REVIEW ARTICLE

EFFECTIVE DISCHARGE OF ADMINISTRATIVE TASKS AND DUTIES OF SECONDARY SCHOOL PRINCIPALS IN   MASABA DIVISION, KISII CENTRAL DISTRICT, KENYA

[1]Francis Omwoyo ONDIEKI and [2]*John Aluko ORODHO

Department of Educational Management, Policy and Curriculum Studies, School of Education,
Kenyatta University, Kenya

ARTICLE INFO	ABSTRACT
	Purpose of this study was to examine the effectiveness of secondary school principals in discharging their administrative duties in secondary schools in Masaba Division, Kisii Central District, Kenya. The study focused on the management of curriculum and instruction, human and financial resources and school-community relationships. The study was premised on Max Weber Scientific management theory which refers to red tape rigid application of organizational policies while ignoring the workers needs. A descriptive survry research design was used in Masaba Division in Central Kisii District. The study employed purposive sampling to select 8 principals, 8 deputy principals, 40 heads of departments and 40 teachers to yield a sample size of 96 subjects. The main research instruments were different sets of questionnaires to generate quantitative data. The data was analyzed using descriptive statistics. The major findings were that principals had a fairly good mastery of requisite knowledge and skills for curriculum supervision although they did not adequately put them into practice. The principals had good record and financial management techniques although the experienced problems related to excessive fee balances form students. There was a fairly good and cordial school-community relationship, although they lacked teamwork with the principals hardly delegating administrative responsibilities to their deputies and heads of departments. It is recommended that principals should embrace team-work and delegate some responsibilities to their assistants, as well as instituting regular inspection of curriculum and instruction. [231 words]

INTRODUCTION

Background Information

In recent times, education stakeholders have expressed their concerned over the poor performance of students in the school certificate examination (Oluremi, 2013; Odhiambo, 2012; Osangie and Okafor, 2013; Orodho, 2014). Part of the blame for the poor performance has been directed towards school administrators (principals) and the teachers while some portion of the blame has been put squarely on the shoulders of the students themselves and the parents (Sawamuranand Sifuna, 2008; Oluremi, 2012; Osangie and Okafor, 2013; Orodho, 2013). Transformational leadership has been the subject of systematic inquiry in non-school organizations for several decades. Supplying conceptual grounding for transformational leadership, Burns (1978) focused on the relationship between the leaders and the followers. When the relationship focuses on the continuing pursuit of higher purposes, changes for the better occurs both in the purposes and resources of those involved and the relationship itself (Orodho, 2014; Oluremi, 2013).

*Corresponding author: John Aluko ORODHO, Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University, Kenya.

The management of our schools is indeed a great task that involves a complex of organizational structures which must work in harmony for the realization of goals. It is indeed the principal at the centre to harmonize the various administrative stakeholders for the school to succeed. The principal plays a pivotal role in coordinating other administrative wings to function well. For the principal to be effective in his duties, he must be a knowledgeable person in not only his subject area but also in all other aspects of school curriculum development and management. Very often, the transfer of a competent head teacher results in the decline of a school. In fact, performance in a school deteriorates with the exit of a competent head teacher (The Standard, Thursday, January 27th 2005). The principal determines the criteria for student admission and performance in school. He also mobilizes teachers and the management committees for the realization of the school goals. School administration require greater efficiency and effectiveness of a head teacher. It is the head teacher who mobilizes other school management and stakeholders to work for the realization of the schools educational goals (Republic of Kenya, 2007a, 2007b, 2010).

It is against this backdrop that the two researchers were motivated   to carry out this survey on the management

structures in schools, preparation, administrative tasks and duties, administrative processes, basic skills of management and leadership styles of secondary school principals in Masaba Division, Kisii Central District, and Nyanza, Kenya.

Literature Review

Supervisory Functions of a Head teacher

As an instructional supervisor, a head teacher performs five main functions (Okumbe, 1999). The first one is staffing responsibility. In this context, the headteacher is expected to bring adequate and appropriately trained staff on board. The principal recruits, selects and properly inducts a newly employed teacher in a school (Okumbe, 1999). The second role has to do with motivation and stimulation of the recruited staff. The principal should provide a conducive and   enabling environment for teachers and students to achieve their maximum potential. The third function of the principal is effective communication. The Principal should properly communicate with teachers for proper performance of their duties. Fourth, the principal should be concerned with programme development. The Principal should provide resources and training for proper programme development. Finally, according to Okumbe (1999), the principal should be concerned with evaluation of school processes. This is done to diagnose to what extent educational objectives have been achieved (Okumbe, 1999).

School heads are still administering torture punishment on students which may cause indiscipline. Head teachers of an institution should exercise disciplinary functions as authorized by full board minutes (Republic of Kenya, 1986). The headteacher is also conceived to be a financial controller. A head teacher should inspect and countersign the fees collection registers of different classes in school. He should be assisted by class teachers in fees collection (Shukla, in Mbaabu, 1983). A head teacher is the overall in charge of all matters pertaining to budgeting and accounting of school funds, record keeping and maintenance of facilities and supplies in the school (Sawamuran and Sifuna, 2008). In addition, the headteacher is also expected to play the role of public relations officer. As a public relations officer, a head teacher links all the stakeholders in a school. He communicates within and without school to promote the school relations with the outside community. He has to communicate with many people for example, parents, district education office, etc. (Sawamuran and Sifuna, 2008; Richlin and Cox). The consultations on policy changes and make the affected groups understand such changes. No official of the school bureaucracy is allowed to have dealings or communication with others outside the school system without the knowledge or approval of the school head teacher (Orodho, 2013).

A head teacher is a channel through whom teachers communicate with high authority particularly the Provincial Director of Education (PDE), the Permanent Secretary (PS) and the TSC secretary (Eshiwani 1993). The headteacher is also expected to be both a chief executive and curriculum implementer. As a chief executive officer, the principal is the Chief Executive Officer (CEO) in the school.   He is the managing director of the school. As a manager, he/she remains the chief executive answerable to the governors body (Sallies in Matheson, 2000). A principal should be a team leader in developing educational program for his school (Cronin and Hailer 1973, in Mbaabu, 1983; Lydiah and Nasongo, 2009). The Head teachers as an Instructor or Curriculum Implementer, the principal teachers always inspect how teaching is being done (Shukla, In Mbaabu, 1983).   A good school has good principal who is an educator rather than merely a manager (Sawamuranand Sifuna, 2008).   A head teacher should not expect his staff to reach standards he does not himself maintain (Sawamuranand Sifuna,2008; Lydiah and Nasong,2009).

Leadership Styles Applied by Head teachers

A leadership style is a consistent pattern of behavior a leader uses in an attempt to influence behavior and action of his workers. Secondary school head teachers, like other managers, apply various administrative styles in their leadership. Okumbe (1999) has identified four styles of leadership. They are autocratic, democratic, laissez-faire and charismatic. The application of these styles sis in a continuum such that there is no single style that can be applied independently without the other.

Autocratic Style – This style is sometimes referred to as dictatorial or paternalistic style. The leader is the focus of the decision-making process. Leadership is centralized in the leader. The leader issues orders and directives and expects them to be followed without question. The leader dominates in the thinking of others and he is aggressive when challenged. However, this style allows work tasks to be accomplished within a short time. The decision-making process is faster and a leader deals with workers directly. It is disadvantageous as it is rigid to workers. Workers perform their duties only when the manager is present.

Democratic Style – Sometimes called participative style. The decision making process is consultative. There is decentralization of power. Communication within an organization is two-way. A leader involves workers in determining work tasks and delegates responsibilities clearly. This style is advantageous in that workers are motivated since they are involved in the decision-making process. Since it is participatory in nature, workers will exploit the full potential of their skills and expertise. It is elastic and flexible in the sense that workers have a plain field to exploit their potential to the maximum. However, it is disadvantageous in the sense that the decision making process can be very slow because of wider consultations, it also encourages laziness to those workers who cannot work without supervision and organizational goals cannot be attained within the prescribed period of time.

Laissez-Faire Style – This is a French term meaning 'let people do as they want'. It is a free style of leadership. The leader is just a figurehead. The decision making process is at centre of 'whoever wants to make the decision'. Often, workers work on their own and motivate themselves. This style of leadership is disadvantageous in the sense that workers lack direction and coordination. Workers are always frustrated out

of their undirected efforts. The organization becomes chaotic (Okumbe 1999).

Charismatic Style – In such leadership style, individuals hold position of popularity. People have faith in such leaders because of their unusual leadership qualities such as oratory, heroism, sympathy and influencing subjects by being persuasive (Bennars 1994).

The literature review was made on the management structures and lines of authority, leadership skills, administrative tasks and duties, the making of a secondary school principal and administrative process and leadership style as they are applied by secondary school principals for effective service delivery. The review was based on local, national and international views in school management.

Statement of the Problem

Despite the fact that school administration has been touted as being a critical determinant of students academic performance, the problem is that it is a difficult and complicated process and not easy to directly associate with the performance. It is also evident that unless the principal is keen, the goals of the school cannot be realized. A school principal plays a pivotal role in activating other school organs to function. It is the principal's administrative tasks and duties that the researcher would want to investigate. Yet, measuring the administrative roles has not been a direct one-shot process but a complicated on that requires inquiry into the effective administrative roles being performed by these principals. The foregoing problems notwithstanding, the current research investigated the effectiveness of principals in administering secondary schools in Masaba Division of Kisii Central district. This was so because it has been observed that the general performance of the schools in Masaba Division deteriorated or improved with the transfer of head teachers

Purpose and objectives of the Study

The purpose of the study was to investigate the capability of the principal in discharging his administrative and management tasks in a school. A school like any other organization cannot realize its goals without proper discharge of the administrative tasks and duties. In fact the effectiveness of a principal determines the success of any school. The principal should therefore be a knowledgeable person of great integrity and a resourceful team player.

The study was guided by the following three objectives:

(a) To find out the strategies being used by principals to manage curriculum and instruction in their schools.
(b) To examine strategies being used to manage finance and human as well as physical resource in secondary schools in the study locale.
(c) To assess the extent of involvement of communities in school activities and profile the current school-community relationship in the study locale.

Theoretical Framework

There are many management theories that have close relevance to schools administration. But for the sake of understanding,

the researcher has picked the *Max Weber's* scientific management theory to provide the framework for schools administration (Okumbe 1999). Max Weber was a German scholar. He came up with the theory of society and economic organization which is given the term bureaucracy which refers to red tape rigid application of organizational policies while ignoring the worker's needs. This is relevant in school administration. Weber identified five main features of a bureaucratic organization (Okumbe 1999).

(a) A hierarchical arrangement whereby the offices are organized in levels and authority distributed in a pyramidal manner;
(b) Division of labour whereby tasks are divided into areas of specialty and employees are assigned tasks in accordance with their training skills and experience to enhance efficiency;
(c) Strict adherence to rules and regulations. All organizational functions are strictly guided by stipulated rules to ensure conformity and uniformity.
(d) Impersonality of interpersonal relations. Official positions exits on their own right and their job holders have no right to a particular position. The personal and irrational inclinations must be eliminated from the organizations.
(e) Expertise and technical competence. Appointments to offices must be done carefully.

The theory advocates for the application of goals and objectives in any organization. It is the objectives which are translated into educational objectives for any school. The concept of division of labor advocated by Weber is applied in school management. In schools there are departments, subject specialists, non teaching staff, students and the external society which have roles to play for the realization of schools educational goals. The hierarchical aspects mentioned in scientific management theories are also reflected in school situation. For example, in a secondary school, there is the principal, deputy principal and head of departments, class teachers, teachers, support staff and students. Emphasis given by Weberian theory on expertise particularly in large organization is also needed in schools and colleges. The recruitment of staff requires careful consideration in terms of expertise and pedagogical skills. For example, for somebody to be hired as a teacher he must qualify in his own are of specialization. The theory emphasizes on the strict adherence of rules and regulations, which is relevant to school administration.

RESEARCH METHODOLOGY

The study adopted a descriptive survey design. Orodho (2012) avers that descriptive survey design is most relevant in studies that deal with incidence, distribution and interrelationships between study variables . Since the study collected views from head teachers, deputy heads, heads of departments and teachers in secondary schools in Masaba Division of Kisii Central District, the design is most appropriated to get the original information required from the survey population. The study was confined within Masaba Division of Kisii Central District, Nyanza Province of Kenya. The division has twenty eight secondary schools which were targeted for the study.

Information collected was based on all categories of secondary schools within the division.

The target population for the study was all the head teachers, deputy heads, HoDs and teachers of the 28 secondary schools in Masaba Division. This is the population tow which the researcher wanted to generalize the results of the study. Head teachers, deputy heads, HoDs and teachers were the most relevant target population because they have certain similar characteristics on which the researcher draws his information for the study (Brook, 2013). Stratified random sampling was used in sample selection. The researcher first stratified the schools according to type (day, boarding, mixed day and boarding). Then, from each stratum, random sampling was used to select the schools. In total, 8 schools were selected which represented 28.6% of the target population. According to Brook (2013), the minimum sample size should be at least 10% of the target population. Thus, the 28.6% sample .From each of the sampled schools, the research purposively selected the head teacher, the deputy head teacher, five heads of departments and five teachers. In total therefore, they study sample comprised of 8 head teachers, 8 deputy head teachers 40 heads of departments and 40 teachers; a total of 96 respondents. Questionnaires were prepared and given to various respondents two weeks earlier. Then after two weeks, the researcher collected the questionnaires. The information collected was tabulated using the relevant statistical procedures.

The data collected was tabulated, and then computed to provide the required information. Data was analyzed using quantitative analysis procedures. Then it was coded into a computer and analyzed using the Statistical Package for Social Sciences (SPSS). The findings were presented with the use of frequency tables and graphs for proper understanding and interpretation of information.

DATA PRESENTATION AND ANALYSIS

Management of Curriculum and Instruction

The head teachers were asked to state the frequency of checking professional documents used in instruction such as, lesson notes, schemes of work, and records of work and lesson notes. Their responses were as shown in Table 1.

Table 1. Checking of Professional documents by head teachers

Document	Frequency								Total	
	Weekly		Monthly		Annually		Never			
	F	%	F	%	F	%	F	%	F	%
Lesson Notes	4	50.0	0	0.0	3	37.5	1	12.5	8	100
Schemes of work	2	25.0	5	62.5	1	12.5	0	0.0	8	100
Records of work	2	25.0	1	12.5	5	62.5	0	0.0	8	100
Lesson Plans	2	25.0	0	0.0	1	12.5	5	62.5	8	100

Half of principals checked lesson notes weekly, none checked monthly and about one third checked these documents annually. It was noted that one of the principals from a district school did not check the lesson plan at all. With regards to

schemes of work, one quarter of the principals checked them weekly and a majority checked them on a monthly basis. The majority of principals checked records of work annually. It was also discouraging to note that majority of principals, constituting 62.5 percent of the total sampled never checked lesson plans of teachers. The overall message portrayed by the findings is that a large proportion of head teachers 5 (62.5%) never checked the lesson plans, while 5 (62.5%) checked the records of work annually. It is only a small number of head teachers who checked the records of work and lesson plans, that is 2 (25.0%) and 1 (12.5%) respectively. Seven (87.5%) deputy head teachers indicated majority of head teachers never checked professional documents such as lesson plans and lesson notes. Asked to state whether teachers managed the lessons allocated to them comfortably, and whether they covered the syllabus in good time, 5 (62.5%) principals reported that their teachers did not manage lessons allocated for them. Further, 6 (75%) head teachers reported that their teachers did not cover the syllabus on time. Asked to state the number of times per term students' work was assessed, 5 (62.5%) head teachers reported that students' work was assessed five times per term while 3 (37.5%) reported three times per term.

The Heads of Departments reported that students' work was assessed five times per term while 3 (37.5%) reported three times per term. The Heads of Departments (HoDs) who took part in the study reported that the professional documents were checked in the manner shown in Table 2.

Table 2. HODs Responses on headteachers frequency of Checking of Professional documents (N=30)

Document	Frequency								Total	
	Weekly		Monthly		Annually		Never			
	F	%	F	%	F	%	F	%	F	%
Lesson plan	7	23.3	4	13.3	9	30.0	10	33.3	30	100
Records of work	16	53.3	5	16.7	4	13.3	5	16.7	30	100
Scheme of work	6	20.0	6	20.0	14	46.7	4	13.3	30	100
Lesson notes	6	20.0	0	0.0	8	26.7	16	30	30	100

Ten (33.3%) HoDs confirmed that principals never checked lesson plans. Sixteen (53.3%) of them reported that records of workbooks were checked weekly, while 14 (46.7%) HoDs reported that schemes of workbooks were checked annually. Sixteen (53.3%) HoDs reported that lesson note was never checked. It was clarified that the responsibility of checking curriculum documents was vested with the deputy principals but what was lacking was proper coordination to ensure effective action is taken on teachers who either did not keep proper curriculum records of had difficulties arising from lack of requisite knowledge and skills. On the availability of the Education Act and Code of Regulations for the teachers, the deputy head teachers concurred with head teachers that they were available in schools, that is 8 (100%) and 7 (87.5%) respectively. However, 7 (87.5%) deputies revealed that the Constitution of Kenya and the Safety and Security manuals were lacking in the schools. As reported by 16 (44.4%) teachers, head teachers did not check lessons notes. Another 10 (27.8%) teachers reported that lesson plans were never checked by head teachers in their schools.

It was also established that only 2 (25%) schools had adequate classroom and 1 (12.5%) school had adequacy of the other resources each, apart from computers, where by most of the schools had no computers. The other resources were inadequate in nearly all the schools in the study sample. Further, the headteachers were asked to state whether heads manual, the Education Act, the Constitution of Kenya, visitors' book and code of regulations for teachers were available in their schools. It was established that 5 (62.5%) of the deputy head teachers and 20 (66.7%) of the HoDs were not involved in planning of physical facilities. The deputy head teachers, heads of departments and the teachers were asked to rate their head teachers overall performance in the various functions. Their responses were then compared with the self-rating of the head teachers on the same functions.

These findings are in tandem with Onyango (2001), who asserts that the head teacher is responsible for:

- Articulating the school curriculum's aims and objectives
- Delegating curriculum implementation
- Monitoring and evaluating the curriculum implementation

This argument is also supported by Bell and Rhodes (1995), who state that the head teacher's overall responsibility is to ensure that the curriculum is managed effectively through appropriate delegation to colleagues.

Financial Supervision

The head teachers were asked to state whether they involved teachers in budge preparation and in school purchases. Five (62.5%) heads involved teachers in budgeting, while 6 (75%) of them involved teachers in school purchases. Asked whether students paid fees in time, all the eight (100%) head teachers responded No, adding that their sources of income was fees paid by parents which was not adequate to cater for the entire academic year. Further, all the 8 (100%) head teachers reported that they had the following financial books in their schools: cash books, fees register, payment vouchers, cheque registers and counter foil receipt books. The teachers were asked whether they were allowed to prepare budget for their departments, and to state that did the purchases for their departments.

It was evident that 20 (55.6%) teachers were not involved in budget preparation. Asked to state those who were involved in purchases, 17 (47.2%) cited head teachers, 4 (11.1%) cited deputy head teachers while 3 (8.3%) cited heads of departments. The HoDs asked whether they were consulted during the school budget preparation .It was found that 21 (70%) HoDs were not consulted during school budgeting. The overall message is that teachers indicated that 16 (44.4%) of them involved in budgeting but all 36 (100%) of them were not involved in purchases. All the head teachers 8 (100%) pointed out that parents did not pay fees on time. School fee were the main source of income in all the school, and were not adequate to cater for the entire academic years. All the 8 (100%) head teachers reported that they had all the financial books of accounts and financial documents. Deputy Head teachers concurred with the head teachers that all financial documents and books were available. Twenty one (70%) of HoDs were not involved in budgeting. Three (8.3%) teachers reported that HoDs were involved in conducting purchases for their departments. This finding is in line with Okumbe (1999) who has stressed that it is important for the head teachers to involve all other teachers in budgeting, so as to have a well-balanced budget, to reflect all the school priority (Okumbe 1999; Lydiah and Nasongo, 2009)

Management of Student Human Resource

The head teachers were asked to state the rate at which they performed various duties related to management of students' human resource. Their responses are shown in Table 3. As shown in Table 3, all the principals reported that they sometimes met with the students to discuss their academic performance. Six (75%) of them reported that students always adhered to school rules and regulations. Three (37.5%) principals involved their students in selection of prefects, while all the 8 (100%) principals reported that the students freely interacted with them. A total of 6 (75%) principals reported that students sometimes complained when punished. An attempt was made to find out how principals managed discipline in their respective schools. Four (50%) of the principals used punishment to deal with errant behavior, while 3 (37.5%) used both punishment and counseling. It was discouraging to note that only 1 (12.5%) principal used guidance and counseling.

Table 3. Rate of involvement of head teachers in student human resource

Role	Rate of Involvement								Total	
	Always		Sometimes		Rarely		Never			
	F	%	F	%	F	%	F	%	F	%
Discussing performance Students	0	0.0	8	100	0	0.0	0	0.0	8	100
Students adherence to School rules	6	75	2	25	0	0.0	0	0.0	8	100
Students involvement in Selecting prefects	3	37.5	2	25	2	25	1	12.5	8	100
Students freed in Interacting with you	0	0.0	8	100	0	0.0	0	0.0	8	100
Student complaining when Punished	0	0.0	6	75	2	25	0	0.0	8	100

With regards to management of staff issues, Table 4 shows a range of staff issues and how they are managed by their respective principals.

All the 8 (100%) head teachers reported that the members of staff were not adequate. Nearly all the principals, 7(87.5%) of them reported that teacher participated in staff welfare decision making, sought ways to improve academic performance and that they used at least two staff meetings per term.   Six principals, constituting (75%) of them reported that teacher appointed to responsibilities did not forward complain and there had been recent staff promotions in their schools. Half (50%) of the principals reported that they heard transfer request and acted upon them appropriately.

In all the schools visited, it emerged that staff members were not adequate. Seven (87.5%) head teachers reported that their teachers participated in staff welfare and decision making; while another 7 (87.5%) reported that their teachers sought ways to improve academic performance.   Six (75%) head teachers pointed out that teachers appointed to new responsibilities do not complain and another 6 (75%) said there had been many promotions in the schools. Seven (87.5%) head teachers reported that they conducted more than two staff meetings in a term. Four (50%) of the head teachers reported that there have been transfer requests by their teachers. These findings are in consonant with Mbiti (1994) who counsels that the management of students is the core of educational administration and the teacher is supposed to provide an enabling environment, in which students can follow and obey the rules and regulations willingly.

disturbances. All the 8 (100%) head teachers reported that they received visitors from the local community, they had visitors' books in their schools and that they had set days for receiving visitors.   Further, the head teachers were asked to state the extent to which the members of the local community used school facilities, participated in school functions or were served by teachers in the absence of the principal. Their responses are summarized in Table 5.

All the 8 (100%) head teachers reported that members sometimes used school facilities. 6 (75%) of them reported that the community sometimes participated in school functions while 2 (25%) reported that the community always participated.   Six (75%) head teachers reported that they always had their teachers serve community members when absent. Further, the study shows that 7 (87.5%) of the deputy head teachers reported that the community sometimes used school facilities, 5 (62.5%) reported that the community sometimes participated in school functions, while 7 (87.5%) reported that they always served the community in absent of the head teacher.

All the 8 (100%) head teachers received visitors from the local community and had visitors book in their respective schools. All the 8 (100%) head teachers indicated that they had set days for receiving visitors in their schools. The study also indicated that the local community sometimes used the school facilities in all the 8 schools in the sample. In 6 (75%) schools, majority of the local community sometimes participated in school functions. Seven (87.5%) deputy head teachers concurred with the head teachers that the community uses school facilities.

Table 4. Issues related to staff management

Issues	Yes	No	Total
Are staff members adequate?	0	8	8
Do teachers participate in decision-making?	7	1	8
Do teachers seek ways to improve performance?	7	1	8
Do newly appointed teachers complain?	2	6	8
Have you had transfer request?	4	4	8
Has there been recent staff promotion?	6	2	8
Do you hold at least two staff meetings per term?	7	1	8

Table 5. Local community participation in school

How often does the local Community	Always	Sometimes		Rarely		Never		Total			
		F	%	F	%	F	%	F	%	F	%
Use the school facilities?	0	0.0	8	100	0	0	0	0	8	100	
Participate in school functions?		2	25	6	75	0	0	0	0	8	100
Get served by teachers?	6	75	2	25	0	0	0	0	8	100	

School Community Relationship

The head teachers were asked to state whether: They received visitors from the local community; had visitor's books; had set days in which they received and served visitors without

Further, 5 (62.5%) of the deputy heads agreed that the community participated in school functions. Seven (85.5%) deputy head teachers reported that they served the community in the absence of the head teacher. These findings are in tandem with the expected roles of the principals and school in

general in fostering a conducive school-community relationships which is a prerequisite for enhanced school performance and ownership Orodho, 2014; Republic of Kenya, 2013).

Conclusion and Recommendation

The study has revealed that most head teachers lack the skills and knowledge of supervising curriculum and instruction. Majority of head teachers do not check lesson plans, records of work, lessons notes and do not supervise the coverage of syllabus on time. It is generally agreed that the head teacher is single most influential person on the success of the school, and the quality of the school head teacher largely determines the success of the school. The head teacher should carry out this task with honesty, responsibility, and openness and above all, in a professional manner. Any discussion with teachers following classroom observation should be constructive, beneficial and not judgmental or negatively critical. With regards to management of finance and business, this study revealed that most head teachers have financial books and other documents of accounts. It has also revealed that fees were not paid in time and it is the main source of school income. Further, it emerged that school fees was not adequate for all the school needs in one academic year. This study has also revealed that 20 (55.6%) teachers and 21 (70%) HoDs were not involved in budgeting and in purchases.

With respect to management of human resources including staff and students, this study revealed that the majority of the head teachers spend their time discussing students' performance. It has also shown that students interact with them freely and majority of the head teachers involve students in the selection of the prefects. This shows that the head teachers should take time to mould the students and create a strong guidance and counseling office and create a good and enabling environment so as to produce good and productive citizens. The study found out that staff human resource is inadequate in all the schools. The findings also indicated that in 7 (87.5%) schools, teachers participated in staff welfare and they are involved in decision-making by head teachers. Teachers also sought for various ways of improving academic performance in 7 (87.5%) of the schools. In all schools, two or more staff meetings were held per term.

Finally, with regards to interaction between school and community this study indicated that all 8 (100%) head teachers received local community in the schools and they have set days for meeting them. It also indicated that all the 8 (100%) schools had visitors' books. The report also indicated that local community is allowed to use school facilities in the 8 (100%) schools and majority of the community participate in school functions. Schools are also accountable to the society and the two are interdependent and inseparable. The overall conclusion is that head teachers in the eight schools studied were performing well in most of their administrative tasks, especially management of student human resource and community relations. If head teachers adopt participatory management approaches, whereby they involve all stakeholders in making decisions and executing the decisions, schools would run more smoothly. This is because all stakeholders would have a strong sense of belonging, which would motivate them.

On the basis of the data gathered and analyzed, the following recommendations are made:

First, there is need for head teachers to involve deputy head teachers, heads of departments and teachers more in decision making and planning for the schools. Head teachers should consider coming up with strategic plans for their schools, whereby all stakeholders are involved. This would make all stakeholders feel valued and thus motivated, leading to better work performance. Secondly, school principals, deputy principals, heads of departments and teachers should be encouraged to keep curriculum records and use them to implement curriculum in order to cover the syllabus on time. Professional documents such as lesson plans, records of work and schemes of work play a very significant role in monitoring progress in schools. Yet the study showed that these documents were not checked regularly. Head teachers should be more vigilant in order to ensure that the syllabus is covered on time. Finally, the school management should embrace more democratic and modern modes of instilling discipline. The use of punitive measures such as canning or physical modes of maintaining discipline should be abandoned in favour of guidance and counseling methods. The office of guidance and counseling in secondary schools needs to be strengthened, to proper discipline in schools.

REFERENCES

Bakhda, S. 2004. Management and evaluation of school. Oxford University Press, East African Ltd

Dean, S. E. 1995. Elementary school administration and organization. Washington; Government Printing Office.

Eshiwani, G. 1993. Education in Kenya since independence. East African Educational Publishers, Nairobi, Kenya.

KIE 1987. Secondary social educational and ethics Form I and II. Kenya Literature Bureau, Nairobi, Kenya.

Kombo and Waiyaki, 2006. Sociology and education, Unpublished Training Module, Kenyatta University.

Lydiah, L.M. and Nasongo J, W. 2009. Role of the headteacher in academic achievement in secondary schools in Vihiga District, Kenya. *Journal of Social Studies*. Vol.1 (3) 84-92.

Matheson, C. 2000. Educational Issues in Learning Age. Continuum Wellington House, 125 Strand, London.

Mbaabu, L. N. 1983. A study of Administrative Problesm Experienced by Primary School Head teachers. Unpublished M.Ed. Thesis Kenyatta University.

Mbamba, A. M. 1992. Book in Readings in Educational Management, Harare: UNESCO

Nyongesa, B. 2007. Educational Organization and management. Nairobi: Jomo Kenyatta Foundation.

Okumbe, J. A. 1999. Educational Management. Theory and practice. Nairobi University Press.

Okumbe, J.A. 1998. Educational Management theory and practice. Nairobi: Nairobi Uni. Press Printing press.

Oluremi J. 2013. Principals organizational management and students academic achievement in secondary schools in Ekit-State, Nigeria. Singaporean Journal of Business Economics and Management Studies. Vol.2.No.2.76-84.

Orodho, J. A.   2012. Techniques of writing Research Proposals and Reports in Education and Social Sciences. Nairobi: Kanezja Publishers.

Orodho, J. A. 2014. Policies on free primary and secondary education in East Africa: Are Kenya aand Tanzaniaa on course to attain Education For All (EFA) by 2015?. International Organization of Scientific Reseach (IOSR) *Journal of Humanities and Social Sciences* (IOR-JHSS). Vol.19, Issue1, Ver,V (Jan 2014) pp11-20 www.iosrjournals.org

Orodho, J. A., Waweru, P.N., Ndichu, M and Nthinguri, R. (2013).Basic education in Kenya: Focus on strategies applied to cope with school-based challenges inhibiting effective implementation of curriculum. *International Journal of Education and Research.* Vol.1.No.11 Novembeer20113. Pp1-20 www.ijer.com

Osangie, R. O. and Okafor. C. J. 2012. Relationship between human resource variables and students academic performance in Ecor Local area, Nigeria. *European Journal of Educational Studies*.4(1).

Republic of Kenya 2007b. Kenya vision 2030 course on line. Retrieved 10/02/12 from www. vision 2030on line.go.ke

Republic of Kenya 2008. Medium Term Plan 2008-2012. Nairobi: Government printers.

Republic of Kenya 2009. Indicator handbook for the monitoring and evaluation of the Kenya vision 2030. Nairobi: Government printers.

Republic of Kenya 2010. Secondary School Sector as a Component towards the Realization of Kenya Vision 2030. Retrieved 10/06/12 from http://www.planning.go.ke 2010

Republic of Kenya 2011. First Medium Term Plan Update. Nairobi: Government printers.

Republic of Kenya 2012a. Kenya vision 2030: A Globally Competitive and Prosperous Kenya. Retrieved 10/05/12 from www. vision 2030.go.ke

Republic of Kenya 2012b. Second Annual Progress Report. Retrieved 12/04/12 from http://vision2030online. go.ke/resources/

Republic of Kenya. 2007a. Kenya Vision 2030 Brochure. Nairobi: Government printers.

Richlin, I. and Cox, M.D.2004. Developing scholarly teaching and the scholarship of teaching and learning through faculty learning communities. New Directions for Teaching and Learning 2004, 127.

Sawamura, N., and Sifuna, D. 2008. Universalizing Primary Education in Kenya: Is it beneficial and Sustainable? *Journal of International Cooperation in Education.* pp.103 118.

Scrivens, E. 1997. Putting continuous quality improvement into accreditation: Improving approaches to quality assessment. Quality in Health Care, 6, 212.

****