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TEACHERS' PERCEPTION OF PUBLIC PRIMARY
SCHOOL HEADTEACHERS ADMINISTRATIVE
PRACTICES IN IJARA DISTRICT

BY

KHALIF HUSSEIN HIREY

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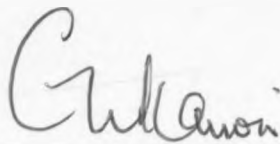
DECLARATION

This research proposal is my original work and has not been presented for a degree in any other University.



Khalif Hussein Hirey

This project has been submitted for examination with my approval as a university supervisor.



Edward N. Kanori

Lecturer, Department of Educational Administration and Planning,

University of Nairobi.

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DEDICATION

This work is dedicated to my deceased parents Mr. Hussein Hirey and Ebla Abdullahi for the love they had for me.

ABSTRACT

The purpose of this study is to analyze the teachers' perception of primary school headteachers' management practices.

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The management practices selected for the study are time management; leadership practices decision-making, interpersonal practices, communication practices, delegation and school administration structure. Headteachers' effective management practices are very essential if educational goals and objectives are to be realized. Primary school education forms the foundation from which all other levels of education are build. It is important to ensure that the management skills of primary school headteachers' will successfully assist them accomplish the highly responsible task they are called upon to perform. It is believed that the success of, internal organization and functioning of a school is primarily determined by headteacher's effectiveness in the school management and teachers' perception of what is desirable.

However, this is not so because from previous research and experience, it is evident that headteachers are still in effective in carrying out certain management practices.

The study sought to fulfill four objectives namely:

1. To find out how effective headteachers were in carrying out the school management practices.
2. To find out whether age, professional qualification and teaching experience has any effect on teachers' attitude headteachers' management skills.
3. To find out teachers attitude towards the head teachers' management practices.

4. To identify major problems facing headteachers' in school management.

To realize these objectives a questionnaire was constructed seeking to find out information that would be used to fulfill the objectives. The questionnaire had three sections namely:

Section A: Personal data giving information about teachers' age, highest professional qualification and their teaching experience.

Section B: Was made up of management practice information done thematically. Each management practice skill had 10 items and the responses were close ended on a five-point liker + scale rating system. The multiple responses were given as strongly agree, moderately agree, disagree and strongly disagree.

Section C: Was made up of a scale for measuring attitude edited by rammers (1960). The items in the attitude scale were modified to suit the subject of study.

The study was designed as a survey research. A pilot study was carried out to establish the validity and reliability of the research instrument. This involved administering the questioners to 10 randomly selected primary school teachers. Results revealed that the instruments were valid and had reliability co efficient of 0.72. Systematic random sampling method was used to select a sample size of 61 from population of 64. The researcher administered the questionnaires to the respondent who filled and returned them the same day administered research instruments personally.

Based on the studies data, the following were key findings of the study. Majority of headteachers were very effective in leadership, communication and delegations a management practice skills. Headteachers were fairly effective in curriculum and

instruction as a management practice skills while they were in effective in the personal relationship and decision making management skills. Majority of teachers had a favourable attitude towards headteachers management practices. The teacher's age had a positive but non-significant with their attitude. This means that teacher's attitude is influenced by their age at non-significant level. The teacher's highest profession qualification did not influence teacher's attitude towards the headteachers management practices. The teachers teaching experience had a negative but non-significant attitude with the teacher's attitude.

The main problems encountered by the headteachers in school management practices identified from the study included, the increasing responsibility of headteachers, lack of community support for the school due to unhealthy relationships and over enrollment of pupils. Lack of stability in educational programmes as a result of frequent changes in policies and also curriculum renovations were mentioned as major problems. They also identified poor remuneration for headteachers by the government and the effect of HIV/Aids of pupils and teachers as the major problems. Analysis of these problems revealed that most of them are related to curriculum and instruction as a management practice skill.

Drawing from its findings, this study suggested the following recommendations. Headteachers should be trained further on how to implement and monitor curriculum and instruction. Headteachers should receive training to help them identify the key areas of educational interpersonal relationships programme. Headteachers need to be aware of the prevailing attitude of the teachers towards their practices so that he can be able to influence the teachers positively as this will lead to improvement of teaching and

learning. The government should provide adequate facilities and finances for the growing population of schools. Headteachers should seek to develop and maintain open communication with the community. Where possible headteachers should delegate their duties to the deputy headteachers and the senior teachers so as to ease their workload. To motivate them to do their work better there should be a different scheme of service for them. The ministry of education targeting the school headteachers should organize frequent workshops, and service under refresher courses on school management. Any changes in education policy or education curriculum should be done collectively to avoid its adverse effects of sudden change in the school system.

In summary, the headteachers require more training and in-service courses on how to effectively carry out the management practices. There is also need to demystify the concept of management and further clarify the role of the headteachers as this will help improve the attitude of teachers towards the management practices and create an environment of mutual trust between themselves and the teachers.

In addition to the above the researcher suggests that a study be carried out in another place to establish its ability for generalization to all primary schools headteachers in the country and also to find out whether headteachers effectiveness influence teachers attitude towards school management.

TABLE OF CONTENTS

Content	Page
Title page.....	
Declarations	I
Acknowledgement.....	II
Dedication.....	III
Abstract.....	IV
Table of contents.....	V
List of tables.....	VI
List of abbreviations	VII

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	5
1.3 Purpose of the study	7
1.4 Objectives of the study	8
1.5 Hypotheses to the study	9
1.6 Significance of the study	9
1.7 Delimitations of the study	10
1.8 Limitations of the study.....	10
1.9 Basic assumptions	11

1.10 Definitions of significant terms	11
1.11 Organization of the study	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of perception.....	14
2.2 Time management practice	16
2.3 Leadership practices of decision making	18
2.4 Inter -personal relational practices	20
2.5 Decision implementation practice	22
2.6 Communication practices	23
2.7 Delegation practices and school administrative structure	24
2.8 Conceptual framework of the study	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design	26
3.2 Target population,	27
3.2 Sample and Sampling Procedure.....	28
3.4 Research instrument	28
3.5 Validity of the instruments	29
3.6 Reliability of the instruments	30
3.7 Data collection Procedure	31

3.9 Data analysis 32

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Introduction34

4.1 Questionnaires rate of return35

4.2 Demographic Information35

4.3 Analysis of teachers age36

4.4 Analysis of teachers teaching experience.....37

4.5 Analysis of teachers highest professional qualification.....39

4.6 analysis of headteachers effectiveness in time management practices...41

4.7 analysis of headteachers effectiveness in leadership and delegation
practices.....43

4.8 Finding of teachers responses on leadership and delegation.....45

4.9 Analysis of headteachers effectiveness in interpersonal relationship
practices.....48

4.10 Analysis of headteachers effectiveness in communication practices.....52

4.11 Analysis of headteachers effectiveness in curriculum practices.....56

4.12 Analysis of headteachers effectiveness in supervision practices.....60

4.13 Major problems facing headteachers in school management64

4.14 Summary.....64

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	65
5.2 Summary of the study	65
5.3 Conclusion of the study	69
5.4 Recommendation	70
5.5 Suggestion for further research	72

BIBLIOGRAPHY73

APPENDICES

Appendix A: Introduction letter to Head Teachers 78

Appendix B: Questionnaire for teachers 79

Appendix C: Budget for the study 87

Appendix D: Time frame for the study 88

Appendix E: Public Primary Schools in Ijara District: 89

LIST OF ABBREVIATIONS

DEO:.....District Education Officer.

FAWE:.....Forum for Africa Women Education.

MOEST:.....Ministry of Education, Science and Technology.

PDE:.....Provincial Director of Education.

UNICEF:.....United Nations Children's Education Fund.

LIST OF TABLES

Table 1: Analysis of teachers age	37
Table 2: Analysis of teachers teaching experience.....	38
Table 3: Analysis of teachers highest professional qualifications.....	40
Table 4: Time management.....	42
Table 5: Leadership and delegation	49
Table 6: Interpersonal relationship.....	49
Table 7. Communication	53
Table 8 Supervision	55

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Education provides a foundation for alleviating poverty and improving socio-economic development. The evidence of benefits to education are well established as it rises the quality of life, improves health and increases productivity to the market and non – market work. It also increases individuals' access to paid employment, and often facilitates social and political participation (FAWE 1998)

To achieve these goals, the headteacher assumes various responsibilities. These responsibilities involve the administration of curriculum and instruction, student personnel, school facilities, school finance, staff development, school – community development and evaluation (Craig 1990). However, the scenario especially in arid and semi-arid lands in Kenya may not allow effective realization of these objectives (Mungai 2002). The poor state of schools is evident in the physical state of the institutions of learning. The institutions lack equipment and learning materials. Those facilities available are inadequate and dilapidated often lacking basic amenities like water, poor remuneration or teachers results, absenteeism and lack of motivation. Consequently, there is greater demand for financial support from parents and use of pupil's labour to generate income. The situation has negative impact on quantity and quality of time spent on teaching and this affects student's

performance and retention. At times, some parents are discouraged from sending their children to school (UNICEF, 1993; World Bank 1988)

The situation demands application of effective leadership and management techniques in primary schools to counteract the influence that these obstacles can have on learning and teaching. A study carried out in Kenya however found out that there is “inertia” or lack of development in the education system in Kenya. The study attributed the ineffectiveness of education in Kenya to systems of management, which are not capable of handling crisis and new challenges. It recommended a revolution in the system. This revolution should begin with the school management (Republic of Kenya 1999)

Teachers perception of the head teacher is important as it determines the extent to which they can cooperate with him / her in meeting the school objectives (Katz & Khan, 1966). Lionell (1981) investigated teachers perception of their role as decision makers. The study clearly indicated that teachers did not perceive themselves as sharing in the decision making process. They said their input at the planning stages as minimal, the objections and suggestions receiving little attention, and they did not consider final decisions as made by headteachers Lionell (1981) suggested that teachers must learn to share information, consider alternatives and redefine consensus to reach maximum feasible decisions. Hence, teachers are likely to resent autocratic decision-making practices and this may consequently impact negatively on pupils examination performance.

Robbins (2002) stresses the importance of perception in the study of organizational behaviour. According to him, people's behaviour is based on the perception of what is not in reality itself. Dancan (1991) studies school administration perception towards the most effective solutions to remedy, eradicate or diminish major student discipline problems. The five most successful solutions perceived by the head teachers to eradicate or diminish the incidences of behaviour problems were in rank order of detention in school, suspension, out - of school suspension, parent conferences and student conferences. This study is significant considering that discipline is a major determinant of student examination performance (Muchiri 1998)

The functions of headteachers as administrators involves planning, organizing staffing, directing, coordinating and budgeting (Okumbe 1998). In these functions, the sole aim is to improve educational standards and pupils academic performance. Teachers in a school expect the head teacher to be a role model by performing these tasks effectively. According to Mzuve (1999) perception of teachers towards head teacher administrative practices) is influenced by both internal and external factors. Internal factors are described as characteristics of the perceivers learning needs acquired through past experiences, self-concept and personality.

According to Wamaihiu (1997), the administrative structure of the school and the top down management approach gives the head teacher absolute power which makes them absolute dictators often accountable to

nobody. This is probably why school head teachers have been blamed for corruption, dictatorship, having no time for parents, pupils, workers and fellow teachers. They have also been said to be well connected with politicians and top government officials who give them a lot of powers over the Board of Governors and Parents – Teacher’s Associations (Daily Nation date 15 November 1997).

In this context schools dominated by power driven head teachers will find their policy decisions moving in the directions of those heads rather than towards the healthy development of the school (Disend, Jensen and Shuman 1992) such head teachers are most unlikely to provide effective school headship which may consequently lead to ineffective schools. Accordingly an effective school is one in which pupils progress further than might be expected from consideration of its intake. He described the progress made by the pupils as “value added”. To raise pupils’ social and academic outcomes is to a very large extent grounded on effective leadership (Mortimore, in Riddell and Brown 1991)

Primary schools have been characterized by various problems reflecting ineffective management of these institutions especially in arid and semi – arid areas. The problems include massive school dropout and poor examination performance (Mungai 2002). The headteachers being in charge of school community relations should educate the community on the need to abandon some social – cultural practices, for instance, female circumcision and early marriages that contribute to dropout and poor academic performance (Mungai 2002)

The fact that these problems continue to hamper learning in primary schools in Ijara district is an indication that the Head teachers' effectiveness in managing the schools is questionable. Hence, this study aims at investigation teacher's' perception of headteachers' management practices in primary schools in Ijara District. This is because teachers' are the major implementers of National and operational educational policies in which the headteacher plays a major role.

1.2 Statement of the problem

The school head occupies the apex of school leadership. His / her responsibilities include administration of curriculum and instruction, student and teacher personnel management, management of the school plant (building and equipment), school finance, staff development, school – community relations and evaluation (Barasa and Ngugi, 1986). This is an enormous responsibility and calls for effective maintaining discipline. Discipline would help students to perform well in examinations and would equally motivate teachers to strive in facilitating this good performance. Ijara being a district inhabited by pastoralists who move from place to place in search of greener pastures for their livestock experiences an aggravated school dropout problem (Statistical Data, 2003 DEO's office, Ijara District).

Arid areas in Kenya, Ijara District included, have been experiencing major problems and these have negatively impacted in students' academic performance and teacher's instructional performance (Mungai 2002). In a study of factors influencing girls's educational and career

aspirations among the Samburu, Mungai (2002) found that schools in arid and semi-arid areas experienced severe and acute scarcity of financial, human and material resources. This scenario poses a challenge to primary school headteachers to develop strategies of exploiting the local resources to compensate for the short fall.

This calls for effective management approaches among the head teachers to minimize the influence that complex impediments can have on pupils' performance. These impediments include school related obstacles for instance distance to school, lack of teachers and learning resources and inadequate teaching staff. Other limitation are political factors for instance tribal / clan conflicts and cattle rustling. Others include economic obstacles for instance lack of tuition fees, uniforms and books. There are also socio – cultural attributes such as religious beliefs and traditional initiation which hamper pupils performance (World Bank, 1988, Njoroge, 2002)

The fact that school dropout in Ijara District is rampant and student continue to perform poorly in national examination indicates ineffective school administration (Statistical Data 2003, DEOs office Ijara District). The same data indicate that less than 50% of pupils who enroll in standard one ever complete the primary cycle. Mwakisha (1999) attributes this drop out of pupils from schools in ASALS to deep – rooted cultural attribute such as early marriages and female circumcision especially in the case of girls. As Njuguna (1998) points out, headteachers' leadership styles and administrative practices can greatly

affect students' academic performance. Hence, the rationale for this study.

It indicates poor leadership since effective leadership should respond to needy situations and try to improve them. Teachers are the implementers of good policies and bad policies, as a result of poor leadership leads to non – realization of school goals and objectives (Mungai, 2001). This study therefore sets out to determine teachers' perception of primary school head teachers' management practices in Ijara District in Kenya.

1.3.Purpose of the study

The purpose of this study is to determine teachers' management practices in Ijara District. Specifically, the study is to determine the teachers' perception of head teachers' management practices in relation to their socio – demographic variables. These variables include their age, sex, academic qualifications, teaching experience, student population and geographical location of the school, that is whether rural or urban.

1.4 Objectives of the study

The study will aim at achieving the following objectives:

1. To determine teachers' perception of primary school head teachers' management practices .
2. To find out whether there is any significant difference between teachers' sex and their perception of head teachers' management practices.

3. To establish whether there is any significant difference between teachers' age and their perception of head teachers' management practices.
4. To establish whether there is any significant difference between teachers' academic qualifications and their perception of head teachers' management practices
5. To establish whether there is any significant difference between teachers' teaching experience and their perception of head teachers' administrative practices.
6. To establish whether there is any significant difference between student population and teachers perception of head teachers' administrative practices.
7. To find out whether there is any significant difference between school's geographical location and teachers' perception of head teachers' administrative practices.

1.5 Hypotheses to the study

From the above objectives, the following hypotheses will be tested:

1. There is no significant difference between teachers' sex and their perception of headteachers' management practices.
2. There is no significant difference between teachers' age and their perception of headteachers' management practices.

3. There is no significant difference between teachers' academic qualifications and their perception of headteachers' management practices.
4. There is no significant difference between teachers' teaching experience and their perception of head teachers' management practices.
5. There is no significant difference between pupils' population and teachers' perception of headteacher's management practices.
6. There is no significant difference between the geographical location of the school and teachers' perception of headteachers' management practices

1.6 Significance of the study

The findings of this study will be useful to primary school head teachers in improving their management practices. This is due to the fact that the study might reveal ineffective management practices among the head teachers and recommend popular and effective management approaches / practices. This will enhance achievement of schools objectives through proper, effective and acceptable management practices.

The study findings may also be useful to Teachers' Training Colleges in imparting diverse management principles and train future head teachers' on how to vary one's managerial practices in response to diverse situations. The findings will also constitute important knowledge on school management and replenish the data bank on school management

and leadership. Useful to most to understand the shortcomings in administrative practices and workshops to deal with this.

1.7 Delimitations of the study

The scope of this study has been delimited by the research in a number of ways. The study will be done in Ijara District, which is predominantly arid and rural. Hence, the findings of the study may be generalized to other schools in areas of different climatic conditions with caution. In addition, only public primary school teachers in the District will constitute the subjects leaving out those in private primary schools, secondary schools or polytechnics.

1.8 Limitations of the study

The limitation of this study concerns the utilization of the measurement instrument. Both the Management practice skill questionnaire and the pur due master attitude scale were self-report inventories reflecting on the respondent's word and their willingness to be frank at the time of answering them.

1.9 Basic assumptions

The study will be conducted under the following assumption: -

1. Teachers will give truthful and honest responses to the instrument items.
2. Teachers are conversant with acceptable management practices.

1.01 Definitions of significant terms

The following are the definition of significant terms as used in the study:

Dropout: Refers to a student who enroll in a school and leaves without completing the course.

Leadership: Refers to the process of influencing the activities of an organized group in its efforts towards goal setting and goal achievement.

Leadership style: Refers to the underlying need structure of the leader that motivates behaviour in various interpersonal relations.

Management: Refer to the totality of mastering routine for efficiency through supervision deciding and monitoring policies.

Operational decision Refers to those decisions made at the school level by teachers, students and parent.

Policy: Refer to the statement of an official decision that guides the making of other decisions.

Primary school: Refers to an institution in which pupils receive regular instructions for eight years from standard one to standard eight

Perception: Is a process by which an individual organizes and interprets a phenomenon in order to give a meaning.

1.02 Organization of the study

The study is organized into five chapters. Chapter one includes background to the study, statement of the problem, Background to the study, Statement of the problem, Purpose of the study, Objectives, Hypothesis, Delimitations, Limitations, Significance, Basic assumptions and Definitions of significant terms. Chapter two constitutes the literature review, which is discussed under the following topics: Time management practices, Inter-relational practices, Leadership practices, Decision making and Delegation practice. A conceptual framework of the study is also presented in this section.

Chapter three presents the research methodology with the following sub - topics: Research design, Target population, Sample and sampling

procedure, Research instrument, Validity and reliability of the instrument, Data collection procedures and Analysis techniques. Chapter four covers the analysis, discussion and interpretation of research findings while chapter five present summary, findings conclusions and recommendations of the study. Suggestions for further studies are also presented in this chapter.

CHAPTER TWO

LITERATURE REVIEW

Review of literature for this study is discussed under the following sub topics:

Concept of perception, Time management practices, Communication practices, Inter – relational practices, Leadership practices, Decision making practices and

Policy implementation practices.

2.1 Concept of perception

According to Mzure (1999), perception is the process by which an individual organize and interpret phenomenon and other sensory impressions in order to give meaning to their environment. It has been defined as environmental stimuli (Cherington 1989). Several factors influence perception. (Cherington (1989) categorized the factors influencing social perception as the characteristic of the perceiver, characteristics of the situation and characteristic of the person receiving. Characteristics of the perceiver represents the most important attribute in influencing the focus of perception (Organ and Bataman 1991). Luthan (1989) further emphasized that a person who has a relatively high need for power, affiliation or achievement will be more attentive to the relevant situation variables in perception process. This represents the motivation state of the person. Other perceiver related characteristics

include vast experience, self-concept, personality and values all of which greatly influence perception.

Characteristics of the situation include organizational culture or the shared belief among organizational members about how these are done and what is regarded important (Cherington 1989). In addition, organizational structure, which is an important component influencing perception, show how organization deals with forces within its environment. It determines how an organization plans to achieve its goals and objectives. It also affects the social perception in evaluating organizational activities (Mzure 1999).

Finally, the characteristics of the perceived person influencing perception include his / her appearance, communication and status. The appearance of others not only influences how we perceive their behaviour, but influences how we respond to them (Cherington, 1989). In relation to communication for instance, the tone of voice detects whether individuals are happy, sad, angry or impatient. Inferences are also made about non – verbal communications such as eye contact, hand motions and posture (Cherington, 1989). To Mzure (1999), status is important in influencing social perception. For instance a high status person, for instance, a headteacher exerts a stronger impact on perception than a low status person for example an office massager.

2.3 Time management practices

Time is an important factor in the accomplishment of many if not most of the objectives that man has set to achieve in his enterprises. The effectiveness of a given organization (school) is determined by how well the organizations objectives are being achieved (Hicks and Gulletts, 1981). Every activity requires time and all work takes place in time and uses time. In addition, time is a unique resource that cannot be rented, hired, bought or even obtained. It has no marginal utility curve, is perishable, cannot be stored and has no substitute (Drucker, 1982)

Moreover, the sense of being overworked is a common executive response. In an anonymous survey conducted in 1968, 70% of the executives felt that they did not have enough time for thinking and planning (Bass, 1981). In her study of the similarities and differences in the ways managers spent their time, Stewart (1970) found that many managers complained that they did not have enough time to perform all of their assigned duties. This could be due to the reason that their job is a highly fragmented one such that they have few opportunities to catch up with tasks that require more thought, may be due to poor organization of managerial work (Stewart, 1970). In contrast good organization reduces the amount of fragmentation.

Busy executives like school head teachers usually tend to start with planning their work. This sounds plausible, but the only snag in this approach is that the plans only remain on paper merely as good intentions, which seldom translate into achievement. On the whole,

educational management in Kenya is not significantly effective and has been described to be in a state of inertia (Republic of Kenya, 1999). It has been pointed out that effective executives do not start with planning their time nor their tasks but by finding where their time actually goes. This should be followed by an attempt to manage their time and cut back unproductive demands on the executive's time (Drucker, 1982). According to Muritzberg (1973) in Hicks and Gullet (1981). The problem with the manager's time management practices were found to be mainly due to telephone calls, visitors, and incoming correspondences that dominate the managers day.

Moreover, the effectiveness of an organization can most understandably be expressed by measuring their objectives against a structure based on time, that is by determining to what extent an organization is achieving its immediate objectives, its attainable objectives and its visionary objectives (Hicks and Gullet, 1981). The attainable objectives in this context refer to those objectives which can be realized with time that can be estimated, for instance, preparing students within a specified time period for KCPE. An immediate objective means those techniques, methods, innovations that are attainable and that have been reached so become immediate. Visionary objectives are the ultimate towards which the organization is moving, that is, the most desirable accomplishment for the organization (Hicks and Gullet, 1981). For instance, fostering national unity being one of the national goals of education (Basara and Ngugi, 1990).

Managers have always complained of lack or sufficient time to manage effectively. According to Dennison and Shenton (1987) very few administrative meetings can actually be arranged in school time. To Organ and Bateman (1991) reasonable time demands can energize a group and increase its efficiency but if time constraints are too severe, high quality decisions become less likely. Lack of time makes it impossible to mobilize the group making a quick individual decision the only option. Time also affects the opportunity to communicate, implying that there must be a mutually agreeable time for getting together, a place in which to convene, or appropriate communication technologies) Organ and Bateman 1991) Mungai (2001) further notes that lack of adequate time makes it impossible to involve teachers an important policy formulation and decision making processes. This study will therefore attempt to determine how teachers perceive their head teachers' time management practices to effectively realize school goals and objectives.

2.4 Leadership and decision making practices

Two aspects of leadership have been used most frequently in the study of school management (Glatter, Preedy, Richez and Masterton (1988). One aspect is initiating structure which refers to the leader's behaviour in delineating the relationship between himself / herself and the subordinates and in endeavouring to establish well defined patterns of organization, channels of communication and methods of procedure. Consideration, the other aspect, refers to behavior indicative of mutual trust, respect and warmth and relationship between the leader and the

member of his / her staff (Halpin, 1966 in Glatter, Preedy, Rischez and Masterton (1988).

Decision centralization is a third aspect added by Yukl (1975) to Halpin's (1966) initiating structure and consideration. The potential significance of this dimension is demonstrated in the work of Mias (1980), which portrayed the decentralization of decisions did not necessarily increase job satisfaction among teachers. Nevertheless, the teachers in the studied sample generally responded well to what he calls positive leadership but negatively to authoritarian leadership.

Another contention is that democratic and autocratic, like participatory and authoritarian, can be viewed as contrasting leadership styles but which one proves more effective will both depend on personality and the situation under which it is applied. Tannenbaum and Schmidt's (1958) model of leadership in four continuum positions is provided and include:

Tells - The manager makes the decision and tells the staff.

Sells - The manager makes a decision but sells it to the staff:

Consults - The manager listens to advises and does not make a decision until the staff have had an opportunity to comment about the issue

Joins - the manager delegates to the staff the right to make decisions and joins in that activity (Dennison and Shenton, 1987)

Despite the fact that many leadership styles and practices have been identified indicating that there are many roads to effectiveness, initiating structure and considerations remains basic to most partners (Glatter, Preedy, Risher and Masterton (1988). However, the school structure has encouraged authoritarian administration hence the relationship between the headteachers and the teachers are paternalistic resembling a benevolent despotism rather than a democracy (Graham 1969). His study will set out to determine the leadership practice among the head teachers as perceived by teachers and how effective these practices can be enhancing in realization of school objectives and goals.

2.5 Inter –personal relational practices

One of the principles guiding management of bureaucratic organizations is impersonality (Organ and Bateman, 1990). However, a tightly circumscribed or strongly hierarchical style reduces the creditability of an open – ended or participative approach to management (Sayer, 1989). In addition, human relations theorists have shown that a rigid hierarchical emphasis can make the realization of genuine collegial relationship very difficult (Glatter, Preedy, Risher and Masterton (1988). The importance of good interpersonal relations in schools for effective realization of school objectives especially good examination performance has also been noted. Hence, innovative and effective school heads are

particularly aware that informal contexts with staff such as over a cup of tea or coffee in a common room, are highly political occasions providing opportunities for collegial influence to be exerted in both sides (Hughes, 1975).

However, most school administrators appear to relate more closely to the upper echelons like supervisors, superintendents and counselors than to the corps of teachers. Hence, teacher's effort to take studies to teach a controversial topic, for instance, is thwarted probably because Headteachers may not have been creative teachers and therefore opposed to creativity (Hahn, 1973). It was further noted that unless the education process becomes entirely electronic, it must be acknowledged that in order for schools and colleges to function effectively, then the human relations component has to be attended to. This is due to the fact that schools can no longer keep up the pretence that relationships do not affect performance, either academic or professional (Hall and Hall, 1988). Determination of teachers' perception of how effective head teachers relate and interact with teachers and thus equally imperative. This is due to the fact that if the professional performance is to be improved and consequently the academic performance by students enhanced, good interpersonal relations must be evident.

2.6 Decision implementation practices

Sometimes good decisions are arrived at but never implemented. Non-implementation of previously made decisions is linked to deep-seated orientations of personality: referred to as action orientation versus

contemplations (Katz and Khan, 1966). Mungai (2001) in his study of bureaucratic and personality factors inhibiting participatory formulation of schools' operational decisions found that the most demoralizing aspect to teachers is the failure by head teachers to effectively implement previously reached decisions.

It has also been noted that many people have excellent ideas. However, they do not translate their ideas and even their decisions into the required implementing actions. Most people make that translation and write what the group dynamists call paragraph, only under that compulsion of the situation. As a result, opportunity for actions sometimes lost entirely (Katz and Khan, 1966). Probably, this is the reason why Mungai's (2001) study strongly recommended effective and prompt implementation of decisions if teachers are to feel motivated to participate in decisions in decision - making process and policy formulation. The researcher further noted that since teachers are the major implementors of school decisions, they should be fully involved in the decision - making process. To Organ and Bateman (1991), a useful decision is not merely made, but it is put into action. This study will therefore seek to establish how effective primary head teachers are in implementing school decisions. This is because it is through decisions that school effectiveness can be enhanced.

2.7 Communication practices

Managerial effectiveness is only possible when channels of communication through which the employee may take part in the

decision making process are available. These channels must be provided continuously and their use must be convenient and available (Dubin, 1974). Another contention is that for effective delegation, proper communication procedures must be established between the subordinate staff and his officer since this is necessary for consultation and coordination (Mbiti, 1979). However, formal communication systems, which expand from the entire "need to know" foundation, are unsatisfactory in the school situation. Hence, resentment occurs when people are not informed through the channels that they are expecting to be used (Dennison and Shenton, 1987). Mbiti (1979) recommends that the date and time for all staff meetings should be communicated to all teachers at least two days in advance except for emergency meetings and the agenda should be specified in writing.

Moreover, communication enables other teachers to understand and accept a teacher's views just as it enables a teacher to understand and accept the views of other teachers and to work collaboratively towards a common purpose (Disend, Jensen and Shuman, 1992). However, poor communication leads to misunderstandings between teachers and administrators (Macrff, 1988). It has also been noted that the real purpose of communication is not to manipulate others so that one can get his / her way, but to negotiate with other so that understanding, mutual respect and professional collaboration are more likely (Disend, Jensen and Shuman, 1992) Mungai (2001) also found that poor communication channels discouraged teachers from participating in

decision making on major school issues specially on matters to do with examination performance. To what extent then do primary school head teachers effectively communicate and pass information to teachers regarding ways of improving pupils' examination performance

2.8 Delegation practices and school administrative structure

In typical elementary and secondary schools, teachers are most often centered participants only about decisions in their own classrooms, but are seldom parties to school level decision-making. The teachers voices are not heard, and the administrative and organizational structures stands between teachers and administrators limiting their opportunities for participation (Lieberman, 1990). According to Wamahiu, the administrative structure of the school and the top – down management approach gives the head teachers absolute power which makes them absolute dictators often accountable to nobody. Schools dominated by such power – driven head teachers will find their policy decisions moving in the direction of those heads rather than towards the healthy development of the school (Katz and Khan, 1966; Disend, Jensen and Shuman, 1992).

As has already been stated, effective delegation leads to realization of school objectives (Mbiti, 1979). Mungai (2001) found that if headteachers delegates some of their responsibilities to teachers, the teachers feel motivated and identify themselves with the school often owning school decision. He found that lack of delegation demotivate teachers and was one major cause of resentment among them. This study will seek to

establish teachers' perception of the delegation practices among head teachers and how effective delegation can influence professional performance and consequently students' examination performance

2.8 Conceptual framework of the study

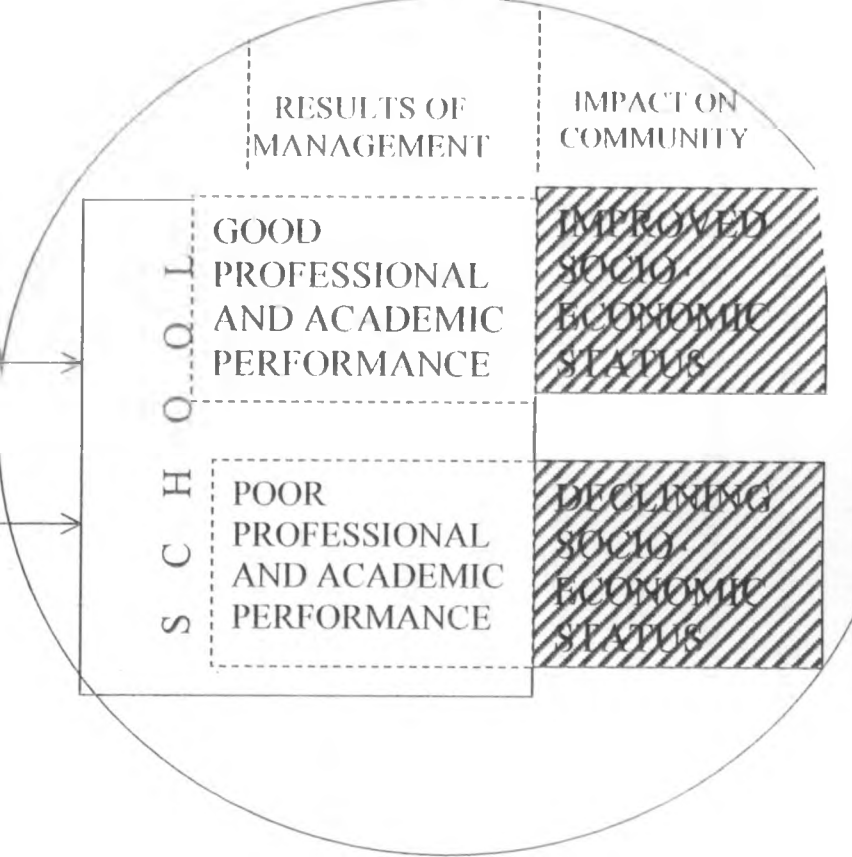
The conceptual framework of the study is based on the assumption that effective management practices would lead to improved professional performance by teachers and enhanced academic performance by pupils. On the other hand poor management practices would demotivate teachers leading to poor professional performance among them and poor academic performance among pupils.

EFFECTIVE MANAGEMENT PRACTICES

EFFECTIVE LEADERSHIP
EFFECTIVE TIME MANAGEMENT
EFFECTIVE COMMUNICATION
PROPER DELEGATION
PROPER DECISION MAKING APPROACHES
GOOD INTERPERSONAL RELATION

POOR LEADERSHIP
POOR TIME MANAGEMENT
POOR COMMUNICATION
IMPROPER DELEGATION
UNPOPULAR DECISION MAKING
APPROACHES
POOR INTERPERSONAL RELATION

COMMUNITY



CHAPTER THREE

RESEARCH METHODOLOGY

The research methodology for the study is discussed under the following sub topics: - Research design, Target population, Sample and sampling procedures, Research instruments, Validity of instrument, Reliability of instruments, Data collection and Data analysis technique.

3.1 Research design

An ex-post factor research design will be used. According to Kerlinger (1973), this is “systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable”. Supporting the above observation, Charles (1988) contends that the cause which is the independent variable in ex-post factor research can not be manipulated because it is genetically fixed (for instance sex, age, race. Circumstances do not allow its manipulation (for instance date and place of birth) or the cause is culturally ingrained (for instance language, values and customs)

An ex-post factor design will be selected because the researcher will not be in a position to control independent variables of the study such as sex, age, academic qualifications, teaching experience, size and location of the school. In addition, the study will aim at determining teachers' perception of headteachers' management practices. This includes Time management, decision making, communication, leadership behaviour, delegation practices, and instructional supervision). Since in ex-post

factor research the aim is to determine the status of the issue being addressed, the mode of management of headteachers are checked and determined on how they actually practices their managerial duties.

3.2 Target population

Target population is the choice of persons meant to be administered instruments. The target population of this study will be public primary school teachers in Ijara district. Schools in Ijara were chosen because the researcher is an inspector of schools in the district with wealth knowledge of the area. This makes data collection more easier. According (MOEST March 2003), there were a total of 29 public primary schools with a total number of 95 teachers. All these schools are mixed boys and girls. The target population will consist of 29 headteachers and 35 classroom teachers, a total of 64 respondents. Classroom teachers were targeted because they are the implementers of all activities in their respective classrooms. Headteachers will also be utilized in the study because they have a professional responsibility of ensuring that the implementation of all educational policies within institutions are carried out effectively. The target population for this study constitute of public primary school, and primary school teachers in Masalani, Ijara and Hulugho Divisions in Ijara District.

3.3 Sample and sampling procedure

According to Mugendo and Mugendo (1999), a sample is a smaller group obtained from the accessible population. This sub-group is carefully selected so as to be representative to the whole population. The sample of the study will consist of 29 public primary schools and 28 classroom teachers. This number is deemed adequate for the study. All the respective headteachers in the 29 public primary schools will participate. The researcher decides to choose three teachers in every school out of the 29 public primary schools in the district. Out of these, 22 schools will automatically be chosen to participate. These were 12 schools with single teachers, 6 schools with two teachers and 4 schools with three teachers, while 7 schools with more than three teachers participated. Cards with two Yes and 10 No was put in a tin and only teachers in the schools with more than 7 teachers will be asked to pick one among the cards. Then the two teachers with Yes cards will participate. Thus, a total of 57 respondents to whom the questionnaire of this study will be administered.

3.4 Research instrument

The data pertaining the teachers' perceptions of primary school head teachers' management practices will be gathered using a questionnaire. The questionnaire is made of (3) three parts: **Part A:** Will be used to gather data on socio – demographic characteristic of teachers. The characteristic includes age, sex, academic qualification, teaching experience, schools' student population and geographic population (rural or urban). **Part B:** is made of statements representing management

practices among head teachers. Teachers will be required to indicate their level of agreement or disagreement with specific statements on a five (5) point Likert scale as follows: - strongly agree (5), agree (4), moderately agree (3) disagree (2) and strongly disagree (1). **Part C:** is made up of open ended question aimed at probing further into the head teachers management practices as perceived by the teachers.

3.5 Validity of the instrument

A valid instrument is one that measures what it purports to measure. It should address the objectives of the research. To assess the validity of the instrument items as well as the language used in the instrument, a pilot study will be conducted on a population similar to the target population Mulusa (1988). Mulusa (1988) suggests that at least 10 subjects with similar characteristics in all respects to the target population should constitute the participants of pilot study making a total of 12 teachers. After the teachers complete to fill the questionnaire, each item will be discussed with them. This will aim at determining whether each question is correctly worded and therefore free from misinterpretation when administered to the respondent in the main study. The researcher will also consult thesis supervisors who are specialized and experienced in the field of educational administration. This consultation will be aimed at seeking their opinion regarding the quality of the research instrument and their view regarding the items incorporated in the questionnaire.

3.6 Reliability of the instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. According to Bennet (1973), It enhances dependability, accuracy, clarity and adequacy of the instrument. It is usually influenced by random error. Therefore as random error increases the reliability decreases.

A valid test should be seen to be reliable. Hence, reliability is a very useful ingredient in validity of any research instrument. According to Roscoe (1969), the split have method is used to established the co - efficiency of internal consistency of a questionnaire. The method involves splitting restatement of a test into halves (odd - and even - numbered item). Then this two set of items (odd and even) are placed two sub tests then the scores of the two sub tests are computed for each individual and this two set of scores are co -related. The co-relation obtained never the less represents the reliability co-efficiency of only half the test. Since reliability is related to the strength of the test, a correction has to be made so as to obtain reliability of the entire test. To make this correction, the Spearman Brown Prophecy formulae

$$r_{xxx1} = \frac{2r}{1+r}$$

Is applied where r_{xxx1} is the reliability of the original test and r is the reliability co-efficient resulting from co - relating the scores of the odd statements with the scores of the even statement. The value obtained represent the reliability of the entire test and closer it is to 1, the stronger the test.

3.7 Data collection procedure

The questionnaires will be personally administered by the researcher for both the pilot and the main study. The research permit will be obtained from the Ministry of Education, Science and Technology (MOEST). Thereafter the Provincial Director of Education (PDE) North Eastern Province and the District Education Office Ijara District, and schools participating in the study will be informed about the forthcoming research activity. The selected schools will then be visited and questionnaires administered to teachers. During this process teachers will be assured of the strict confidentiality in dealing with their responses.

The researcher expects that a two-week period will be enough for teachers to have filled the questionnaires. For cases where some teachers will not have completed the questionnaires, two more weeks will be set aside to allow them more time to complete the filling. The completed questionnaires will then be personally collected by the researcher.

3.8 Data analysis

The first step in analysis of the data will involve editing. This will entail inspection of the data pieces in order to identify those items wrongly responded to, spelling mistakes in the responses, and any blank spaces left unfilled by the respondent. The data will then be classified according to teachers' age, sex, academic qualifications, teaching experience,

schools' student population and geographical location. The categorized data will then be coded and transferred to a computer sheet that will have been prepared by the researcher with the assistance of the experienced computer specialist in data analysis with knowledge of the social science statistical package.

In coding, the factor items will be scored from a higher point Likert scale: "strongly agree" will be assigned a score of 5, "agree" 4, "moderately agree" 3, "disagree" 2, and "strongly disagree" one score. Analysis will require organization of the data pieces into frequency distribution. This process will allow the researcher to condense all the information so that it can make some sense. Frequency distribution tables will particularly be constructed for demographic variables and school data. This variable includes teachers' age, sex, academic qualifications, teaching experience, schools' student populations and geographical location. The total perception scores for every teachers will then be computed on each factor. In addition the means of the scores will then be computed for every scores. This means perception will represent the average score for each score as rated by the teachers'.

In testing the hypothesis on whether any significant differences exists between teachers' perception of head teachers' management practices and their age, and the geographical location of the schools, the T - test will be used. This is due to the fact that t-test is used to test significant differences of hypothesis involving two sample means, that is, male and female, and urban and rural schools respectively. In testing hypothesis

on whether significant differences exists between teachers' perception of head teachers' management and their age, sex, academic qualification, teaching experience and school student populations, the f-test (ANOVA) will be used. The f-test (ANOVA) is used to test whether the difference among the means or two more groups is significant or due to chance alone (Moore 1963, P. 281).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter entailed analysis, interpretation and discussion of findings.

The main purpose of this chapter was to analyze data, interpret and discuss the findings of the study giving evidence relevant to the research questions and objectives. This chapter was discussed under various sub sections guided by the research objectives.

The first section presents demographic information about the teachers of public primary schools of Ijara District. It includes their age, highest professional qualification, and teaching experience. This information was important because it assisted the researcher in finding out whether these variables had any influence on teachers' altitude towards their head teachers' management practices.

The second section presents information about how effective head teachers' were in carrying out the selected management practices. Each management practice was analyzed and interpreted separately then a summary and comparison of the effectiveness was made. The third section contains information about teachers' attitudes towards the management practices.

The forth section presents information about whether age, highest professional qualification, and, or teaching experience had any effect on

the teachers' attitude towards the management practices. The last section presents information about major management problems facing head teachers' today.

4.1 Questionnaires rate of return

One type of Questionnaire was used to collect data. The questionnaire were administered personally by the researcher to 64 teachers who filled in and returned the questionnaires on the same day. Having assured them of the confidentiality of the information to be solicited from them, the teachers' response was positive making the rate of return very impressive.

Out of 64 questionnaires administered, only 61 were returned dully filled, translating questionnaire return rate to (95.3%). Two questionnaires (3.1%) were not returned while another one (1.5%) had several items not responded to hence their responses were not included to the analysis.

4.2 Demographic information

The respondents of this study were requested to give information about their age, professional qualification and their teaching experience. This information was necessary as it was used to find out whether the variables influenced the teachers' attitude towards the head teachers' management practices.

4.3 Analysis of teachers' age

Distribution of public primary school teachers (respondents) by age

Table 1: -

Age	Frequency	Percentage
20-24	10	16.3
25-29	15	24.5
30-34	16	25.0
35-39	09	14.7
40-44	07	11.4
45-49	02	3.2
50-54	02	3.2

From table 1, it is evident that all the respondents are matured and above 20years old. As Kenya's law stipulates that any person seeking employment should be 18years old and above. It is very clear that the respondent can identify management problems of their headteachers. The standard deviation of their ages was 7.72 showing that their ages were widely distributed around the mean. Their age range was 32years with the oldest teacher being 54years old and the youngest being 24 years old. It is also notable that after 44 years of age the number of teachers reduces 45 to 49 (3.2%) 50 to 54 (3.2%). It can be argued out that this is a period where the teachers maximum potential has already

lapsed and most of them leave the profession as they approach their retirement age.

4.4 Analysis of teachers teaching experience

Teachers' response by their teaching experience

Table 2: -

TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE
Below 4 yrs	9	14.7
5-9	17	27.8
10-14	20	32.7
15-19	10	16.3
20-24	3	4.9
Above 25 years	2	3.2

From table 2 on teachers teaching experience, it is evident that majority of the respondents 32.7% have a teaching experience of 10-14 years followed by 27.8% of teachers with teaching experience of between 5-9 years. Another 16.3% has a teaching experience of 15-19 years justifying the conclusion that their teaching experience was high. Very few teachers 14.7% have a teaching experience of below 4 years.

This can be attributed to the freeze of teachers' employment 5 years ago and even though the Government occasionally employs teachers, the number employed is very small. It is also evident that a small percentage of respondents 3.2% had teaching experience of 25 years and above.

This can be attributed to the tendency of teachers leaving the profession as they grow older and possibly some could have died.

The mean score value of their teaching experience was 14.46 revealing that majority of the respondents had the necessary teaching experience to be able to rate their headteachers. The standard deviation of their teaching experience was 7.08 revealing that the scores were widely distributed around the mean.

From the respondents findings in time management it showed that majority of respondents 57.3% strongly agreed that their headteachers sets time to deal with unexpected issues while 3.2% strongly disagreed.

65.5% of teachers strongly agreed that the headteacher spared time to meet with teachers, pupils and parents while 3.2% disagree.

47.5% strongly agree that headteachers communicate agenda for staff meeting early enough while 9.8% moderately agree and 4.9% strongly disagree. 11.4% strongly disagree that broad curriculum denies their headteachers to convene staff meeting while 18.0% agrees, 40.9% moderately agree, 24.5% disagree and 4.9% strongly disagree. 39.3% strongly agree that headteachers set time for themselves to supervise instruction, 27.8% agreed, 19.6% moderately agreed, 3.2% disagreed and 4.9% strongly disagreed.

Analysis of teachers' highest professional qualifications

Distribution of teachers by their highest professional qualifications.

Table 3: -

QUALIFICATION	FREQUENCY	PERCENTAGE
ATS	01	1.6
S1	02	3.2
P1	42	68.8
P2	14	22.9
P3	02	3.2

From table 3, it is evident that all teachers in the district were trained hence understood well the headteachers management practices and were able to cite management problems facing their headteachers. Basing on the data, 1.6% of the respondents had ATS qualification, 68.8% had P1 qualifications, 22.9% had P2 qualifications and only 3.2% had P3 qualification. It can be drawn from the analysis that majority of teachers had P1 qualification 68.8% the few P2 and P3 qualified teachers could be attributed to promotion of headteachers' effectiveness in the selected management practices.

The following represents information about headteachers' effectiveness in the selected practices.

KEY

- SA** - Strongly agree
- A** - Agree
- MA** - Moderately agree
- D** - Disagree
- SD** - Strongly disagree.

Analysis of headteachers' effectiveness in time management

Responses on headteachers' effectiveness in time management as a management practice skill.

Analysis of headteachers effectiveness in time management

Table 4: Responses on headteachers' effectiveness in time management practice skill

TASK	SA		A		MA		D		SD	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Set time to deal with unexpected crisis	35	57.3	10	16.3	9	14.7	5	8	2	3.2
Spared sometime for meeting with teachers, pupils and parents.	40	65.5	11	18.0	7	11.4	2	3.2	1	1.6
Communicate agenda for staff meeting early enough.	29	47.5	14	22.9	6	9.8	9	14.7	3	4.9
Broad curriculum denies headteachers to convene staff meetings	7	11.4	11	18.0	25	40.9	15	24.5	3	4.9

Headteachers allocate him/ herself time to supervise instruction.	24	39.3	17	27.8	12	19.6	2	3.2	3	4.9
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Analysis of headteachers effectiveness in leadership and delegation

Table 5:-:Responses on headteachers' effectiveness in leadership and delegation management practice skill

TASK	SA		A		MA		D		SD	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Headteachers makes decision and tells teachers	20	32.7	15	24.5	14	22.9	7	15.4	5	8.1
Headteachers involves teachers in decision making	11	18.0	18	29.5	21	34.4	7	11.4	4	6.5
Headteachers consults teachers in decision making	17	27.8	9	14.7	14	22.9	9	14.7	2	3.2
Headteachers not friendly and warm to teachers in decision making	22	36.0	13	21.3	15	24.5	5	8.1	6	9.8

Headteachers delegates all instructional responsibilities to teachers	19	31.1	12	19.6	6	9.8	15	24.5	9	14.7
Headteachers delegates all curriculum activities to teachers	17	27.8	12	19.6	19	31.1	7	11.4	6	9.8
Headteachers do not delegate any task to teachers	3	4.9	5	8.1	13	21.3	21	34.4	19	31.1
Headteachers delegate financial responsibilities to teachers	7	11.4	9	14.7	11	18.0	19	31.1	15	24.5

4.5 **The findings of teachers' response on leadership and delegation .**

It showed that majority of respondents 32.7% strongly agree that their headteachers make decisions and tells teachers while 24.5% agree. These findings support the idea that to have effective responsibility one should be able to make the teachers feel part and parcel of the school organization. It agrees with suggestions by Olembo et al (1982) that it was the teachers responsibility to secure effective team work. Responses indication whether headteachers involves teachers on decision-making revealed that 18% strongly agree and 34.4% moderately agree. These findings assisted the researcher in finding out whether the headteachers at times compromised or whether they were fair in their dealings.

Responses on whether headteachers consulted the teachers in decision-making revealed that 27.8% strongly agree and 22.9% moderately agree. On the contrary a relatively high percentage of responses 36% strongly agree that their headteachers never consulted teachers in decision-making role. This item helped the researcher to find out whether decision making in the schools was a collaborative activity by both the headteacher as a supervisor and the teacher as suggested by Okumbe (1987) and also Schoen and Duraud (1979).

On delegation 31.9% respondents strongly agree that their headteachers delegates all instructional responsibilities to teachers while 24.5% disagreed. Delegation encourages cooperation of all people in the school and it motivates them because it makes them feel responsible for the achievement of school goals.

This item helped researcher to find out whether the headteachers' were able to delegate their increasing responsibilities and it is agreeable that they do delegate tasks equitably. It is also notable from the findings that a small percentage of responses (11.4%) strongly agree that their headteachers delegates financial responsibilities to teachers while 18% moderately agree and 31.1% disagreed.

It is also notable to find out that 6.5% of responses strongly agreed that their headteachers' relates with senior MOEST staff while 11.4% agree, 22.9% moderately agree, 40.9% disagree and 18%strongly disagree. 29.5% of responses strongly agreed that their headteachers' relates well with SMC members while 21.3% agreed and 14.7% disagreed. 27.8% strongly agreed that their headteachers relates well with PTA members while 24.5% agreed, 19.6% moderately agreed and 13.1% strongly disagreed. It is important to mention that the headteachers should realize that their effectiveness in leadership is greatly influenced by their relationship with the community. It is encouraging to note that a very high percentage of respondents 26.2% indicated that their headteachers engage with other teachers in informal discussions while 9.8% disagreed. This depict that their headteachers were very good in collegiality. From the discussion of he above results it is imperative to conclude that headteachers are very effective in carrying out leaderships as a management practice skill.

The findings on communication indicates that 32.7% of responses strongly agreed that their headteachers put well communication procedures in place while 31.1% agreed, 1.31% moderately agreed, 16.3% disagreed and 6.5% strongly disagreed. This seems to be inline with Koech report (1999) that indicated that there were bureaucratic structure hat hindered effective communication. 31.1% of respondents strongly greed that administrative matters are communicated to them in advance while 18% moderately agreed and 6.5% strongly disagreed. It is also notable that 14.7% of respondents strongly agreed that their headteachers informed them the MOEST policies in advance while 21.3% agreed, 31.1% disagreed and 13.1% strongly disagreed.

19.6% of respondents strongly agreed that they are involved in setting communication procedures while 24.5% agreed, 18% moderately agreed, 27.8% disagreed and 9.8% strongly disagreed. However, 34.4% strongly agreed that they are informed vital school decision well in advance while 13.1% agreed, 18% disagreed and 24.5% strongly disagreed.

Basin on the mean of frequencies calculated using the arbitrary scores it is evident that headteachers were effective in carrying out leadership as a management practice skill. They were also effective in carrying out communication and delegation as a management practice skill. They were fairly effective in curriculum and instruction while in interpersonal relationship they were ineffective.

Analysis of headteachers effectiveness in interpersonal relationship

Table 6.: Responses on headteachers' effectiveness in interpersonal relationship management practice skill

TASK	SA		A		MA		D		SD	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
INTERPERSONAL RELATIONS										
Headteachers relates with senior MOEST staff only	4	6.5	7	11.5	14	22.9	25	40.9	11	18.0
Headteachers relates well with SMC members	18	29.5	13	21.3	10	16.3	9	14.7	11	18.0
Headteachers relates well with PTA members	17	27.8	15	24.5	12	19.6	9	14.7	8	13.1

Results from table 6 reveal that all headteachers were accessible to all teachers (68.8%) responses indicated always while (31.2%) indicated that their headteachers' were often accessible. This contradicts the Koech

report (1999) that indicated that there were bureaucratic structures that hindered effective communication. Most responses (55.3%) indicated that headteachers always and (44.7%) often communicated verbally. Verbal communication is important especially when, there is an issue to clarify or discuss and it yields more understanding. Since most schools were small in size most headteachers preferred passing information verbally that through Memos. Only (16.3%) of responses were always on used of notice boards to pass information and another (27.9%) were often. However (39.1%) which formed the majority of respondents indicated rarely and another (16.7%) indicated never.

Using the notice board is important especially for reminder of very important information e.g. school rules and regulations should be kept in the notice board and not start in files. On discussion of issues with headteachers majority of responses (30.7%) revealed that their headteachers often discussed issues with teachers and (22.3%) indicate always. It is also notable that (11.2%) of responses were sometimes

and xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Sadly (13.5%) of responses indicated that they never discussed issues with teachers this concurs with item 4 (iii) where (13%) also never involved in decision making.

On encouraging healthy interpersonal responses were as follows: - (35.3%) always, (27.9%) often, and (20.0%) sometimes. Healthy interpersonal relations are important if explicit understanding of duties,

responsibilities, privileges among all persons are to be developed. Koontz and O'Donnell (1976) stresses that since people were social beings they needed to belong and to be accepted. School goals will only be achieved if the teachers feel they are part and parcel of the organization. On developing a trustworthy climate (33.5%) of responses indicated that their headteachers' always, developed a trustworthy climate. (26.6%) were often, another (17.7%) were sometimes, (23.2%) were rarely. This item was important as it tried to find out whether headteachers' won the trust of their teachers. It is notable to say that the most respondent indicated that their headteachers' were able to develop trustworthy climate.

Majority of responses (40.0%) often gave immediate feedback on all issues while (28.8%) indicated always it can be deduced that headteachers knew that resistance to change by employees frequently occurred through fear of the unknown and to avoid these they gave immediate feedback so as to reduce anxiety which may affect teacher effectiveness. This agree with schoen and Durand (1979), this is because people work and achieve more when they are given immediate feedback on how they are performing, in other words knowledge of results.

A higher % of responses (36.7%) indicated hat their headteachers rarely kept channels of communication open while (16.7%) never kept channels of communication open. This findings contradicts results in item that the head teachers were accessible to all further studies should be done to establish this item. It is notable that a small % kept channels of

communication open (27.9%) always (18.6%) often keep channels of communication open. This gives evidence that there were still a lot of bureaucratic controls in management hindering effective communication. (55.3%) of responses pointed out that their headteacher always had written rules and regulations while (47.7%) never had written rules and regulations. The two results are to the extreme though majority of responses indicated always, (44.7%) for never shows that a relatively high % never had written rules and regulations. This reveals that most of headteachers have not realized the importance of written rules and regulations as a place to verify facts and avoid misinformation of rumors or conflicts this is in line with Goldhaber (1983) that written rules and regulations can serve as a point of reference.

From the discussion above it can be concluded that headteachers were effective in carrying out communication as a supervisory practice skill. Average of the responses were (37.47%) for always, (28.43%) for often, (6.56%) for sometimes, (17.79%) for rarely, and (9.72%) for never. Mean calculated using the arbitrary score was 3.7, which is relatively high.

Analysis of headteachers effectiveness in communication

Table 7: Responses on headteachers' effectiveness in communication management practice skill

TASK	SA		A		MA		D		SD	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Well communication procedures in place	20	32.7	19	31.1	8	13.1	10	16.3	4	6.5
Administrative matters communicated in advance	19	31.1	17	27.8	11	18.0	8	13.1	6	9.8
Teachers are informed MOEST policies in advance	9	14.7	13	21.3	12	19.6	19	31.1	8	13.1
Teachers are involved in setting communication procedures	12	19.6	15	24.5	11	18.0	17	27.8	6	9.8
Teachers are informed about vital school decision well in advance.	21	34.4	8	13.1	6	9.8	11	18.0	15	24.5

Results from table 7, reveal that (60.9%) of respondents indicated that their headteachers always knew their work well while (22.3%) indicated

that their headteachers often knew their work well. This placed the headteachers in a very important position because results imply that teachers could consult them in case of a problem. Results also show that majority of responses indicated their headteachers' shared interest in what teachers held important (39.1%) of responses indicated always while another (20.9%) indicated often. This item was included in the questionnaire to help the researcher find out whether headteachers acknowledged teachers' expertise in various areas, as this was a motivating factor. Although majority of responses reveal that most headteachers shared interest in what teachers held important, it is sad to note that (16.7%) rarely while (11.2%) never shared interest in what teachers held important. Recognition is a hygiene factor that helps reduce dissatisfaction as brought out by Herzberg's two factor theory of motivation. It is important therefore that headteachers recognize and appreciate teachers' work, as this will be a motivational factor to the teachers.

On creation of an atmosphere of approval and cooperation (32.1%) of respondents indicated always while (36.7%) indicated often. This reveals that majority of headteachers were able to create an atmosphere of approval and cooperation. It is also evident that headteachers acknowledged teachers' contribution to attainment of education goals and objectives. Majority of responses (44.7%) indicated always while (29.8%) indicated often. This supports the idea by Mullins (2002) that making employees aware of their achievements makes them feel

responsible for the success and survival of the organization hence improved productivity. It can also be motivating factor because teachers' realize that their work has meaning and significance in contributing to the attainment of school goals and objectives.

Results also show that majority of respondents (44.8%) indicated that their headteachers often set challenging but attainable tasks while another (24.7%) indicated always. This item was included in questionnaire to help the researcher find out if headteachers' took in consideration ERG's theory of motivation, which argues that effort is terminated when there is a realization that a goal will not be achieved. It is therefore evident that majority of headteachers took into consideration the ERG's theory of motivation. Majority (35.3%) of respondents indicated that their headteachers always checked school system for equity while another (15.3%) indicated often. Results also show that (26.0%) rarely and (8.8%) never checked school system for equity. This item help researcher find out whether headteachers applied the equity theory in dealing with their staff. This item is important because from the literature inequity influences the degree of effort employees exert and in most cases inequity makes employees to relax.

Results also show that majority of respondents indicated that their headteachers understood the teachers' private and social life (42.3%) always (20.0%) often. This is a very important factor considering

Maslow's needs hierarchy theory of motivation. From the literature it is notable that employees performance is influenced by what drives them (needs). A supervisor who understands his employees' life well will therefore be able to identify the needs (what drives them) and in turn try to meet the identified needs leading to motivation. A very high % of respondents (43.3%) indicated that they would approach their headteachers' to solve a personal problem, (25.6%) often revealing that majority of them trusted their headteachers.

On whether their headteachers were objective and avoided unjust criticism. (35.3%) respondents indicated always and another (35.3%) indicated often. This supports the finding that their headteachers' were able to develop a trustworthy climate and also that teachers trust them to solve their personal problems. It can be concluded therefore those majorities of headteachers were objective and never criticized their teachers.

From the discussion it can be deduced that majority of headteachers were effective in motivation as a supervisory practice skill. This is illustrated further by the average responses; (39.12%) always (28.26%) often, (11.11%) sometimes, (14.03%) rarely, and (7.3%) never. Calculated mean of frequency responses using the arbitrary scores yielded a mean of 3.8, which is very high, and we can strongly say that headteachers are effective in carrying out motivation as a supervisory practice skill.

Analysis of headteachers' effectiveness in curriculum.

Table 8: Responses on headteachers effectiveness in curriculum practice skill.

TASK	AL		O		ST		R		N		MEAN
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%	
Involves teacher' in evaluation of instructional programmes	131	60.9	36	16.7	14	6.5	24	11.2	10	4.7	4.2
Observes teacher in class	5	2.3	15	7.0	5	2.3	50	23.3	140	65.1	1.6
Discusses observation results respectively with teacher	20	9.3	24	11.2	10	4.7	21	9.8	140	65.1	1.9

Monitors	136	63.4	57	26.5	22	10.2	=	=	=	=	=
dent											

Results from table 8, reveal that headteachers were very effective in selecting and providing teaching and learning materials (60.0%) of respondents indicated that their headteachers' always selected and provided teaching and learning materials, (39.1%) indicated that their headteachers' often selected teaching and learning materials. These results can be supported by the fact that the government now funds primary school education on so headteachers' are now responsible for procuring the teaching and learning materials. On the contrary it is sad to note that majority of respondents (41.9%) indicated that their headteachers rarely assisted the teachers to upgrade their curricular capacities.

Only (24.7%) of responses indicated that their headteachers always assisted teachers to upgrade their curricular capacities while (25.6%) often did it. This item was included as to help researcher find out whether headteachers' provide assistance to teachers so as to develop greater competence in teaching as put forward by Olembo et al (1982) in the literature and also Okumbe's suggestion that headteachers' do not assist teachers up grade their curricula capacities although it is their basic responsibility as school supervisors.

Results reveal that majority of headteachers assisted teachers to develop and implement schemes of work, lesson plans, lesson notes, and records of work, (44.2%) of responses indicated that their headteachers, always assisted them while another (47.4%) indicated that their headteachers often assisted them to develop and implement the mentioned professional records. Apart from just assisting their development and implementation, (77.7%) always checked the records while another (22.3%) often did. This is the most important duty of the headteacher as it is only by closely involving themselves and closely monitoring the teachers professional records that they are able to ascertain that the school is achieving its goals.

On education policies results that majority of respondents (40.0%) indicated that their headteachers often explained education polices to teachers, while another (26.5%) always explained the policies. This is in line with Okumbe's proposition in the literature that it is the responsibility of headteachers to help their teachers gain an understanding of latest trends and developments because education policies give us a starting point and guides any educational programme.

It is also notable that majority (50.2%) of responses indicated that their headteachers rarely informed the public about school curricular activities and majority (47.9%) also indicated that they rarely received feedback from community about school programmes. This reveals that majority of headteachers fail to perform their role as outlined by Campbell et al (1983) that all headteachers should represent the school

to the groups in the local or large community and when necessary mediate among the groups. It is also notable that headteachers participate in subject panels. This is supported by the idea that apart from carrying out their administrative duties, headteachers' also teach (35.3%) of responses indicated always and another (33.5%) indicated often.

Since headteachers were first hand supervisory managers of their schools, they had first hand experience of teachers' problems. They are therefore expected to plan and coordinate in-service programmes to meet their needs. However results reveal that this is not so as only (6.5%) of responses were sometimes, (59.1%) were rarely and sadly (34.4%) were never. Majority of responses (38.6%) indicated that their headteachers rarely assisted teachers solve curricular and instructional problems.

This means that most teachers were left to muddle through their problems the best way they could and this supports Wanyama's argument that too often teachers receive little or no help at all and were compelled to muddle through as best as they could.

From the discussion above, it is evident that headteachers were still inadequate in fulfilling their role as a curriculum and instruction managers. Average analysis of all the responses reveal that (32.38%) were always, (26.65%) were often, (8.62%) were sometimes, (7.95%) were

rarely, and only (4.4%) of responses indicated never. Mean calculated using the arbitrary scores described in methodology section gave a score of 3.5 which is evidently an average mean. From the results it is arguable to say that headteachers fairly effective in carrying out curriculum and instruction as a supervisory practice skill.

Analysis of headteachers' effectiveness in supervision.

Table 9. Responses on headteachers effectiveness in supervision practice skill.

TASK	SA		A		MA		D		SD	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
Headteachers closely supervises school development activities daily.	25	40.9	16	26.2	11	18.0	6	9.8	3	4.9
Headteachers closely supervises classroom instruction	26	42.6	13	21.3	14	22.9	6	9.8	2	3.2
Headteachers supervise pupils preps activities closely	14	22.9	13	21.3	17	27.8	8	13.1	9	14.7

Headteachers involves teachers on supervision of students learning	17	27.8	16	26.2	10	16.3	9	14.7	9	14.7
There is poor supervision of all activities in my school.	19	31.1	11	18.0	14	22.9	7	11.4	10	16.3

From table 9, it is evident that majority of respondents (60.9%) indicated that their headteachers' always involved teachers in evaluation of instructional programmes. This reveals that appraisal of the school programmes was a shared responsibility of both the headteacher and the teachers.

Although various researchers like Okumbe, (1987), Dull (1981) and Olembo et al (1982) recommend classroom observation as a way of assessing instructional attainment, results of this study reveal that

majority (65.1%) of responses indicated that their teachers never carried out classroom observation. Only (2.3%) indicated always and another (7%) indicated often. Since majority never carry out classroom observation, majority of those who did it majority of those who did it

never, (65.1%) discussed observation results with the teachers. This contradicts Okumbe's (1987) suggestion that after classroom observation there is need to discuss the findings with the aim of helping the teachers to increase instructional effectiveness. This findings agree with those of Wanjeri (2002) that majority of school principles rarely did any assessment.

Responses also reveal that headteachers (63.4%) always and (26.5%) often monitored student performance. This item helped researcher find out whether headteachers followed closely every students performance and it is encouraging to note that they do it effectively.

Performance appraisal, as pointed out by Okumbe (2001) helps the management determine employers strengths and weakness so that remedial measures can be taken to improve their productivity. It is sad however that results reveal that (53.5%) of responses indicated never while (17.7%) rarely identified teachers weakness nor planed in-service training required to improve their performance. It also evident that headteachers are not able to identify professional development needs of teachers (53.5%) of responses were never, (17.7%) were rarely, (6.5%) always, and only (16.7%) were often. The importance of identification of professional development needs of teachers and in-service training is to improve their knowledge and skills. It is also sad to change attitudes since it is one of the most important potential motivators. This training can lead to many possible benefits for both individuals and the school both individuals and the school, as it will also help improve the

availability and quality of staff. It may also help reconcile the gap between what should happen and what is happening. It is important therefore that headteachers are sensitized about the benefits of these tasks.

Majority of responses (47.9%) indicated that their headteachers always participated with teacher in exam analysis this is also supported by the fact that most of them also teach some subjects. They are also very effective in encouraging teachers evaluate their work (63.3%) of responses were always while (23.3%) were often in checking preparation books regularly. Results revealed that headteachers were very ineffective in discussion the annual appraisal report with the teachers. (9%) of responses were rarely and another (91%) were never.

From the discussion it can be deduced that headteachers are not effective in carrying out appraisal as a supervisory practice skill. Although they do well in some tasks they are very ineffective in the very important tasks. The average effectiveness from the table shows that (31.74%) always, (16.75%) often, (6.5%) sometimes, (10.53%) rarely and (34.5%) never. Mean for the arbitrary score was 2.9, which is evidently low.

4.6 Major problems facing headteachers in school management.

The main problems encountered by headteachers in the school management identified from the study included, the increasing responsibilities of the headteachers, lack of community support for the

school due to unhealthy relationships, over enrolment of pupils, lack of stability in education programmes as a result of frequent changes in policies and curriculum innovations. Poor remuneration was also cited as main problem.

4.7 Summary

From the findings it is evident that majority of headteachers performed well in leadership, communication and delegation as management skills. They were relatively good in curriculum and instructions while its arguable that they were ignorant about most of the talks or interpersonal relationships.

It was established that the teachers age and their teaching experience influenced their attitude towards the management practices while their highest professional qualification had no influence on their attitude. The major problems encountered by the headteachers were closely related to curriculum and instruction.

Summary, Conclusion and Recommendations

5.0 Introduction

In this chapter, a summary of the entire study is given. The main findings of the study are summarized and conclusions drawn. Recommendations and areas of further research are also pin pointed.

5.1 Summary of the study

The main purpose of this study was to analyze headteachers' effectiveness in selected management practices and to find out the teachers attitude towards the practices. It further determined whether demographic variables had any influence on the teachers' attitude towards the practices and then identified major management problems facing the headteachers' today. The purpose of this summary is to give a brief outline of the study and to highlight the findings of the study.

Headteachers' have to manage their respective schools and direct their development and progress fast enough to cope up with the fast growing population and the most demanding restructural programs in education. They are responsible for creating and maintaining a working environment in which the teachers can efficiently attain the desired goals. Their main objectives should be to help the teachers achieve school goals while encouraging them also to seek personal satisfaction and pleasure through their work. To do their job best the headteachers need sound

knowledge of the nature of management and the techniques and approaches that underlie it. However, these roles may not be realized especially if they are not effective in carrying out their management practices. As pointed out in the literature the products of effective management are professional maturity, curriculum development, instructional improvement, school community consolidation and emerging expectations. By mastering both the managerial and technical aspects of the school system, the headteacher can become truly effective.

The review of literature brought out the management role of the headteachers' and discussed in each practice skill bringing out the major tasks that entailed each one of them. These tasks were further used in construction of the questionnaire, which sought to find out how effective headteachers' were in carrying out the practices. It further identified basic management skills and brought out the concept of attitude. The major management practice skills identified were: leadership and decision making, curriculum and instruction, communication, delegation, supervision and inter personal relationship.

In leadership the underlying principle was that the leadership of any of organization was the process which one person successfully exerted influence over others so as to reach desired objectives (Shoen and Durand 1979). To be effective in leadership as a management practice skill the headteacher has to fulfill a number of conditions such as those identified by Nzuve (1999) that to be an effective leader, one must have

followers, then he has to have an emotional appeal and lastly he has to be able to meet the needs of his followers.

This information was sought using the questionnaire and results revealed that headteachers' were very effective in leadership as a management practice skill.

Curriculum and instructions made up of all the activities that take place in the school. This from the literature was identified as the most important task of any education.

The basic management skills identified were the technical skills, interpersonal/Human Relation skills and lastly conceptual skills. To be effective the headteachers' had to have a clear concept of all the three skills but Human Relation skills and technical skills should be more.

The main problems encountered by headteachers' in school management identified from the study includes: - the increasing responsibilities of the headteachers', lack of community support for the school due to unhealthy relationships and over-enrolment of pupils. Lack of stability in educational programmes as a result of frequent changes in policies and also curriculum innovations were mentioned as major problems. They also identified poor remuneration for headteachers' by the Government and the effects of HIV/AIDS on pupils and teachers as major problems. Analysis of these problems reveals that most of them are related to curriculum and instruction as a management practice skill.

In terms of methodology, survey design was adopted and all primary school teachers of the district constituted the target population. One type of questionnaire was designed and used validity; reliability of the instrument was undertaken using the pilot study. Reliability of the instrument was assessed using the split half technique. The reliability coefficient was calculated using person; product moment, correlation coefficient and it yield correlation coefficient R of 0.9. a correction factor was applied on the computed.

Over enrolment was pointed out as one of the problem facing headteachers' today in schools as pointed out above included over enrolment. This strains the headteachers because they are expected to enroll students even beyond the capacity of their schools. This in most cases leads to inadequate facilities in the school and may have a negative impact in teaching and learning because teachers' may not be able to handle the large numbers in class. The analysis reveals that headteachers' rarely informed the public about school curricular activities and therefore rarely received feedback about school progmmes. It is evident that there will be communication breakdown. Headteachers' are also faced with increased responsibilities, brought about by recent instructional changes. Notable recent changes in education include the ban on corporal punishment on learners, introduction of new curriculum, and the introduction of free primary school education policy.

5.2 Conclusions of study

Based on the study's data the following are key findings of the study. Majority of headteachers' were very effective in leadership as management practice skill. This was represented by a mean of 4.04. Majority of headteachers' were effective in communication as management practice skill. This was represented by a mean score of 3.7. Majority of headteachers were effective in delegation as management practice skill. This was represented by a mean of 3.8. headteachers' were fairly effective in curriculum and instruction as a management practice skill. This was represented by a mean of 3.55. Headteachers' were ineffective in interpersonal relationships skill. This was represented by a mean of 2.97.

Majority of teachers (68%) has a favorable attitude towards headteachers' management practices. The teachers' age had a positive but non-significant relationship with their attitude; this means that teachers' attitude is influenced by their age at a non-significant level. This was represented by persons product moment correlation coefficient r of 0.2.

The teachers' highest professional qualification does not influence teacher's attitude towards the headteachers' management practices. This was represented by Pearson product moment correlation coefficient r of 0.2. The teachers' teaching experience has a negative but non-significant relationship with the teachers' attitude. This was represented by Pearson's Product Moment Correlation Coefficient r of -0.25 .

5.3 Recommendation

The researcher believes that the recommendations below go along way in strengthening the management role of headteachers' in relation to the selected management practices as he can foresee school based management assuming even greater importance with the introduction of universal primary education.

Headteachers' should be trained further on how to implement and monitor curriculum and instruction. In particular they should be trained on how to assist staff upgrade their curricular capacities and how to solve curricular and constructional problems. Headteachers' should always inform the public about schools curricular programmes and should be willing to receive feedback from them because the school is seen as a social system.

Headteachers should receive training to help them identify the key areas of an educational appraisal program. Specifically they should be able to carry out classroom observation with a view to helping the teachers and also discuss the observation results objectively with the teacher, identify teachers training needs and be able to plan in service training required to improve teacher performance. They should also discuss the teachers' service commissions' annual teacher appraisal report objectively with the teachers.

Headteachers' need to be aware of the prevailing attitude of the teachers towards their practices so that he can be able to influence the teachers

positively as this will lead to improvement of teaching and learning. The Government should provide adequate facilities and finances for the growing population for the school build more classrooms, provide more teachers and other social amenities like toilets. Headteachers' should seek to develop and maintain open communication with the community.

Where possible headteachers should delegate their duties to the deputy headteachers' and the senior teachers so as to ease his workload. The government also should relieve him some duties e.g. by employing a school bursar. The headteacher will not have spent much time in handling the school finances as they are now doing. To motivate them to do their work better, there should be a different scheme of service for them and their workload reduced. The ministry of education targeting the school headteachers should organize frequent workshops, in-service and refresher courses on school management. Any changes in education policy or education curriculum should be done to avoid its adverse effects of sudden change in the school system,

5.4 Suggestion for further research

The researcher put the following suggestions forward. The same study should be carried out in another place to establish its ability for generalization to all primary school headteachers' of the country. Research should be carried out to find out whether headteachers' effectiveness influenced teachers attitude towards school management.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER TO HEADTEACHERS

KHALIF H. HIREY

P.O. BOX 40,

MASALANI

12TH AUGUST 2003

Dear Sir / Madam,

TEACHERS' PERCEPTION OF PRIMARY SCHOOL HEAD TEACHERS' MANAGEMENT PRACTICES IN IJARA DISTRICT

I am graduate research student in the University of Nairobi taking a Master of Education Degree. Currently I am conducting a study on the perception of primary school head teachers' management practices. Your assistance in responding truthfully and honestly to all the questions in the questionnaire will be highly appreciated.

The questionnaire is designed for research purpose only. Therefore your response will be absolutely anonymous. Hence, do not write your name or the name of your school in the questionnaire.

Sincerely yours,

KHALIF H. HIREY

APPENDIX B: (QUESTIONNAIRE FOR TEACHERS)

This questionnaire is designed to gather general information about yourself and your school regarding your perception of head teachers' management practices. You are assured that your answers will be treated CONFIDENTIALLY. Therefore do not provide you name of the name of your school.

Please indicate the correct option as honest and as correctly as possible by putting a tick () on one of the options.

For the question that require your own opinion, please fill the blank spaces

(_ _ _) . You are kindly requested to respond to all the items.

Part A.

1. Indicate your sex

a. Male

b. Female

2, Indicate your age in years

a. 46 and above

b. 41 - 45

c. 36 - 40

d. 31 - 35

e. 26 – 30

f. 21 – 25

g. Below 21

3. Indicate your highest academic qualification

a. EACE / KCE WITH DIPLOMA

b. EACE / KACE WITH DIPLOMA

c. CPE/KCPE

d. OTHERS (please specify)

4. Indicate your professional grade

a. Head Teacher

b. Deputy Head Teacher

c. Class Teacher

5. Indicate your professional / teaching experience

a. 1 – 5 years

b. 6 – 10 years

c. 11 – 15 years

d. 16 – 20 years

e. Over 20 years

6. Indicate your schools pupils population

a. Below 50

b. 50 – 100

c. 101 – 150

d. 151 – 200

e. Over 200

7. What is the geographical location of your school

a. Rural

b. urban

PART B

You have been provided with different statements indicating head teachers' management practices. Kindly indicate whether you strongly agree,, agree, moderately agree, disagree, or strongly disagree using the following five – point Likert scale.

Strongly agree (SA)	5
Agree (A)	4
Moderately agree (MA)	3
Disagree (D)	2
Strongly disagree (SD)	1

TIME MANAGEMENT	SA	A	MA	D	SD
	5	4	3	2	1
Head teacher has set out some time to deal with unexpected crises.					
Head teacher has spared some time for meeting student, teachers and parents.					
Agenda for staff meeting is communicated early enough.					
Broad curriculum denies head teacher enough time to convene staff meetings.					

Head teacher allocates himself some time to supervise instruction					
LEADERSHIP AND DECISION MAKING					
Head teacher makes the decision and tells the teachers					
Head teacher involves teachers in decision-making.					
Head teacher consults teachers in decision making					
Head teacher consults teacher before making decision					
Head teacher is friendly and warm to teachers in decision-making meetings.					
Head teacher does not convene decision meeting.					
DELEGATION					
Head teacher delegates all instructional responsibilities to teachers					
Head teacher delegates all curriculum activities to teachers.					
Head teacher has not delegated any task to teachers.					

SUPERVISION

Head teacher closely supervises classroom instruction

Head teacher supervises school development activities closely

Head teacher supervised students PREp activities closely

Head teacher involves teachers in supervision of students "learning."

There is poor supervision of all activities in my school.

Teachers are involved in setting out communication procedures.					
Teachers are informed about vital school decision well in advance.					
SUPERVISION					
Head teacher closely supervises classroom instruction					
Head teacher supervises school development activities closely					
Head teacher supervised students PREp activities closely					
Head teacher involves teachers in supervision of students "learning."					
There is poor supervision of all activities in my school.					

PART C

1. What managerial problems do you think your school experiences?

2. What area of management in your opinion should be improved in your school?

3. Suggests ways of improving school management in your school.

APPENDIX C: BUDGET FOR THE STUDY

ACTIVITY	COST (KSH)
1. Secretarial services	
a. Typing the proposal	2,000.00
b. Typing the final report	3,000.00
c. Photocopy the questionnaire	1,000.00
2. Stationary	
a. Writing materials	1,000.00
b. Duplication papers	1,000.00
c. Pens	500.00
3. Traveling expenses	
a. To pretest questionnaires	4,000.00
b. To administer questionnaires	6,000.00
c. To consult the supervisor	4,000.00
	4,000.00
4. Mailing cost (Postal Service)	1,000.00
5. Binding Expresses	
a. Binding the proposal	2,000.00
b. Binding the final report	3,000.00
6. Computer expenses	10,000.00
TOTAL COSTS	42,500.00

APPENDIX D: TIME FRAME FOR THE STUDY

PHASE	PERIOD (MONTH)
1. Proposal writing and presentation	January – September 2003
2. Instrumentation	
a. Piloting	October 2003
b. Refining the instrument	October 2003
c. Administering questionnaire	November 2003
3. Data analysis	December 2003
4. Write up	January 2004

APPENDIX E: PUBLIC PRIMARY SCHOOLS IN IJARA DISTRICT

1	Masalani
2	Gababa
3	Hara
4	Korisa
5	Kotile
6	Rahma
7	Dahir
8	Farjan
9	Ijara
10	Ruqa
11	Gerille
12	Waranwein
13	Jalish
14	Bothai
15	Dololo
16	Handaro
17	Gedilun
18	Ealmaan
19	Koran Hindi
20	Sangailu
21	Galmagala

- 22 Deka Harja
- 23 Bula Golol
- 24 Gesi Reb
- 25 Hadi
- 26 Hulugho
- 27 Waradai Ijab
- 28 Ilka Bere
- 29 Nasib.