

**FACTORS INFLUENCING PRINCIPALS' PERFORMANCE OF  
ADMINISTRATIVE DUTIES IN PUBLIC DAY SECONDARY  
SCHOOLS IN MWINGI EAST SUB -COUNTY, KENYA**

**By**

**Rosephine Lucia Musee**

**A Research Project Submitted in Partial Fulfillment of Requirements for  
the Degree of Masters of Education in Educational Administration. South  
Eastern Kenya University.**

**2017**

## DECLARATION

I understand that plagiarism is an offence and I therefore declare that this research project report is my original work and has not been presented to any other institution for any other award.

Signature\_\_\_\_\_

Date\_\_\_\_\_

**Name of student: Rosephine Lucia Musee**

**Admission No. : E55/MWI –IB/20520/14**

This research project report has been submitted for examination with our approval as University Supervisors.

Signature\_\_\_\_\_

Date\_\_\_\_\_

**Dr. Anthony Mungai Gathumbi**

Senior Lecturer

TVET Didactics Programmes

Dedan Kimathi University of Technology

Signature\_\_\_\_\_

Date\_\_\_\_\_

**Dr. Rose Mwanza**

Lecturer

Department of Educational Administration and Planning

South Eastern Kenya University

## **DEDICATION**

This work is dedicated to my three daughters, Ann Koka, Caroline Kalunda and Anitah Mwende. Thanks for your support, steadfast belief in my abilities and unfailing love.

## **ACKNOWLEDGEMENTS**

First and foremost I thank the almighty God for his mercies and grace that sustained me throughout the entire course work and research process. Secondly, I sincerely thank all those individuals who in one way or the other supported me in my endeavors to successfully complete this research work. In a special way, I appreciate the guidance, support and encouragement from my supervisors Dr. Anthony Mungai Gathumbi and Dr. Rose Mwanza. Your professionalism, dedication and help saw me through the writing of this project. May God bless you abundantly for your tireless efforts. To all members of the department of educational administration and planning, South Eastern Kenya University, thank you for the help you accorded to me. I am also indebted to my lovely daughter Caroline Kalunda, who repeatedly typed the manuscript without complaining. Finally, I have no words to express my gratitude to all the members of my family who supported me morally even when all seemed impossible. May the Almighty God bless you all.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title page .....	i
Declaration .....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of contents .....	v
List of tables.....	ix
List of figures .....	x
Abbreviations and acronyms .....	xi
Abstract.....	xii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem .....	7
1.3 General objectives of the study.....	8
1.3.1 Objectives of the study .....	8
1.4 Research questions .....	8
1.5 Significance of the study .....	9
1.6 Limitations of the study .....	10
1.7 Delimitations of the study .....	10
1.8 Assumptions of the study .....	10
1.9 Definitions of significant terms.....	11

1.10 Organisation of the study .....	12
--------------------------------------	----

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction .....	13
2.2 Concept of performance of administrative duties .....	13
2.3 Public day secondary schools.....	15
2.4 Finances and performance of administrative duties .....	16
2.5 Human resources and performance of administrative duties .....	20
2.6 Infrastructure and performance of administrative duties .....	22
2.7 Community around the school and performance of administrative duties .....	26
2.8 Summary of literature review .....	31
2.9 Theoretical framework .....	33
2.10 The Conceptual framework .....	34

## **CHAPTER THREE**

### **METHODOLOGY**

3.1 Introduction .....	37
3.2 Research design .....	37
3.3 Target population .....	37
3.4 Sampling techniques and sample size.....	38
3.5 Research instruments .....	38
3.6 Validity of research instruments .....	38
3.7 Reliability of research instruments .....	39
3.8 Data collecting procedures .....	40

3.9 Data analysis techniques .....	41
3.10 Ethical considerations .....	41

**CHAPTER FOUR**

**RESULTS**

4.1 Introduction .....	43
4.2 Questionnaire response rate .....	43
4.3 Personnel information of the school principals .....	43
4.4 Influence of finances on principals’ performance of administrative duties .....	49
4.5 Influence of human resources on principals’ performance of administrative duties .....	51
4.6 Influence of infrastructure on principals’ performance of administrative duties.....	53
4.7 Influence of the community around the school on principals’ performance of administrative duties .....	55

**CHAPTER FIVE**

**DISCUSSIONS AND INTERPRETATION OF FINDINGS**

5.1 Introduction .....	57
5.2 Discussion and interpretation of findings .....	57

**CHAPTER SIX**

**CONCLUSIONS AND RECOMMENDATIONS**

6.1 Introduction .....	62
6.2 Conclusions .....	62
6.3 Recommendations .....	63
6.4 Suggestions for further studies .....	64
REFERENCES .....	66

APPENDICES .....	74
APPENDIX I: LETTER OF INTRODUCTION .....	74
APPENDIX II QUESTIONNAIRE FOR PRINCIPALS .....	75
APPENDIX III: LETTER OF AUTHORIZATION .....	81
APPENDIX IV: RESEARCH PERMIT .....	82



## **LIST OF TABLES**

Table 4.1 Influence of finances on principals’ performance of administrative duties ...	50
Table 4.2 Principals’ responses on the influence of human resources on performance of administrative duties .....	52
Table 4.3 Influence of infrastructure on principals’ performance of administrative duties....	54
Table 4.4: Influence of the community around the school on principals’ performance of administrative duties .....	56

## LIST OF FIGURES

Figure 2.1 Conceptual framework .....	35
Figure 4.1 Gender of the principals .....	44
Figure 4.2 Age of the principals .....	45
Figure 4.3 Principals' highest professional qualifications .....	46
Figure 4.4 Principals' professional experience .....	47
Figure 4.5 Principals' distribution by duration as principals .....	48
Figure 4.6 Duration of principals in the current schools .....	49

## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CBOs</b>	Community Based Organizations
<b>CDF</b>	Constituency Development Fund
<b>ERSWEC</b>	Economic Recovery Strategies for Wealth and Employment Creation
<b>FBOs</b>	Faith Based Organizations
<b>FDSE</b>	Free Day Secondary Education
<b>GDP</b>	Gross Domestic Product
<b>HRM</b>	Human Resource Management
<b>LATF</b>	Local Government Transfer Fund
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NGOs</b>	Non-Governmental Organisations
<b>NPE</b>	National Policy on Education
<b>NSSS</b>	Nigerian Secondary School System
<b>PTA</b>	Parents Teachers Association
<b>ROK</b>	Republic of Kenya
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational Social and Cultural Organisation
<b>USAID</b>	United States Aid

## ABSTRACT

The purpose of this study was to investigate factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County, Kitui County, Kenya. Four research objectives guided the study. The objectives sought to establish the influence of finances, human resources, infrastructure and community around the school on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County. The study adopted descriptive research survey design. The target population was 20 principals. The sample size was 20 respondents. Data was collected using questionnaires and analysed using descriptive statistics. Findings revealed that funds were not available. There was delay in disbursement. School did not have adequate facilities due to inadequate funds. Parents were not consistent in paying the required levies. It was also revealed that schools did not have adequate teachers and other support staff which hindered the running of the school. It was also revealed that school did not have adequate classrooms, well-equipped laboratories, text books and stationery and chairs and desks for students. It was lastly revealed that parents were not able to support the school financially and that the schools did not receive adequate support from the community. Based on the findings of the study, the researcher concluded that finances influenced principals' performance of administrative duties. Financial factors such as inadequate finances, delay in disbursement of funds, inadequate facilities due to inadequate funds, parents' poor payment of fees affected the principals in the running of schools. When the principals do not have the finances, they are not able to run the schools effectively. The study also concluded that the principals were not in a position to hire enough staff, both the teaching and non -teaching. It was also difficult for the schools to get staff. Inadequate of human resource is a hindrance to principal's performance of administrative tasks. The study also concluded that infrastructure influenced principals' performance of administrative duties. Inadequate physical resources which include laboratories, libraries, classrooms and a host of other physical infrastructure and material resources that include textbooks, charts, maps among others affecting the running of schools by the principals affect how the principals run schools. The inadequacy of the resources affected principals' performance of administrative duties. The study further concluded that the community around the school affect principals' performance of administrative duties. The study recommended that the government should avail adequate funds in time for the running of schools. The Ministry of Education in conjunction with the TSC should avail adequate funds for recruitment and selection of staff. The school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students. The researcher suggested that a study on how principals' involvement of BOM in school management affects their performance of their administrative duties should be conducted. It was also suggested that a study on how principals' involvement of teachers in school management affects their performance of their administrative tasks should be conducted. Lastly a study on how principals' personal characteristics influence performance of administrative tasks should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is widely recognized as key to national development (Republic of Kenya [RoK], 2007). Kenya's vision 2030 clearly focuses on education as a means of development and eradication of poverty. The Kenya vision 2030 is the new country's development blueprint covering the period 2008 to 2030. It aims at making Kenya a newly industrializing, middle income country, providing high quality life for all citizens by the year 2030 (RoK, 2007). The vision has been developed through an all-inclusive stakeholder consultative process involving Kenyans from all parts of the country. The vision is based on three pillars the economic pillar, the social pillar and the political pillar. The vision's programme plan comes after the successful implementation of the Economic Recovery Strategies for Wealth and Employment Creation (ERSWEC) which has seen the country's economy back on the path to rapid growth since 2002 when Gross Domestic Product (GDP) grew at 0.6% rising to 6.1% in 2006 (Republic of Kenya, 2007).

The economic pillar aims at providing prosperity to all Kenyans through an economic development programme aimed at achieving an average GDP growth rate of 10% per annum in the next 25 years (RoK, 2007). The social pillar seeks to build a just and cohesive society with social equity in a clean and secure environment. The political pillar aims at realizing a democratic political system founded on issue-based politics that respects the rule of law and protects the rights and freedom of every individual in the Kenyan society. (Republic of Kenya, 2007). Additionally, the World Bank has long acknowledged the vital relationship

between education and economic development and the central importance for both in developing countries (Bryner, 2012). The Ministry of Education, being the custodian of the education sector curriculum, taps and uses the skills of school principals as key implementers of the curriculum and supervisors of the whole school program (Gichuru, 2009).

United Nations Educational Social and Cultural Organisation (UNESCO) (2005) notes that educational administration is considered to be a field of study concerned with the management and operation of educational organizations whose history is replete with intellectual struggles and ferments as well as reflections over the nature, methodologies, purposes, boundaries and knowledge base of the field. Bush and Bell (2007) opines that management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing directing and controlling. They further note that administration is concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. It is also the careful and systematic arrangement and use of resources (human and material), situations and opportunities for the achievement of the specified objectives of a given organization (Bell & Rhodes, 2008).

Administration is a sub-set of management (Mutegi, 2008). Individuals in organizations are assigned particular roles in order to bring all the units to harmony with one another. If the goals are set in relevance with time, they become clear and successful. An organization such as a school operates on two crucial aspects; efficiency and human relations. These entail satisfaction in performance, motivation to the individual for example, good salaries, fringe benefits, in-service courses and other related allowances. Maximization of profits or the

satisfaction of performance can thus be explained as efficiency. This can be attained through supervision. This is intervention to ascertain, maintain and improve the quality of work. It is a crucial element in the administrative set up (Onyango, 2011).

Access to secondary education has continued to gain more significance to all stakeholders in education including the government, parents, teachers and even learners themselves (World Bank, 2013). This is because secondary level education determines selection and admission to institutions of literary and higher education job preparation and is even regarded as a measure of social status. Due to high demand for secondary education, the government through the Ministry of Education (MoE) and Constituency Development Fund (CDF) has set up numerous secondary schools to cater for the large numbers of primary school leavers (Saavedra, 2012).

Leadership is generally regarded as the key factor in making a difference to the success of schools and in promoting the learning of the students (Ndana, 2010). With increasing pressure for a higher quality of secondary schools, the head teacher plays a vital role in creating an effective school environment (Odali, 2012). A number of United Kingdom (UK) researchers have focused on the idea that leadership is one of the most important aspects in determining whether an educational institution is successful or not (Wekesa, 2013). However, to my knowledge, other countries such as Saudi Arabia have a lack of theoretical and experiential literature namely school buildings, students, and parents. The reason for this could be that the Saudi educational context has failed to focus adequately on preparing head teachers, and the Ministry of Education in Saudi Arabia has not placed enough emphasis on the head teacher's role. According to Alzaidi (2008) the context surrounding the headship position

in Saudi Arabia has a number of features, such as a flat managerial structure and a centralised educational system. Therefore, the role of the head teacher could be considered more as that of an operational manager than that of an actual school leader. This has an effect on how they deal with the challenges they encounter in their administrative tasks.

In the years 2000 – 2011, many students have been enrolled for secondary school education. The biggest challenge is management of such schools due to lack of physical structures, un-conducive physical and psychological learning environment, library facilities, adventurous play ground, furniture, enough classes and staffroom (Gichuru, 2009). To alleviate the shortage of secondary schools concerted efforts from the government, parents and donors both local and foreign have been focused in increasing the number of secondary schools. Such schools are especially developed through decentralized funds such as the Constituency Development Fund (CDF) and Local Government Transfer Fund (LATF). Faith Based Organizations (FBOs), Non Governmental Organisations (NGOs) and Community Based Organizations (CBOs) also invest in secondary schools and complement school construction by the Government.

The Free Primary School program of 2003 and the subsequent Free Secondary School program of 2008, have led to a surge in numbers of pupils seeking secondary education. In response different players have concertedly embarked in establishing new schools to accommodate the extra numbers. However, secondary schools are expensive to set up and maintain thus the resources available to the schools are far more limited than the demand. This has resulted in the emergence of small and unviable schools in some localities, many are still under construction and without qualified teachers or with limited number of teachers (Majanga,



Masonga, & Sylvia, 2010).

The school principal as the administrator of the school shoulders the responsibility of the success or failure of the school. However, the principal must ensure that the multi-faceted problems facing the newly established secondary school do not hinder the efficient service delivery towards producing quality outputs. Given that newly established secondary schools have been set up to cater for the large number of primary school leavers, and the already existing ones have been expanded, the issue of administrative challenges faced by school principals has become a serious issue of concern (Atieno, 2010).

There are various challenges that educational administrators face in their day to day running of schools. These challenges determine the level and effectiveness of the management and administration of the school. In Columbia, according to Kharmes, (2013) the main problem, faced by school administration in secondary schools is inadequate educational facilities and access to education. In Africa, new principals face several challenges as they often work in poorly equipped buildings with inadequately trained staff. There is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership potential. A study done in six Sub-Saharan African countries namely, Ghana, Guinea, Ethiopia, Tanzania, Uganda and Madagascar indicate that new principals face serious problems with students who cannot pay fees as parents are reluctant to do so, teacher shortage and inadequate teaching and learning resources (Leu & Bryen, 2011). According to Diете (2012) in his study on transforming schools with a focus on modeling in Botswana, some of the pertinent problems affecting management of secondary schools include lack of adequate finances, physical facilities, lack of adequate human resource among other challenges.

Adequate funding for provision and maintenance of infrastructure, provision of qualified human resources for innovative management and education delivery is urgently needed in the public day secondary schools. In their survey on the relationship between corporate performance and human resource, Michie and Sheehan-Quinn (2011) established a significant correlation between corporate performance and proper management of human resource. They found that human resource practices when applied in a comprehensive package are likely to contribute in the competitive success of an organization.

Onyango (2011) asserts that the head teacher is vested with the responsibility of all the administrative tasks. Mbaabu (2014), notes that the school principals have financial constraints especially in keeping the cash books and that inadequate funding hinders the school principals in carrying out their administrative duties. Muasya (2012), notes that the school principal has a big role to play especially in coordinating Parents Teachers Association (PTA) to raise funds for school's development and the principal is bound to assist in estimating the costs to be incurred while putting up new facilities. He continues to say that if the principals do not know their budget and how to collect money for the improvement of physical facilities and proper keeping of records, they will find themselves in big problems.

Mbaabu (2014) notes that, most of the schools lacked facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Inadequate or lack of these facilities hinders the principals in carrying out their administrative tasks. Opondo (2008) on the other hand notes that school material and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these

impact negatively on the principals' performance of administrative tasks.

## **1.2 Statement of the problem**

Principals' administration and management implies the arrangement of human and material resources available in education and using them systematically for the achievement of educational objectives. However, in doing so the principals face challenges which hamper the performance of the tasks. A number of studies have been carried on management of public schools. These studies did not address the factors influencing principals' performance of administrative duties in Public Day Secondary schools hence the gap in their studies. Data from the Mwingi East Sub County Director of Education (SCDE, 2016), show that the student enrolment in public day Secondary Schools is quite low. For instance, form one enrolment in 2014 in three schools: Wingemi, Ngaani and Nyaani was 38, 30 and 25 students respectively. In 2015 the same schools registered 35, 26 and 20 students in that order. In 2016, the numbers reduced down to 28, 20 and 15 students (Mwingi East Annual statistics Report, 2014-2016). Due to the low numbers the schools receive inadequate funds from the government since the funding is based on enrolment.

The principals of Public Day Secondary Schools are therefore faced with challenges in the running of the schools in terms of inadequate funds, inadequate infrastructure, inadequate human resources and lack of support from the community. It is in this respect therefore, the researcher was motivated to investigate the factors influencing principal's performance of administrative duties in Public Day Secondary Schools in Mwingi East , Kitui County, Kenya.

### **1.3 General objective of the study**

The general objective of this study was to investigate factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub - County, Kitui County, Kenya.

#### **1.3.1 Objectives of the study**

The study was guided by the following research objectives

- i. To establish the influence of finances on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County.
- ii. To establish the influence of human resources on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County.
- iii. To assess the influence of infrastructure on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County.
- iv. To determine the influence of the community around the school on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County.

### **1.4 Research questions**

The study was guided by the following research questions

- i. What influence does finance have on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub –County
- ii. To what extent does human resources influence principals' performance of

administrative duties in public day secondary schools in Mwingi East Sub -County?

- iii. What is the influence of infrastructure on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County?
- iv. What influence does the community around the school have on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County?

### **1.5 Significance of the study**

The study findings may be significant in a number of ways. To the school principals, the findings may highlight the factors that hinder principals' performance in their administrative tasks. This study may be of practical value in helping abate the challenges faced by the principals of the public day secondary schools hence enhance high quality management. To the Ministry of Education, the study findings may be of importance in establishing the challenges facing the public day secondary schools and hence come up with strategies for alleviating the challenges. The donors, financiers and well-wishers may use the findings of the study to identify areas they need to improve so that better mechanisms can be put in place to bettering education management and administration for effective running of the schools. To the Teachers Service Commission (TSC), the study findings may be important in making the commission aware of the human resource challenges and hence see the need of posting more teachers to such schools. To future researchers, the study may also be of great help to other researchers in the same field which may act as a resource material to facilitate their study. They could use it as a point of reference during their study as well as fill the gaps that have been left out. The study findings may also form a base for other students and researchers willing to carry out studies related to this one.

## **1.6 Limitations of the study**

There were some anticipated limitations of the study. First there was the likelihood of information derived from the schools being biased especially if the data collected was skewed towards favoring the respondent's school. Sensitization was therefore required to the respondents to show how useful the study was to be to the individual schools. Getting the necessary data from different school principals was a challenge. This was because the school routine was unlikely to conform to the schedule of the researcher. This however required patience and time in order to consult the principals at their pace and in confidentiality.

## **1.7 Delimitations of the study**

The study delimited itself to specific administrative factors that had a direct impact on principals' administrative tasks. These included finances, human resources, infrastructure and the community around the school. They were deemed by the researcher to be important variables because they have an impact on the principals' performance of administrative tasks. There was a possibility that there could be other factors which were likely to be found outside this scope. It was therefore worth noting that a general assumption should not be made that the findings can be applicable to all categories of secondary schools.

## **1.8 Assumptions of the study**

The following are some of the assumptions that the researcher posited

- i. The researcher assumed that principals in the public day secondary schools encounter

many administrative challenges in the areas of finances, human resources, infrastructure and issues surrounding the school community.

- ii. The rapid establishment of new public day secondary schools caters for the large numbers of primary school leavers accelerated by the free primary education and hence creates challenges to the principals in the performance of their administrative tasks.
- iii. It was assumed that the respondents who were used in the research instrument gave true and honest responses.
- iv. It was assumed that all respondents would co-operate and honestly respond to all questions.

### **1.9 Definition of significant terms**

**Administrative tasks** refers to the administrative duties that the principal performs in the school to ensure smooth running of the school

**Community around the school** refers to the physical community that neighbors the school and the Parent Teachers Association (PTA) and the Board of Management (BOM)

**Public day schools** refer to those schools established, developed and maintained through public funds and efforts, where students attend tuition in the morning and return to their homes in the evening.

**Financial resources** refers to the monies that the school principal needs for the running of the school

**Human resources** refers to the teachers and support staff in the school

**Public schools refers to** all the schools which are established, developed and maintained through public funds and efforts. They include National, Extra-county, County and Sub-county schools.

**School facilities** refers to the infrastructure, both physical buildings and learning/teaching equipment.

### **1.10 Organisation of the study**

The study is organized into six chapters; chapter one highlights the background and statement of the problem, general objectives, objectives, research questions , significance, limitations, delimitations, assumptions ,definitions of significant terms and organization of the study. Chapter two focuses on literature review. Chapter three describes the research methodology used which included the following: research design, target population, sampling techniques and sample size, research instruments, validity and reliability of instruments, data collecting procedures, data analysis techniques and ethical considerations. Chapter four presents the results, chapter five will have the discussions and interpretation of findings while chapter six will have conclusions, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review for the study. The chapter presents the concept of performance of administrative duties, public day secondary schools, finances and performance of administrative duties, human resources and performance of administrative duties, infrastructure and performance of administrative duties and the influence of community around the school and performance of administrative duties. The chapter also presents the summary of literature review, theoretical and the conceptual framework of the study.

#### **2.2 Concept of performance of administrative duties**

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Owojori and Asaolu, 2010). All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organiser, adviser and a problem-solver (Maduabum, 2012). The principal is the person on whose shoulders rests the entire

administration, success or failure of the school. Uyanga (2008) in his study on the principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium developmental goals (MDGs) noted that the principal identifies and sets goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and shares responsibilities of the staff according to specialization and expertise (Uyanga, 2007).

Some of the administrative tasks that the school principals perform include the management of school finances. The principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilisation of PTA levy (Chiriswa, 2012). In order to raise funds to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of management (BoM), Old Students' Association and Non-Governmental Organisations for fund raising activities, Provision and maintenance of physical facilities: principal must be fully concerned with the physical environment and other facilities around the school (Wanyonyi, 2014).

Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings, among others have demoralising effects on people, especially the adolescents (Obidoa, 2006). As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meagre resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching (Babayemi, 2008).

Another task is that of motivation. The principal is a motivator. In their study, Ajayi and Oguntoye (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. Motivation enhances job performance (Ajayi & Oguntoye, 2006). The principal is a curriculum and instructional supervisor. The functions of the school principal as a supervisor include: obtaining and making available for teachers all educational information; visiting classrooms often to observe his teachers teaching; inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement. The school principal is also a change facilitator. When it comes to efforts to improve the quality of school, the principal is the critical person in making change to occur. According to Akinsolu (2011) since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and effecting it in the school system.

### **2.3 Public day secondary schools**

Kenya declared free day secondary education in 2008 by allocating Kshs 10,265 per student. This incentive has drastically increased enrolment, retention, equality and quality. Free tuition was provided to support funding so that tuition costs would no longer prevent poor families from achievement of affordable access to secondary education (UNICEF, 2009). The funding

target key teaching and learning materials (TLM) support for secondary school and Free secondary education operational (General purpose) (Republic of Kenya, 2008).

Public day schools refer to those schools established, developed and maintained through public funds and efforts, where students attend tuition in the morning and return to their homes in the evenings. Principals in the public day secondary schools are supposed to plan, organize, direct, control and command –just like others in senior government secondary schools -in order to achieve academic excellence. Success depends on the manager’s ability to use the resources available both human and material in the best way possible. The education system still lacks the necessary funds and materials to implement the various programmes in schools. There are myriad challenges that surround the day secondary school heads in management.

#### **2.4 Finances and performance of administrative duties**

The Free Day Secondary Education (FDSE) policy was implemented in 2008 (Oyaro,2008), to enhance transition from primary to secondary schools, to accommodate the enrolment gains made at primary level through the Free Primary Education (Republic of Kenya, 2008). This programme, often referred to as free tuition secondary education, costs the government Kshs. 10,265.00 (US Dollars 120.8) per child per year( GOK,2008). The kind of distribution of the funds is limiting and it does not in reality guarantee equity in that the rich and the poor or children from marginalized areas are given equal allocation yet they are unable to top up the difference to cater for all school fees requirement. Since the above amount is not adequate to cover the entire cost of education and families and households are required to top up, the rich have a higher chance of survival by topping up fees for their children while the

poor and marginalized drop out of school. This in itself therefore is a recipe for promoting intergenerational inequality. Free secondary education has led to mushrooming of many day schools to accommodate the upsurge in enrolment in secondary schools (Oyaro, 2008).

Most of the public day secondary schools are either sponsored through the Constituency Development Fund (CDF) and or communities and parents. In most cases parents pay more as they are required to support government effort in infrastructure development in the schools hence, they still have a burden to shoulder in the financing of education at secondary school level (KIPPRA, 2003). The old, well established schools have relatively higher levels of efficiency than the upcoming public day secondary schools and district schools because they have much of the required infrastructure. Due to the inadequacy of infrastructure, equipment and facilities in the upcoming public day secondary schools, provision of quality of education is compromised. When the quality of education offered in such schools is quite low, parents may not see the value to sacrifice the little income they have to maintain their children in school.

Indeed, this could be one of the reasons for low enrolment in subsequent forms despite high transition rates from primary to secondary education (KIPPRA, 2003). To ensure the benefits of subsidized education are realized, there is therefore need to ensure the completion rate is looked into at secondary school level. The first bunch of the beneficiaries of free primary education completed secondary education in the year 2014. It is the onus of the education authorities and stakeholders to evaluate the success of the programme by establishing the completion rate (GoK, 2010).

A task force appointed in 2008 to look into financing of secondary education reached a conclusion that boarding schools charge a maximum of Ksh. 18,627 per student per year for boarding expenses (GOK, 2008). This is not standard because many schools do not adhere to the recommended fees guidelines. For example, some schools charge development project funds, teacher motivation fees, remedial teaching up keep, and school tours among other levies decided on by parents through the parents' annual general meetings. Boarding schools also charge boarding fees that reflect the cost of living of their respective areas, provided they don't exceed the maximum amount recommended. This adds onto the cost of financing secondary education and in reality it is not affordable by the poor (KIPPRA, 2003).

According to a study by Akinsolu (2011), financial resource has been recognized as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances. Education according to the National Policy on Education (NPE) (2008) is an expensive social service that requires adequate financial provision from all tiers of government for a successful implementation of educational programs. Further Akinsolu (2011) stated that finance is positively related to the quality of education. In his study on input-output analysis in Nigerian Secondary School System (NSSS) he discovered that recurrent expenditure on maintenance and repairs correlates positively with the quality of secondary education.

According to Republic of Kenya (2008), financing physical and material resources in secondary schools in Kenya before 2008 was based on the cost sharing policy introduced officially in 1988 which required most costs in education be met through partnership between public sector,

non-governmental Organizations, development partners, communities, individual and the private sector. Within this funding policy framework a study by Onsumu, Muthaka, Ngware & Kosimbei (2008) noted that the overall government role included professional development, teacher's remuneration in public institutions, administration and management, provision of bursaries and scholarship for needy students. According to this policy the parents/guardians were responsible for providing material resources like textbooks, supplementary readers and stationery, erecting and maintaining physical resources such as classrooms, laboratories, libraries and workshops among others. The government in the cost sharing policy shifted the responsibility of acquiring educational resources to the local communities and schools (Onsumu, et al, 2006).

The government funding has left out some key areas that make learning to go smoothly in the schools. Such areas include infrastructure development that include classrooms, libraries and laboratories among others, provision of meals to the students while they are in school and buying school uniforms. However, the feeling that the government provides free education has led to unwillingness by many parents to make any payments to the schools. According to a study by Kilonzo (2007), 92.5% of the parents were not ready to pay levies to schools since education was 'free'. Since they are the same parents with children in secondary schools, the same thinking is likely to prevail. Even with good and timely funding, enrolment and retention may be limited by socio-economic factors in the environment. Cheruiyot (2013) found out that school drop outs were still there despite the introduction of free primary education. According to that study, some of the factors causing school drop outs include early marriages, pregnancies, domestic duties, negligence by parents (discipline) and peer pressure (lack of interest in school).

In a study conducted by Orlosky (2009) adequacy of finance and its effective management determines the way the school is managed and whether or not the school will meet its objectives. If finances from the government are not adequate, then the schools are not able to procure all the necessary goods and services needed to meet their objectives. Similarly, the government is expected to ensure that funds are released to schools in time (Saavedra, 2012). The principal's role in financial management includes budgeting, accounting and internal auditing. With the introduction of FSE, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Aboka, 2008). It is not clear whether this arrangement is friendly to schools, and whether it poses a challenge to quality of education. The availability of finances hence affects the performance of administrative duties by the school principal (Irungu, 2002).

## **2.5 Human resources and performance of administrative duties**

Human resource in secondary schools refers to both the teaching and non teaching staff. The success of any education program largely depends on the availability and the utilization of skilled work force of all types in a school system (Olajuwon, 2010). This is because human resource in the school is the initiator and the determinant of all activities that are in the school. The students, books, structures, school farm, offices, machines and other material resources are unproductive without the direction of the human effort (Nwafor, 2012; Momoh, 2008; Adeleye, 2008).

As such, school principals can be said to be effective in their human resource



management duties if they carry out the Human Resource Management (HRM) practices in a way that produces the desired results among the teaching and non teaching staff. HRM is an important factor that is critical in any business success. Without it, vision and opportunities of the business will be squandered. Without it, there can be wastage of business resources and the workforce full potential will not be utilized. Acquiring employees with the right talents is the key to building a company leadership pool. Therefore, good recruitment and selection require clear understanding about the type of talent needed (Kamau, 2012).

Selected employees should be inducted in order to familiarize themselves with the organization operations. To enhance employees' skills, managers should expose them to training and development programs. Motivation is also crucial in maintaining a stable workforce with minimal turn over (Khan & Khan, 2012). People are the most important resource in any organization. They provide the knowledge, skill and the energies which are essential ingredients of organizational success. Even in an era increasingly dominated by technology, what differentiates effective and ineffective organizations are the quality and commitment of the people who work there (Bush, 2004). In Education people are particularly significant because of the demanding and vital role of developing the potential of children and young people. Educational institution are 'people centred' because young people are at the heart of their business.

Kelliher and Riley (2012) in their study provided evidence to support the view that the impact of human resource management is great when coherent policies and practices are introduced. Huang (2000), in a study on the relationship between human resource practices to their performance, showed effectiveness of the human resource functions contributes a lot to

performance of an organization. They explored such factors as, recruitment, selection, induction, development and motivation. According to teachers proficiency training manual (2007) the principal is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils within the school as well as guiding and counselling teacher trainee during teaching practice. The principal is also supposed to induct and mentor new teachers. In a study by Owojori and Asauri (2010) agree that the function of the school head is also to induct new staff and assign duties to them. However, it should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable. These are just but some of the roles of the principal towards management of the schools human resources.

## **2.6 Infrastructure and performance of administrative duties**

Research has revealed that availability of essential and required equipment in the science department impacts greatly on the students' performance in the science discipline. Kyalo (1984) conducted a study to find out the factors that influence the teaching of science in Changwithya location in Kitui District and established that lack of teaching equipment in most rural schools contributed to the poor performance in sciences. Most schools were well equipped, a factor which he observed that would motivate the teachers to facilitate learning. He further noted that most teachers were not innovative enough and failed to utilize and improvise from resources available in the school environment to improve teaching. Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. According to a study by Adeogun and Osifila (2008) physical resources

include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important.

According to Owoeye and Yara (2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities. According to Maduabum (2011), lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to Owoeye and Yara (2010), the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school According to Uyanga (2008) a library must be up to date and at the same time allow access to older materials. Adeogun and G Osifila (2008) argued the saying that seeing is believing has the effect of using laboratories in teaching and learning of sciences and other science related disciplines as students tend to understand and recall what they see than what they hear or were told .The laboratory is essential to the teaching of sciences and the success of any science course is much dependent on the laboratory provision made for it. Affirming this Akisanya (2010) said that there is a general consensus among science educators that the laboratory occupies a central position in science instruction. However, many studies have

established that physical and material resources in secondary schools are inadequate in the world all over. For example World Bank (2008) in a study on textbooks and school library provision in secondary education in Sub-Sahara Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study.

Similarly Asiabaka (2008) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. This is because while some have well equipped laboratories, libraries and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped. On the same vein Olaniyan and Ojo (2008) also noted that lack of textbooks and training manuals was one of the challenges facing successful implementation of introductory technology in Nigerian secondary schools. This is supported by Chiriswa (2002) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination. A study by Akinsanya (2010) to determine the differential distribution and utilization of human resources on students' performance in state owned and federal schools revealed that both material and human resources were practically inadequate and where they were adequate they were not well utilized in those two types of schools hence affecting the principals' performance of administrative duties. Further, the study also revealed that physical facilities like laboratories and libraries were inadequate which affected students' performance.

According to Kinuthia (2009), Kiveu and Maiyo (2009), KIPPRA (2003) among other

studies, availability of educational resources in Kenya has been elusive since independence. The cost sharing policy officially launched in 1988 saw the burden of providing both physical and material resources passed on to parents and guardians. In today's era of globalization, United States Aids (USAID) (2004) noted that economic growth depends increasingly on an educated work force that is poised to take advantage of opportunities the reason why availability of educational resources cannot be over emphasized because of their role in the achievement of educational goals and objectives.

According to Fuller (1991), even though many world governments acknowledge the importance of education to its citizens the states encounters financial constraints in providing these services. Udoh (1986) observed that school libraries exhibit inadequacies in personnel and funding, facts supported by Adesola (1991) who claimed that under funding resulted from the scarcity of foreign exchange. According to Akinsolu (2011), under funding has adverse effect on the quality of educational resources in secondary schools. It is against this background that this study was necessary to assess the factors that affected principals' performance of administrative duties. This study assessed the availability of text books, laboratories and libraries in selected secondary schools in Mwingi East .

According to Kimutai, (2011) the availability of the teaching and learning resources make a difference to the achievement of students. Instructional materials, especially textbooks and library activity are related to achievement. Most schools which perform poorly spend less money on the purchase of teaching resources. He further observes that availability of adequate textbooks makes teaching task easy. Proper organization of learning resources and the use of appropriate teaching and learning strategies will enhance the acquisition of the subject matter.

An efficient mechanism for the distribution of teaching and learning resources leads to successful curriculum.

The principal should provide money for buying teaching materials and equipment. It is the duty of the school principal to ensure that there exist proper selection and procurement of instructional materials by the subject teachers. The relationship between teaching and learning is determined by the way the teacher teaches and what he or she teaches. It is also determined by how and what learners learn. The systematic transmission of knowledge and values from teacher to learners needs must proceed smoothly (Wambua, 2008). This can only be possible if there is adequate learning and teaching materials. The principal is responsible for the provision of support materials for curriculum and instructional activities. For curriculum innovation to succeed, the teachers must have the tools for the job. Relevant textbooks, teachers' guide and other materials needed for instructional purposes should be availed to teachers (Usman, 2007).

## **2.7 Community around the school and performance of administrative duties**

There is no clear policy on legal community involvement in public secondary school management. The only legal participation of parents and community in school affairs is under Parents Teachers Association (PTA.) and Board of Management (BOM). It is also not clear who is responsible for ensuring parent and community involvement in the management of public secondary schools. Wright and Dolores, (2009) rightfully observe that several educationists have tried to explain the meaning of school – community relations. The underlying consensus is that it refers to sharing of responsibilities, cooperation, working

together for the promotion of educational progress (Asiabaka, 2008).

There is need for a two way communication in school community. Information gained through school-community contact will help the teacher to coordinate school activities with those of other agencies thus avoiding conflict as well as endorse appropriate supervision to ensure a smooth liaison of the two. De Grauwe (2013) says that where parents have become involved in their own children learning, the children's school performance has invariably improved quite significantly. The community is the source of learners that is the catchment area, there is every need for teachers and education officials to understand the children's background, environment and cultures for them to appreciate the learners in order to improve the process of teaching and learning (Bowlby, 2006).

Lonsdale (2012) says children who do not have access to adequate housing, health care and nutrition do not learn well. The role of parents for a long time has remained to be that of provision of finances for infrastructure developments, attending annual meetings and provision of security and healthcare to their children. In order to achieve the educational goals of the schools the community needs to be fully involved and an active participant in the implementation, monitoring and actualization of school programmes (Mariam, 2008). The community ought to be treated as an integral part of the school and their roles seen more as complementary rather than supplementary. There is a need to build strong communication and successful working relations between schools and the many communities that they serve. Accounting issues, funding pressures, increasing competition and expanding expectations are just a few items in the growing list of communication pressures facing secondary schools today (Mariam, 2008).

Community involvement has the potential of developing education in relation to access, retention, quality education, transparency and accountability if well established. In Wright and Dolores (2009) say that in the European countries the teachers unanimously recognize the value of parent involvement for many of the same reasons that leads to student academic success, garnering parent support in matters of discipline and school attendance and in general fostering parent-school cooperation. The family- community oriented teachers discuss parent involvement from the perspective of benefits accruing to parents, family and community, not just the students (Sanders, 2007). They deal with issues of fostering parent self-esteem and getting parents involved in non academic activities such as sports. When parents are involved, their children behave better because parent presence creates accountability at school and in the community (McLaren, 2009).

Effective school-community relations raise student persistence and achievement Eccles and Harrold, (2009) contends that student achievement is positively associated with parent involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. Perrone (2008) argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience base that teachers bring to their classrooms. In support Fullon and Watson (2013) says that in order to understand the school-community relationship one needs to; address the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community.



In his view Perrone (2008) observes that advocates for school community relations believe that, parent involvement will mobilize and create resources that schools may not be able to generate, parents and teachers are willing partners in home-school links, parents and families will be able to pool together those local resources that are relevant to the education of their children. As pointed out previously the relationship between community and school is very fundamental. This is because the ultimate aim is to make sure that the intended objectives of any school points ultimately to the child success and successful performance. Mahoney and Read (2008) emphasizes that the child is a member of a biological family and a home is the first contact before he comes to school. When children go to school they also combine with the home and therefore these two institutions should be complementary. Bell (2006) says that through the years the many factors that contribute to excellence in learning have proved that no school can fully compensate for failure at home.

The home context of the child is one of the important factors that determine his/her achievement in school. Bowlby (2006) presented a considerable amount of evidence that illustrated the negative effects of early experience. He showed that, children brought up in institutions that are not given the opportunity to develop stable emotional bonds failed to thrive and develop in the same way as children brought up in a family home and good school relations. Here it should be noted that achievement is not only in passing examinations but rather achievement in becoming fully developed, emotionally, socially, academically. The world is not in short of people who have achieved highly in school but are also social misfits.

The implementation of free secondary education could also be affected by factors related to community participation. This is because the family is the primary social system for children.

Rollins and Thomas (2006) found that high parental involvement were associated with high academic achievement. A less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Community influences has been identified as an important factor affecting school success. According to Diete (2012), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools.

According to Onyango (2011), it is the responsibility of the principal to promote school-community relations. Head teachers should seek to foster a good working relationship with the Board of management (BOM) and Parents Teachers Associations (PTA). The BOM constitutes members of the school community which is the supreme school management body whose responsibilities encompass management of finances, physical resources, discipline, and ensuring the implementation of policy relating to school education. The PTA on the other hand is a committee of selected parents and teachers to discuss and inform parents the matters arising within school activities. It is also important for the school administration to co-operate with teacher agencies or organizations in the community that renders important service to the students in the school, (Onyango, 2011).The school should also create programmes that would help to develop the standard of the community around them. Schools also, should involve the community in their own programmes that the community can help in improving the school.

In a Nigerian research, Ejieh Olajide, Igbasan, Babarinde and Ojuade (2011) observed that the willingness of the communities to play increasing roles in their schools is exemplified by organised communal labour. This is done a number of times for maintaining the school

lawns and grounds after the official opening of the school because they considered the students too young to clear the grass. It is the responsibility of the school to identify and locate the learning resources and resource people that exist in their school's community and utilise them effectively in the education of the young. They should shift from their roles as monopolists of knowledge to that of the organisers and orchestrators of learning opportunities. The educators often need to enlist the help of community members in the process of providing quality education for the child.

## **2.8 Summary of literature review**

This chapter has presented literature on the variables of the study. Review of literature on the influence of finances and performance of administrative duties, Akinsolu (2011) has shown that financial resource has been recognized as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances. In his study on input-output analysis in Nigerian Secondary School System (NSSS) he discovered that recurrent expenditure on maintenance and repairs correlates positively with the quality of secondary education. The above studies were conducted on other geographical areas hence the need to investigate factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County, Kitui County, Kenya.

Nwafor (2012); Momoh, (2008) and Adeleye (2008) on the influence of human resources and performance of administrative duties found that students, books, structures, school farm, offices, machines and other material resources are unproductive without the direction of the human effort. Kelliher and Riley (2002) have provided evidence to support the view that the impact of

human resource management is great when coherent policies and practices are introduced. Owojori and Asauri (2010) agree that the function of the school head is also to induct new staff and assign duties to them. These studies were conducted in other contexts hence this study was to investigate factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County, Kitui County, Kenya.

Owoeye and Yara (2010), have established that infrastructure such as laboratories, libraries, classrooms affect how principals run the schools. Akisanya (2010) says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important. According to Kinuthia (2009), Kiveu and Maiyo (2009), KIPPRA (2003), Kimutai (2011), have all agreed on the importance of infrastructure on the principals' performance of administrative duties.

Harrold, (2009) contends that student achievement is positively associated with parent involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement while Perrone (2008) argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. In support Perrone (2008) observes that advocates for school community relations believe that, parent involvement will mobilize and create resources that schools may not be able to generate. Mahoney and Read (2008) emphasizes that the child is a member of a biological family and a home is the first contact before he comes to school. When children go to school they also combine with the home and therefore these two institutions should be

complementary. Bell (2006) says that through the years the many factors that contribute to excellence in learning have proved that no school can fully compensate for failure at home. According to Onyango (2011), it is the responsibility of the principal to promote school-community relations which is important if the principal is to perform the administrative duties effectively. These studies were conducted in other contexts hence this study was to investigate factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County, Kitui County, Kenya.

## **2.9 Theoretical framework**

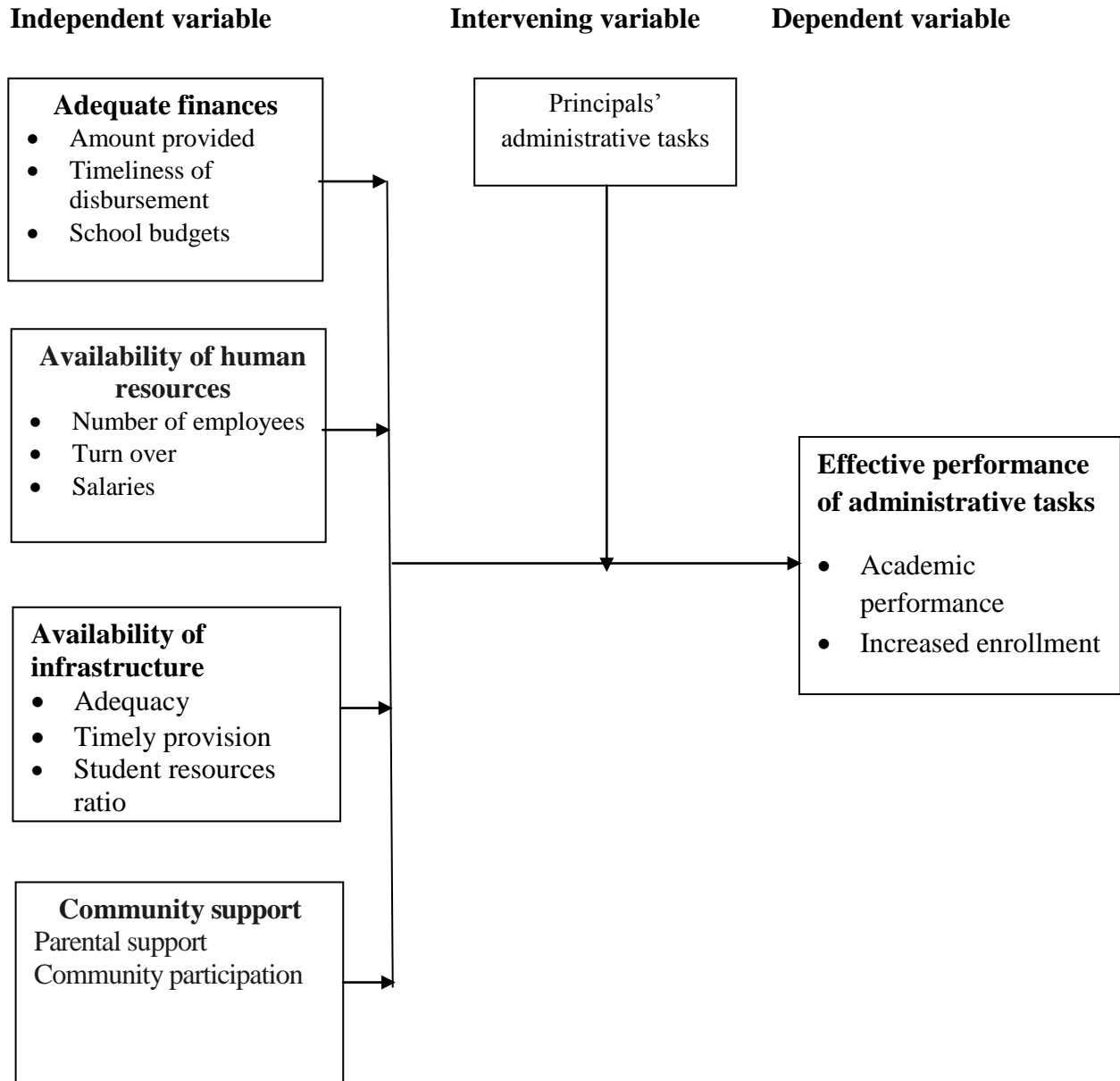
The study is hinged on administrative management theory by Henri Fayol (1841- 1925). Fayol was a classical management theorist, widely regarded as the father of modern operational-management theory. His ideas are a fundamental part of modern management concepts. His writings guided managers on how to accomplish their managerial duties and on the practices in which they should engage. In his book "General and Industrial Management" Fayol outlined his theory of general management, which he believed could be applied to the administration of myriad industries. As a result of his concern for workers, Fayol was considered one of the early fathers of the human relations movement. Fayol is the representative of Classical School of management thought. Administrative management is the managerial mode he stood for where it applied essential points to administrative management principles of controllers.

His famous works, 'Industrial management and common management' he divided management into five segments. Therefore, it denoted controllers were to carry out the five segments, i.e. to

forecast, to organize, to command, to coordinate, to control. By now, these five segments are still the functional basis and basic process by which controllers' research into management. In this theory, Fayol came up with essential teaching principles and elements of management which needs to be embraced by all teachers. Elements of management which are inevitable in secondary school administrative processes include; planning, organizing, commanding, coordinating and control. School principals use the above principles in their every day administrative duties. This theory of management is majorly concerned with improvement of human relations, production, efficiency and administration of the organization. This theory is very popular and still in practice today especially in big organizations. It is also very effective in militaries. Functions of management given by him are placed in management functions of all organizations. Later, his six functions of management were converted to four functions which are still in practice today. These are planning, organizing, leading and controlling. Giving appropriate authority and responsibility is also in practice in the whole world. It shows the strength of administrative theory. Unfortunately, in "matrix management" his two principles (unity of command and unity of direction) are neglected (Pindur, Rogers, and Kim, 1995). The study therefore embarks on the theory for its main concern is on institutional factors that influence academic performance of a school. It is crucial that the principal understands these elements for administration, since as the school administrator he/she will apply the Fayol's principles for effective administration thus influence performance in examinations.

## **2.10 The Conceptual framework**

The conceptual framework for the study is presented in Figure 2.1.



**Figure 2.1**The Conceptual framework

The conceptual framework presents the interrelationship among variables in the study. The framework shows that effective performance of administrative duties in public day secondary schools is influenced by several factors which are: finances, human resources, infrastructure and community around the school. These are independent variables, while effective performance of administrative duties by the principal is

the dependent variable. The framework implies that when there are adequate finances, when the human resources are available, when adequate infrastructure is available and when the community around the school supports the school, the school principals are able to effectively manage the public day secondary schools in Mwingi East Sub - County.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the procedures that were used in conducting the study. The chapter focused on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis and ethical considerations

#### **3.2 Research design**

The study was hinged on descriptive research survey design. According to William (2006), descriptive studies are more formalized and typically structured with clearly stated investigative questions. According to Mugenda and Mugenda (2009) descriptive research determines and reports the way things are. It is restricted to fact finding and may result in the formulation of important principles. A survey design was suitable for this study since the researcher intended to get information that describes the current status of factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub -County, Kitui County, Kenya.

#### **3.3 Target population**

Cooper and Schindler (2003) define target population as the list of the elements from which sample size is actually drawn. According to the sub county Director of Education Mwingi

East (2016), there are 20 public day secondary schools in Mwingi East Sub -County, Kitui County. The target population was therefore the 20 principals of these schools.

### **3.4 Sampling techniques and sample size**

Best and Kahn (2004) define a sample as a small portion of the population that is selected for observation and analysis. Kothari (2004) suggests that if the population for the study is small (less than 30) then the whole population is taken. The researcher therefore used census hence the sample size was 20 respondents.

### **3.5 Research instruments**

Data for this study was collected using questionnaires. According to Mugenda and Mugenda (2009), a questionnaire is a written set of questions to which subjects respond in writing. Questionnaires ensure anonymity of the respondents, thus it is expected to enhance their honesty (Orodho 2005). Questionnaires allow the respondents to freely express themselves (Mugenda & Mugenda 2009). Items in the questionnaires were designed based on the objectives of the study. The questionnaires consisted of five sections: A, B, C, D and E. Section A sought for respondents' demographic information while section B to E consisted of items addressing the various independent variables of the study namely: finances, human resources, infrastructure and the community around the school.

### **3.6 Validity of research instruments**

Validity is the degree to which results obtained from the analysis of the data actually represent

the phenomena under study (Mugenda & Mugenda, 2009). The researcher tested for content validity. Kothari (2003) defines content validity as the extent to which a measuring instrument provides adequate coverage of the topic under study. Supervisors' opinions were sought to check on the content validity of the instruments. They read through the draft instruments and thereafter their recommendations were incorporated while coming up with the final instruments that were used for data collection.

### 3.7 Reliability of research instruments

Best and Khan (1993) defines reliability as the 'degree of consistency that the instruments or procedure demonstrates whatever it is measuring, it does so consistently. Borg and Gall (1989) defines reliability as the level of internal consistency or stability over time of the measuring research instruments. They further state that the split-half method can be used to establish internal consistency. This involved splitting the instruments into two; one half of even-numbered items and the other of odd-numbered items. The correlated results value provides the internal consistency of one half that is the degree to which the two halves of the test are equivalent or consistent in terms of items. A Pearson's product moment correlation coefficient formula was used to compute the correlation coefficient (r) between the scores of the two halves as shown.

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

Where  $r$  – pearsons correlation coefficient,

$\sum x$  - is the sum of scores in x distribution

$\sum y$  - is the sum of scores in y distribution

$\sum x^2$  – the sum of square scores of x distribution

$\sum y^2$  – is the sum of square scores of y distribution

$\sum xy$  - is the sum of the product of paired x and y scores

$n$  - is the number of paired x and y scores

The reliability test revealed a coefficient of 0.721. According to Mugenda and Mugenda (2009), a coefficient of 0.70 or more showed that there is high reliability of data.

### **3.8 Data collecting procedures**

The researcher first obtained an introductory letter from the Board of Post Graduate Studies of South Eastern Kenya University (SEKU) which she used to get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). A copy of the permit was presented to the deputy County Commissioner and the Sub County Director of Education Mwingi East Sub County and thereafter to the principals of the selected schools. With the school principals, the researcher booked appointments on when to administer the questionnaires. On arrival to the schools, the researcher created rapport with the respondents who are the principals. The researcher then administered the questionnaires and collected them once they had been filled in.

### **3.9 Data analysis techniques**

Analysis of data started with editing in order to identify errors made by the respondents such as spelling mistakes and any other wrongly answered or un- responded to items. Data on the questionnaires was then edited by inspecting the data pieces before coding them. The process helped in identifying those items which were wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis. The researcher used Statistical Package for Social Sciences (SPSS) version 22.0 to organize the quantitative data collected from the respondents into manageable information that would be understood. The data analysis was based on the research objectives. Descriptive statistics such as frequencies, percentages and averages were used to analyse the data and data was presented in form of figures and tables.

### **3.10 Ethical considerations**

In research, ethics may be defined as the norm for the conduct that distinguishes between acceptable and unacceptable behaviour in a scientific investigation (Wambugu, 2015). The considerations for ethics are very important within the course of the research process. The researcher should not embarrass, perpetrate pain, or impose other disastrous effects on the respondents. The researcher observed and adhered to some research ethics. In adhering to the ethical issues, the researcher safeguarded against doing anything that will harm the participants in the study. The researcher also sought permission from the participants to have them participate in the study. The researcher also ensured that participants were informed to the extent possible, about the nature of the study. It was the responsibility of the researcher to

interpret the data and present evidence so that others can decide to what extent interpretation is believable. Informed consent allows the respondents to choose to participate or not Kombo and Tromp (2006). In this study the participants' informed consent was used when sampling the participants. Confidentiality and anonymity was achieved by not asking participants to write their names on the questionnaires.

## **CHAPTER FOUR**

### **RESULTS**

#### **4.1 Introduction**

This chapter presents the questionnaire response rate, the personal information of the principals and the results of the study. The results were organized as per the research objectives of the study which were:

1. To establish the influence of finances on principals' performance of administrative duties in public day secondary schools in Mwingi East sub-county.
2. To establish the influence of human resources on principals' performance of administrative duties in public day secondary schools in Mwingi East sub-county.
3. To assess the influence of infrastructure on principals' performance of administrative duties in public day secondary schools in Mwingi East sub-county.
4. To determine the influence of the community around the school on principals' performance of administrative duties in Mwingi East sub-county.

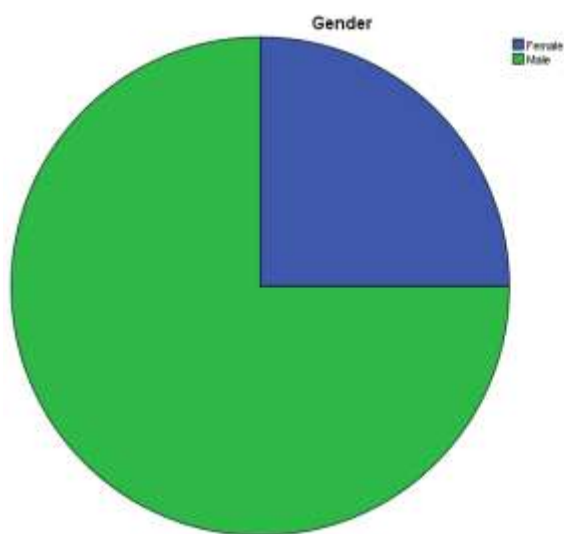
#### **4.2 Questionnaire response rate**

Questionnaire return rate is the percentage of people who respond to a survey. In this study, there was 100% return rate since all the 20 principals targeted returned the questionnaires. This was a 100 percent response rate which was deemed very high. High response rate ensured that the results are representative of the target population.

### 4.3 Personnel information of the school principals

In social sciences research personnel characteristics of respondents have very significant role to play in expressing and giving the responses about the problem. In this study a set of personal characteristics namely, gender, age, academic qualifications, professional experience, duration of teaching as a principal and the duration that they had been principals in the current schools. The data on these variables is presented in this section. The school principals were asked to indicate their gender. The data is presented in figure 4.1.

**Figure 4.1 Gender of the principals**



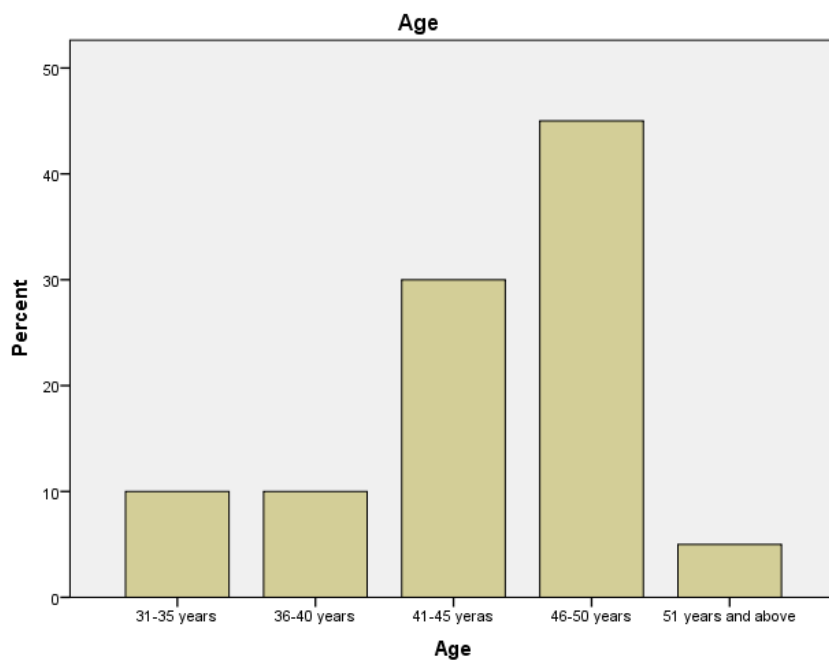
As shown by the figure 4.1, majority 15(75%) of the principals are male. The data shows that majority of the public day secondary schools in Mwingi East Sub -County are male dominated. This clearly shows that there is male dominance in the leadership of schools. It further indicates that the two thirds gender rule has not been taken care of. The Constitution of Kenya, 2010, Article 27 (8) provides for affirmative action where the State is required to take legislative and



other measures to ensure that not more than two-thirds of the members of elective or appointive bodies are of the same gender.

The principals were also asked to indicate their age. Data on the age of the respondents was as shown by figure 4.2.

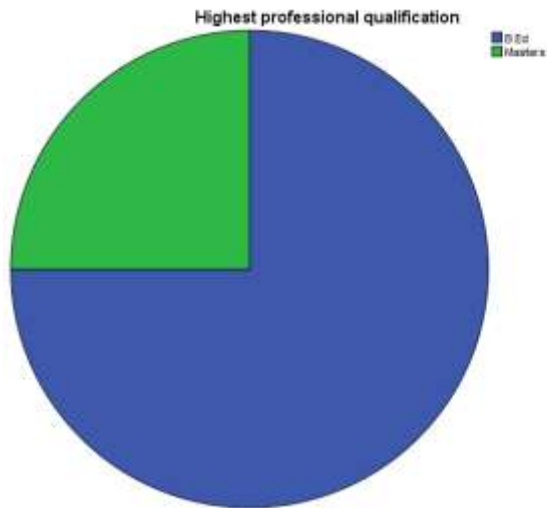
**Figure 4.2 Age of the principals**



According to the figure 4.2, 2(10%) of the principals were aged between 31 and 35 years, 2(10%) were aged between 36 and 40 years, 6(30%) were aged between 41 and 45 years, 9(45%) were aged between 46 and 50 years while 1(5%) was 51 years and above. The data shows that most of the principals were in their middle age of between 41 and 50 years. These are principals who could be termed as mature and are aware of the administrative duties in the schools.

The researcher further sought to establish the highest professional qualifications of the principals. Data on the highest professional qualifications of the principals is as shown in figure 4.3.

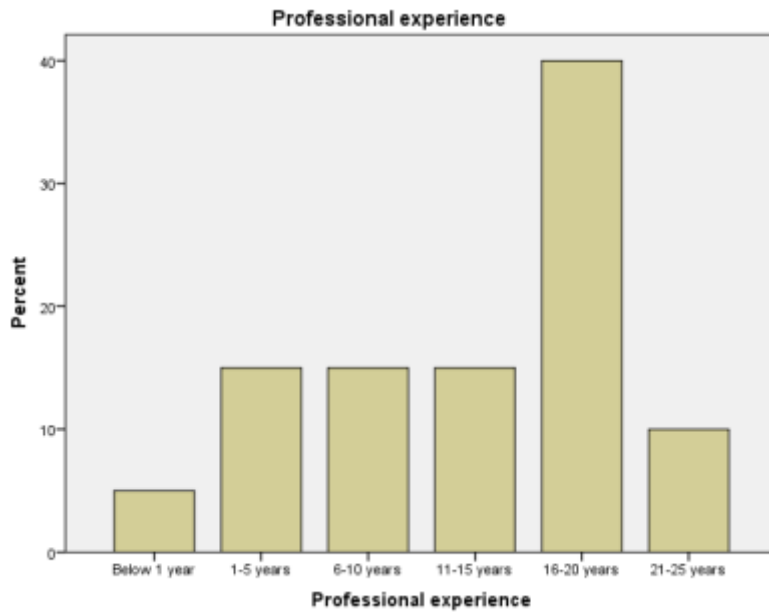
**Figure 4.3 Principals' highest professional qualifications**



As shown in the figure 4.3, majority of them 75 percent had a bachelor of education degree with a few of them, 25 percent with master's degree. The data shows that all the principals had the required professional qualifications and hence had the ability to head the secondary schools. With a bachelor of education degree and a master's degree, the data suggests that they are well grounded in educational management and hence are able to explain the factors influencing performance of administrative duties.

The researcher also sought to establish the professional experience of the principals. Their responses are presented in figure 4.4.

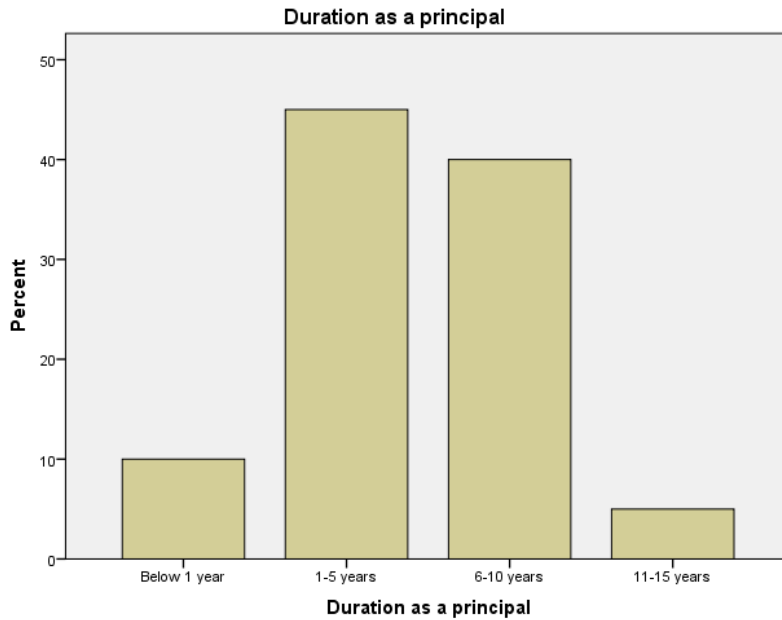
**Figure 4.4 Principals' professional experience**



Findings on the professional experience shows that, most of them 8(40%) had a professional experience of between 16 and 20 years, with a few who had an experience of between 21 and 25 years. The data shows that the principals under study had relative experience in the teaching profession and hence are able to perform the administrative tasks and are aware of the factors influencing performance of administrative duties.

Further the principals were asked to indicate the duration they had been principals. They responded as shown by figure 4.5.

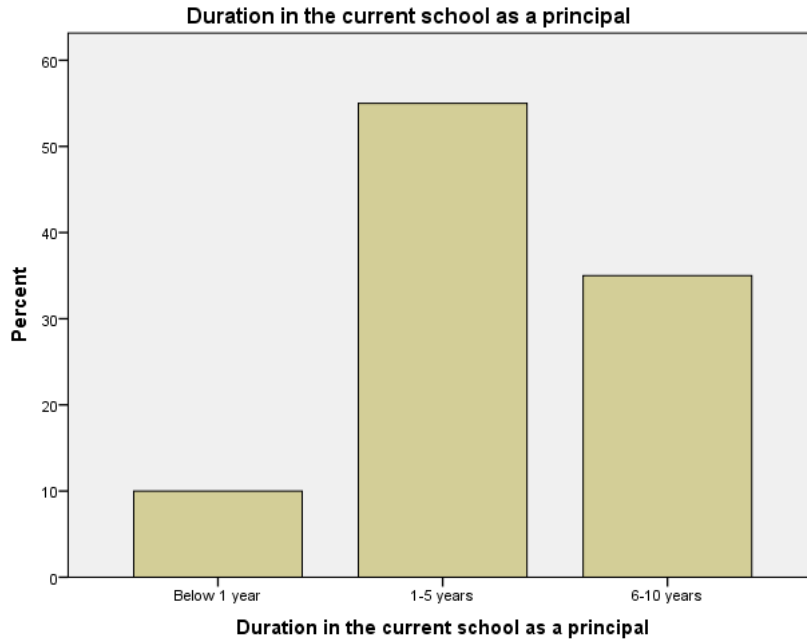
**Figure 4.5 Principals' distribution by duration as principals**



As shown by the figure 4.5, 2(10%) had been principals for less than 1 year, 9(45%) for between 1 and 5 years, 8(40%) for between 6 and 10 years while 1(5%) had been a principal for between 11 and 15 years. The data implies that a relative number of principals had been principals for over 5 years. This duration is deemed adequate for them to have experienced challenges and also other factors that influence performance of administrative duties.

The principals were further asked to indicate the duration they had been principals in the current schools. They responded as shown by figure 4.6.

**Figure 4.6 Duration of principals in the current schools**



According to figure 4.6 above, 2(10%) had been principals in their current schools for less than 1 year, 11(55%) for between 1 and 5 years while 7(35%) had been principals in their current schools for between 6 and 10 years. The data shows that most of them had been in the current schools for a relatively long duration hence are able to identify how the various variables under study influence the performance of administrative duties.

#### **4.4 Influence of finances on principals' performance of administrative duties**

This section tends to find out what influence finances have on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub-county. The respondents were asked to indicate if they strongly agreed, agreed, were undecided, disagreed or strongly disagreed to the statements as shown by table 4.1.

**Table 4.1 Influence of finances on principals' performance of administrative duties**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Inadequate finances has led to the school's inability to purchase teaching/learning resources leading to poor academic performance	9	45.0	10	50.0	0	0.0	1	5.0	0	0.0
Funds are always available for the school needs	3	15.0	2	10.0	3	15.0	10	50.0	2	10.0
Teachers are not compensated for teaching during remedial and holidays hence students miss out	3	15.0	11	55.0	2	10.0	3	15.0	1	5.0
Delay in disbursement of funds affects the running of the school	8	40.0	11	55.0	0	0.0	1	5.0	0	0.0
The school does not have adequate facilities due to inadequate funds	10	50.0	8	40.0	0	0.0	2	10.0	0	0.0
Parents are not consistent in paying the required levies	11	55.0	7	35.0	1	5.0	1	5.0	0	0.0
Poor payment of fees by parents affects the running of the schools	11	55.0	9	45.0	0	0.0	0	0.0	0	0.0
Inadequate funds make the running of the school difficult	7	35.0	12	60.0	0	0.0	1	5.0	0	0.0
Delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process	5	25.0	12	60.0	0	0.0	3	15.0	0	0.0

As shown by table 4.1, majority 9(45%) and 10(50%) of the respondents strongly agreed and agreed respectively that inadequate finances have led to the school's inability to purchase teaching/learning resources leading to poor academic performance. Majority 10(50%) of the principals disagreed that funds are always available for the school needs. Majority 11(55%) agreed that teachers are not compensated for teaching during remedial and holidays hence students miss out. Also, majority 11(55%) agreed that delay in disbursement of funds affect the running of schools. Majority 10(50%) and 8(40%) strongly agreed and agreed respectively that

the school does not have adequate facilities due to inadequate funds. Majority 11(55%) strongly agreed that parents are not consistent in paying the required levies. Also, majority 11(55%) and 9(45%) of the respondents strongly agreed and agreed respectively that poor payment of fees by parents affects the running of the school. Majority 12(60%) agreed that inadequate funds make the running of the school difficult. Majority 12(60%) of the principals agreed that delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process

#### **4.5 Influence of human resources on principals' performance of administrative duties**

The respondents were asked to indicate the extent at which they agreed to the statements as shown by table 4.2.

**Table 4.2 Principals’ responses on the influence of human resources on performance of administrative duties**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The school is not in a position to hire enough support staff	6	30.0	12	60.0	0	0.0	2	10.0	0	0.0
The school does not have adequate teachers	12	60.0	6	30.0	0	0.0	2	10.0	0	0.0
The school does not have adequate support staff	6	30.0	11	55.0	2	10.0	1	5.0	0	0.0
Inadequate staff in the school has hindered the running of the school	5	25.0	13	65.0	0	0.0	2	10.0	0	0.0
The school experiences high turnover by support staff	2	10.0	12	60.0	0	0.0	6	30.0	0	0.0
The school is not able to maintain the BOM teachers	6	30.0	8	40.0	3	15.0	3	15.0	0	0.0
Inadequate staff is a major challenge in the public day secondary schools	10	50.0	9	45.0	0	0.0	1	5.0	0	0.0
Inadequate teachers is a major challenge to the running of the schools	9	45.0	10	50.0	1	5.0	0	0.0	0	0.0
The public day secondary schools have a challenge of getting staff	7	35.0	11	55.0	0	0.0	2	10.0	0	0.0
The government needs to allocate more funds to hire more staff	17	85.0	3	15.0	0	0.0	0	0.0	0	0.0

According to table 4.2, majority 12(60%) agreed that the school is not in a position to hire enough support staff. Majority 12(60%) strongly agreed that the school does not have adequate teachers. Majority 11(55%) agreed that the school does not have enough support staff. Also, majority 13(65%) agreed that inadequate staff in the school has hindered the running of the school. Majority 8(40%) of the principals agreed that the school is not able to maintain BOM teachers. Majority 10(50%) and 9(45%) strongly agreed and agreed respectively that inadequate staff is a major challenge in the public day secondary schools. Majority, 9(45%) and 10(50%)



strongly agreed and agreed respectively that inadequate teachers is a major challenge in the public day secondary schools. Also, majority 11(55%) agree that the public day secondary schools have a challenge of getting teachers. Majority 17(85%) strongly agreed that the government needs to allocate more funds to hire more staff.

#### **4.6 Influence of infrastructure on principals' performance of administrative duties**

For principals to effectively perform their administrative duties, resources and physical facilities are crucial. This section tends to find out the influence of infrastructure on principals' performance of administrative duties in public day secondary schools, a case study of Mwingi East Sub-County. The principals were asked to indicate the extent to which they agreed to the statements as shown by table 4.3.

**Table 4.3 Influence of infrastructure on principals' performance of administrative duties**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The school has adequate classrooms	2	10.0	8	40.0	1	5.0	7	35.0	2	10.0
The school has adequate well-equipped laboratories	0	0.0	2	10.0	0	0.0	15	75.0	3	15.0
The school has adequate text books and stationery	0	0.0	7	35.0	0	0.0	12	60.0	1	5.0
The school has adequate fields	1	5.0	6	30.0	0	0.0	10	50.0	3	15.0
The school has an administrative block	1	5.0	5	25.0	2	10.0	7	35.0	5	25.0
The school has adequate desks and chairs for students	2	10.0	12	60.0	1	5.0	4	20.0	1	5.0
The school has adequate chair and tables for teachers	2	10.0	5	25.0	0	0.0	9	45.0	4	20.0
The school has adequate houses for teachers and support staff	0	0.0	0	0.0	0	0.0	9	45.0	11	55.0
The school is able to maintain its buildings and facilities	1	5.0	4	20.0	1	5.0	11	55.0	3	15.0
The school has computer labs	3	15.0	4	20.0	1	5.0	5	25.0	7	35.0

As shown in table 4.3, majority 8(40%) and 7(35%) agreed and disagreed respectively that the school has adequate classrooms. Majority 15(75%) disagreed that the school has adequate well-equipped laboratories. Also, majority 12(60%) of the principals disagreed that their schools have adequate text books and stationery. Majority 10(50%) disagreed that their schools have adequate fields. Majority 5(25%), 7(35%) and 5(25%) agreed, disagreed and strongly disagreed that their schools have an administrative block. Majority 12(60%) agreed that their schools have adequate chairs and desks for students. 2(10%), 5(25%), 9(45%) and 4(20%) strongly agreed, agreed, disagreed and strongly disagreed respectively that the school has adequate chairs and tables for teachers. Majority 11(55%) of the respondents disagreed that the school is able to maintain its

buildings and facilities. 3(15%), 4(20%), 5(25%) and 7(35%) strongly agreed, agreed, disagreed and strongly disagreed that their schools have computer labs.

As seen in table 4.3, principals reported that their schools did not have adequate and well-equipped laboratories and computer labs. Schools did not have adequate text books and stationery, most schools did not have administrative blocks, most schools lacked adequate chairs and tables for teachers and further most did not have adequate houses for teachers and support staff. The data implies that inadequate infrastructure affected principals' performance of administrative duties.

#### **4.7 Influence of the community around the school on principals' performance of administrative duties**

.The principals were asked to indicate the extent to which the community around their schools influenced principals' performance of administrative duties in public day secondary schools in Mwingi East Sub-County. They responded as shown by table 4.4.

**Table 4.4 Influence of the community around the school on principals' performance of administrative duties.**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The school has good rapport with the community	4	20.0	16	80.0	0	0.0	0	0.0	0	0.0
The school receive support from the community	2	10.0	17	85.0	1	5.0	0	0.0	0	0.0
The PTA is supportive to the school	2	10.0	16	80.0	1	5.0	1	5.0	0	0.0
The parents are willing to support the school	4	20.0	13	65.0	0	0.0	3	15.0	0	0.0
The community around the school contributes to indiscipline of the school	2	10.0	6	30.0	4	20.0	8	40.0	0	0.0
The community is not concerned with the school	6	30.0	2	10.0	0	0.0	10	50.0	2	10.0
Parents are not able to support the school financially	2	10.0	11	55.0	2	10.0	5	25.0	0	0.0
The school has received adequate support from the community	0	0.0	12	60.0	2	10.0	5	25.0	1	5.0
The school principal has cultivated good school community relations	11	55.0	8	40.0	1	5.0	0	0.0	0	0.0

Findings in the table 4.4 on the influence of the community around the school show that majority 16(80%) agreed that the school has a good rapport with the community. Majority 17(85%) agreed that the school receives support from the community. The PTA is supportive to the school as shown by the majority 16(80%). Majority 13(65%) of the headteachers agreed that the parents are always willing to support the school. Majority 8(40%) disagreed that the community around the school contributes to indiscipline of the school. Also, majority 10(50%) disagreed that the community is not concerned with the school. Majority 11(55%) agreed that parents are not able to support the school financially. Majority 12(60%) agreed the school receives adequate support from the community. Majority 11(55%) of the principals said that the school principal has cultivated good school community relations.

## CHAPTER FIVE

### DISCUSSIONS AND INTERPRETATION OF FINDINGS

#### 5.1 Introduction

This chapter presents the discussions and interpretation of findings

#### 5.2 Discussion and interpretation of findings

Findings on the influence of finances on principals' performance of administrative duties in public day secondary schools in Mwingi East Sub-county revealed majority of the principals 10(50%) of the principals disagreed that funds were always available for the school needs. Majority 11(55%) agreed that teachers were not compensated for teaching during remedial and holidays hence students miss out. Majority 11(55%) agreed that delay in disbursement of funds affected the running of schools. Majority 18(90%) and 8(40%) agreed that the school did not have adequate facilities due to inadequate funds. Parents are not consistent in paying the required levies. Delays in government disbursement of funds had led the school to incur large debts that limit effectiveness of the schools in teaching and learning process.

From the data it can be seen that inadequate finances, delay in disbursement of funds, inadequate facilities due to inadequate funds, parents' poor payment of fees affects the running of the schools by the principals. According to a study by Akinsolu (2011), financial resource has been recognized as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances, hence when the principals do not have the finances, they are not able to run the schools effectively. These findings are in line with Orlosky (2009) who found that adequacy of finance and its effective

management determines the way the school is managed and whether or not the school will meet its objectives. According to Irungu (2002), availability of finances affects the performance of administrative duties by the school principal. Although the research by Orlosky (2009) was conducted in a different setting, using a different sample and methods of analysis, there seems to be an agreement on the fact that finances are important in the administration of schools.

As stated by Olajuwon (2010), the success of any education program largely depends on the availability and the utilization of skilled work force of all types in a school system. It is on this basis that the researcher sought to examine to what extent human resources influence principals' performance of administrative duties in public day secondary schools in Mwingi East Sub-County. Findings on the influence of human resources on principals' performance of administrative duties revealed that majority of the principals 12(60%) agreed that the school was not in a position to hire enough support staff. Majority of the principals 12(60%) strongly agreed that the school does not have adequate teachers. Majority 11(55%) agreed that the school does not have enough support staff. Majority of the principals 13(65%) agreed that inadequate staff in the school has hindered the running of the school. Majority 10(50%) and 18(95%) agreed that inadequate staff is a major challenge in the public day secondary schools. The same number of principals agreed that inadequacy of teachers is a major challenge in the public day secondary schools. It was also noted that they had challenges of getting teachers.

From the data, it can be noted that the principals reported that schools were not in a position to hire enough support staff, the schools did not have adequate teachers and adequate support staff, schools experienced high turnover of support staff. They also reported that inadequate support staff and teachers staff was a major challenge in the public day secondary schools. It was also

difficult for the schools to get staff. According to Huang (2000) in a study on the relationship between human resource practices to their performance, showed effectiveness of the human resource functions contributes a lot to performance of an organization. Inadequacy of human resource is therefore a hindrance to principals' performance of administrative tasks. The findings are in agreement with Hunag who conducted his study among Taiwanese Enterprises, using interview, however it is evident that human resource is an important aspect of running of an organization. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important.

Findings on the influence of infrastructure on principals' performance of administrative duties revealed that majority of the principals 15(75%) disagreed that the school has adequate classrooms. Majority 15(75%) disagreed that the school has adequate well-equipped laboratories. Majority 12(60%) of the principals disagreed that their schools have adequate text books and stationery. Majority 12(60%) agreed that their schools have adequate chairs and desks for students. Majority 11(55%) of the respondents disagreed that the school is able to maintain its buildings and facilities.

According to Kyalo (1984) lack of teaching equipment in most rural schools contributed to the poor performance in schools. The findings agree with Adeogun and Osifila (2008) who found that lack or inadequate physical resources which include laboratories, libraries, classrooms and a host of other physical infrastructure and material resources which include textbooks, charts, maps among others affect the running of schools by the principals. A study by Akisanya (2010)

to determine the differential distribution and utilization of human resources on students' performance in state owned and federal schools revealed that both material and human resources were practically inadequate and where they were adequate they were not well utilized in those two types of schools. The current research seems to agree with other studies on the importance of adequacy of the resources in the performance of administrative duties.

Findings on the influence of the community around the school on principals' performance of administrative duties revealed that majority of the principals 16(80%) agreed that the school has a good rapport with the community. Majority of the principals 17(85%) agreed that the school receives support from the community. Majority of the principals 13(65%) agreed that the parents are always willing to support the school. Most of the principals 10(50%) disagreed that the community is not concerned with the school. Majority 11(55%) agreed that parents are not able to support the school financially. Majority 12(60%) agreed that the school receives adequate support from the community. Majority 11(55%) of the principals said that the school principal has cultivated good school community relations.

The findings showed that the principals rated themselves highly as having good school community relations. However, the principals denied that the community around the school contributes to indiscipline of the school. They also denied that the community was not concerned with the school and further indicated that the school had not received adequate support from the community and that parents were not able to support the school financially. Effective school-community relations raise student persistence and achievement. The findings are in line with Eccles and Harrold, (2009) who found that student achievement is positively associated with parent involvement in school, and that schools that encourage high levels of



parent involvement outperform their counterparts where there are lower levels of involvement. The findings are also in line with Perrone (2008) who observes that advocates for school community relations believe that, parent involvement will mobilize and create resources that schools may not be able to generate, parents and teachers are willing partners in home-school links, parents and families will be able to pool together those local resources that are relevant to the education of their children. As stated by Bowlby (2006), the community is the source of learners, that is the catchment area, there is every need for teachers and education officials to understand the children's background, environment and cultures for them to appreciate the learners in order to improve the process of teaching and learning

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents the conclusions and recommendations

#### **6.2 Conclusions**

Based on the findings of the study, the researcher concluded that finances influenced principals' performance of administrative duties. Financial factors such as inadequate finances, delay in disbursement of funds, inadequate facilities due to inadequate funds, parents' poor payment of fees affected the principals in the running of schools. The principals could not effectively run schools without finances. This is because financial resource has been recognized as a major resource in the development of any education system. When the resources are not adequate or are not released in time, principals will have challenges in performing their administrative duties. When the principals do not have the finances, they are not able to run the school effectively.

The study also concluded that human resources influenced principals' performance of administrative duties. The principals reported that schools were not in a position to hire enough support staff, the schools did not have adequate teachers and adequate support staff, schools experienced high turnover of support staff. They also reported that inadequate support staff and teachers staff was a major challenge in the public day secondary schools. It was also difficult for the schools to get staff. Human resource is paramount to the performance of an organization.

Inadequacy of human resource is therefore a hindrance to principal's performance of administrative tasks.

The study also concluded that infrastructure influenced principals' performance of administrative duties. The principals reported that their schools did not have adequate and well-equipped laboratories and computer labs. schools did not have adequate text books and stationery, most schools did not have administrative blocks, most schools lacked adequate chairs and tables for teachers and further most did not have adequate houses for teachers and support staff. The data implies that inadequate infrastructure affected principals' performance of administrative duties. Lack or inadequate physical resources which include laboratories, libraries, classrooms and a host of other physical infrastructure and material resources that include textbooks, charts, maps among others affect how the principals run schools. The inadequacy of the resources affected principals' performance of administrative duties.

The study further concluded that the community around the school has influence on principals' performance of administrative duties. From the findings, principals rated themselves highly as having good school community relations. However, the principals denied that the community around the school contributes to indiscipline of the school. They also denied that the community was not concerned with the school and further indicated that the school had not received adequate support from the community. Effective school-community relations raise student persistence and achievement.

### **6.3 Recommendations**

This section provides recommendations in relation to the findings and conclusions from the study.

- i. The government should avail adequate funds in time for the running of schools. The Free Secondary Education funds should be released in time to enable the principals effectively run the schools.
- ii. On human resource, the Ministry of Education in conjunction with the TSC should avail adequate funds for recruitment and selection of staff. The funds should be used during the selection process to help advertise the job vacancies, hold a workshop for recruiting panel and possibly an induction program. In addition, the principals should use the alternative methods to motivate their staff in cases where the resources are not enough.
- iii. The researcher recommends regular workshops and short courses to help principals keep abreast with trends in performance of administrative tasks. Forums such as Kenya Secondary School Heads Association meetings could be very useful in this regard.
- iv. The study recommends to the government to establish a proper model of deliberately involving the community in affairs of the school. School administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students.

#### **6.4 Suggestions for further studies**

Taking the limitations and delimitations of the study, the following areas were suggested for further research

- i. A study on how principals' involvement of BOM in school management affects performance of their administrative tasks.

- ii. A study on how principals' involvement of teachers in school management affects performance of their administrative tasks.
- iii. A study on how principals' delegation of tasks affects performance of their administrative tasks.
- iv. A study on the influence of principals' personal characteristics on performance of administrative tasks.

## REFERENCES

- Abagi O.P. (2005). *Keeping Pale with the Demand for Quality Secondary Education in Kenya Today, challenges, Trends and Imperatives*. Paper presented during the National Kenya secondary schools principals' conference, June 24, 2005. At Aga Khan Hall in Mombasa.
- Adeleye, F. (2008). *Globalization and the Challenges of Human Resources Management in Africa*. Florida: University of Florida Press.
- Adeogun, A. A. & G Osifila: (2008). Relationship Between Educational Resources and Students Academic Performance in Lagos State Nigeria. *International Journal of Educational Management VOL.5 and 6*
- Ajayi, I. A. & Oguntoye, H. O. (2006). Motivation as correlate of teachers' job performance in Ogun State Secondary Schools. *UNAD Journal of Education*. (3):155—162.
- Akinsanya O. (2010). Differential Distribution and Utilization of Human and Material Resources on Students Academic Performance in Secondary Schools in Ogun State. *African Journal for the Study of educational issues Vol (3, 4) 2010*.
- Akinsolu. A, O: (2011). Resource Utilization and Internal Efficiency in Nigerian Secondary Schools: Implications for Social Problems of Education. *International journal of Sociology and Anthropology Vol 4(1), PP. 23-30, January 2012*  
<http://www.academicjournals.org/ijsa.D01:10.5897/1jsa.11.035>
- Alzaidi, A. (2008). *A study of Job Satisfaction among Male Secondary School Head Teachers in Saudi Arabia*. PhD Thesis. Newcastle University.
- Asiabaka P. I (2008). *The Need for Effective Facility Management in Schools in Nigeria*. Department of Education Foundations and Administrations, Faculty of Education, Imo State University
- Atanda, A. I. (2003). *Community participation in the provision of facilities in secondary schools in Nigeria*. Being a paper presented at the Conference of Nigeria Association of Educational Administration and Planning (NAEAP). University of Ibadan, Ibadan. 29th—31st October.
- Atieno, A. M. (2010). Factors Influencing overall performance in KCPE Science Paper in Bondo Division. Nairobi, Kenyatta University.
- Babayemi, A. (2008). Principalship. In J. B. Babalola, A. O. Ayeni, S. O. Adedeji, A. A. Suleiman and M. O. Arikewuyo (eds) *Educational Management: Thoughts and Practice*.

Ibadan: Codat Publications. 242—261. *European Journal of Educational Studies* 2(3), 2010 192

- Bell, L. & Rhodes, C. (2008). *The Skills of Primary School Management*, London: Routledge.
- Bowlby, S. (2006). *The Impact of School, Family and Community Connections on Students' Achievements*. Austin Texas: South West Education Publishers
- Bryner K (2012). *Recruiting, Retaining and Training Secondary School Teachers and Principals in Sub Saharan Africa*. Working paper series, The World Bank, AED Global Education Centre.
- Bush, T. & Bell, L. (2007). *The Headteachers and Practice of Educational Management*. London. SAGA Publications
- Cheruiyot, K. P. (2013). Impact of Head Teacher's Supervision on Productivity; A comparative Study of Moi Girls (Eldoret) and Kesses Secondary schools. Eldoret, Moi University
- Chiriswa, P. (2012). *An investigation into the Probable Factors Responsible for Poor performance in Kenya Certificate of Secondary Education (KCSE) in Vihiga District of Western Province, Kenya*. MED Kenyatta University Kenya
- Cooper D.R and Schindler P.S. (2003). *Business Research Methods*, Tata McgrawnHil Publishing Company Limited, New Delhi.
- D'Souza, A. (2009). *Leadership*. Nairobi: St Paul Publications.
- Diete, A. (2012). *Partnering for Schools Improvement: Case Studies of School*
- Diete, A. (2012). *Partnering for Schools Improvement: Case Studies of School Community Partnerships in Australia*, Australia; Print Graphics Publishers.
- Ecclesm, L., & Harrold, H. (2009). *The Impact of Parental Involvement, Parental Support and Family on Pupil Achievement and Adjustment*. London: John Wiley and Sons Publishers.
- Ejeh, M.U.C., C. A. Olajide, S. O. Igbasan, E. A. Babarinde and L. D. Ojuade, (2011.) *Contributions of Efon-Alaye, Ilutitun, Ogboro and Modakeke Communities in the Development of Secondary Education*. Unpublished Study, Faculty of Education, Ile-Ife:
- Fakoya, A. (2002). *Don Decries Bastardization of English Language* Lagos: The Punc October

18:39.

Fullon, M., & Watson, N. (2013). *School-Based Management: Reconceptualizing to Improve Learning Outcomes*. New York: World Bank.

Fullon, M., & Watson, N. (2013). *School-Based Management: Reconceptualizing to Improve Learning Outcomes*. New York: World Bank.

Gichuru, M. (2009). *Special and Inclusive Education in the Republic of Kenya: Reviewing the Literature from 2000 to 2009*.

GOK (2010). *Education Sector Report 2010: Realizing vision 2030 goals through effective and efficient spending*. Nairobi: Ministry of Education.

GoK (2012). *Task Force on the re-alignment of the education sector to the constitution of Kenya 2010: Report of the Task force towards a globally competitive quality education for sustainable development*: Nairobi,

Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. Albany: SUNY Press, 2002.

Huang, T.C. (2000). Are the Human Resource Practices of Effective Firms Distinctly Different From Those of Poorly Performing Ones? Evidence from Taiwanese Enterprises. *The International Journal of Human Resource Management*, 11(2): 436–51.

Kamau, K. W. (2013). *Financial Management Practices in Kenya Secondary Schools Problems and Issues*. Kenyatta University ,M.Ed Thesis Nairobi.

Kelliher, C., & Riley, M. (2002). Making functional flexibility stick: an assessment of the outcomes for stakeholders. *International Journal of Contemporary Hospitality Management*, 14(5), 237–242.

Khan, N. R., & Khan, M. R. (2012). Human Resource Practices in SME Sector: An Exploratory Case Study of Pakistan, *Euro Economical*, 31(3), 7- 19.  
<http://www.journals.univdanubius.ro/index.php/euroeconomica/article/view/1396>

Kharmes, G. S. (2012). *Human capital: A theoretical and empirical analysis, with special reference to education* (2nd ed.). National Bureau of Economic Research. New York: Columbia University Press.

Kharmes, G. S. (2012). *Human capital: A theoretical and empirical analysis, with special reference to education* (2nd ed.). National Bureau of Economic Research. New York: Columbia University Press.



- Kimutai, C .K: (2011). *A Survey of Availability, Acquisition and Utilization of Learning Resources in the Teaching and Learning of Economics in Kenyan Secondary Schools* Unpublished Thesis Kenyatta University.
- Kinuthia, W. (2009). Education Development in Kenya and the Role of Information and Communication Technology. *International Journal of Education and Development*
- KIPPRA (2007). *Achieving Primary School Education in Kenya. The Educational relationships between School and community*. Nairobi GOK Press.
- Kiveu and Maiyo (2009). The impact of Cost Sharing on Internal efficiency of Public Secondary Schools in Ndivisi Division, Bungoma District Kenya, *Educational Research and Review volume 4 (5) pp. 272-284* Available on <http://www.academicmicjournal.org/err>
- Kothari C.R. (2004). *Research Methodology: Methods and Techniques*, New age International Publishers, Delhi. 53
- Leu E, Bryner K (2005). *Recruiting, Retaining and Training Secondary School Teachers and Principals in Sub Saharan Africa*. Working paper series, The World Bank, AED Global Education Centre.
- Lonsdale, A. (2012). *Partnering for Schools Improvement: Case Studies of School Community Partnerships in Australia*, Australia; Print Graphcs Publishers.
- Maduabum, M. A. (2010). Occupational stress factors among secondary school principals in Abia State, Nigeria. *International Journal of Educational Planning and Administration. 1(1): 17—27*. Mbaabu, L. N. (2014). *A Study of Administrative Problems Experienced by Primary School Headteachers*. Unpublished M.Ed. Thesis Kenyatta University.
- Mahoney, F., & Read, S. (2012). *Organized Activities as Context of Development: Extra Curricular Activities, After School and Community Programmes*. London: OUP.
- Majanga, E. K Masonga, J, W & Sylvia, V. K (2010). *The effects of class size on classroom interaction Mathematics Discourse in the wake of FPE. A study of public primary school in Nakuru municipality, Kenya*.
- Mariam, S. (2008). *The Practical Relationship between Schools, Parents and Community in Nigerian Education Systems*. Lagos: Nditla Publishing Press. 126

- Mbaabu, L. M. (2011). Administrative Challenges Faced by Secondary School principals in Meru South District. Kenyatta University M.Ed Thesis. Nairobi.
- McLaren, S. (2009). *Education and Community Relationships: A Step towards Educational Globalization*. London: Oxford University Press.
- Michie, J., & Sheehan-Quinn, M. (2011). Labour market flexibility, human resource management and corporate performance. *British Journal of Management*, 12(4), 287-306.
- Ministry of Education (2005). *Kenya Education Sector Support Programme 2005 –2010: Delivery Quality Education and Training to all Kenyans*. Government Printers. Nairobi.
- Ministry of Education (2012). *Task Force on the re-alignment of the education sector to the constitution of Kenya 2010: Report of the Task force towards a globally competitive quality education for sustainable development*: Nairobi,
- Momoh, A. (2008, March 23rd) UNILORIN 49 and the Future of Nigerian Universities. The Guardian Outlook, *The Guardian on Sunday*. Lagos: Guardian Press (pp. 6-18).
- Muasya, P. M. (2012). Principals' Effectiveness; The Perception of Headteachers and Teachers in District Secondary Schools in Kilungu Division, Makueni District, Kenyatta University M.Ed Thesis. Nairobi.
- Mugenda, O. Mugenda (2009). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS.
- Mutegi, M. A. (2008). Administrative Challenges Encountered by District Secondary Schools Principals in Tharaka District, Eastern Province, Kenya. Unpublished MEd Thesis, Kenyatta University, Nairobi.
- Ndana, J. M. (2010). The administrative Problems that Public Secondary School Principals Face: a Case of Kitui District
- Ngala, B. J. F. (2007). Management of Teachers by Head teachers and its Influence on Pupils Achievement: A case Study of Primary Schools in Eldoret Municipality. Eldoret, Moi University.
- Nwafor, S.O. (2012). *Education Administration: Concepts and Practice (2nd edition)*. Port Harcourt: Bassey Joe Printers
- Obidoa, M. (2006). *Enhancing the instructional supervisory skills of principals of secondary schools. Principals Year Book*. A publication of All Nigerian Conference of Principals

- of Secondary Schools (ANCOPSS). Nsukka, Nigeria: Moke Social Publishers.
- Odali, E. N. (2012). A Survey of Current Administrative Problems of Primary School Headteachers in Hamisi Division of Kakamega District, Western Province; Unpublished MEd Thesis, Kenyatta University.
- Ojo, K. (2011). *Administration and management of secondary education in Ekiti State— our experiences and anxieties*. In D. Ajayi and S. Ibitola (eds) *Effective management of secondary schools: the principal's challenge*. Ibadan: Adeose Publications. 9-20.
- Olajuwon, O.T. (2010). *Education in Nigeria: A Futuristic Perspective*. <http://www.thedailystar.net/magazinehtml>.
- Onsomu, E. N., Muthaka, D., Ngware, M & Koimbei G: (2006). *Financing of Secondary School Education in Kenya Costs and Options*. Nairobi. KIPPRA Discussion paper No.55 2006 Website: <http://www.kippra.org>
- Onsomu, E. N., Muthaka, D., Ngware, M & Koimbei G: (2006). *Financing of Secondary School Education in Kenya Costs and Options*. Nairobi. KIPPRA Discussion paper No.55 2006 Website: <http://www.kippra.org>
- Onyango, G. A. (2011). *Competencies Needed by Secondary School Headteachers and Implications on Pre-service Education*. Unpublished PhD. Thesis. Kenyatta University.
- Opondo, A. A. (2008). *Effects of Administrative Problems on Curriculum Implementation in Secondary Schools in Rural Areas, Bondo, Nyanza Province*; Unpublished MEd Thesis, Kenyatta University
- Orlosky, D. E. (2009). *Educational Administration Today*. Ohio: Charles E. Merrill Publishing Company.
- Orodho, A.J. (2010). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Kenezja Enterprises. Maseno/Nairobi: Kenya.
- Orure, R. A. (2009). *Administrative Challenges Facing Public Secondary School Headteachers in Kajiado District*: Unpublished MEd Thesis, Kenyatta University.
- Owoeye and Yara: (2010). *School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State Nigeria*. [www.ccsenel.org/ass](http://www.ccsenel.org/ass) Asian Siciak Sciences. Vol,7, No.7; July 2011
- Owojori, A. A & Asaolu T. O. (2010). *Critical Evaluation of Personnel Management*

*Problems* California, Jossey-Bass Inc.

- Oyaro, K. (2008). *Free Secondary Schooling Policy Faces Testing Times*: Inter-press News Agency. Dated 26th March, 2008.
- Oyaro, K. (2008). *Free Secondary Schooling Policy Faces Testing Times*: Inter-press News Agency. Dated 26th March, 2008.
- Perrone, F. (2008). *Family Involvement in Childrens' Education: Success Local Approaches* office of *Educational Research and Improvement*. New York: US Department of Education.
- Republic of Kenya (2005). *Sessional Paper No. 1 on Policy Framework for Education, Training and Research*. Nairobi: Government Printer.
- Republic of Kenya (2007). *Kenya Vision 2030: A Globally Competitive and Prosperous Kenya*. Nairobi. Government printers
- Republic of Kenya (2007). *Kenya Vision 2030: A Globally Competitive and Prosperous Kenya*. Nairobi. Government printers
- Republic of Kenya (2007, July-August). *Kenya Vision 2030*. Nairobi: Ministry of Planning and National Development.
- Rollins, B. C., & Thomas, D. L. (2006). *Parental support, power, and control techniques in the socialization of children*. In W. R. Burr, R. Hill, F. I. Nye, & I. L. Reiss (Eds.), *Contemporary theories about the family*, Vol. L (pp. 317-364). New York: The Free Press, Macmillan.
- Rono J. K. (2009). *Assessment of Leadership Styles among Secondary School Heads and its Effects on National Examination Performance Index: A case Study of Selected Schools in Uasin Gishu District*.
- Saavedra, J. (2012). *Education Financing in Developing Countries: Level and Sources o Funds*. Washington D.C.: World Bank Institute
- Sanders, M. G. (2007). *Building School-Community Partnerships: Collaboration for Student Success*. New York: Delta Kappan Publishers.
- Shiundu J. S. & Omulando S. J. (2002). *Curriculum Theory and Practice*. Nairobi, Oxford University Press.
- Usman, A. (2007). *The Relevant Material Resources to the Teaching and Learning of Arabic and Islamic Studies*. An Encyclopedia of the Arts Vol. 7(1). 47 -52.

- Uyanga, R. E. (2008). *The principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium developmental goals (MDGs)*. In P. N. C. Ngwu (ed.) *The principal and education reforms in Nigeria*. A publication of the Mandatory Continuing Professional Training (MCPT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS). 94—102.
- Uyanga, R. E. (2008). *The principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium developmental goals (MDGs)*. In P. N. C. Ngwu (ed.) *The principal and education reforms in Nigeria*. A publication of the Mandatory Continuing Professional Training (MCPT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS). 94—102.
- Wanyonyi, W. (2004). *A study of the factors affecting the implementation of free Primary Education in Nairobi province*. Unpublished M.Ed Thesis, University of Nairobi , Kenya
- Wekesa, G.W. (2013). *The impacts of Principals' instructional leadership on student academic achievement in Kenya*, Unpublished Ph.D. Dissertation, Teachers college, Columbia, Columbia University.
- World Bank (2013). *Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education*, Washington D.C.: World Bank.
- Wright, K., & Dolores, S. (2009). *Building School and community Partnerships Through Parent Involvement (2nd Edition)*. London: Prentice Hall publishers.

## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Department of Educational  
Administration and Planning  
South Eastern Kenya University  
P.O. Box 170 – 90200  
Kitui

15<sup>th</sup> September, 2016

The principal \_\_\_\_\_ Secondary school

Dear Sir / Madam,

**RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a master's student at South Eastern Kenya University carrying out a study on “**factors influencing principals’ performance of administrative duties in public day secondary schools in Mwingi East Sub -County, Kitui County, Kenya**” Your school has been selected as one of the few for the purpose of undertaking the study. I am hereby kindly requesting you to give your honest responses to the questionnaire items attached to this letter. Your identity will be treated with confidentiality and the information used strictly for the academic purposes. Thank you in advance for the anticipated cooperation.

Yours faithfully,

Rosephine Lucia Musee

## APPENDIX II

### QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather information on factors influencing principals' performance of administrative duties in public day secondary schools in Mwingi East Sub-County, Kitui County, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

#### Section A: Demographic data

Please indicate the correct option by inserting a tick (☐) in appropriate space provided

1. What is your gender?

Female [     ]

Male [     ]

2. What is your age in years?

31 – 35 [     ]     36 – 40 [     ]

41 – 45 [     ]     46 – 50 [     ]

51– and above [     ]

3. What is your highest professional qualification?

B.Ed [     ]     PGDE [     ]

Masters [     ]     Others (specify) \_\_\_\_\_

4. What is your professional experience?

Below 5 years [     ]     5 – 10 years [     ]

11 – 15 years [ ] 16 – 20 years [ ]

21 – 25 years [ ] 26 and above [ ]

5. How long have you been a school principal?

Below 1 year [ ] 1 – 5 years [ ]

6 – 10 years [ ] 11 – 15 years [ ]

16 – 20 years [ ] 21-25 years [ ]

26 and above [ ]

6. How long have you been a principal in this school?

Below 1 year [ ] 1 – 5 years [ ]

6 – 10 years [ ] 11 – 15 years [ ]

16 – 20 years [ ] 21-25 years [ ]

26 and above [ ]

**Section B: Finances and principals’ performance of administrative duties**

In the table below, Indicate the extent to which you agree or disagree with the following statements regarding the influence of finances in your school and how that impacts on the administration of duties

Key: SA = Strongly Agree (5); A = Agree (4); U = Undecided (3); D = Disagree (2)

SD = Strongly disagree (1)

SN	Statement	SA	A	U	D	SD
1	Inadequate finances has led to the school’s inability to purchase teaching/learning resources leading to poor					



	academic performance					
2	Funds are always available for the school needs					
3	Teachers are not compensated for teaching during remedial and holidays hence students miss out					
4	Delay in disbursement of funds affects the running of the schools					
5	The school does not have adequate facilities due to inadequate funds					
6	Parents are not consistent in paying the required levies					
7	Poor payment of fees by parents affects the running of the schools					
8	Inadequate funds make the running of the school difficult					
9	Delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process					

**Section C: Human resources and principals’ performance of administrative duties**

In the table below, Indicate the extent to which you agree or disagree with the following statements regarding the influence of human resources on the principals’ administration of duties

Key: SA = Strongly Agree (5); A = Agree (4); U = Undecided (3); D = Disagree (2)

SD = Strongly disagree (1)

SN	Statement	SA	A	U	D	SD
1	The school is not in a position to hire enough support staff					
2	The school does not have adequate teachers					
3	The school does not have adequate support staff					
4	Inadequate staff in the school has hindered the running of the school					
5	The school experiences high turnover by support staff					
6	The school is not able to maintain the BOM teachers					
7	Inadequate staff is a major challenge in the sub county public secondary schools					
8	Inadequate teachers is a major challenge to the running of the schools					
9	The public secondary schools have a challenge of getting staff					
10	The government needs to allocate more funds to hire more staff					

**Section D: Infrastructure and principals' performance of administrative duties**

In the table below, Indicate the extent to which you agree or disagree with the following statements regarding the influence of infrastructure on the principals' administration of duties

Key: SA = Strongly Agree (5); A = Agree (4); U = Undecided (3); D = Disagree (2)  
SD = Strongly disagree (1)

SN	Statement	SA	A	U	D	SD
1	The school has adequate classrooms					
2	The school has adequate well equipped laboratories					
3	The school has adequate text books and stationery					
4	The school has adequate fields					
5	The school has an administrative block					
6	The school has adequate desks and chairs for students					
7	The school has adequate chair and tables for teachers					
8	The school has adequate houses for teachers and support staff					
9	The school is able to maintain its buildings and facilities					
10	The school has computer labs					

**Section E: Community around the school and principals’ performance of administrative duties**

In the table below, Indicate the extent to which you agree or disagree with the following statements regarding the influence of community around the school on the principals’ administration of duties

Key: SA = Strongly Agree (5); A = Agree (4); U = Undecided (3); D = Disagree (2)  
SD = Strongly disagree (1)

SN	Statement	SA	A	U	D	SD
1	The school has good rapport with the community					
2	The school receive support from the community					
3	The PTA is supportive to the school					
4	The parents are willing to support the school					
5	The community around the school contributes to indiscipline of the school					
6	The community is not concerned with the school					
7	Parents are not able to support the school financially					
8	The school has received adequate support from the community					
9	The school principal has cultivated good school community relations					

## APPENDIX III

### LETTER OF AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
When replying please quote

9<sup>th</sup> Floor, 1<sup>st</sup> Mile House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No: **NACOSTI/P/17/25748/18932**

Date: **6<sup>th</sup> September, 2017**

Rosephine Lucia Musee  
South Eastern Kenya University  
P.O. Box 170  
**KITUI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing principals' performance of administrative duties in sub-county public day secondary schools in Mwingi East Sub-County Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **5<sup>th</sup> September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kitui County.

The County Director Of Education  
Kitui County.

**APPENDIX IV**  
**RESEARCH PERMIT**


**THIS IS TO CERTIFY THAT:**  
**MS. ROSEPHINE LUCIA MUSEE**  
of SOUTH EASTERN KENYA UNIVERSITY,  
0-90400 MWINGI, has been permitted to  
conduct research in *Kitui County*

**Permit No : NACOSTI/P/17/25748/18932**  
**Date Of Issue : 6th September, 2017**  
**Fee Recieved :Ksh 1000**

on the topic: **FACTORS INFLUENCING  
PRINCIPALS PERFORMANCE OF  
ADMINISTRATIVE DUTIES IN  
SUB-COUNTY PUBLIC DAY SECONDARY  
SCHOOLS IN MWINGI EAST SUB-COUNTY  
KENYA**

for the period ending:  
**5th September, 2018**

**Applicant's  
Signature**

  
**Director General  
National Commission for Science,  
Technology & Innovation**

**CONDITIONS**

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

  
**REPUBLIC OF KENYA**

  
**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 15564**  
**CONDITIONS: see back page**