selected Readings, by C. W. Baleman and P.F Second class (eds ), (New York: McGraw-Hill, Inc., 1966), pp. 336-347

understanding, know-how and teamwork. Effective as compared to in-effective leaders perceive themselves as letting subordinates know what is expected of them, informing them of policy changes, explaining reasons for decisions and getting group reactions before going ahead with a new plan.[6]

Both ambiguous or conflicting situations are associated with increased tension on the focal person. According to Kahn, et al (1964), it is largely by chance that a person may find himself in a work environment that is both ambiguous and conflictful. When this occurs, however he tends to suffer strain not significantly more severe than those evoked by either conflict or ambiguity alone[7]. According to Landy and Trumbo (1980), conflict and ambiguity also have implications for theories of goal setting and a wide range of theories dealing with leadership effectiveness[8].

In another study on role requirements, Gross and Stopes (1964) analyzed 1000 embarrassing incidents and found that when out of role event occurs, role expectations held by the actor and his audience are clearly revealed. Such behaviours often causes the behavioural sequence to come to an abrupt halt or creates a state of tenseness and acute embarrassment for both actor and his audience[9]. Thus, the actual behaviour of an individual occupying a position in a group, depends on role expectations from himself and significant others.

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[6] R.M. Stogdill, Handbook of leadership - A Survey of Theory and Reasearch. (New York: The Free Press - A Division of Macmillan Publishing Co., Inc., 1974), p. 318

[7] Robert L. Kahn, et al, op. cit., p. 347

[8] F. J. Landy and D.A. Trumbo, Psychology of Work Behaviour, (Homewood Illinois: The Dorsey Press, 1980), p. 512

[9] Sarbian and Allen, op. cit., p. 500

## Role Theory and Leadership

When the functions of a role occupant are such that they move the group towards the attainment of the group's goals, that individual is said to be occupying a leadership role. Particularly when such functions performed by the individual are persistent over time. According to Hemphills (1949) five functions were identified which are common to leaders of all groups:[10] (i) advance the purpose of the group, (ii) administrative (iii) inspire greater activity or set the pace for the group, (iv) make the individual member feel secure of his place in the group, and (v) act without regard to one's own self interest.

Research on leadership role functions have revealed that they could be grouped into two: (i) behaviours which advance the instrument goals of the group (initiating structure), and (ii) activities which help ensure the well being of the group itself (consideration)[11]. One of the early studies which support this differentiation in the leadership role functions is that of Bales and Slater (1955)[12]. By carefully observing groups over a number of sessions, from their inception onwards, the researchers were able to study the development of role differentiation and the emergence of leaders. Each behavioural act in a small group was recorded into one of the twelve categories labelled as shown below:

A       -       positive answers

> 1.    seems friendly
>
> 2.    dramatizes
>
> 3.    agrees

B       -       attempted answers

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[10] Hare, op. cit., p. 280

[11] R. L. Kricherskii, "The Phenomenon of the Differentiation of the Leadership Role in Small Groups," in Small Groups and Social Interaction, Herbert H. Blumberg, et al, eds., (Chicherster: John Wiley and Sons, 1983), p 432

[12] C. Fraser, "Small Groups: Structure and Leadership," in Introducing Social Psychology, H. Taffel and C. Fraser, (Hemondsworth, Middlesex: Penguin Books Ltd.,1978), p. 195

|   |   |   | 4. | gives suggestions |
|---|---|---|---|---|
|   |   |   | 5. | gives opinion |
|   |   |   | 6. | gives information |
| C | - | questions | 7. | asks for information |
|   |   |   | 8. | asks for opinion |
|   |   |   | 9. | asks for suggestions |
| D | - | negative actions | 10. | disagrees |
|   |   |   | 11. | shows tension |
|   |   |   | 12. | seems unfriendly |

Using evidence from this category systems as well as responses to question after sessions as to which member of the group had contributed the best ideas or was best liked, or stood out as a leader. Bales and Slater discovered that leadership was commonly organised around two differentiated but complimentary roles. After the first session, one person who was likely to score highest on the 'attempted answers' category, was seen as the 'ideal man'. The same person was also frequently high on liking and was considered by the others to be the leader. With successive sessions, this person became less liked by the others and a second person emerged who continued to be liked and scored high on "positive actions" category. Thus leadership came to be organised around two different persons who are usually described as the task specialist and the social-emotional specialist.

In another study on leadership roles, Halpin (1955) showed that roles do not always agree with expectations of that role[13]. In this study, the behaviours of commanders of 10 to 11 men aircraft crews, in the category of initiating structure and consideration as related by

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[13] Hare, op. cit., p. 132

members of their crews, was found to be lower on the average than the ideology of the commanders. In such a case, 'role conflict' may result. According to Bass (1965), to the potential follower, the potential leader offers, along with promises of goal attainment, threats of increased work, loss of self esteem and unfair distribution of reward[14].

Other studies have also shown that leader's behaviour is strongly influenced by the expectations of subordinates. In one such study Gown, Bochner and Clark (1972) showed that regardless of a managers preference for a general consensus, or general consulting, remote style of leadership, his actual behaviour was strongly influenced by that of his subordinates. Subjects trained to act 'democratically' produced democratic managers and 'autocratic' subjects were rewarded with autocratic behaviour from their superiors[15].

Thus, so far studies on leadership role, show that it cannot be studied in isolation, emphasizing the fact that it is a process influenced by other participants as well. As suggested by Hollader and Julian (1969):

> Much more needs to be focused on the emergence and maintenance of leadership overtime, on questions of succession and legitimation of leaders on followers perceptions and expectations as they relate to the source of leadership authority and to the possibility of identifying with the leader and on the study of leadership in complex organisational contexts.[16]

According to Burnham (1975), the leadership role in schools and colleges is particularly vulnerable to role conflict[17]. In one study by Lipham (1960) he found that

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[14] Bernard M. Bass, Leadership, Psychology and Organisational Behaviour, (New York: Harper and Row Publishers, Inc., 1965), p. 314
[15] Stogdill, op. cit., p. 351
[16] C. Fraser, op. cit., p. 199
[17] P. S. Burnham, " Role Theory and Educational Administration," in Management in Education Reader I', V. Houghton, et al 9eds.), (London:World Lock Educational in Association with the Open University Press. 1975). p. 209

principals of schools were expected to exert themselves energetically, to strive for higher status and to relate themselves successfully to other people[18]. If a person's personality structure does not correspond to such needs dispositions then a conflict situation would arise.

In another study, Fiedler (1960) showed that psychologically distant heads of task groups were more effective than heads who tend to warmer and psychologically closer relations[19]. Head's personality again would have to conform to these expectations. Seeman (1953) identified other types of conflicting demands which heads of institutions must deal with. First, there is the conflict between success ideology against the equality ideology. On the one hand the head is expected to stress competition, differentiation of staff and pupils, Rank orders and marklists, job techniques, rewards and punishments; on the other hand, to emphasize shared feelings, mutual support, friendship groupings. Second there is the conflict between the needs for dependence and independence. Some teachers are submissive and like to be told what to do, others demand for autonomy. Third, the head is faced with the choice between universalistic (treating everyone alike) as against being particularistic (having friends).

## Related Literature on the Role of Heads of Educational Institutions

Most studies on the role of educational administrators in Kenya have concerned themselves with primary and secondary schools. In a study related to this study, Kitui (1977) investigated the role of administrators in primary schools of Central division of Machakos District in Kenya. In particular, Kitui investigated the administrative responsibilities, professional activities and personal characteristics as perceived by the role occupants, their

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[18] Ibid

superiors and subordinates. On the whole, no statistically significant difference in the perception of the role as represented by each of the three groups. There were differences regarding the importance of some aspects of the head teachers role between head teachers and supervisors on the one hand and a certain cadre of teachers on the other hand. It was also found that responsibilities of the head teachers which did not relate directly to classroom instructions were perceived as unimportant by all groups[20].

In another study on the implications of the proposed 8 year basic education to primary school headteachers in western Province of Kenya, Fungo (1982) found that there were substantial proportion of academically and professionally incompetent headteachers. He asserts that in-service courses did not prepare the headteachers for leadership role and they were not aware of the implications of the programme. Further, although head teachers were making efforts to improve school environments, the facilities, supplies, materials and personnel were inadequate and inappropriate for successful implementation of the programmes.[21]

Among studies on the secondary school heads, is that of Mangoka (1977). He investigated the leadership behaviour of Nairobi and Machakos Secondary School headteachers and found that effective leadership behaviour is characterised by high scores in both initiating structure and consideration. High scores on both initiating structure and consideration are associated with group compliance with the leaders directives. The findings

[19] Ibid.
[20] P. M. Kitui, "The Role of Administrators in Primary Schools of Central Division of Machakos District - Kenya, " Unpublished Master of Arts Thesis, University of Nairobi, 1977.
[21] G.G. Fungo , " Implications of the Proposed 8- year Basic Education to Primary School Head teachers: A Case of Kandunyi Sub-District of Bungoma District, Western Province of Kenya." Unpublished Master of Education Thesis, Kenyatta University, 1984.

also showed that graduate secondary school heads were rated significantly higher than non-graduate heads on both initiating structure and consideration.[22]

In a survey of the role of secondary school headteachers in Kenya in the 1980's, Adhola (1987) found that most heads in schools were traditionally oriented and they did not seem to perceive that their role was affected by the changes in curriculum and the educational structure.[23] This study tried to establish whether headteachers behaviour had been affected by the changes which came as a result of the introduction of the 8. 4. 4 education system in Kenya.

Karagu (982) investigating the perceptions of Headmasters and teachers pertaining to the role of the secondary school Headmaster in Nairobi and Thika - Kenya, found that headmasters and teachers differed significantly in their perceptions of the role of the secondary school headteacher. In this study, the respondents were asked to indicate the order of importance for some sixteen items with four possible options of action for each. The Instrument, referred to as 'Role perception inventory', was designed to measure four dimensions of role behaviour of the secondary school headmaster: (i) the status dimension, (ii) the authority dimension, (iii) the institution dimension and (iv) the means-end dimension. Each dimension offered the possibility of conflicting demands of desires which a headteacher or teacher must resolve when he chooses a course of action. The results

[22] J. Mangoka, " A Study of Leadership Behavior of Nairobi and Machakos Secondary School Headmasters and Headmistresses." Unpublished Master of Arts thesis, University of Nairobi, 1977.
[23] J. Adhola, "A Study of the Role of the Secondary School Headteachers in Kenya 1980's: Strategies for the Future " Unpublished Postgraduate Diploma in Education Project, Kenyatta University, 1987.

indicated that the headmasters and teachers with different levels of educational training differed significantly in their perceptions of the role of headmasters.[24]

Research on the role of educational administrators in other countries such as England, took more or less the same line of enquiry with a few exceptions. One such study is that of McGewon (1979) on leadership functions of the school principal. A Principal's Behaviour Description Questionnaire (PBDQ) of 120 items was used to determine the perceptions and expectations of headteachers behaviour of heads and staff. The findings showed that a greater degree of participation and wider diffusion of leadership functions is desired by teachers.[25]

Using techniques of structured observations, Martin and Willower (1981) investigated activities of five elementary and five high school principals. Their findings showed the familiar pattern of intensity, variety and fragmentation, typical of managers. Little difference was found between elementary and secondary principals, although elementary principals tended to engage in fewer activities, had fewer interruptions, less correspondence, fewer scheduled meetings and more contact with superiors and parents.[26]

In another study, reported by Stogdill (1974), Seeman (1953, 1960) studied school superintendents, principals and teachers in 26 communities. He found that teachers divided about six to four among themselves in answer to questions whether the principal should act as chairman of staff meetings, discuss his personal problems with teachers and invite teachers

[24] N. M. Karagu, "A Study of Perceptions of Headmasters and Teachers Pertaining to the Role of the Secondary School Headmaster in Nairobi and Thika- Kenya," Unpublished Doctoral Dissertation, University of Nairobi 1982.
[25] Hughes, " Institutional Leadership: Issues and Challenges "In Research in Education Management and Policy: Retrospect and Prospect, R. Saran and V. Trafford, (London: The Falmer Press, 1990), p. 28
[26] Ibid

to his house. Although teachers expected the principal to attend to matters within the school, his success in improving the school situation was dependent upon his devoting time to public relations matters outside the school[27].

Musgrove (1967) investigated the perceived role conflict of secondary - school teachers arising from different evaluations of four areas of the teacher's role (discipline, teaching, personality and organisation) by various members of the role set. It was found that there was a greater proportion of teachers in high conflict in secondary modern school than in grammar schools and this was attributed to the less established position of the secondary modern school as an institution and to its still uncertain objectives. The major source of conflict for nearly all the teachers in the enquiry was perceived expectations of the headteachers. The head was seen as placing great emphasis on discipline when assistants would place it elsewhere[28].

In an attempt to minimize the intra role conflict between leaders and followers, the tendency has been to employ professionals as administrators for professionally stuffed organisations. Hughes (1972) investigated the behaviour of heads of secondary schools based on two role models - head as the chief executive and head as the teaching professional. On the chief executive model, he found that the head whose position is less recognised by external authority takes less initiative in defining staff responsibilities and delegates less readily. Such a head is likely to supervise staff closely, insist on deadlines or emphasize efficiency. Regarding the leading professional model, the findings, showed that heads who expected (and were expected by staff) to be professionally active outside their school,

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[27] Stogdill, op. cit., p. 318
[28] G. R., Grace Role of Conflict and the Teacher, (London: Routledge and Kegan Paul Ltd.' 1972) p. 18

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expected (and were expected by staff) to give positive encouragement to innovation within their school[29].

Grace (1967-70), investigated the intra-role conflict of 150 secondary school teachers. After obtaining the teachers' perceptions of the heads' behaviour in relation to the potential conflict areas, headteachers' role concepts and behaviors for ten schools were also obtained through interviews. On the diffuseness and recognition of the teachers role, the majority of teachers were satisfied with the amount of recognition received from head teachers. Those who were dissatisfied, complained that the headteacher was too preoccupied with administrative work and neglected staff effort recognition. While the role concepts held by the majority of headteachers also stressed the importance of recognition of staff effort, on the role vulnerability, the majority of teachers felt that the headteacher related to them in a professional manner particularly in the amount of autonomy which they enjoyed. Although the behaviour of headteachers was such that teachers were given autonomy, the majority perceived their role as that of positive interventionist or moderately so. Regarding commitment and career orientation in teaching, two-thirds of the teachers accepted the legitimacy of expectations of commitment. At the same time they saw a close association between mobility (lack of commitment) and promotion. The majority of headteachers favoured the committed teachers and would make internal promotions if this was possible. The majority of teachers perceived a conflict in their values with that of the society due to the influence of mass media and the growing permissiveness of many parents. There was no conflict between head teachers and teachers on the value question.[30]

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[29] Meredydd, G. Hughes, "The Professional as Administrators: The Case of Secondary School Head" in Management in Education Reader I, by Vincent Houhgton, et al (ed.), (London: Ward Lock Educational Association with the Open Press, 1975), pp. 301-313

[30] G. R. Grace. op., cit.,

Findings from most of these studies on the role of administrators in primary and secondary schools seem to be inconsistent. What should be realised however is that different aspects sometimes under different circumstances are being investigated. As pointed out earlier, role strain which forms the basis of most studies is influenced by many variables. These studies therefore represent problem situations viewed from different perspectives and with different emphasis.

It is interesting to note that most studies on the role of educational administrators in Kenya have concerned themselves with primary and secondary schools. And yet administrators in tertiary institutions have problems which differ in many ways from those found in primary and secondary schools. Evidence from a series of studies by Musgrove and Taylor, reveals that the way a teacher's concept of his role (and hence his potential exposure to role conflict) varies with type of school (infant, junior, modern, grammar) and with the social context of the school defined in terms of social class.[31]

According to Drenth (1987) the role of a Rector in European universities depends on the type of organisation, the form of structure and nature of decision on policy making in a university. He goes on to arrange them into seven categories. At one extreme is one which is a non-complex organisation. The role of the vector is primarily ceremonial with decisions by consensus. The Rector stimulates efforts to reach consensus. Trust, seniority, acceptability and respect are requisite rather than managerial quality and task-oriented leadership. At the other end is a university characterised as a professional federation of faculties. The Rector has informed rather than formal power to handle disturbances and must operate at the boundaries of the various constituents within the system. The base for

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[31] Ibid., p. 17

organisation and control is functional democracy, expert power, rationality and the application of professional standards.[32]

Findings from some studies on the role perceptions and expectations of heads of tertiary institutions have shown that participants were in agreement on the expected role of the head. In a study on the expected leader behaviour of vocational school directors in Missouri, Nakasingh (1979) found that school directors, superintendents and vocational teachers were in basic agreements as to the desired leader behaviour expected of the area vocational director. However a significant difference existed among teachers when grouped on the level of formal education completed[33]. On a related study on the community college academic dean's leadership behaviour as perceived by superordinates and faculty in selected colleges in Florida, Harris (1979), gave support to the earlier findings in that faculty members and presidents did not differ in their perceptions. However, it was found that the president's expectations differed from those of the selected faculty in the ideal dimension of initiating structure[34].

Campbell (1979) investigated the perception of public community college faculty toward the ideal college president and had findings which indicated that perceptions of the 'ideal' college president were not influenced by the faculty member's age, sex, educational level, experience, administrative vs. teaching responsibility or service in leadership roles on

[32] Henry Wasser. " European and American University Leaders: A Comparative Perspective."Higher Education Policy. Vol. 4 Number 4 (December, 1991), pp. 25-29

[33] Samusa Nakasingh, "Leader Behaviour Expected of Vocational School Directors in Missouri," Unpublished Doctoral Thesis, Univerity Of Missouri - Columbia 1979. In Dissertation Abstract International : The Humanities and Social Sciences, Vol. 40, Number 7 (January, 1980), 4817-A.1

[34] W.M. Harris, " The Community College Academic Dean's Leadership Behaviour as Perceived by Superordinates and Faculty in Selected Colleges in Florida," Unpublished Doctoral Thesis, University Of Florida 1979. In Dissertation Abstracts International: The Humanities and Social Sciences. Vol. 40, Number 7 (January, 1980), 431-A.

committees. However, there was evidence that perception were influenced by the academic rank of the faculty member.[35]

In a comparative study of the perception of the leadership competencies needed by a college of education dean in an American and a Thai University, Pilanthananond (1979) found significant difference between the perception of Thai and American faculty. Further differences were found on demographic variables (such as age, the academic rank and teaching experience) among the American group regarding certain competencies i.e. conceptual skills, human skills and technical skills[36]. The finding indicate the importance of situational factors a well as personal characters which influence the perception of individuals in an organization. In particular educational background of individuals and organization structure seem to be major factors influencing perceptions.

## Conceptual Framework

The two major concepts upon which this study is based are those of role perceptions and leadership in an educational institution. According to the role theory, the structure of any social system or organization comprise of partially interlocking complex of positions, each with complimentary expectations in the form of duties and rights. It is the interactions of the positions, patterned in the form of expectations which become roles[37]. In most cases a

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[35] C.C Cambell, "A Study of the Perceptions of Public Community College Faculty, towards the Ideal College President," Unpublished doctoral Thesis, University of Missouri - Columbia, 1979, in Dissertation Abstracts International : The Humanities and Social Sciences, Vol 40, Number 7 (January 1980), 4817 A.

[36] M. Pilanthananond "A Comparative Study of the Perceptions of Leadership Competence Needed by a College of Education Dean in an American and Thai University," Unpublished doctoral Thesis, University of IOWA, 1979, in Dissertation Abstracts International : The Humanities and Social Sciences, Vol 40, Number 7 (January 1980), 3878 A.

[37] R. G. Hunt, "Role and Role Conflict," in Current Perspectives in Social Psychology: Reading with Commentary, E. P. Holander and R.G. Hunt (eds.), (New York: Oxford University Press, 1976), pp. 282 - 288.

given focal position or role such as the principal of a technical training institute, will stand in organizational relation to more than a single counter position, (e.g. student, teacher, inspector). Gross et al., states that the array of expectations associated with the relationship between a given focal position (principal), and that of a single counter position (teacher) is termed 'role sector'. The idea being that roles vary somewhat depending upon the particular counter position comprising the other half of the dyad at a given time.

Assuming that roles are also demands upon the focal position, who has to respond to them. If such demands vary in such a way that one counterposition forbids what has been approved by the focal position or other counter position, then a conflict situation exists. In this study, the perceptions of a focal position - the principal, were explored in relation to two other counter position - superiors (inspectors/officers) and subordinates (teachers).

Furthermore, the position occupied by the principal is that of a leader in a training institution. Gerth and Mills (1970) assert that leadership of an institution is role determined[38]. In other words, it is normally the instituted context in which an individual leads that selects and forms the behaviour patterns to be adopted.

In the case of the principal of a technical training institute, four role dimensions as identified by Seeman and Willox were examined. They include[39] (i) actions which the principal takes to satisfy his own desire for success versus those taken to satisfy his desire to be an accepted member of the group - the status dimension; (ii) The authority dimension involves those actions taken on the authority of others versus those taken independently; (iii) The institutional dimension is characterized by actions taken to fulfil institutional obligations

[38] H Gerth and C. W. Mills, (Character and Social structure: The Psychology of Social Institutions, (London: Routledge and Kegan Paul Ltd. 1996.), p. 416
[39] Kegan, Op. Cit., p 34

versus friendly obligations; and (iv) actions promoted by the desire to solve immediate problem against those taken for the improvement of future operations of the institute, which fall under the means end dimension.

To a certain extent ,the role concept held by the principal is influenced by the two groups – superior and teachers Role perception or expectations held by an individual in an organisation depends on the position one holds in the organisation. This in term is influenced by the educational background or training and relevant experience in the organisation .(See fig i)

**Fig. I: Interactions of Role Perceptions/Expectations, Educational Background, Training and Relevant Experience.**



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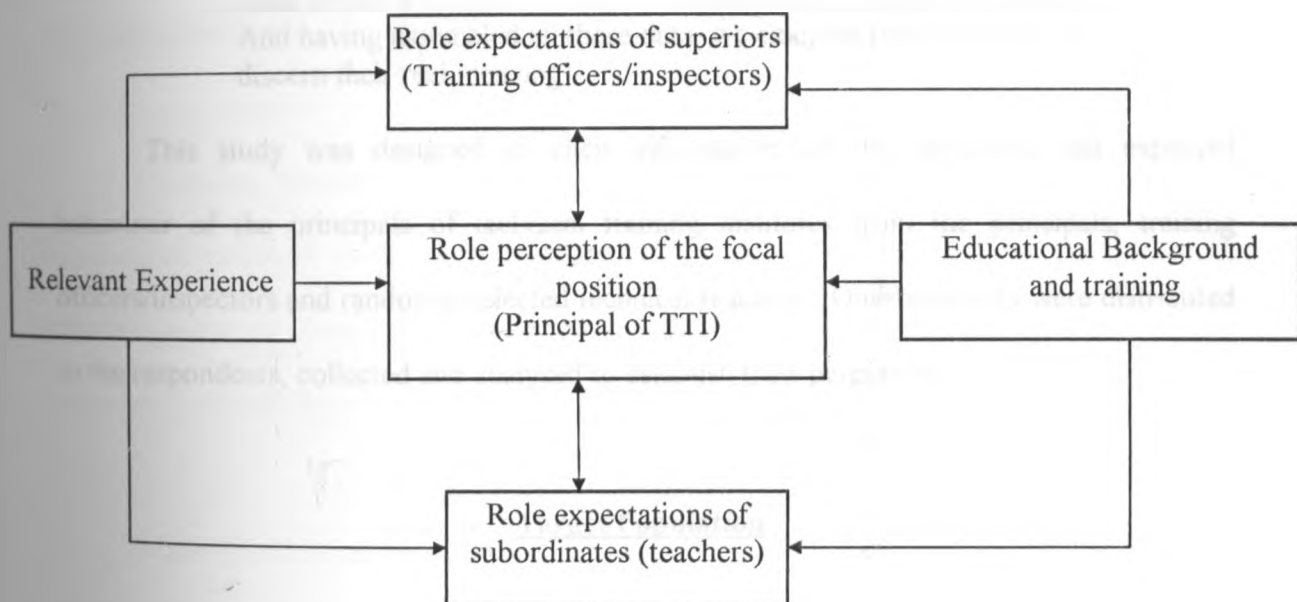
# CHAPTER III

## RESEARCH METHODOLOGY

The research methodology chapter is organised around six subsections, namely: the research design, the target population, sample and sampling procedures, Research Instrument, data collection procedure and data analysis techniques.

### Research Design

The descriptive survey research method was used in this study. Leedey (1985) defines descriptive survey as:

> a method which is merely observation with insight. We observe
> what others do, what they think, what they believe, prefer or aspire to.
> And having assembled all these data, we examine them carefully to
> discern their real meaning[1].

This study was designed to elicit information on the perceived and expected behaviour of the principals of technical training institutes from the principals, training officers/inspectors and randomly selected technical teachers. Questionnaires were distributed to the respondents, collected and analyzed to establish their perceptions.

### Target Population

The target population for this study consists of all the principals of the 19 Government maintained technical training institutes in Kenya, the technical training

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[1] P.D. Leedey, <u>Practical Research - Planning and Design</u>. (New York: MacMillan Publishing Company, 1980), p.132

Officers/inspectors at the Ministry headquarters (MRTTT) and those working at provincial level (which number about 18) and the 980 teachers working in these institutions[2].

The 19 technical training institutes are spread all over the country, each province having at least one such institute (see attached list, appendix 1). The majority are located in the urban areas except four of them - Bumbe, Mawego, Kaiboi and Sigalagala. They offer a variety of courses to form four school leavers, at craft and diploma level. The courses offered are in engineering, commerce, agriculture, catering, applied science, computer science and textile.

Like heads of other government maintained educational or training institutions in Kenya, the principals are promoted from among the long serving teachers or lecturers from the training institutes. In some cases heads of secondary schools are transferred to these institutes as principals[3].

Technical training officers/inspectors were also promoted from among the experienced technical teachers, lecturers or principals. One provincial technical training officer is posted to every province and inspectors are at the headquarters of the Ministry of Research Technical Training and Technology.

Majority of the teachers serving in these institutes are technically trained teachers at diploma level, some graduate teachers and a few untrained technical teachers. Amongst them are male and some female, with age group ranging from 25 to 55 years being the retirement age.

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[2] Personal Interview with Mrs. Gichuru, Principal Co-ordinator Technical (TSC) at the Teachers Service Commission Headquarters on July 18, 1995.

[3] Personal Interview with Mr. Rateng, Deputy Director, Ministry of Research, Technical Training and Technology on May 8, 1995.

## Sample and Sampling Procedure

Multi-stage cluster sampling method was used in this study. According to Mulusa (1988), this method is very useful when handling a large area[4]. In this case provinces were treated as primary sampling units, where four provinces were selected out of eight. Within the selected provinces, Institutes became secondary units of sampling, where 9 institutes were selected out of 19.

Systematic sampling method was used in identifying provinces to be included in the sample. Borg and Gall (1983) define this method as a process of selection from a population that provides every sample of a given size an equal probability of being selected[5]. This technique can be used if all members in the defined population have already been placed on a list in random order. After arranging the eight provinces in alphabetical order, odd numbered provinces were selected. These included:

(i)     Central Province

(ii)    Eastern Province

(iii)   Nairobi Province

(iv)    Rift Valley Province

To locate institutes form the selected provinces, random sampling method was used. Names of the institutes for each province were written in pieces of paper, with each piece of

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[4] T. Mulusa, Evaluating Education and Community Development Programme, (Nairobi: College of Adult and Distance Education, University of Nairobi and Deutsche Stifling Fur Internationale Entwicklung, 1988), p.181

[5] W.R. Borg and M.D. Gall, Educational Research - An Introduction, (New York: Longman Inc., 1983), p.248

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paper having one name. The pieces of paper were then picked one at a time. After recording the name of the institute on the piece of paper picked from the container, the piece of paper was folded back and returned into the container. The procedure was repeated till the required number of institutes from the province was obtained. Where the same name is picked more than once, it is ignored and the piece of paper is folded back and the same procedure is repeated. In a province with one institute it automatically formed part of the sample, where two were found then one was picked. In provinces with 3 and 4 institutes, two were selected, while those with 5 and 6 institutes, three would be included in the sample.

The following nine institutes from the four provinces were included.

    (i)       Nyeri Technical Training Institute

    (ii)      Thika Technical Training Institute

    (iii)     Meru Technical Training Institute

    (iv)     Nkabune Technical Training Institute

    (v)      Nairobi Technical Training Institute

    (vi)     Kinyanjui Technical Training Institute

    (vii)    Kaiboi Technical Training Institute

    (viii)   Masai Technical Training Institute

    (ix)     Rift Valley Technical Training Institute

Principals of these institutes formed the sample and technical training officers from the provinces also became part of the sample.

A table of sample size[6] from a given population, was used to determine the sample size of teachers for this study. From a population of 980 teachers, it was found that a sample size of 278 teachers would be adequate. To obtain a sample of technical teachers, the cluster sampling method was used with each department in the selected institutes forming a cluster. After obtaining a list of names of teachers in the department systematic sampling was done.

Since there were only seven technical training inspectors at the headquarters of the Ministry of Research, Technical Training and Technology[7] (as per information from the Deputy Director) all of them formed part of the sample.

## Research Instrument

The 'Role Perception Inventory' was used as the research instrument in this study. This instrument was first developed by Von Brock and later modified by Nelson M. Karagu, to make it more relevant to the Kenyan situation[8].

However, since this was the first time the instrument was used in the technical training institutes, it was further modified to make it more relevant. The first part of the questionnaire, consisting of 9 items, collected personal data of the respondents. While the main part of the questionnaire which consists of 16 items, was designed to measure four

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[6] T. Mulusa, Op. Cit., p. 86
[7] Personal Interview, on 4th May, 1995.
[8] Karagu. Op. Cit., p.34

dimensions of the role the principal as suggested by Seeman and Wilcox (1953)[9]. They include; (i) the status dimension which measures the desire for success versus the desire for equality, (ii) the authority dimension which is characterised by the desire for independence versus the desire to be dependent upon others in decision making, (iii) the institutional dimension which casts friendship obligations against institutional obligation, and (iv) the means - end dimension which measures the desire to get immediate practical job done versus the desire for the process of achievement.

According to Karagu (1982), the 'role perception inventory' is to be regarded as a standard of comparison, since Von Brock who formulated operation definitions of the four dimensions has shown that the items correspond to the definition of the traits intended to be measured[10]. In addition a pilot study was undertaken to test for validity and reliability.

For this exercise, four senior technical training officers in the Ministry of Research, Technical Training and Technology were requested to respond to the questionnaire. One provincial technical training officer - Coast, two principals and six teachers of Kabete and Mombasa Technical Training Institutes were also involved. To test for content validity, the four senior officers were requested to give their comments on how well the instrument samples the class of situations faced by the principals in the field. Except for a few corrections, the instrument was shown to be valid.

To test for reliability, the split half method was used. Ley (1972), states that this method requires us to compare the results of one half of the test with the results of the

[9] Ibid.
[10] Karagu, Op. Cit., p.102

second half[11]. After obtaining the results of ten respondents issued with the questionnaires in the pilot study, the 16 items of the role perception inventory were divided into two subsets, (Odd numbered items in one subset and the even numbers items in the second subset). According to Borg and Gall (1983), for some pilot studies two or three subjects are sufficient and it is rarely necessary to include more than twenty subjects[12].

Pearson Product Correlation was used to compute the scores of the two sets of scores, the Pearson correlation coefficient was found to be 0.68. According to Borg and Gall (1983), the correlation obtained represents the reliability of only half the test[13]. The spearman-Brown Prophecy formula was used to make the correction so that the reliability of the entire test was obtained.

Ley    (1972) gives the formula[14] as:

R  =  2r/1+r

where, R = the correlation between two comparable test forms

r = the correlation between two half tests.

$$R = \frac{2 \times 0.68}{1 + 0.68}$$

$$= \frac{1.36}{1.68}$$

$$= 0.81$$

By applying the Spearman Brown Prophecy Formula, the reliability of the inventory was found to be 0.81. According to Crano and Brewer (1973), to satisfy the criterion of

[11] P. Ley, Quantitative Aspects of Psychological Assessment - An Introduction, (London: Gerald Duckworth and Company Limited, 1972).
[12] Borg and Gall, op cit. p.285
[13] Borg and Gall, op cit. p 285
[14] Ley, op cit.

internal consistency, a scale must be proved to have obtained the coefficient alpha of at least 0.80[15] Given that the correlation coefficient for the inventory was more than .80, it was considered reliable.

## Data Collection Procedure

All the 9 institutes identified were visited by the researcher at least twice. In the first visit, questionnaires were distributed to the respondents. After about a week, questionnaires were collected from the various institutes. During these visits to the institutes, questionnaires were also distributed to the provincial technical training officers/inspectors in their respective offices.

Out of the 13 questionnaires distributed to the training officers/inspectors, 12 were collected back of which 11 were found to be complete and accurately filled, thus recording a 92.3% return rate. All 9 questionnaires distributed to the principals were returned , correctly filled, recording 100% return rate.

Of the 278 questionnaires distributed to the teachers, 169 were collected back out of which 151 were found to be complete and accurately filled. This comes to 61% return rate for the questionnaires distributed to teachers. Due to the location of the majority of the institutions, follow up exercise to collect the remaining questionnaires became impracticable. However, according to Fowler (1993), the 61% return rate was adequate since most survey

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[15] W.D. Crano and M. B. Brewer, Principles of Research in Social Psychology. (New York: MacGraw Hill Book Co., 1973), p. 230

research projects lie somewhere between the two extremes (20% - 95%)[16].

## Data Analysis Techniques

The 'role perception inventory' contains a total of sixteen items, each having four options of actions. Two alternatives are on one side of the continuum and other two alternatives are on the other side of the continuum. Each role dimension has four items out of the 16 items in the inventory, arranged as shown in the scoring key. (see appendix III).

The respondents were asked to select in order of the importance for each item, by placing a '1' against the option he/she would most prefer the principal to take, a '2' against the second option, a '3' against the third option and a '4' against the course of action the respondent would least prefer the principal to take. To get a score for each item, the values as indicated by the respondent on one side of the contiuum would be added. 'The scores for the four dimensions were obtained by adding the success options in the status dimensions, the dependent options in the authority dimension, the institutional obligation options in the institutional dimension and the getting practical job done options in the means - end dimension.

In view of the arrangement of the options, the lowest possible score for an item would be 3, obtained by adding the lowest values as indicated by the respondents from the two options (1+2). While the highest score was 7. This is again obtained by the highest values as indicated by the respondents on two options (3+4). Since each dimension has four

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[16] F.J. Fowler, Jr. Survey Research Methods - Second Edition (New bury Park, California: Sage Publications, Inc., 1993), p. 40

items. the score for the four items was added to obtain a minimum score of 12 and the maximum score of 28 for each dimension.

To get the mean scores for each group of respondents for the four role dimensions, frequency distribution tables were drawn, and mean scores computed. In this case the analysis of variance was used to determine whether sample variances between the three groups (The first hypothesis) differ significantly from each other.

First the total sum of squares was computed using the following formula[17] :

$$SS_T = X^2 - \frac{(.X)^2}{N}$$

where, $SS_T$ = Total sum of squares

$X^2$ = sum of all the squared scores

$(X)^2$ = sum of all the scores squared

N = Total number of scores

Secondly the sum of squares between groups was calculated:

$$SSb = \frac{\Sigma x_1}{N_1} + \frac{(\Sigma X_2)^2}{N_2} + \frac{(\Sigma X_3)^2}{N_3} - \frac{(\Sigma X)^2}{N}$$

Where SSb = sum of squares between groups

$(Xn)^2$ = sum of scores in individual groups squared

Nn = Number of scores in individual groups

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[17] J. Welkowitz, R.B. Ewen and J. Cohen, Introductory Statistics for the Behavioral Sciences, (New York: Academic Press, Inc., 1976), p. 214

$(X)^2$ = Sum of all scores squared

N = Total number of scores.

Thirdly, the sum of squares within groups was computed in

$SS_w = SS_T - SS_b$

Where, SSw = Sum of squares within groups

$SS_T$ = Total sum of squares

$SS_b$ = Sum of squares between groups

      Then $SS_b$ and $SS_w$ were each divides by the appropriate degrees of freedom to obtain mean squares.

dfb = K-1

Where dfb = degrees of freedom between groups

K = number of groups

dfw = N-K where, N = Number of scores.


Finally, the F-ratio was computed as follows:

F = $\dfrac{Msb}{Msw}$

Where, Msb = mean square between groups

Msw = Mean square within groups


The F- ratio so computed was then compared to the critical value from the F-table, to check for its significance.

      T-test for independent means at 0.05 level of significance was computed, to test for differences in perception between: graduate and non- graduates respondent the second hypothesis ($H_2$); experienced and inexperienced respondents the third hypothesis ($H_3$); and technically trained and non-technically trained respondents the fourth hypothesis ($H_4$).

According to Moore (1983) the T-test for independent groups is used when independence observations of scores has been established. And the t-test for independent groups formula[18]

$$t = \frac{x_1 - x_2}{\sqrt{\dfrac{[\Sigma x_1^2 - (\dfrac{\Sigma x_1}{N_1})^2] + [\Sigma x_2^2 - (\dfrac{\Sigma x_2}{N2})^2]\dfrac{N_1 + N_2}{N_1 N_2}}{N_1 + N_2}}}$$

Where $X_1$ = The sum of group 1

$\Sigma x1^2$ = The sum of the squares of the individual scores of groups 1

$(\Sigma x1)^2$ = The square of the sum of the individual scores for group 1.

$N$ = The number of scores in group 1

$N_1 + N_2 - 2$ = The degrees of freedom (df) equal to less than the sum of the number of subjects in group 1 and 2.

The symbols of group 2 have the same meaning as for group 1.

Referring to the t-table for degrees of freedom computed, the t-value was compared to critical value of t.

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[18] G. W. Moore, Developing and Evaluating Educational Research (Boston: Little, Brown and Co., 1983), p. 280.

# CHAPTER IV

## DATA ANALYSIS

### Introduction

The first part of this chapter analyses the position of the various groups of respondents in each role dimension, the second part focuses on testing of the four hypotheses generated and a summary of the research findings is discussed at the end.

Table I shows a summary of the personal data of the respondents giving numbers and percentages of the respondents when grouped in various categories. From the table II, data reveals that the group with the highest percentage of respondents with university level education is that of principals with 77.8%, followed by the technical training officers inspectors with 45.5% and finally that of teachers with only 20.5%. The teachers as a group has the highest percentage of respondents with technical training (73.5%), followed by the technical training officers/inspectors with 63.6% and then the principals with 44.4%. On teaching experience, the group with the highest number of experienced teachers is that of the principals (100%), followed by that of technical training officers/inspectors with 81.8% and lastly teachers with only 52.2%.

**TABLE I:  Summary Respondents' Personal Data**

| Position of respondents | No. of Questionnaires Distributed | No Of Questionnaires returned | Return rate | Accurately completed questionnaires | % of Total | Level of Education | | | | Technical Training | | | | Teaching Experience | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | University Graduates | | Non Graduates | | Technical Trained | | Without technical Training | | Experienced with over five years | | Inexperienced upto five years | |
| | | | | | | No. | % | No. | % | No. | % | No. | % | No | % | No. | % |
| Technical training Officers/ Inspectors | 13 | 12 | 92% | 11 | 6.4 | 5 | 45.5 | 6 | 54.4 | 7 | 63.6 | 4 | 36.4 | 9 | 81.8 | 2 | 18.2 |
| Principals | 9 | 9 | 100% | 9 | 5.3 | 7 | 77.8 | 2 | 22.2 | 4 | 44.4 | 5 | 55.5 | 9 | 100 | 0 | 0 |
| Technical Teachers | 278 | 169 | 61% | 151 | 88.3 | 31 | 20.5 | 120 | 79.5 | 111 | 73.5 | 40 | 26.5 | 179 | 52.5 | 72 | 47.7 |
| Total | 300 | 190 | 63% | 171 | 100 | 43 | 25.1 | 128 | 74.8 | 122 | 71.3 | 49 | 28.7 | 97 | 56.7 | 74 | 43.3 |

**TABLE II: Summary of Mean Scores of Perceptions of the Three Groups of**

**Respondents' Four Role Dimensions.**

| Role Dimension | Respondents | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Training officers/Inspectors | | | Principals | | | Teachers | | |
| | N | Mean | SD | N | Mean | SD | N | Mean | SD |
| Status | 11 | 19.27 | .46 | 9 | 18.56 | .36 | 151 | 20.16 | .68 |
| Authority | 11 | 20.09 | .60 | 9 | 19.67 | .72 | 151 | 19.89 | .69 |
| Institutional | 11 | 15.27 | .42 | 9 | 15.22 | .39 | 151 | 15.74 | .67 |
| Means-ends | 11 | 18.82 | .42 | 9 | 19.56 | .33 | 151 | 20.39 | .63 |
| Total | | 17.73 | | | 18.25 | | | 19.05 | |

Table II shows the number of respondents, the mean scores and standard deviations for each group of respondents in the four role dimensions; Status dimension, Authority dimension, Institutional dimension and Means-ends dimension. The respondents were divided into three groups; Technical Training Officers/Inspectors, Principals and Teachers. Taking one dimension at a time, the position of each group of respondents will be discussed in light of the findings.

The status dimension involves those actions which the principal takes to satisfy his desire for success versus those he takes to satisfy his desire to be an accepted member of the group. A low score (between 12 and 20) in the dimension represents role behaviour towards the

success side of the continuum. A high score (mean-score between 20 and 28) represent role behaviour towards the equality side of the continuum.

The findings indicate that training officers/inspectors, with a mean score of 19.27 fall in the success side of the continuum, although not very far away from the mid-point. Similarly, the principals with a mean score of 18.56 fall on the same side of the continuum but further away from the mean compared to the training officers/inspectors. Teachers, on the other hand have a mean score of 20.16, which is very slightly above the mean, or on the equality side of the continuum, but very much closer to the mean than the other two. This shows that both training officers/inspectors and principals expect the principal to act in such a way that he identifies with the authority and be more concerned with his personal status as opposed to identifying with his fellow teachers. Teachers on the other hand expect the principal to be neutral but slightly identify with them. In which case, the principals feel that to succeed in their role one needs the support of the superiors more than that of teachers. And in a way the officers/inspectors agree with the principals.

The authority dimension indicates behaviour of the principal involving action taken on the authority of others versus those actions taken on his own authority. A low score in this dimension (below 20), falls on the dependent side of the continuum i.e. relies upon others to make decision while a high score (above 20), falls on the independent side of the continuum, i e stresses independent decision making.

Findings on this dimension, as indicated in Table II, show technical training officers/inspectors with a mean score of 20.09, expect principals to be neutral but very slightly lean towards independent decision making. Both teachers and principals with mean scores of 19.89 and 19.67 respectively, lie in the dependent side of the continuum. Although

teachers are closer to the mean than the principals. In all, the deviation from the mean is very small for all groups of respondents. Which means that none has any strong feelings either way when it comes to decision making.

Institutional dimension is characterized by actions taken by the principals to fulfil the institutional obligations against those taken under the influence of social or personal pressures. A low score (less than 20), in this dimension reflects behaviours on the institutional side of the continuum, while a high score (more than 20) reflect, behaviour on the friendship side of the continuum.

Findings show that all three groups of respondents expect the behaviour of the principal to be in the institutional side of the continuum, with slight variations. Teachers with a mean score of 15.74 (closest to the mean), expect principals to show loyalty to the professional and institutional obligations, but to a lesser extent than either the technical training officer/inspectors or principals. Principals with a mean score of 15.22 expect principals to show more loyalty than even the technical training officer/inspectors who had a mean score of 15.27. That the principal should stick to the institutional obligations and not be influenced by social pressure is an ideal expectation shared by all. It is only in this particular dimension that the respondents seem to be very sure.

Means - ends dimension include one end of its continuum, actions which are promoted by the desire to solve immediate problems against those actions which are promoted by the desire to improve future operations of the institutions. A low score in this dimension (less than 20) indicates that the principal is expected to concern himself more with getting the practical job done, while a high score of more than 20, stresses the need for principals to act so as to improve future operations of the institutes.

Findings show that both principals as well as technical training officers/inspectors, expect principals to be more involved with the daily routine, while teachers expect principals to be more involved with future operations of the institutions. Teachers with a mean score of 20.39 expect principals to be involved with future operations of the institute but to a very low degree Principals on the other hand, with a mean score of 19.55 perceive themselves to be more involved with ensuring the smooth maintenance of a day-to-day running of the institutes. But to a less extent than the technical training officers/inspectors, with a mean score of 18 82, who expect principals to devote more effort on this side of the dimension.

When the respondents are grouped on the basis of academic qualifications, i.e. university graduates against non-graduates, a slightly different trend emerges, (see table III). Number of respondents in each category, mean scores and standard deviation for each group of respondents in the four dimensions are shown in the table.

TABLE III:   Summary of Mean Scores of Respondents when

Categorized on the Basis of Academic Qualifications

| Role Dimensions | University Graduates | | | Non-Graduates | | |
|---|---|---|---|---|---|---|
| | N | Mean | SD | N | Mean | SD |
| Status | 43 | 20.32 | .61 | 128 | 19.92 | .68 |
| Authority | 43 | 19 63 | .61 | 128 | 19.98 | .70 |
| Institutional | 43 | 12.80 | .47 | 128 | 15.82 | .69 |
| Means-ends | 43 | 19.95 | .70 | 128 | 20.34 | .58 |

On the status dimension university graduates with a mean score of 20.32, expect principals to be neutral but slightly seek for equality, while non-graduates with a mean score of 19.92 expect principals to be slightly more concerned with the success side of the continuum. In this case, the deviation from the mean for both groups is very small. Therefore none has strong feelings about their expectations.

There is little difference in the mean scores between graduate and non-graduate respondents in the authority dimension. Mean scores for both groups lie in the dependent side of the continuum. University graduates, with a mean score of 19.63 are slightly further away from the mean than non-graduates with a mean score of 19.97. This shows that graduates more than non-graduates expect principals to be dependent in decision making.

Both university graduates as well as non-graduates agree that principals should show commitment to the institutional obligations and not bend to the social pressures when it comes to the institutional dimension. However graduates more than any other group of respondents expect the principal to strictly follow the institutional obligations. While non-graduates with a mean score of 15.82, are closest to the mean.

On the means-ends dimension both groups seems to be neutral although university graduates, with a mean score of 19.95 (closest to the mean) expect principals to devote a little more effort on the day-to-day operations of the institute. Whereas non-graduates, with a mean score of 20.34 (still close to the mean) expect principals to be more involved with planning for future operations of the institute, but very slightly so.

Table IV shows the position of respondents when grouped on the basis of whether one has had technical training at either craft, technician or diploma level against those who had none.

TABLE IV: Summary of Mean Scores when Categorized by Training Background.

| Role Dimension | Respondents | | | | | |
|---|---|---|---|---|---|---|
| | Technically Trained | | | Not Technically Trained | | |
| | N | Mean | SD | N | Mean | SD |
| Status | 122 | 20.00 | .70 | 49 | 20.08 | .56 |
| Authority | 122 | 19.92 | .70 | 49 | 19.63 | .62 |
| Institutional | 122 | 15.93 | .69 | 49 | 15.06 | .49 |
| Means-ends | 122 | 20.49 | 59 | 49 | 19 63 | .65 |

As shown in Table IV, Technically trained respondents, with a mean score of 20 in the status dimension, are neutral. In other words, they expect principals to identify with both the authorities as well as subordinates on equal terms. While the respondents with no technical training expect principals to very slightly identify with teachers (mean score of 20.08).

Both technically trained respondents and those with no technical training expect principals to slightly depend on others when making decision in the authority dimension. The respondents with no technical training (mean score of 19.63) more than those with technical training (mean score of 19.92) expect principals to be dependent on others on making decisions.

On the institutional dimension, all agree with the other groups that principals are expected to be more loyal to the institution and profession and give little consideration to personal or social pressures. Those without technical training, with a mean score of 15.06

(further away from the mean), have higher expectations than those with technical training, whose mean score of 15.93 lies closer to the mean.

Respondents who are technically trained with a mean score of 20.49 expect principals to be slightly more involved with future operations and policies for the institute, while those with no technical training with a mean score of 19.63 would rather see the principals slightly concentrate on the day-to-day running of the institute. Although both groups on the means-ends dimension, show some neutrality, there are very slight variations in their expectations.

When grouped on the basis of years of teaching experience, the position of the respondents is as shown on Table V. The experienced group of 97 respondents are those with above 5 years teaching experience, while the inexperienced group of 74 respondents are those with up to 5 years teaching experience.

**TABLE V: Summary of Mean Scores of Perceptions of the Respondents When Categorized by Teaching Experience.**

| Role Dimensions | Respondents | | | | | |
|---|---|---|---|---|---|---|
| | Experienced (With over 5 yrs) | | | Inexperienced (Up to 5 Yrs) | | |
| | N | Mean | SD | N | Mean | SD |
| Status | 97 | 19.77 | .58 | 74 | 20.08 | .76 |
| Authority | 97 | 20.01 | .64 | 74 | 19.73 | .70 |
| Institutional | 97 | 15.46 | .61 | 74 | 15.96 | .68 |
| Means-ends | 97 | 19.90 | .56 | 74 | 20.71 | .66 |

On the status dimension, the inexperienced group of respondents with a mean score of 20.08 expect principals to very slightly identify with the teachers. While the experienced respondents, with a mean score of 19.77, expect principals to be slightly more concerned with their status and therefore identify with the authority.

The experienced respondents are neutral (a mean score of 20.01), but very very slightly on the side of independence, in the authority dimension. The inexperienced, with a mean score of 19.73 on the other hand would like to see principals depend on others when making decisions, though not to a very great extent.

Principals are expected to be more concerned with their professional and institutional obligations and shun personal and/or social influence by both experienced as well as the inexperienced respondents. Experienced respondents, with a mean score of 15.46, more than the inexperienced respondents, with a mean score of 15.99, expect principals to be on the institutional side of the continuum, in the institutional dimension. All groups of respondents seem to be very clear on this dimension, that principals should be more concerned with institutional obligations.

In the means-ends dimension, the experienced, with a mean score of 19.90, expect principals to be a bit more involved with the day-to-day running of the institute, while the inexperienced with a mean score of 20.71 expect principals to be a little more future oriented and devote more effort on the long range goals of the institute.

As stated in Chapter III, analysis of variance (ANOVA) would be applied to test the first hypothesis generated in this study, namely:

ii. There is no significant difference in role perceptions between the principals of Technical Training Institutes, technical training officers/inspectors and teachers regarding the principal's role.

## TABLE VI: ANOVA of Role Expectations of Technical Training Officers/Inspectors, Principals and Teachers.

| Source of Variation | D F | Sum of Squares | Mean Squares | F. Ratio |
|---|---|---|---|---|
| Between Groups | 2 | 8.55 | 4.28 | 2.31 |
| Within Groups | 168 | 310.86 | 1.85 | |
| Total | 170 | 319.41 | | |

F not significant at $P < 0.5$

Table VI presents a summary of the Analysis of Variance (ANOVA) of role expectations of technical training officers/inspectors, principals and teachers on the combined four dimensions of the principal's role. The obtained F-ratio of 2.31 is less than the critical value of 3.04 (from F table) and therefore the null Hypothesis is accepted.

Acceptance of the hypothesis confirms that there is no inter role conflict between training officers/inspectors, principals and teachers. However, training officers/inspectors and principals tend to agree more in certain aspects of the role. In particular, they agree on the status, the means end and the institutional dimensions.

t-test for independent means was used for the remaining three hypotheses. Starting with the second hypothesis:

H₂    There is no significant difference in role perceptions between university graduates and

non-graduates among the technical training officers/inspectors, principals and

teachers regarding the role of principals of technical training institutes.


TABLE VII:  Analysis of Differences in Mean scores Between University Graduates and

Non-Graduates on the four Dimensions of the Principal's Role.

| University Graduates | | | | Non Graduates | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| N | Mean | SD | Std. | N | Mean | SD | Std Error | F | t | DF |
| 43 | 18.77 | 1.41 | .21 | 128 | 19.01 | 1.36 | .12 | 1.09 | 1.02 | 169 |

Table VII gives t-test between university graduates and non-graduates on the four

dimensions of the principals role.  With reference to the t-table for 169 degrees of freedom, at

0.5 level of confidence, the critical value of 1.960 is greater than the t-value obtained of 1.09,

therefore the hypothesis is accepted. Acceptance of the hypothesis means that it does not

make any difference whether one is a graduate or not, their role expectation does not change.

Looking at the institutional dimension however, the difference in the extent to which the

graduates support the institutional obligations compared to the non-graduates is very large.

This is again an indication of how confident graduates are when it comes to supporting

something, which seems very clear to them.

Analysis of the third hypothesis as stated below follows:

H₃         There is no significant difference in role perceptions between respondents with

many years of teaching experience and those with less number of years in teaching

experience among the technical training officers/inspectors, principals and teachers

regarding the role of principals of technical training institutes.


**TABLE VIII: Analysis of Differences in Mean Scores Between Respondents With over 5**

**Years Teaching Experience and Those With up to 5 Years Teaching**

**Experience, on the Four Role Dimensions of the Principal**

| Experience with over 5 years teaching | | | | Inexperienced with up to 5 yrs. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| N | Mean | SD | Std. Error | N | Mean | SD | Std. Error | F | t | DF |
| 97 | 18.77 | 1.32 | .13 | 74 | 19.19 | 1.41 | .61 | 1.15 | 1.97 | 169 |

T-test between experienced and inexperienced respondents on the four role dimensions is

shown in Table VIII. Referring to the t-table for 169 degrees of freedom, at 0.5 level of

confidence, the critical value of 1.960 is less than the t-value obtained of 1.97, therefore the null

hypothesis is rejected and the alternative hypothesis retained. That is, there is a significant

difference in role perceptions between respondents with many years of teaching experience with

a few years of teaching experience regarding the role of the principal of technical training

institute.

The findings imply that teaching experience of above five years makes a difference on the

role expectations of the respondents. Major difference is to be found in the means-end

dimension. In this particular dimension, the experienced respondents seem to realise that effectiveness is judged by how well the institution runs and not on the principals' contribution towards future policies.

T-test for the last hypothesis is analyzed in table IX.

**TABLE IX:   T-Test Between Respondents With Technical Training and Those With no Technical Training on the Four Role Dimensions of the Principal.**

| Technically trained | | | | Those with no technical training | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| N | Mean | SD | Std. Error | N | Mean | SD | Std. Error | F | t | DF |
| 122 | 19.10 | 1.36 | .12 | 49 | 18.58 | 1.35 | .19 | 1.02 | 2.30 | 169 |

H₄      There is no significant difference in role perceptions between technically trained and those with no technical training among the training officers/inspectors, teachers and principals regarding the role of the rincipals of technical training institutes.

With reference to Table IX the critical value from the t-table for 169 degrees of freedom at 0.5 is 1.96 while the t value computed is 2.30.   Since the computed t-value is greater than the critical value, the null hypothesis is rejected and the alternative accepted. There is significant difference in role perceptions between technically trained and those with no technical training among the training officers/inspectors, principals and teachers regarding the role of the principal of a technical training institute.

## A Summary of the Research Findings

The following is a summary of the perceptions of the Technical training officers/inspectors on the four dimensions of the role of the principal of a technical training institute.

1. On the status dimension the officers expected principals to be slightly on the success side of the continuum, i.e. identify with authority.

2. Principals were expected to be neutral on the authority dimension but very slightly lean towards independent decision making.

3. Institutional obligations as opposed to social pressures should be the concern of principals on the institutional dimension.

4. On the means-ends dimension, principals were expected to devote more time and effort on the maintenance of a smooth running institution on a day-to-day basis.

The perceptions of the principals on the four role dimensions are summarized as follows:

1. Concern for success was perceived by the principals to be more important than equality in the status dimension of the role of the principal.

2. On the authority dimension, principals perceived that they should be cautious in decision making, but slightly lean towards depending on others.

3. Commitment to the institutional obligation is perceived to be very important in the institutional obligation is perceived to be very important in the institutional dimension as opposed to social pressures.

4. Although close to being neutral, the principal's perceptions leaned towards the getting practical job done as opposed to future operations of the institute, in the means-ends dimension.

The teachers' perceptions of the role of the principal in the four role dimensions are:

Regarding whether institutional obligations or social pressures, teachers expected principals to be more concerned with institutional obligations.

1. Principals should be neutral on the status dimension but slightly lean towards the equality side of the continuum, so that they identify with the teachers.

2. Principals were also expected to slightly depend on others in decision making in the authority dimension.

3. Regarding whether institutional obligation or social pressures, teachers expected principals to be more concerned with institutional obligations.

4. On the means-ends dimension, principals were expected to be slightly more involved with future operations of the institute while maintaining a smooth running institute on a daily basis.

In light of the findings the first null hypothesis was accepted as put forward

$H_1$     There is no significant difference in role perception or expectations between the principals of TTI'S, technical training officers/inspectors, principals and teachers regarding the principals role.

Summary of the perceptions of university graduates among technical training officers/inspectors, principals and teachers regarding the role of the principal of a technical training institute were as follows:-

1  Graduates were neutral in the status dimension, but slightly leaned towards the equality side of the continuum as opposed to being concerned with his success.

2. Principals were expected to very slightly depend on others in decision-making, otherwise they should be neutral in the authority dimensions.

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3. Concern for the institutional obligations was much more supported as opposed to social consideration in the institutional dimension.

4. On the means-ends dimension graduates were neutral in their expectations but very slightly leaned towards the day-to-day running of the institute as opposed to future operations.

The findings from the non graduates on the four role dimensions indicated that:

1. The principals were expected to be neutral on the status dimension but very slightly lean towards the success side.

2. Principals were again expected to be neutral in their decision-making, but very slightly involve others.

3. On the institutional dimension, the non-graduates expected principals to adhere to the institutional obligations and very slightly bend to social pressures.

4. Again the non-graduates were neutral in the means-ends dimension but very slightly expected principals to be future oriented.

Based on these findings, the second null hypothesis was accepted as under:

$H_2$    There is no significant difference in perception between university graduates and non-graduates among the technical training officers/inspectors, principals and teachers regarding the role of the principal of a technical training institute.

The findings on the technically trained respondents on the role dimensions of principals of technical training institutes are summarized below:

1. Principals were expected to be completely neutral in the status dimension. They should neither identify with the authority nor with the subordinates.

2. There was a tendency to expect principals to slightly be dependent on decision-making, in the authority dimension.

3. Loyalty to the institutional and professional obligations was expected from the principals in the institutional dimension

4. On the means-ends dimension principals were expected to be neutral but slightly be involved with future operations of the institute.

Expectations of those with no technical training on the four role dimensions were as follows:

1. Although principals were expected to be neutral in the status dimension, there was a very slight tendency towards the equality side of the continuum.

2. Principals were expected to depend on others in decision making, but to a small extent, in the authority dimension.

3. The expectations were very high towards the institutional obligations, in the institutional dimension as opposed to social pressures.

4. There was a slight move towards the practical job done side of the means-ends dimension, in their expectations as opposed to future operations.

As a result of these findings, the third null hypothesis was rejected and the alternative hypothesis accepted.

> $H_3$   There is significant difference in role perception between technically trained and those with no technical training among technical training officers/inspectors, principals and teachers regarding the role of the principal of a technical training institute.

In Table one it was shown that the majority of technically trained respondents are actually teachers in the TTI'S. That their role expectations is different from those without technical training may be more a reflection of the position they occupy than the training as such.

Summary of findings on the perceptions of experienced, over five years teaching experience, among the technical training officers/inspectors, principal and teachers on four role dimension of the principals were:

1. Identity with the authority to a very small extent was expected of the principal in the status dimension.

2. Principals were expected to be neutral in the authority dimension, but very slightly independent in decision-making.

3. Strictly adherence to the institutional obligations was expected of principals in the institutional dimension.

4. On the means-ends dimension, principals were expected to be a bit more involved with the day-to-day running of the institutes instead of the future concern

Perceptions of those with less experience up to 5 years teaching are summarized as follows.

1. Identity with teachers to a very small extent was expected of the principals in the status dimension, otherwise be neutral.

2. Principals were expected to slightly depend on others when making decisions on the authority dimension.

3. Although expectations lie on the institutional side of the continuum, in the institutional dimension, there was a move towards neutrality.

4. In the means ends dimension, principals were expected to be involved in future operations of the institute but to a small.

Based on these findings, the fourth null hypothesis was rejected and the alternative accepted:

H$_4$  There is a significant difference in role perception between those with many

years of teaching experience and those with less years of teaching, among the

technical training officers/inspectors, principals and teachers, regarding the role of the

principal of technical training institute.

# CHAPTER V

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

## SUMMARY

In this study, role perceptions of the principal of a technical training institute was examined in relation to expectations of the technical training officers/inspectors and those of the teachers. The expectations of respondents were further examined according to their educational background (i.e. University graduate vs non-graduates); Training (i.e. those with technical training and those without); and experienced against those without experience.

One hundred and fifty one teachers and nine principals from the same training institutes and eleven training officers/ inspectors responded to the "role perception inventory" comprising of sixteen items. This instrument is designed to measure four dimensions of the role of the principal; (i) The status dimension which measures the desire for success versus the desire for equality; (ii) The authority dimension which is characterised by the desire for independence versus the desire to be dependent upon others in decision making; (iii) The institutional dimension which casts friendship obligations against institutional obligations and (iv) The means-end dimension which measures the desire to get immediate practical job done versus the desire for future operations of the institute.

Analysis of variance (ANOVA) at 0.05 level of significance was computed to determine the difference between the principals, training officers/inspectors and teachers. The results showed that there is no significant difference in their expectations. T - test for independent means at 0.05 level of confidence was used to determine the difference in role of expectations between University graduates and non graduates, technically trained and those without, those with many years experience and the inexperienced.

No significant difference in role expectations was found between graduate and non graduate. A significant difference in role expectations was found between; (i) technically trained and those without technical training; (ii) experienced and inexperienced respondents.

## CONCLUSIONS:

As a result of the findings in this study the following conclusions were made:

1. No significant difference in perception or expectations was found between principals, technical training officers/inspectors and teachers on the combined four role dimensions of the principal. However, notable differences were found in two dimensions. Although principals as well as technical training officers/inspectors expected the principals to strive for success in the status dimension, principals more than officers perceived this to be important, while teachers expected principals to slightly identify with them. On the means-end dimension, again both principals and technical training officers/inspectors expect principals to be involved in the day to day running of the institution. However, officers more than the principals themselves expect principals to be more involved, while teachers expect principals to slightly devote themselves to the future operations of the institutions. This means that even though there is no role conflict between training officers/inspectors, principals and teachers on the whole, there are differences in some aspects of the role. The findings also show that the expectations held in by an individual in an organisation is not significantly influenced by the position one occupies.

To give support to these findings are related studies such as those of Nakasingh (1979)[1] in which it was reported that school directors, Superintendants and vocational teachers in Missouri, were in agreement as to the desired leader behaviour expected of the area

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[1] S.Nakasingh, op. cit., 4817-A

vocational director. Similar findings were also reported in a study by Harris (1979)[2] where faculty members and presidents did not differ in their perceptions on the community college academic dean's leadership behaviour.

2. Although educational background does not seem to be a major factor influencing an individuals role expectations, university graduates are more confident when responding to an issue which isvery clear to them as indicated in the institutional dimension.

3. Respondents with technical training seem to be more confident to contribute towards the future policies of the institutes than those without technical training.

4. Experienced teachers having served for 5 years and over, seem to change their expectations about the principal's role and become more realistic. They expect principals to ensure the smooth running of the institutions on a daily basis. Evidence from these findings show that level of education, type of training and relevant experience have great influence on the role perceptions or expectations of individuals in an organization. This is also supported by findings from related studies such as those of Karagu (1983)[3] In this study it was concluded that headmasters and teachers with different levels of educational training differed significantly in their perceptions of the role of headmasters. Support may also be found from the study of Nakasingh (1979) where he reported a significant differnce in perception among teachers when grouped on the level of education completed[4]

W. M. Harris. op cit., 431-A
N. Karagu. op. cit.
S.Nakasingh. op. cit.

5. All respondents were very definite on the institutional role dimension, that principals should stick to the institutional and professional obligations instead of the social obligations. In the remaining three role dimensions, respondents were very careful and tended to be neutral. This shows that respondents lack clear role concept for the principal of a TTI.

## RECOMMENDATIONS:

1. There is need to orient all those involved in the management of the training institutes on the role of the principals in view of the organizational and structural changes that have taken place in these institutes over the last 10 years. Neutrality seems to be displayed by most of the respondents

2. As the number of University graduate teachers increases (those from Moi University and those teaching non technical subjects), academic qualifications of the principal will matter. Administrative qualifications at Masters level should be a requirement for all principals.

3. In addition principals should also have some technical training. Only then would they be able to contribute towards future policies of the institutions.

4. Principals should have teaching experience of not less than five years. This should also be a requirement for training officers/ inspectors. As has been shown, teachers with this experience have more realistic role perception of the principal of a TTI.

5. Training of teachers to these institutes should include administrative courses or topics related for effective management of the institutes. Since principals are usually promoted from amongst teachers.

6. There is need for the Ministry of Research Technical Training and Technology to produce a manual which would guide principals on how to manage their institutions effictively and efficiently.

7. In addition the Ministry should organize seminars or symposiums for the principals annually to review their strategies.

## RECOMMENDATIONS FOR FURTHER RESEARCH

1. Further research should be done to investigate the relationship between role perceptions and principal's effectiveness.

2. Research should also be undertaken to refine the "role perception inventory" particularly with regard to administrative tasks of educational administrators.

3. Further research needs to be done to look into the expectations of parents and students on the role of the principal.

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# APPENDIX 1

## LIST OF TECHNICAL TRAINING INSTITUTES IN KENYA

| PROVINCE | TTI |
|---|---|
| 1. Central province | Nyeri Technical Training Institute<br>Thika Technical Training Institute<br>Kangema Technical Training Institute |
| 2. Coast province | Mombasa Technical Training Institute |
| 3. Eastern province | Machakos Technical Training Institute<br>Meru Technical Training Institute<br>Nkabune Technical Training Institute |
| 4. Nyanza province | Kisumu Technical Training Institute<br>Mawego Technical Training Institute |
| 5. Nairobi province | Kabete Technical Training Institute<br>Kinyanjui Technical Training Institute<br>Nairobi Technical Training Institute |
| 6. North Eastern province | North Eastern Technical Training Institute |
| 7. Rift Valley Province | Rift Valley Technical Training Institute<br>Kaiboi Technical Training Institute<br>Kitale Technical Training Institute<br>Masai Technical Training Institute<br>Ol' lessos* Technical Training Institute |
| 8. Western province | Sigalagala Technical Training Institute<br>Bumbe Technical Training Institute |

* Recently established

# APPENDIX II

## LETTER TO THE RESPONDENTS

Dear Technical Training Officer/ Inspector, Principal or Teacher,

Attached is a questionnaire designed to give on your perception of the role of the principal of a technical training institute in Kenya Please spend some time and respond to the questionnaire.

The writer is engaged in a research project in the area of Educational Administration. Please note that individual respondents to this questionnaire will not be identified in any manner. Your co-operation in this project will be highly appreciated.

Yours sincerely,
UNIVERSITY OF NAIROBI

**SULEIMAN KHAMIS BWIKA**

# ROLE PERCEPTION INVENTORY

This questionnaire is designed to get your opinion regarding the role of the principal of a Technical Training institute. It aims at exploring difficulties (if any ) with a view to finding solutions.

In section I, background information about yourself and the institute will be sought.

PART I

Please put a ( ✓ ) in the appropriate bracket.

1.    What is your sex?            (a) Male        (1)

                                   (b) Female      (2)

2.    What position are you holding?

      Technical Training Officer                   (1)

      Technical Training Inspector                 (2)

      Principal                                    (3)

      Deputy Principal                             (4)

      Head of Department                           (5)

      Teacher                                      (6)

3.    Qualifications:

      What are your academic qualifications?

      (a)    Secondary Level                       (1)

      (b)    Post Secondary Level                  (2)

      (c)    University Level.                     (3)

4     What are your technical qualifications?

      (a)    Craft Certificate                     (1)

      (b)    Technician Certificate                (2)

      (c)    Diploma Certificate                   (3)
      (d)    Any other (please identify)           (4)

5. What are your professional qualifications?

   (a)    SI                                       (1)

   (b)    Diploma in Education.           (2)

   (c)    Bachelors' Degree in Education B.ED   (3)

   (d)    Master's Degree-Education - MED   (4)

   (e)    Any other (please specify)      (5)

6. Experience:

   (i)    How many years of teaching experience do you have?

       Not Applicable                 (0)

       Below 2 years                 (1)

       2 to 5 years                 (2)

       6 to 10 years                 (3)

       11 to 15 years               (4)

       16 to 20 years               (5)

       21 years and above          (6)

7. For how long have you been a Principal of a Technical Training Institute? (Only for Principals and Technical Training Officers/ Inspectors)

   Not Applicable                 (0)

   Below 2 years                 (1)

   2 to 5 years                 (2)

   6 to 10 years                 (3)

   11 to 15 years               (4)

   16 to 20 years               (5)

   21 years and above          (6)

8. Have you ever been a Headmaster of an academic
      secondary     school? (Yes / No) .........
      If yes, for how long
      Below 2 years                 (1)

|                      |     |
|----------------------|-----|
| 2 years and above    | (2) |

9.  (iv)  If yes, please indicate for how long?

|                      |     |
|----------------------|-----|
| Not Applicable       | (0) |
| Below 2 years        | (1) |
| 2 to 5 years         | (2) |
| 6 to 10 years        | (3) |
| 11 to 15 years       | (4) |
| 16 to 20 years       | (5) |
| 21 years and above   | (6) |
| Below 2 years        | (1) |
| 2 years and above    | (2) |

10.  Information about the Institute (for principals)

(i)  What is the current student enrolment? ...............

(ii)  State the number of teaching staff. .................

(iii)  State the number of non teaching staff. ........

(iv)  List down courses offered and the level. (for example motor mechanic at    craft level).

(a)  ..........................................

(b)  ..........................................
(c)  ..........................................

(d)  ..........................................

(e)  ..........................................

(f)  ..........................................

(g)  ..........................................

PART II

The following items present some general situations with four options of action. Please select the order of importance the options which you feel the Principal should place on each of the 16 items. Please place a '1' against the option you would most prefer a principal to take, a '2' against the second option, a '3' against the third option and a '4' against the option you would least prefer a principal to take.

There are no right or wrong answers, the idea is to get your opinion on the role of the technical training institute principal in the sixteen items presented in this questionnaire.

Example:

In developing an in-service training programme for technical teachers, Kenya Technical Teachers College should:

| | | |
|---|---|---|
| 3 | A | Develop a programme which will help teachers solve the day to day classroom problems |
| 4 | B. | Develop a programme based upon the felt needs of teachers. |
| 2 | C. | Develop a programme based upon the trends of technical education and needs of the future. |
| 1 | D. | Develop a programme based upon the goals and the purposes of the nation. |

1    In working with teachers, a Principal new to the members of teaching staff, should establish himself as:

        a)  The representative of the teachers to the TSC

        b)  The representative of the TSC to the teachers

        c)  The person responsible for the educational program of the institute.

        d)  A person interested in developing good staff relationships.

2.    In principal/Teacher relationship, the principal should be considered by teachers to be:

        a)  A co-worker in the educational process

        b)  The status leader of the institute

        c)  The instructional leader of the institute.

        d)  A person who assists the teacher in the instruction of students.

3.  In discussing operational procedures at meetings with the Ministry of Technical Training Officials, the principal should:

    a) Urge national policy which would unify operational procedures for all institutes.

    b) Ask the Ministry of Technical Training to set down specific operation procedures.

    c) Argue for individual freedom for each institute is the responsibility of the principals.

4.  In dealing with matters of students' discipline, the principal should:

    a) Decide each case on the basis of the individual.

    b) Urge national wide policy which covers procedures to be used in most discipline cases

    c) Have the staff at the institute develop rules and procedures for the general discipline of the institute

    d) Establish routine for disciplining students on the basis of the offense.

5.  In his relationship with the general public, the principal of the institute should:

    a) Conduct himself/herself at all times so as to create dignity and respect for his/her professional position.

    b) Regard his social life as completely independent for his professional life.

    c) Stick to general expectations that the public has concerning the behaviors of a person in hid position.

    d) Regard his social activities as his own affairs.

6.  A technical educational policy has caused a controversy. In talking with a group of friends, the    principal should:

    a) Be free to state his views of the policy.

    b) Indicate that the decision was not his responsibility.

c) Actively support the decision, even though he has some reservations about it.

d) Stress the factors that made the decision necessary.

7. In working with individual teachers, the principal should:

a) Assist the teacher in solving problems of classroom management and discipline.

b) Encourage the teacher to try new ideas and techniques in the classroom

c) Plan to conduct some experimental classes involving new approaches to instruction

d) Work toward the smooth operation of the classroom

8. In conducting staff meetings, the principal should:

a) Devote the majority of time to resolving problems or confusion that have arisen in the routine.

b) Resolve questions of procedures

c) Attempt to expand the educational horizon of the staff.

d) Explore with the staff possibilities for improving the institute's program

9. In working with the Board of Governors, a principal new to the institute should establish himself as:

a) The representative of the teacher to the Board of Governors.

b) The representative of the Board of Governors to the teaching staff.

c) The person responsible for the Administration of the institute.

d) A person interested in co-operative institute Board planning.

10. In a meeting of the Technical Education Officer and Principals, the officer has made a suggestion concerning operational procedure. If a principal has strong belief either way regarding the suggestion, he should:

a) Actively support the suggestion

b) Wait and see how other principals react

c) Try to find out how strongly the officer feels about his suggestions

d) Go along with the group

11. In implementing internal educational policy, the principal should:

a) Interpret policy in the light of the particular needs and problems of his institute

b) Consult either the Technical Training Officer if he feels that deviation in policy should be made.

c) Stick closely to the policy at all times.

d) Be free to make those exceptions to a policy as he sees fit to make.

12. A problem has arisen in operational routine of the institute. The principal should:

a) Check with the Technical Training officer for nation -wide interpretation.

b) Make a decision on the merits of the case as he sees it.

c) Consult with the staff for their recommendations

d) Establish a policy for his institute which would resolve the problem

13. A teacher whom the principal likes and admires has violated a policy of the institute, the principal should:

a) Ignore it if no one complains

b) Mention it in passing the next time he sees the teacher.

c) React to the incident in the same manner as he would if it were done by a teacher who was not as well liked.

d) Follow the procedures that he has used before in similar situation, regardless of his personal feelings.

14. In an institute with two or more class streams per course, a close friend of the principal has asked that his candidate be placed in a particular stream with a particular teacher. The principal should:

  a) Ignore the request and place the candidate according to the established routine.

  b) Honour the request if possible

  c) Be concerned about the case he may be setting if he does honour the request.

  d) Be concerned about the personal pressure he will get if he does not honour the request.

15. In working with parents, the principals should:

  a) Establish parent educational program to discuss youth growth and development problems that are common to particular age group.

  b) Resolve individual parent problem as they arise

  c) Work with group of parents to develop an understanding of the process of education.

  d) Cope with parents pressures that are directed toward the school.

16 The principle should conceive as his major function:

  a) Leadership in program development for the institute

  b) The maintenance of a smoothly operating institute

  c) The innovation of a new technical Education concept

  d) The implementation of Technical training policies.

# APPENDIX III

## SCORING KEY FOR THE ROLE PERCEPTION INVENTORY

| Dimension | Item | Continum | | | |
|---|---|---|---|---|---|
| **Status** | | Success | | Equality | |
| | 1 | B | C | A | D |
| | 2 | B | C | A | D |
| | 9 | B | C | A | D |
| | 10 | A | C | B | D |
| **Authority** | | Dependent | | Independent | |
| | 3 | A | C | B | D |
| | 4 | B | C | A | D |
| | 11 | B | C | A | D |
| | 12 | A | C | B | D |
| **Institutional** | | Institutional Obligation | | Friendly Obligation | |
| | 5 | A | C | B | D |
| | 6 | C | D | A | B |
| | 13 | C | D | A | B |
| | 14 | A | C | B | D |
| **Means-Ends** | | Practical Job | | Process Achievement | |
| | 7 | A | D | B | C |
| | 8 | A | B | C | D |
| | 15 | B | D | A | C |
| | 16 | B | D | A | C |

# APPENDIX III

## SCORING KEY FOR THE ROLE PERCEPTION INVENTORY

| Dimension | Item | Continum | | | |
|---|---|---|---|---|---|
| Status | | Success | | Equality | |
| | 1 | B | C | A | D |
| | 2 | B | C | A | D |
| | 9 | B | C | A | D |
| | 10 | A | C | B | D |
| Authority | | Dependent | | Independent | |
| | 3 | A | C | B | D |
| | 4 | B | C | A | D |
| | 11 | B | C | A | D |
| | 12 | A | C | B | D |
| Institutional | | Institutional Obligation | | Friendly Obligation | |
| | 5 | A | C | B | D |
| | 6 | C | D | A | B |
| | 13 | C | D | A | B |
| | 14 | A | C | B | D |
| Means-Ends | | Practical Job | | Process Achievement | |
| | 7 | A | D | B | C |
| | 8 | A | B | C | D |
| | 15 | B | D | A | C |
| | 16 | B | D | A | C |

# APPENDIX IV

## LETTER OF INTRODUCTION FROM THE
## MINISTRY OF RESEARCH. TECHNICAL TRAINING AND TECHNOLOGY

MINISTRY OF RESEARCH, TECHNICAL TRAINING AND TECHNOLOGY

Telephone: Nairobi 334720
When replying please quote

Ref. No MTTAT/28/9/Vol.IV(97)
and date

DIRECTORATE OF TECHNICAL TRAINING
JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209
NAIROBI
12th May 19 95

To:  All Provincial Technical Training Officers
     All Principals of Technical Training Institutes
     All Principals of Institutes of Technology

RE: RESEARCH STUDY ON THE ROLE PERCEPTIONS AND EXPECTATIONS OF TECHNICAL

COLLEGES PRINCIPALS BY MR. SULEIMAN K. BWIKA

This is to confirm to you that Mr. Suleiman K. Bwika has been cleared by the
Government to carry out the above research leading to his Masters of Education
Degree Programme at the University of Nairobi.

Please accord him all the cooperation and assistance he requires in order
to complete this research. The outcome/results of this research will be
of great interest to this Ministry in terms of strengthening institutional
management and administration.

A. A. Rateng
for:  Director of Technical Training

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