EFFECTS OF PRINCIPALS' GENDER ON LEADERSHIP EFFECTIVENESS IN SECONDARY SCHOOLS IN MTITO ANDEI DIVISION, KIBWEZI SUB-COUNTY, KENYA

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DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any other university for examination.

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To my dear husband and friend Peter and our daughters Neema, Annah, Vicky and Abigail.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS

UNESCO   United Nations Educational, Scientific and Cultural Organisation

KESI   Kenya Education Staff Institute

DFID   Department for International Development

RoK   Republic of Kenya

ABSTRACT

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. The purpose of the study was to determine the effects of principals' gender on leadership effectiveness in secondary schools in Mtito-Andei Division. The study was guided by four research objectives. The study used ex post facto research design. Simple random sampling was used to select the respondents for the study. The sample size was 28 principals and 140 teachers. Data was collected by use of questionnaires and interview schedules and was analysed by use of descriptive and inferential statistics. Conceptually, the chi-square test of independence statistic was computed by summing the difference between the expected and observed frequencies for each cell in the table divided by the expected frequencies for the cell. In hypotheses 1, 2, 3 and 4 scores in management of discipline, management of staff personnel, management of students and management of financial resources were converted from continuous data to discreet data (categories) and then Chi-square used to test the hypotheses. The researcher adopted a significance level of 0.05. The results of the data analysis show that there was a significant relationship between the principals' gender and effectiveness in management of discipline. To determine the relationship between the gender of the principals and effectiveness in personnel management, the results of the analysis indicated no significant relationship between the principals' gender and effectiveness in personnel management. On whether there was a relationship between principals' gender and effectiveness in student management, data analysis did not reveal any significant relationship. The Chi-square results revealed no significant relationship between principals' gender and effectiveness in financial resources management. The study recommends that the Teachers' Service Commission should consider gender while promoting deputy principals to become principals in order to ensure that there is gender equity in the secondary schools. The study was conducted in public secondary schools in Mtito-Andei Division, Kibwezi sub-county. The researcher therefore suggested that the study be conducted in a larger area like a county or in the whole of Kenya to determine the relationship between principals' gender and leadership effectiveness so as to compare the results with the current study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An effective public secondary school is one with safe and positive learning environment, where students are able to achieve their personal goals and develop the skills to make contributions to the society in the future (Otiato, 2009). It would also have high discipline and good use of financial resources. Building effective schools has been the nation's primary goal of education since the 1980s (Republic of Kenya, 2001). Research studies on effective schools such as that done by Orodho (2002) concentrated more on principal's instructional leadership.

The Kenyan Government has given education a lot of prominence as evident in the 2012/2013 financial year budget in which education was allocated around 2.9 billion US dollars which was second to infrastructure which got 3.35 billion US dollars (Republic of Kenya, 2001). The recent economic blue prints notably the Vision 2030 and Millennium Development Goals have variously pegged their attainment to education improvement. The government declared a free and compulsory primary education in Kenya for all its citizens to be able to access education since most sectors depend on an educated society to get propelled. Maicibi (2005) observed that, proper leadership was the only necessary tool for effective performance by the students.

Former UN Secretary-General Kofi Annan noted that there was no tool for development which was more effective than education. He also observed that no other policy was as powerful as increasing the chances of education for the next generation. Therefore, by eliminating school fees for primary school education in Kenya, many children were privileged to go to school thus putting the country on the right track towards attainment of the Millennium Development Goals and Vision 2030 (Republic of Kenya, 2001). It is important to note that, if students were to get quality education in their schools the management of the schools needs to be improved under the steering of head teachers.

Armstrong (2004) defined leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational assets, leading to the achievement of desired purpose. Human resource in school includes teachers and the support staff. The main task of teachers is instructional work in the classrooms. Some teachers may be given other duties like heads of departments. They oversee the smooth running of their departments and report to the principal. Support staff includes cooks, secretaries, watchmen, matrons and messengers. These ensure smooth operation of support systems like cooking, cleanliness, security, clerical work and delivery of goods in the school. Desired purposes can be achieved through the articulation of the vision and mission of the organization and also ensuring the teachers are also able to define their power so as to share the vision.

Leadership as defined by Cole (2002) is the ability to inspire people to perform. Therefore, even with the availability of all the relevant resources required to make students perform well in examinations, lack of leadership to motivate the teachers and students would lead to poor performance. Educators have begun to recognize that the school must be the central unit in any successful reform effort. No matter how elegant the design, innovations that do not meet the needs of the school and approaches that have no support among staff members will never lead to meaningful change. To effect real improvement, schools must identify their unique needs and develop policies and plans that meet those needs. Throughout history, many have come to believe that leadership is a traditionally masculine activity. Kolb (1997) explained that if women in organizations are to emerge as leaders, it is important that they be perceived as individuals who can influence or motivate others. A look at research dating back to the 1970's indicated that there was a tremendous amount of gender bias regarding women's achievements in the business sector (Kolb, 1997).

1.2 Statement of the Problem

With the increase in the number and size of secondary schools in Kenya, the problems of leadership by school principals could obviously become more complex. Some schools experience more conflicts than others in   management of staff and financial resources and this may be attributed among other things to the gender of the principal and his/her level of leadership (Adesina, 1990). Discipline in schools is the offspring of effective leadership, while indiscipline

is caused by absence of commitment on the part of the principal among other factors (KESI, 2011). This means that effective leaders will be required to manage these schools. Vroom (1983), Adigwu (2004) and Burke (2001) conducted studies on this area but did not explore the effects of gender in secondary schools therefore this study sought to determine the effects of principals' gender on leadership effectiveness in secondary schools in Mtito-Andei Division of Kibwezi Sub-County.

1.3 Purpose of the Study

The purpose of this study was to determine the effects of principals' gender on leadership effectiveness in secondary schools in Mtito-Andei Division.

1.4 Research Objectives

The objectives of the study were;

   i.   To determine the relationship between the principals' gender and effectiveness in management of discipline in secondary schools in Mtito Andei Division.

   ii. To establish the relationship between the principals' gender and effectiveness in management of personnel in secondary schools in Mtito Andei Division.

   iii. To assess the relationship between the principals' gender and effectiveness in management of students in secondary schools in Mtito Andei Division.

iv.   To determine the relationship between the principals' gender and effectiveness in management of financial resources in secondary schools in Mtito Andei Division.

1.5 The research was guided by the following hypotheses:

Ho_1. There is no significant relationship between the principals' gender and effectiveness in management of discipline in secondary schools in Mtito Andei Division.

Ho_2. There is no significant relationship between the principals' gender and effectiveness in management of personnel in secondary schools in Mtito Andei Division.

Ho_3. There is no significant relationship between the   principals' gender and effectiveness in management of students in secondary schools in Mtito Andei Division.

Ho_4. There is no significant relationship between the principals' gender and effectiveness in management of financial resources in secondary schools in Mtito Andei Division.

1.6 Significance of the Study

The study could contribute to useful knowledge for improving the leadership skills of principals in student control, personnel and financial management in their respective schools and in public secondary schools in Kenya. The study compared the leadership effectiveness of male and female principals in public

secondary schools and thus it would be important in suggesting the policies and changes that School Boards and the Ministry of Education could employ in managing   secondary schools better. The findings from this study could be used by the human resource department in both the national and county levels in recommending and promoting teachers to become principals and deputy principals. The information obtained from the study could be used by other researchers who have interest in the same area of study.

1.7 Delimitation of the study

The study was delimited to public secondary schools in Mtito-Andei Division, Kibwezi sub-county. The study only focused on gender and leadership effectiveness among secondary school principals. While there are other measures of principals' effectiveness, the study concentrated on effectiveness in management of discipline, staff and student management and management of financial resources. The study involved head teachers (principals) and teachers in secondary schools.

1.8 Limitations of the Study

The limitation of the study was that the principals of schools could have misreported some of the data, especially in areas which may have reflected on their ineffectiveness and inefficiency in order to avoid scrutiny by the Ministry of Education. To overcome this limitation, the instrument was used to gather data from different sources like teachers.

1.9 Assumptions of the Study

This study had the following assumptions: - That all principals despite their gender were well trained in staff and financial management thus making them effective leaders. The second assumption was that all the selected persons had adequate and relevant information on the subject under the study and were willing to volunteer information for the study.

1.10 Operational Definition of Terms

Public secondary school refers to a school which is sponsored by the government in terms of provision of resources such as teachers and other teaching/learning resources.

Principal refers to a person given the responsibility of leading and administering a secondary school.

Leadership refers to the process of influencing the activities of an individual or group in efforts towards goal achievement in a given situation.

Leadership effectiveness refers to the extent to which a leader achieves the set goal and objective of the organization or institution in which she or he is a leader.

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

Leadership style refers to the behavior pattern that a person exhibits when attempting to influence the activities of others as perceived by those others.

Effective discipline maintenance refers to establishment of a system of rules, punishments and behavioural strategies appropriate to the regulation of students' order in schools.

Effective financial management refers to efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization. It is the specialized functions directly associated with the top management.

Effective personnel management refers to obtaining, using and maintaining a satisfied workforce.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed literature related to the study variables starting with global and regional perspective of gender and leadership effectiveness, exploring leadership and gender in Kenya and narrowing to Mtito-Andei division. It also discussed the theory holding the study together and drew a conceptual Framework.

2.2 Global and Regional Perspective of Gender and Leadership Effectiveness in Learning Institutions

Gender literature shows that education management is dominated by males in most areas of the world (Kolb, 1997). She says that globally there are fewer women heads of education institutions than there were previously. She asserts that the number of women in leadership positions in education in Australia, Britain and U.S.A has decreased. India, despite having a strong women's movement, women continue to be marginally represented in policy and decision making processes. The 4th World Conference on Women in Beijing in 1995 noted that poverty had a women's face and 70 % of the world's poor then were female. This was partly linked to a lack of voice in political life, decision making, social subordination and exclusion and lack of resources and opportunities for human development. Despite their educational and other advances women still face major obstacles in entering senior positions in

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society (DFID, 2000). The document continues to argue that in South Africa teaching was dominated numerically by women. About 70 % of all black and while teachers were women. However, women were under-represented in positions of education management. According to Mbilinyi (2000), there is a tendency for many women who have qualifications, expertise and aptitude not to apply for positions of leadership in education management. Gender difference, a product of institutions, emanates from institutionalized patterns of distributing resources social value and power in public and private spheres worldwide.

Alhourani (2013) argues that gender does not impact on leadership effectiveness. There was no significant effect of gender on leadership effectiveness. Thus women leaders were as effective as men leaders in those universities where the research was done. Men used transactional leadership & women transformational leadership. He continues to argue that current statistics from the world's principal associations of universities attest to the need to improve the presence of women at the top of higher education. According to UNESCO (2009), the gender issue has gained worldwide attention as a crucial component in the development process assuming that inequalities will be redressed more effectively through strengthening basic and higher education management in developing countries.

2.3 Gender and Leadership in Institutions in Kenya

Mueller & Mulinge (1998) argues that developing nations, Kenya included are enmeshed in struggle over gender inequality in almost all sectors and the degree of inequality is greater with few legal structures that support gender equality. Sang (2012) argues that previous constitutions derailed the move to equal opportunity in education management and may be the massive improvements in the new constitution could be a watershed for gender equity. A report carried out by the Southern and Eastern Africa consumption for monitoring Education Quality (2010) showed that less than 15 % of secondary schools in Kenya are administered by female principals. To be effective, principals use different leadership styles. According to Kendra (2015), there are ten leadership styles which are include Charismatic, Democratic, Autocratic, Command and control, Laissez-Faire, Pace-setter, Servant, Situational, Transformational and transactional style. The study will explore Transformational, Autocratic, Bureaucratic, situational, Democratic and Charismatic leadership styles.

2.3.1 Transformational Leadership

According to William (2006) one frequently discussed theory is that of transformational leadership, first introduced by Burns in 1978. Transformational leaders change their organization's culture by inspiring a sense of mission and purpose about the importance of the group's work and stimulating new ways of thinking and problem solving. Transformational leaders inspire individuals within an organization to work harder and to strive

for the highest levels of performance. If institutions are to meet the desired objectives, effective leaders must be developed. Leadership is the process of influencing the subordinate, in which the subordinate is inspired to achieve the target, the group maintains cooperation and the established mission are accomplished with support from external groups. A study done by William (2006) on the effects of transformational leadership on teacher attitudes and student performance in Singapore found that transformational leadership had significant effects on students and teachers.

2.3.2 Autocratic Leadership

According to Oyetunji (2006) the autocratic leader makes decisions alone, and therefore, he/she has total authority. Such leaders are masters of the people. They impose their wills and no one is allowed to challenge them. This is the style used by dictators and monarchs. On the other end, this leadership style seems to be good for employees that need close supervision to perform certain tasks. Creative employees and team players resent this type of leadership since they are unable to enhance processes or decision making, resulting to job dissatisfaction. Study done by Oyetunji (2006) on the relationship between leadership style and school climate in Botswana pointed out that the use of autocratic style makes employees disregard the process by giving excuses where they have to carry their duties. Teachers are dissatisfied with their work and this leads to informal groupings for the purpose of opposing the goals of the school.

2.3.3 Bureaucratic Leadership

The bureaucratic leader believes more in very structured procedures and tends to bend over the pre-established structures to measure whether it is successful or not. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the company. Leaders ensure that all the steps have been followed prior to sending such ways to the next level of authority. Universities, hospitals, banks and governments usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders who would like to speed up the process will experience frustration and anxiety when this style is used (Avery, 2004).

2.3.4 Charismatic Leadership

The charismatic leader leads by infusing energy and eagerness into their team members. A charismatic leader is someone who is often on the run. He/She is not someone who feels pleased with any type of stationary situation. This type of leader has to be committed to the organization for the long run. If the success of the   project is attributed to the leader and not the team, charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities. It takes a company time and hard work to gain the employees' confidence back with other types of leadership after they have committed themselves to the magnetism of a charismatic leader (Kendra, 2015)

2.3.5 Democratic Leadership or Participative Leadership

The democratic leader listens to the team's ideas and studies them, but hold the responsibility to make the final decision Team players contribute to the final decision therefore, increasing people satisfaction and ownership, feeling their input was considered when the final decision was taken. When changes arise, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing that they were consulted and that they contributed to the decision making process, minimizing resistance and intolerance. A shortcoming of this leadership style is that it has difficulty when decisions are needed in a short period of time or in the moment (Sasheka, 2001). However, no one style of leadership fits all situations. So it is useful to understand different leadership frameworks and leadership styles. You can then adapt your approach to fit your situation. A study done by Sasheeka, (2001) on leadership styles of principals in Sri Lanka showed that most principals practiced democratic leadership style in most instances. He found out that principals tend to show autocratic leadership in the process of school administration but however the teachers expect principals to act as democratic leaders with regard to school activities and teachers motivation.

2.3.6 Situational Leadership Style

Situational Theory hypothesize that no single best type of leadership style exists. Effective leadership is determined by the leader, the group being led and the tasks that are required to be completed. Situational Leadership Theory includes four different leadership aspects: telling, selling, participating and

delegating. The telling style requires the leader to direct what subordinates are to do. The selling style has the leader selling the idea to subordinates while giving them independence and autonomy to complete the task. The participating style has the leader interacting with everyone about his ideas while he listens to feedback. The delegating style has the leader fully delegating tasks to subordinates and allowing them to work autonomously.

Implementing situational leadership at workplace is simply learning the weakness and strength of each leadership style and how this knowledge can be applied in situations arising (Hughes, 2002). Her research concluded that to be an effective leader, one needs to understand there is no single solution to manage followers at work or even one best leadership style to use for all followers. However there is a practical easy way to understand an approach which is situational leadership (Peterson, 2004).

2.5 Relation between Principal's Gender and Leadership Effectiveness

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is also increasing recognition that effective school leaders and managers have to be developed if they are to provide the best possible education for their learners. Throughout history, many have come to believe that leadership is a traditionally masculine activity. Kolb (1997) argued that if women in organizations are to emerge as leaders, it is important

that they be perceived as individuals who can influence or motivate others. A look at research dating back to the 1970's indicated that there was a tremendous amount of gender bias regarding women's achievements in the business sector.

Thomas (2004) says that research has demonstrated that there are far more similarities than differences in the leadership behaviors of women and men, and that they are equally effective. Still, women are less likely to be pre-selected as leaders, and the same leadership behavior is often evaluated more positively when attributed to a male than to a female. Bunyi (1985) found that when males were in the majority, they emerged as leaders 100% of the time. When females were in the majority, females did emerge as leaders but not beyond the expectations one would have on the basis of chance. In contrast, Schneier (1980) observed that the likelihood that a female would emerge as a leader did increase as the number of women in the group increased. Kent (1994) argued that women were slightly more likely than men to be perceived as leaders by group members when the percentage of women per group was controlled statistically.

2.5.1 Relationship between Gender of the Principal and Management of Discipline

In effective schools, heads somehow find time to develop a vision of what that school should be and to share that vision with all the members of the community (Leithwood, 2010). Successful heads of schools can articulate a

specific school mission and stress innovation and improvement. He continues to compare less effective schools heads as vague about their schools and focus on maintaining the status quo. It is essential that head of schools share their vision with stakeholders so that they understand the schools goals and work together for achievement. Effective school heads ensure that their schools allow learners to put learning at the centre of their daily activities. A healthy school environment as   Goldring (2007) puts it is characterized by basics like safety and orderliness as well as less tangible qualities such as supportive and responsive attitude towards the children and teachers that they are part of the community.

2.5.2 Relationship Between Gender of the Principal and Management of Staff Personnel

According to Ibukun, (2011) it is important for the leader to understand his/her abilities. Your staff observes you, and how you handle yourself affects their acceptance of your leadership as much or more than anything you say. Effective leaders are trusted for their knowledge and competence, so don`t over-reach or claim false expertise. Be true to your personal style. Conduct yourself in a way your staff can trust and respect. The type of work or service one does may attract different types of employees. For example, information technology businesses may attract younger workers who thrive in a collaborative environment. This work style is open, with tasks spread across several employees. With a horizontal flow of ideas, a leader may rely more on two-way communication than in an office with staff working independently in

cubicles. How closely you work with employees affects your interactive style (Avery, 2004).

Yukl, (2006) argues that law of information is at the core of effective leadership. While the conditions and styles of communication change, the need to express one clearly in all situations remains. Regular meetings may be difficult to implement in high-productivity manufacturing situations, and they may be essential in collaborative workplaces. Likewise, written and verbal communications have appropriate places. Avoid at all costs situations in which your employees feel that they have no information. This appears as abandonment of leadership.

2.5.3 Relationship Between Gender of the Principal and Management of Students

Schools exist so that students can learn and teachers can assist that learning. This truism is central to any effort to define effective leadership. School leaders, of course, do teach students on a full-time basis in public schools. Effective heads of schools are quick to dispel the notion of cultural deficit and are committed strongly to improving teaching and enhancing learning in order to keep students under control. They place a strong emphasis upon students' achievement and learning and those conditions that can lead to higher students' performance. They set high expectations for the learners, emphasizing consistency in teaching practices and provide clear rules about behavior and discipline. The central developmental focus is on improving the

quality of teaching and learning. In this sense they are also effective instructional leaders. Therefore, their impact on student learning is accomplished indirectly (Ibukun, 2011).

2.5.4 Relationship Between Gender of the Principal and Management of Financial Resources

Management of financial resources refers to efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization. It is the specialized functions directly associated with the top management. As with other organizations, school finances are scarce and must be utilized prudently. Different gender is rated differently on use of financial resources (Ibukun, 2011)). The principal is expected to supervise financial and physical resources of his school. These include purchasing and requisitioning supplies and materials, accounting for school monies, and maintaining an inventory of school property. The fundamental principle in the school finance is not how money goes into the system but how well the available funds are effectively put to use. The leadership required in planning, programming, budgeting, monitoring, and evaluating financial and physical resources represents a dynamic and demanding aspect of the principal role (Ibukun, 2011).

2.6 Summary of Literature Review

From the days of old to the modern era, many are still of the opinion that men are the ones who are destined to lead, and women, no matter how prepared or

qualified, will serve as followers for most of their lives. The fact that men are born to lead ,and that the woman's place is at best by his side, but never in front, is becoming harder and harder to accept and defend in the modern era (Kolb, 1997). This project has taken a close look at some of the most basic qualities needed in an effective leader, starting off with some commonly agreed upon definitions of what leadership actually is. While some qualities seem to be more present in males than females there are still many females that possess the necessary characteristics to be very effective leaders (Mbilinyi, 2000). Literature reviewed has not demonstrated any evidence to suggest that the most fundamental or required characteristics for leadership effectiveness is the gender of the leader.

Some historical views of leadership were presented, as well as some modern theories of leadership, and again, there was no mention of gender being a significant factor in terms of leadership effectiveness. On the most commonly agreed to characteristics or attributes of effective leadership, there was a glaring omission relating to gender in most of the data presented. There was information presented on the role of the follower in evaluating the effectiveness of the leader, and any gender related issues that might come into play in this regard. Some of the data regarding transactional and transformational leadership portrayed females as being rated higher on the transformational leadership style than males (William, 2006). It is the author's firm belief that after doing exhaustive review of related literature and expecting to find all sorts of hard data on why males continue to climb the

leadership ladder ahead of women, it has shown just the opposite. There is simply no clear cut reason or theory or rationale to explain why women continue to lag in the leadership race both in education and corporate world hence the need for the current study.

2.7 Theoretical Framework

This study was guided by Situational Theory of Leadership. The situational theory of leadership was originally developed by Paul Hersey, author of the book Situational Leader and Ken Blanchard in 1969. According to this theory, effective leadership is determined by the leader, the group being led and the task to be done. The theory fundamental underpinning is that there is no single best style of leadership. Effective leadership is task-relevant and the most successful leaders are those that adapt their leadership style to the maturity of the individual or group they are attempting to lead or influencing.

According to Thomas (2004) situational leadership brings affection to the role of the follower. This leadership is about being flexible and using needed leadership style to nurse a given development level of a follower to be successful in a given working environment. This theory was found suitable for this study because for one to be effective in leadership, one has to adopt his/ her leadership style to suit the situation at hand. All situations in a school system cannot be handled using one style of leadership hence the need to observe a situation and apply the best leadership style. Kendra (2015) says that if you are leading well, you won't have just one leadership style. A leader

must mix and match, engage your team and meet your goals. There is a time and place for all leadership styles and no style is good or bad, it is how leaders use them that determine success or failure. While most leaders develop a dominant leadership style, the best is to learn to adopt elements of other styles when needed to achieve goals. In this case, different gender behaves differently towards different situations hence making one effective or not. This theory includes telling, selling, participating and delegating. For one to be effective in student discipline, staff personnel management, management of students and good use of financial resources, one has to posses these aspects. These aspects rate differently for different gender.

Some of the disadvantages of this theory are that it focuses too exclusively on what the person in-charge does and also leadership is not primarily about making decisions but it is about inspiring people to change direction. The model also fails to distinguish between leadership and management (Hughes, 2002). Despite the disadvantages of situational Theory of leadership, it was found most suitable for this study because many decisions are made by the person in charge and he/she makes sure that the followers support the decisions as shown by Yukl (2006) who defines leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

2.8 Conceptual Framework

Figure 2.1 Conceptual Framework

The conceptual framework presented in figure 2.1 shows the variables that determine the leadership effectiveness of principals in this study.

Independent Variable   **Intervening Variables**   **Dependent Variables**

Independent Variable	Intervening Variables	Dependent Variables
Gender of the Principal	• Age • Stereotypes • Attitude • Professional qualifications	Effectiveness in:- • Discipline management • Personnel management • Student management • Financial resources management

Outcomes

• High level discipline

• Prudent personnel management

• Good student control

• Prudent financial management

The conceptual framework shows that the gender of the principal determines leadership effectiveness in discipline management, personnel management, management of students and management of financial resources in secondary schools. However, intervening variables like age, stereotypes, attitude and professional qualifications may affect the effectiveness of the principal regardless of the gender. If the principal is effective, then the school would

have high level discipline, prudent personnel management, good student control and prudent financial resources management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used to collect, analyse and present data. Kothari (2004) defines research methodology as a systematic way of solving the research problem. Leedy (1993) further defines research methodology as the framework within which facts are placed so that meaning can be extracted from them. It gives direction that a researcher must follow in order to get answers to issues which he or she is concerned with. The aspects that were covered in this study include the research design, target population, sample and sampling procedure, research instruments, validity and reliability of research instruments and data analysis procedures.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari 2004). It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. This study used the Ex post facto research design. Yukl (1996) defines *Ex post facto* research design as the research that investigates the possible causes that affect relationships between the independent variables and dependent variables. This research design was found suitable for this study because effectiveness can only be measured

based on past activities. In this study the influence of the independent variable on the dependent variable had taken place naturally and without the researcher's influence. In this study maintenance of discipline, financial management, student and personnel management was studied to assess principals' gender and leadership effectiveness in secondary schools in Mtito-Andei Division, Kibwezi District.

3.3 Target Population

A population is a group of individuals, objects or items from which samples are taken for measurement. It is the entire group or elements that have at least one thing in common (Kombo, 2006). The study targeted principals and teachers in secondary schools within Kibwezi Sub-county. According to records from Kibwezi District Education Office, there were 28 secondary schools in Mtito Andei Division, 16 of them headed by male principals and 12 headed by female principals with a population of 466 teachers by September 2014.

3.4 Sample Size and Sampling Procedure

According to Kombo (2006) sampling is the procedure the researcher uses to gather people, places or things to study. It is the procedure of selecting a number of individuals or objects from population such that the selected group contains elements and representatives of the characteristics found in the entire group. All the 28 principals were used for the study. This was to take care of the gender dichotomy of the data. To sample the teachers, 30 percent as

proposed by Mugenda (2003) was used. 5 teachers were selected by simple random sampling from each school hence 80 teachers from the 16 schools whose principals were male. A further 60 teachers were selected from the 12 schools whose principals were female. This gave a total sample size of 140 teachers and 28 principals.

3.5 Data collection Instruments

The study data was collected through the use of questionnaires and interview schedules. A structured questionnaire was developed to collect data from the principals and teachers. Open ended questions were used to enhance data validity. All questionnaires were self-administered. The questionnaires were divided into five sections. Section A collected data on background information, section B collected data on management of discipline, section C collected data on management of personnel, section D collected data on management of students and section E collected data on financial resources management. According to Mugenda (2003), the questionnaire method has the following advantages: It is a low cost method and can be administered even when the population is large and widely spread geographically. It is free from the bias of the interviewer since the answers are in respondent's own words. A questionnaire provides the respondents with adequate time to give well thought out answers and confidentiality of respondents is highly upheld since they do not to disclose their names or the names of the institution which they come from. The interview schedule consisted of both closed and open-ended questions. Closed ended items were easy to analyses because the

information provided is precise. Open-ended questions provided in depth information from the respondents since they provided room for respondents to air their views. The interview schedule was used to collect data from principals and teachers on principal's effectiveness in discipline management, management of students, management of personnel and financial resources management. The instrument had items meant to collect data in line with the objectives of the study. The researcher was also committed to release the accurate research findings irrespective of the findings from the study.

3.6 Validity of Research Instruments

Validity is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study (Neuman, 2000). The content validity of the instrument was determined in two ways. First the researcher discussed the items in the instrument with the supervisors and lecturers from the department of Educational Administration and Planning who also examined the items and made recommendations. Secondly, content validity of the instrument was also determined through piloting in 3 schools drawn from the neigbouring Makindu District. This was thought to be adequate and above the recommended of at least 10 percent (Mugenda, 2003). Items found to be not necessary were discarded, while those unclear were reworded to gather information as per the study objectives.

3.7 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2003). Reliability is a quality attributed to proposition or measures to the degree to which they produce consistent results. In this research, the results of the pilot study were compiled, correlated and computed using Pearson product moment. The split-half technique was used to ascertain the coefficient of internal consistency or reliability. The reliability coefficient for principals' questionnaire was found to be 0.82 while the teachers' questionnaire had a reliability coefficient of 0.86. Mugenda (2003) assert that a coefficient of 0.80 or more implies that there is a high degree of reliability of data. The questionnaires were therefore considered reliable for the study.

3.8 Data Collection Procedures

A research permit was obtained from the National Council for Science and Technology (NACOSTI) after obtaining a letter of introduction from SEKU. Consent was sought from the Kibwezi District Education Officer and principals of the schools where the study was conducted. Consent letters were sent to the respective respondents ahead of time, informing them of the intended study while at the same time requesting them to participate in the study. The respondents were explained the purpose of the study and they were assured that the information given would be treated as confidential. Their confidential information was only accessed by the researcher and the supervisor. They were not required to provide any identifying details such as

transcripts and the final report did not reflect the subjects' identifying information such as their names.

3.9 Data Analysis Procedures

The data collected was sorted and classified by identifying teachers and principal's questionnaires and interview schedules and matching them. Data collected was analyzed both qualitatively and quantitatively. Qualitative data was analyzed by organizing it into themes and presented using narratives. Quantitative data was analyzed using descriptive statistics and inferential statistics (chi-square).The data was presented using frequency tabulations, charts and tables. An interpretation of the data was then done within the frame of reference of the research objectives. The researcher used chi square to test for the relationship between principals' gender and leadership effectiveness as depicted by the dependent variables; discipline management, personnel management, student management and financial resources management.

Conceptually, the chi-square test of independence statistic was computed by summing the difference between the expected and observed frequencies for each cell in the table divided by the expected frequencies for the cell. If the probability of the test statistic was less than or equal to the probability of the alpha error rate, the null hypothesis was rejected and it was therefore concluded that there was a relationship between the variables. If the probability of the test statistic was greater than the probability of the alpha error rate, we fail to reject the null hypothesis and was therefore concluded

that there was no relationship between the variables, meaning they are independent. In hypotheses 1, 2, 3 and 4 scores in management of discipline, management of staff personnel, management of students and management of financial resources were converted from continuous data to discreet data (categories) and then Chi-square used to test the hypotheses. The researcher adopted a significance level of 0.05.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND

INTERPRETATION OF FINDINGS

4.1   Introduction

This study investigated the relationship between principals' gender and leadership effectiveness in secondary schools in Mtito-Andei Division. The study specifically established the relationship between male and female principals in management of discipline, management of personnel, management of students and in management of financial resources in secondary schools. This chapter also discusses those findings in line with the views that had been advanced earlier in the study.

4.2 Response rate

Out of the 28 principals and 140 teachers sampled by the study, 28 (100%) principals,   58(96.6%) of teachers headed by female principals and 77(96.2%) of teachers headed by male principals responded and returned the questionnaire. Babbie (2007) explains that a response rate of 70% is considered to be very good and sufficient for analysis. The questionnaires were therefore considered sufficient for analysis.

4.3 Demographic information of the respondents

The following section presents the demographic data of principals and teachers.

4.3.1 Demographic data of principals

The demographic information of principals was based on gender, age, academic qualification, years they had been teaching and the number of schools they had served as principals.

Figure 4.1 Distribution of principals according to gender
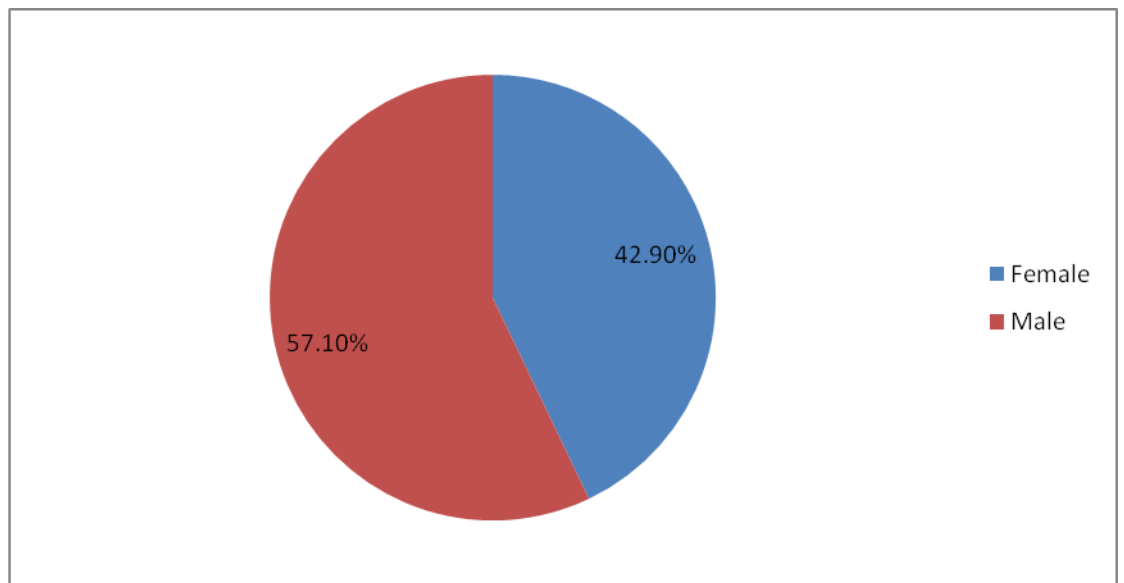
Data presented in the figure 4.1 shows that majority 57.1% of principals were male while 42.9% of principals were female. This shows that there were more male principals than females in the schools. It also agrees   with DFRD (2000) that women were under-represented in positions of education management. This could be attributed to the fact that boys' schools and most mixed schools

are headed by males while females in most cases head girls' schools   which
are usually relatively few.

The study sought to establish the age of principals. Their responses are
indicated in Table 4.1

Table 4.1 Distribution of principals according to age

Age	Female		Male	
	F	**%**	**F**	**%**
20--25years	0	0.0	0	0.0
26 – 30 years	3	25.0	0	0.0
31 – 35 years	3	25.0	0	0.0
36 – 40 years	3	25.0	3	18.8
41 – 45 years	3	25.0	11	68.8
46_ years and above	0	0.0	2	12.5
Total	**12**	**100.0**	**16**	**100.0**

Table 4.1 shows that, majority (68.8%) of male principals were aged between
41 and 45years compared to 25.0% of female principals. 25.0% of female
principals were aged between 26 and 30 years, the same number of female
principals was aged between 31 and 35 years. Data further shows that 18.8%
of male principals were aged between 36 and 40 years. Okolo (2001) says that
older head teachers had generally spent more years on the job, attended more
seminars and participated in relevant professional discussions that exposed
them to new techniques of administration.

The study sought to establish the academic qualifications of principals. The responses are indicated in table 4.2

Table 4.2 Distribution of principals according to academic qualification

Academic qualification	Female		Male	
	F	%	F	%
Diploma	3	25.0	3	18.8
B. Ed	9	75.0	5	31.3
Post Graduate	0	0.0	8	50.0
Total	**12**	**100.0**	**16**	**100.0**

Majority 75.0% of female principals had bachelor's education compared to 31.3% of male principals. Data further shows that majority 50.0% of male principals were post graduates. 25% of female principals had a diploma compared to 18.8% of male principals. Amanchi (1998) reported that teachers who completed post graduate degrees in education give more professional outputs than those who do not. According to Mbilinyi (2000), there is a tendency for many women who have qualifications, expertise and aptitude not to apply for positions of leadership in education management. This could be attributed to the fact that many females are home makers and may not be able to get time to venture in to higher levels of learning.

The principals were asked to indicate the years they had been teaching. Their responses are indicated in Table 4.3

Table 4.3 Principals' duration in teaching

Years	Female		Male	
	F	%	F	%
1-5 years	6	50.0	3	18.8
11 -15 years	6	50.0	3	18.8
Above 20 years	0	0.0	10	62.5
Total	**12**	**100.0**	**16**	**100.0**

Table 4.3 shows that majority 50.0% of female principals had been teaching for between 1 and 5 years, compared to 18.8% of male principals. The same number of female and male principals had been teaching for between 11 and 15 years while majority 62.5% of male principals had been teaching for more than 20 years. This shows that male principals had taught for considerable number of years ahead of their female counter parts. Okolo (2001) study results showed that there was a significant difference in performance between head teachers with duration of experience ranging from 4 to 11 years and those with 20 years of experience and above.

The study further sought to establish the duration principals had served in the current school. Their responses are indicated in Table 4.4

Table 4.4 Distribution of principals according to duration they had served as principal in the current school

Years	Female		Male	
	F	%	F	%
Below one year	0	0.0	3	18.8
1-5 years	9	75.0	13	81.3
5 -10 years	3	25.0	0	0.0
Above 20 years	0	0.0	0	0.0
Total	**12**	**100.0**	**16**	**100.0**

Majority 81.3% of male principals had served in the current school for between 1 and 5 years compared to 75.0% of female principals. Data further shows that 25.0% of female principals had served in the current station for between 5 and 10 years. 18.8% of male principals had served for less than year. This shows that the principals had been in leadership in one station for considerable number of years. They were therefore in a position to rate their effectiveness.

The principals were asked to indicate the number of schools they had served as principals, they responded as in Table 4.5

Table 4.5 Distribution of principals according to number of school they had served as principals

Schools	Female		Male	
	F	**%**	**F**	**%**
1 school	9	75.0	7	43.8
2 schools	3	25.0	6	37.5
4 schools	0	0.0	3	18.8
Total	**12**	**100.0**	**16**	**100.0**

Majority 75.0% of female principals had served in one school as principals compared to 43.8% of male principals. Data further shows that 25.0% of female and 37.5% of male principals had served two schools. This could be attributed to the fact that females are home markers and they would prefer to remain in one station especially if they are commuting from home.

4.3.2 Demographic data of teachers

The demographic data of teachers was based on their principal's gender, age, academic qualification and the years they had been teaching.

Figure 4.2 Distribution of teachers according to their principals' gender
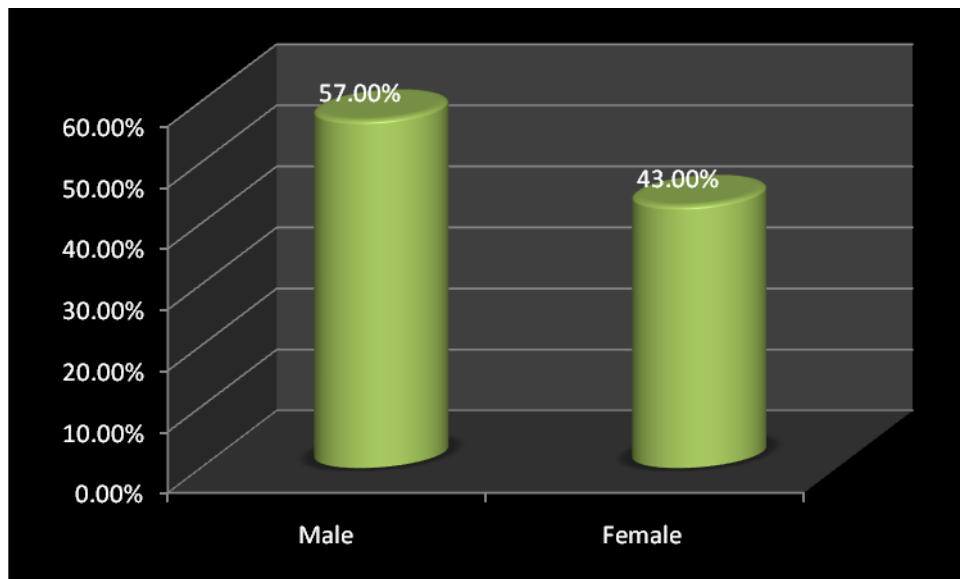
Data shows that 57% of teachers were from male headed schools while 43.0% of teachers were from female headed schools. This agrees with Kolb (1997) who argues that education management is dominated by males in most areas of the world. This could be attributed to the fact that all boys' schools and most mixed schools are headed by male principals.

The teachers were asked to indicate their age. Their responses are indicated in Table 4.6

Table 4.6 Distribution of teachers according to age

Age	Female		Male	
	F	**%**	**F**	**%**
20 – 25 years	17	29.3	12	15.6
26 – 30 years	19	32.8	28	36.4
31 – 35 years	3	5.2	8	10.4
36 – 40 years	3	5.2	6	7.8
41 – 45 years	16	27.6	15	19.5
46 years and above	0	0.0	8	10.4
Total	**58**	**100.0**	**77**	**100.0**

Data shows that 36.4% of teachers headed by male principals were aged between 26 and 30 years   compared to 32.8 %) of teachers headed by female principals. 29.3% of teachers headed by female principals were aged between 20 and 25 years compared to 15.6% of teachers headed by male principals. 27.6% of teachers headed by female principals were in the age bracket of between 41 and 45 years compared to 19.5%) of teachers headed by male principals. This shows that majority of the teachers were above 26 years and were therefore in a position to understand the questionnaires.

The study sought to establish the academic qualification of teachers. Their responses are indicated in table 4.7

Table 4.7 Distribution of teachers according to Academic qualification

Academic qualification	Female		Male	
	F	**%**	**F**	**%**
'O' Level	7	12.1	4	5.2
Diploma	7	12.1	4	5.2
B. Ed	44	75.9	59	76.6
Post Graduate	0	0.0	10	13.0
Total	**58**	**100.0**	**77**	**100.0**

Table 4.7 shows that majority 76.2% of male headed school teachers had bachelors' education compared to 75.9% of female headed school teachers. 12.1% of female headed school teachers had O' Level education compared to 5.2% of male headed school teachers. 12.1% of teachers headed by female principals had Diploma compared to 5.2% of teachers headed by male principals. 10% of teachers headed by male principals had acquired post graduate education. This implies that teachers had the required academic qualifications and were therefore better placed to answer the questionnaires.

The teachers were asked to indicate the number of years they had been teaching. Their responses are indicated in Table 4.8

Table 4.8 Number of years teachers had been teaching

Years	Female		Male	
	F	**%**	**F**	**%**
Below one year	7	12.1	13	16.9
1-5 years	32	55.2	27	35.1
6-10 years	3	5.2	8	10.4
11 -15 years	16	27.6	29	37.7
Total	**58**	**100.0**	**77**	**100.0**

Majority 55.2% of female headed school teachers and 35.1% of male headed school teachers had been teaching for between 1 and 5 years. Data further shows that 27.6% of female headed school teachers had been teaching for between 11 and 15 years compared to 37.7% of male headed school teachers. Findings show that 16.9% of male and 12.1% of female headed teachers had been teaching for less than one year. This shows   that most teachers had taught for considerable number of years and hence were in a position to rate their principals in terms of effectiveness.

The teachers were asked to indicate the years they had taught in the current school. Their responses are indicated in Table 4.9

Table 4.9 Number of years teachers had taught in current school

Years	Female		Male	
	F	**%**	**F**	**%**
Below one year	17	29.3	32	41.6
1-5 years	30	51.7	41	53.2
11 -15 years	11	19.0	4	5.2
Total	**58**	**100.0**	**77**	**100.0**

Majority 53.2% of male teachers had taught in the current school for between 1 and 5 years compared to 51.7% of female headed teachers. 41.6% of male and 29.3% of female headed school teachers had taught in the school for less than one year while 19.0% of female and 5.2% of male headed teachers had taught in the current school for between 11 and 15 years. This implies that the teachers had been in the current school for considerable number of years and hence were in a position to rate the effectiveness of their principal.

4.4 Gender of the principal and management of discipline in secondary schools

To establish the relationship between principals' gender and leadership effectiveness in secondary schools, principals and teachers were posed with items that sought the same. Data is presented in the following section:

The study sought to establish the extent to which principals were involved in management of discipline. Their responses are indicated in Table 4.10

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Table 4.10 Principals responses on the extent to which they were involved in the management of the discipline

Extent	Female		Male	
	F	**%**	**F**	**%**
Great extent	6	50.0	13	81.3
Less extent	3	25.0	3	18.8
Not at all	3	25.0	0	0.0
Total	**12**	**100.0**	**16**	**100.0**

Data shows that majority 81.3% of male principals were involved in the management of the discipline in the school to a great extent while 50.0% of female principals were also involved to a great extent. 25.0% of female principals were involved to a less extent compared to 18.8% of male principals. Data further shows 25% of female principals were not at all involved in the management of the discipline in their schools. This shows that the male principals were more involved in discipline management than female principals. This could be attributed to the common belief even in the family set up the male figure is always as the disciplinarian.

The researcher further sought to establish the frequency at which principals invited teachers to discuss matters pertaining to discipline in the school. Their responses are indicated in Table 4.11

Table 4.11 Teachers responses on the frequency at which principals invited them to discuss matters pertaining discipline in the school.

Extent	Female		Male	
	F	**%**	**F**	**%**
Frequently	55	94.8	55	71.4
Rarely	30	5.2	22	28
Never	0	0	0	0

Majority 94.8% of teachers headed by female principals indicated that they were frequently invited by the principals to matters pertaining to discipline in the school compared to 71.4% of teachers headed by male principals. Data further shows that 28.6% of teachers headed by male principals and 5.2% of teachers headed by female principals were rarely invited by the principals to matters pertaining discipline in the school. This implies that the male principals seemingly handled discipline cases without much involvement of teachers. This could be attributed to the fact that males feel confident to handle difficult issues single handedly.

The principals were asked to indicate the frequency at which they invited teachers to discuss matters pertaining to discipline in the school. They responded as in Table 4.12

Table 4.12 Principals responses on the frequency at which they invited teachers to discuss matters pertaining discipline in the school.

Extent	Female		Male	
	F	**%**	**F**	**%**
Frequently	6	50.0	10	62.5
Rarely	6	50.0	6	37.5
Never	0	0	0	00.0
Total	**12**	**100.0**	**16**	**100.0**

Majority 62.5% of male principals frequently invited teachers to discuss matters pertaining discipline in the school compared to 50.0% of female principals. Data further shows that 50.0 % of female principals rarely invited teachers to discuss matters pertaining discipline in the school compared to 37.5% of male principals. This shows that the principals' and the teachers' responses did not seem to agree. This could be attributed to the fact that the teachers may not have been involved in decision making.

The principals were asked to indicate the level of agreement on gender of the principal and management of discipline in secondary schools. They responded as in Table 4.13

Table 4.13 Principals' responses on gender of the principal and management of discipline in secondary schools

Statement	SA		A		U		D		SD	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
In order to enforce adequate discipline in schools the behaviour of the students and teachers needs to be taken into consideration	10 (62.5%)	3 (25.0%)	6 (37.5%)	9 (75.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
I establish clear rules and regulations to enforce discipline	5 (31.3%)	9 (75.0%)	11 (68.8%)	3 (25.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
A high standard of discipline must be observed for effective school management	10 (62.5%)	9 (75.0%)	6 (37.5%)	3 (25.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Discipline is the central pillar for the entire school programmes success and excellent performance	13 (81.3%)	12 (100.0%)	3 (18.8%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Discipline ensures that effective teaching and learning takes place in an orderly environment	11 (68.8%)	9 (75.0%)	5 (31.2%)	3 (25.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

Findings shows that majority 62.5% of male principals strongly agreed that in order to enforce adequate discipline in schools the behaviour of the students and teachers needs to be taken into consideration and that a high standard of discipline must be observed for effective school management compared to 25.0% and 75.0% female principals who agreed with the statements. Majority

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75.0% of female principals strongly agreed that they establish clear rules and regulations to enforce discipline compared to 31.3% of male principals who agreed with the statement. Majority 81.3% of male principals strongly agreed that discipline was the central pillar for the entire school programmes success and excellent performance compared to 100.0% of female principals. This shows that the principals despite their gender were involved in discipline management. Data also shows that 31.2% of male principals agreed that discipline ensures that effective teaching and learning takes place in an orderly environment. This agrees with Leithwood (2010) who indicated that head of schools are delegated duties concerned with day-to-day life in school. These include coordination of co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare.

When the teachers were asked to respond to the same, they responded as in

Table 4.14

Table 4.14 Teachers responses on gender of the principal and management of discipline in secondary schools

	SA		A		U		D		SD	
Statement	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
In order to enforce adequate discipline in schools the behaviour of the students and teachers needs to be taken into consideration	57 (74.0%)	58 (100.0%)	20 (26.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
My principal establishes clear rules and regulations to enforce discipline	49 (63.6%)	40 (69.0%)	28 (36.4%)	18 (31.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
A high standard of discipline must be observed for effective school management	65 (84.4%)	0 (0.0)	12 (15.6%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Discipline is the central pillar for the entire school programmes success and excellent performance	73 (94.8%)	48 (82.8%)	4 (5.2%)	10 (17.2%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Discipline ensures that effective teaching and learning takes place in an orderly environment	69 (89.6%)	53 (91.4%)	8 (10.4%)	5 (8.6%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

All 100% of female headed school teachers compared to 74.0% of male headed school teachers strongly agreed that in order to enforce adequate

discipline in schools the behaviour of the pupils and teachers needs to be taken into consideration. 26.0% of male headed school teachers agreed with the statement. Whereas, 63.6% of female headed school teachers compared to 69.0% of male headed school teachers strongly agreed that their principals established clear rules and regulations to enforce discipline. Data further shows that 84.4% of male headed school teachers strongly agreed that a high standard of discipline must be observed for effective school management. Majority 94.8% of male headed school teachers compared to 82.8% of female headed school teachers strongly agreed that discipline ensures that effective teaching and learning takes place in an orderly environment. This shows that the principals and teachers were in agreement. This agrees with Wambulwa (2004) who revealed that behaviour of the pupils and teachers in school governing body and co-operation in decision making can result into school improvement of discipline. There was need for clear establishment of rules and regulations to enforce discipline.

The researcher further sought to establish principals' effectiveness in management of discipline in the schools. Table 4.15 tabulates principals' responses on the same.

Table 4.15 Principals responses on their effectiveness in management of discipline in the schools

Statement	HE		E		U		IE		HI	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Formulating and setting the school rules and regulations	9 (56.3%)	3 (25.0%)	1 (6.3%)	0 (0.0)	3 (37.5%)	9 (75.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Making school rules and regulation known to the students	5 (31.3%)	6 (50.0%)	2 (12.6%)	0 (0.0)	10 (62.5%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disciplining the students who break the school rules and regulations	4 (25.0%)	6 (50.0%)	2 (12.6%)	0 (0.0)	10 (62.5%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Ensuring discipline is maintained in the school	10 (62.5%)	8 (62.7%)	3 (18.8%)	1 (8.3%)	3 (18.8%)	3 (25.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Involving all stakeholders in enforcing discipline in the school	11 (68.8%)	8 (66.7%)	2 (12.5%)	1 (8.3%)	3 (18.8%)	3 (25.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Ensuring that students who come late are disciplined	12 (75.0%)	3 (25.0%)	1 (6.3%)	3 (25.0%)	3 (18.8%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

Majority 56.3% of male principals were highly effective in formulating and setting the school rules and regulations, compared to 25.0% of female principals who indicated that they were highly effective. 37.5% of male and 75.0% of female principals indicated that they were effective. 31.3% of male principals and 50.0% of female principals indicated that they were highly

effective in making school rules and regulation known to the students. 25.0% male and 50.0% of female were highly effective in disciplining the students who break the school rules and regulations. Data further shows that 18.85 of male and 25.05 of female principals were effective. Majority 68.8% of male and 66.7% of female principals were highly effective in involving all stakeholders in enforcing discipline in the school, 18.8% of male and 25.0% of female principals were effective. Data also shows that majority 75.05% of male and 25.0% of female principals were highly effective   in ensuring that students who come late are disciplined and 18.8% of   male and 50.0% of female principals were effective. This shows that most of the principals were involved in discipline management irrespective of   their gender.

The teachers were asked to respond on principals' effectiveness in management of discipline in the schools, they responded as in Table 4.16

Table 4.16 Teachers responses on principals' effectiveness in management of discipline in the schools

Statement	HE		E		U		IE		HI	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The principal is involved in formulating and setting the school rules and regulations	33 (42.9%)	26 (44.8%)	36 (46.8%)	32 (55.2%)	8 (10.4%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principals makes school rules and regulation known to the students	41 (53.2%)	51 (87.9%)	7 (9.1%)	6 (10.3%)	29 (37.7%)	1 (1.7%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal disciplines the students who break the school rules and regulations	45 (58.4%)	49 (84.5%)	32 (41.6%)	7 (12.1%)	0 (0.0)	2 (3.4%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal ensures discipline is maintained in the school	60 (77.9%)	42 (72.4%)	2 (2.6%)	16 (27.6%)	15 (19.5%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

Data shows that 44.8% of male headed school teachers compared to 42.9% of female headed school teachers indicated that their principals were highly effective in involving them in formulating and setting the school rules and regulations. 46.8% of female and 55.2% of male teachers indicated that their principals were effective. Data further shows that 53.2% of female headed school teachers compared to majority 87.9% of male headed school teachers indicated that their principals were highly effective in making school rules and regulation known to the students. Majority 58.4% of female headed school

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teachers compared to majority 84.5% of male headed school teachers indicated that their principals were highly effective in disciplining students who break the school rules and regulations while majority 77.9% of female headed school teachers compared to 72.4% of male headed school teachers indicated that their principals were highly effective in ensuring discipline was maintained in the school. This implies that principals influenced the teachers and students in enforcing discipline in the school to achieve the performance. Through this, the school maintained cooperation and the established mission were accomplished with support from the stakeholders. The results show that male principals tended to be more effective in discipline management than their female counterparts.

4.4.1 Hypothesis testing

To test Ho1 which stated that there is no significant relationship between principals' gender and effectiveness in discipline management chi square was used. The table 4.17 below shows the chi-square results.

Table 4.17 Chi square results for relationship between principals' gender and effectiveness in discipline management

	Value	Df	Asymp. Sig (2 sided)
Pearson's chi square	0.03374 (a)	2	0.000
Likelihood Ratio	36.352	2	0.000
Linear-by-linear Association	3.440	1	0.64
No. of valid cases	28		

(a) 0 cells (0.0%) have expected counts less than five. The minimum expected count is 24.92.

Chi-square test was carried out at $p>0.03374$ to determine the relationship between the gender of the principals and effectiveness in management of discipline (x^2 value = 0.03744, df = 2, Sig. = 0.000) this was tested for significant at 0.05 level of significant. The chi-square value was found to be less than 0.05 meaning there was a significant relationship between principals' gender and effectiveness in discipline management. The hypothesis that there is no relationship between the principals' gender and effectiveness in discipline management was therefore rejected.

From the interview with the principals, 90% of male principals and 84.6% of female principals said that they solved indiscipline cases with the involvement of the teachers and parents depending on the nature of the indiscipline. 10% of the male principals indicated that they suspended or expelled the students concerned depending on the nature of the indiscipline while 15.4 % of the female principals indicated that they handled the indiscipline cases single handedly. When the teachers were interviewed on the same item, 70% of male led teachers indicated that their principals involved them in indiscipline cases compared to 50% of female led teachers. This implies that male principals tended to involve others more in discipline management. This could be attributed to the common belief that men involve others in handling matters than women.

When principals were interviewed on how they would rate themselves on discipline management in terms of effectiveness, 92% of male principals indicated that they were highly effective compared to 89% of female

principals. When teachers were interviewed on the same 95.5% of male led teachers indicated that their principals were highly effective compared to 90% of female led teachers. This implies that male principals rated themselves higher in discipline management and they were also rated higher by their teachers. This could be attributed to the common belief that men are strict in discipline even in homes where the children at the mention of the father know that if they are on the wrong they shall be disciplined

4.5 Gender of the principal and management of personnel in secondary schools

To establish the relationship between gender of the principal and management of personnel in secondary schools, principals and teachers were posed with items that sought the same. Data is presented in the following section:

The teachers were asked to indicate the extent to which principals participated in the recruitment and selection process of the teachers before they were posted to the school. Their responses are indicated in Table 4.18

Table 4.18 Teachers responses on whether principals participate in the recruitment and selection process of the teachers before they are posted

Response	Female		Male	
	F	%	F	%
Always	43	74.1	60	77.9
Sometimes	10	17.3	8	10.4
Never	5	8.6	9	11.7
Total	**58**	**100.0**	**77**	**100.0**

Majority 77.90% of male headed school teachers indicated that their principals always participated in the recruitment and selection process of the teachers before they are posted to their school compared to 74.1% of female headed school teachers. Data further shows that 17.3% of female headed school teachers and 10.4% indicated that their principals sometimes participated in the recruitment and selection process of the teachers before they are posted to their school. 11.7% of male headed teachers and 8.6% of female led teachers indicated that their principals never participated in the process. This shows that teachers had the knowledge about recruitment.

The researcher further sought to establish principals' effectiveness in management of personnel in the schools. Principals' responses are tabulated in Table 4.19

Table 4.19 Principals responses on their effectiveness in management of personnel in the schools

Statement	HE		E		U		IE		HI	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ensuring that staff understand their limit to independent action	8 (50.0%)	8 (66.7%)	8 (50.0%)	3 (25.0%)	0 (0.0)	1 (0.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Accepting responsibility for the work I delegate to staff	11 (68.8%0	5 (41.7%)	2 (12.5%)	6 (50.0%)	3 (18.8%)	1 (8.3%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Allowing teachers a measure of authority in doing their duties	11 (68.8%)	6 (50.0%)	3 (18.8%)	6 (50.0%)	2 (12.5%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Viewing teacher's attendance to class as very important	12 (75.0%)	9 (75.0%)	3 (18.8%)	2 (16.7%)	1 (6.3%)	1 (8.3%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Checking who does his/her work	0 (0.0)	3 (25.0%)	16 (100.0%)	9 (75.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Assisting staff on personal problems	8 (50.0%)	0 (0.0)	8 (50.0%)	12 (100.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

Majority 66.7% of male principals indicated that they were highly effective in ensuring that staff understands their limit to independent action and in assisting staff on personal problems as compared to 50.0% of female principals. Majority 50.0% of male principals and 25.0% of female principals

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were effective. Majority 68.8% of male principals and 41.7% of female principals were highly effective in accepting responsibility for the work they delegate to staff and in viewing teacher's attendance to class as very important compared to 12.5% of male and 50.0% of female principals who were effective. Majority 68.8% of male principals were very effective in allowing teachers a measure of authority in doing their duties compared to 50.0% of female principals. Data further shows that 100.0% of male principals were effective in checking who his/her works compared to majority 75.0% female principals. Male and female principals were found to be effective in personnel management. This could be attributed to the fact that in these schools there were both male and female teachers (personnel).

The teachers were asked to indicate the level of the principals' effectiveness in management of personnel. Their responses are indicated in Table 4.20

Table 4.20 Teachers responses on principals' effectiveness in management of personnel in the schools

Statement	HE		E		U		IE		HI	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The principal ensures that staff understand their limit to independent action	37 (48.1%	43 (74.1%)	30 (39.0)	15 (25.9%)	3 (3.9%)	0 (0.0)	0 (0.0)	0 (0.0)	7 (9.1%)	0 (0.0)
The principal accepts responsibility for the work he delegate to staff	29 (37.7%)	34 (58.6%)	45 (58.4%)	22 (37.9%)	3 (3.9%)	2 (3.4%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal allows teachers a measure of authority in doing their duties	34 (44.2%)	32 (55.2%)	35 (45.5%)	26 (44.8%)	0 (0.0)	0 (0.0)	8 (10.4%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal views teacher's attendance to class as very important	59 (76.6%)	37 (63.8%)	15 (19.5%)	19 (32.8%)	3 (3.9%)	2 (3.4%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal checks who does his/her work	35 (45.5%)	22 (39.7%)	38 (49.4%)	33 (56.9%)	0 (0.0)	2 (3.4%)	4 (5.2%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal assists staff on personal problems	36 (46.8%)	43 (74.1%)	22 (28.6%)	14 (24.1%)	12 (15.6%)	1 (1.7%)	7 (9.1%)	0 (0.0)	0 (0.0)	0 (0.0)

Data shows that majority 74.1% of female headed school teachers and 48.1% of male headed school teachers indicated that their principals were highly effective in ensuring that staff understand their limit to independent action compared to 39.0% of male headed school teachers and 25.9% of female headed school teachers who were effective. 37.7% of male headed school teachers and 58.6% of female headed school teachers' principals were highly effective in accepting responsibility for the work they delegate to staff compared to 45.5% of male headed school teachers and 44.8% of female headed school teachers who were effective. Majority 76.6% of male headed school teachers and 63.8% of female headed school teachers' principals were highly effective in viewing teacher's attendance to class as very important. Data further shows that 45.5% of male headed school teachers and 39.7% of female headed school teachers' principals were highly effective in checking who does his/her work while 46.8% of male headed school teachers and majority 74.15% of female headed school teachers' principals were highly effective in assisting staff on personal problems. This implies that the principals worked closely with staffs which affected their leadership interactive style and hence they were found to be effective. This agrees with Kendra (2015) who says that if you are leading well, you won't have just one leadership style. You'll mix and match, engage your team and meet your goals.

The researcher sought to establish principals' responses on gender of the principal and management of personnel in secondary schools. Their responses were as shown in Table 4.21

Table 4.21 Principals responses on gender of the principal and management of personnel in secondary schools

Statement	SA Male	SA Female	A Male	A Female	U Male	U Female	D Male	D Female	SD Male	SD Female
I conduct myself in a way my staff can trust and respect me	8 (50.0%)	6 (50.0%)	8 (50.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
I closely work with my employees	13 (81.3%)	0 (0.0)	0 (0.0)	9 (75.0%)	3 (25.0%)	0 (0.0)	3 (18.8%)	0 (0.0)	0 (0.0)	0 (0.0)
I ensure free flow of information for effective leadership	8 (50.0%)	6 (50.0%)	8 (50.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Effective management of the school personnel has contributed positively towards students academic achievement in the school	13 (81.3%)	6 (50.0%)	0 (0.0)	6 (50.0%)	0 (0.0)	0 (0.0)	3 (18.8%)	0 (0.0)	0 (0.0)	0 (0.0)
I encourages teachers' innovations and creativity by giving them the administrative support as required	8 (50.0%)	6 (50.0%)	8 (50.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The teacher/student relationship in the school is very pleasant and friendly	8 (50.0%)	6 (50.0%)	8 (50.0%)	0 (0.0)	0 (0.0)	3 (25.0%)	0 (0.0)	3 (25.0%)	0 (0.0)	0 (0.0)

Table 4.21 shows that 50.0% of male principals strongly agreed that they conducted themselves in a way their staff can trust and that they encourages teachers' innovations and creativity by giving them the administrative support as required and also that the teacher/pupil relationship in the school was very

pleasant and friendly compared to and 50.0% of female principals. The same number agreed with the statement. Majority 81.3% of male principals strongly agreed that they closely work with their employees and that effective management of the school personnel has contributed positively towards students' academic achievement in the school compared to 50.0% of female principals who agreed. This shows that both the male and female principals were found to be interchangeably effective in the items tested. This agrees with Armstrong (2004) who defined leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational assets, leading to the achievement of desired purpose. This could be attributed and the fact that the principals tended to work closely with the staff.

The researcher sought to establish   teachers' responses on gender of the principal and management of personnel in secondary schools. Their responses were as shown in Table 4.22

Table 4.22 Teachers responses on gender of the principal and management of personnel in secondary schools

Statement	SA Male	SA Female	A Male	A Female	U Male	U Female	D Male	D Female	SD Male	SD Female
The principal conducts himself/herself in a way the staff can trust and respect him	58 (75.3%)	58 (100.0%)	19 (24.7	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)S	0 (0.0)	0 (0.0)	0 (0.0)
The principal closely works with both male and female employees	47 (61.0%)	26 (44.8%)	23 (29.9%)	32 (55.2%)	0 (0.0)	0 (0.0)	7 (9.1%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal ensures free flow of information for effective leadership	33 (42.9%)	42 (72.4%)	30 (39.0%)	16 (27.6%)	7 (9.1%)	0 (0.0)	7 (9.1%)	0 (0.0)	0 (0.0)	0 (0.0)
Effective management of the school personnel has contributed positively towards students' academic achievement	25 (32.5%)	46 (79.3%)	36 (46.8%)	12 (20.7%)	8 (10.4%)	0 (0.0)	8 (10.4%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal encourages teachers' innovations and creativity by giving them administrative supports as required	18 (23.4%)	49 (84.5%)	44 (57.1%)	9 (15.5%)	0 (0.0)	0 (0.0)	7 (9.1%)	0 (0.0)	8 (10.4%)	0 (0.0)
The teacher/ student relationship in the school is very pleasant and friendly	50 (64.9%)	46 (79.3%)	12 (15.6%)	12 (20.7%)	0 (0.0)	0 (0.0)	7 (9.1%)	0 (0.0)	8 (10.4%)	0 (0.0)

Table 4.22 shows that 75.3% of male headed teachers and 100.0% female headed teachers strongly agreed that their principals conducted themselves in a way the staff can trust and respect them compared to 24.7% of male headed teachers who agreed with the statement. 61.0% of male headed teachers and 44.8% female headed strongly agreed that their principal closely worked with both male and female employees. Data shows that 42.9% of male headed teachers and majority 72.4% of female headed strongly agreed that their principals ensured free flow of information for effective leadership while 64.9% of male headed teachers and majority 79.3% of female headed teachers strongly agreed that teacher/ student relationship in the school was very pleasant and friendly. This agrees with Hughes (2002) who asserted that it is important for the leader to understand his/her abilities. Staff observes a leader, and how he handles himself affects their acceptance of his leadership. The results of the analysis indicated that both male and female principals were effective in personnel management. This agrees with Alhourani (2013) who argues that gender does not impact on leadership effectiveness. It was therefore concluded that there was no significant relationship between principals' gender and effectiveness in personnel management.

4.5.1 Hypothesis Testing

To test the Ho2 that there is no significant relationship between principals'
gender and effectiveness in personnel management, Chi square was used. The
findings are presented in Table 4.23

**Table 4.23 Chi square results for relationship between principals' gender
and effectiveness in the management of personnel**

	Value	Df	Asymp. Sig (2 sided)
Pearson's chi square	0. 5380(a)	5	0.371
Likelihood Ratio	37.352	5	0.371
Linear-by-linear Association	3.320	1	0.65
No. of valid cases	28		

(a) 0 cells (0.0%) have expected counts less than five. The minimum
expected count is 24.92.

Chi-square test was carried out at $p>0.05$ to determine the relationship
between the gender of the principals and personnel management. The results
of the analysis indicated no significant relationship between principals gender
and personnel management (x^2 value =0. 5380, df = 5, Sig. = 0.371) at $p<0.05$
and thus it was concluded that there was no significant relationship between
principals' gender and effectiveness in personnel management.

From the interview with the principals on whether they consider gender when
choosing leaders in the school, majority of female principals agreed that they
do not consider gender while choosing genders in the school but they base
their choice on the performance and merit. When the teachers were
interviewed on the same, majority of them concurred with the principals that
performance was used in choosing leaders in the school. 5% of female led

teachers and 3.2% of male led teachers indicated that the principal used relationship with the principals to choose leaders in the school. This implies that in choosing of leaders , gender was not considered as a major factor. This could be attributed to the fact that all people could be effective irrespective of gender.

When interviewed on how they would rate themselves in personnel management in terms of effectiveness, 96.5% of female principals and 95.4% of male principals said they were highly effective while 3.5% of female principals and 4.6% of male principals rated themselves as effective. When teachers were interviewed on the same, majority of male and female led teachers rated their principals as effective while a small number of principals were related as ineffective. This implies that a great number of principals were effective in personnel management irrespective of their gender. This could be attributed to the fact that effectiveness in personnel management depends on the leadership style one uses.

4.6 Gender of the principal and management of students in secondary schools

To establish the relationship between gender of the principal and management of students in secondary schools, principals and teachers were posed with items that sought the same.

The teachers were asked to indicate whether the principal involved student bodies in the management of students. Their responses were as indicated in Table 4.24

Table 4.24 Teachers responses on whether the principal involved student bodies in the management of students.

Response	Female		Male	
	F	%	F	%
Always	53	91.4	73	94.8
Rarely	3	5.2	3	3.9
Never	2	3.4	1	1.3
Total	**58**	**100.0**	**77**	**100.0**

Majority (94.8%) of male headed school teachers and 91.4% of female headed school teachers indicated that the principal always involved student bodies in the management of students while 5.2% of female headed school teachers and 3.9% indicated that the principal rarely involved student bodies.3.4% of female headed teachers and 1.3% of male headed teachers never involved student bodies in management of students. Principals involved student bodies irrespective of their gender. School bodies are inevitable because students are in closer touch with each other through peer interaction than the staff is with them.

When principals were asked to indicate the frequency at which they invited teachers to discuss matters pertaining management of students in the school, they responded as in Table 4.25

Table 4.25 Principals responses on the frequency at which they invited teachers to discuss matters pertaining management of students

Response	Female		Male	
	F	**%**	**F**	**%**
Frequently	6	50.0	10	62.5
Rarely	3	25.0	6	37.5
Never	3	25.0	0	0.0
Total	**12**	**100.0**	**16**	**100.0**

Majority 62.5%) of male principals compared to 50.0% of female principals frequently invited teachers to discuss matters pertaining management of students. Data further shows that 25.0% of female principals compared to 37.5%of male principals rarely invited teachers. 25% of female principals never invited teachers to discuss matters pertaining management of students. Results show that male principals worked closely with teachers by inviting them to discuss matters pertaining management of students. Principals' involvement of teachers impact on student learning process effectively.

The principals were asked to indicate their responses on their effectiveness in management of students in schools. Their responses were as shown in Table 4.26

Table 4.26 Principals responses on their effectiveness in management of students in schools

Statement	HE Male	HE Female	E Male	E Female	U Male	U Female	IE Male	IE Female	HI Male	HI Female
Discussing with students regularly concerning their welfare	8 (50.0%)	6 (50.0%)	8 (50.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Making myself available for consultation with students	8 (50.0%)	6 (50.0%)	8 (50.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Resolving conflicts and cases in the school and always striving to prevent strikes and crises	13 (81.2%)	6 (50.0%)	0 (0.0)	6 (50.0%)	0 (0.0)	0 (0.0)	3 (18.8%)	0 (0.0)	0 (0.0)	0 (0.0)
Employing guidance and counseling in reforming special cases	8 (50.0%)	6 (50.0%)	8 (50.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

50.0% of male and female principals were highly effective in discussing with students regularly concerning their welfare, making themselves available for consultation with students and in employing guidance and counseling in reforming special cases. Majority 81.2% of male principals compared to 50.0% of female principals were highly effective in resolving conflicts and cases in the school and always striving to prevent strikes and crises. This shows that principals were involved in management of students irrespective of

their gender. This agrees with Maicibi (2005) who observed that, proper leadership was the only necessary tool for effective performance by the students.

Teachers were asked to indicate their responses on principals' effectiveness in management of students in schools .Their responses were as shown in table 4.27

Table 4.27 Teachers responses on principals' effectiveness in management of students in schools

Statement	HE		E		U		IE		HI	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The principal discusses with students regularly concerning their welfare	26 (33.8%)	36 (62.1%)	24 (31.2%)	20 (34.5%)	8 (10.4%)	2 (3.4%)	19 (24.7%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal makes himself/herself available for consultation with both male and female students	34 (44.2%)	23 (39.7%)	39 (50.6%)	35 (60.3%)	4 (5.2%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal resolves conflicts and cases in the school and always strives to prevent strikes and crises	45 (58.4%)	40 (69.0%)	21 (27.3%)	17 (29.3%)	4 (5.2%)	1 (1.7%)	7 (9.1%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal employs guidance and counseling in reforming special cases	41 (53.2%)	40 (69.0%)	17 (22.1%)	18 (31.0%)	7 (9.10)	0 (0.0)	12 (15.6%)	0 (0.0)	0 (0.0)	0 (0.0)

Majority 62.1% of female headed school teachers compared to 33.8% of male headed school teachers indicated that their principals were highly effective in discussing with students regularly concerning their welfare. 31.2% of male

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and 34.5% of female headed school teachers rated their principals being effective. Data shows that 44.2% of male headed school teachers and 39.7% of female headed school teachers rated their principals being highly effective making themselves available for consultation with both male and female students. 58.4% of male headed school teachers compared to 69.0% of female headed school teachers indicated that their principals were highly effective in resolving conflicts and cases in the school and always strives to prevent strikes and crises while 53.2% of male headed school teachers and 69.0% of female headed school teachers indicated that their principals were very effective in employing guidance and counseling in reforming special cases. This shows that principals' management effectiveness improve the quality of teaching and learning process hence performance is achieved. Data on management of students revealed that both male and female principals were relatively effective. This implies that principals' responsibility position provides an important connection between students and staff.

4.6.1 Hypothesis testing

To test the Ho3 that there is no significant relationship between principals'
gender and effectiveness in student management, Chi square was used.

The findings are presented in table 4.28

**Table 4.28 Chi square results for relationship between principals' gender
and effectiveness in student management**

	Value	Df	Asymp. Sig (2 sided)
Pearson's chi square	19.044 (a)	25	0. 795
Likelihood Ratio	39.423	25	0. 795
Linear-by-linear Association	3.353	1	0.64
No. of valid cases	28		

(a) 0 cells (0.0%) have expected counts less than five. The minimum
expected count is 33.82.

The Chi-square test results (X^2 value = 19.044, df = 25, sig = 0.795) on
whether there is no significant relationship between principals' gender and
effectiveness in student management did not reveal any significant
relationship. It was thus concluded that there is no significant relationship
between principals' gender and effectiveness in student management.

From the interviews with the principals, majority of female principals 90%
and 84% of male principals agreed that they had peer counselors in the school.
These peer counselors were found by the majority of principals to be useful in
reforming deviant cases in the school and offering guidance among the
students. When interviewed on how they would rate themselves in student
management in terms of effectiveness, majority of male principals 96.5% and

93.7% of female principals rated themselves as highly effective. When the teachers were in interviewed on the same, 90% of female led teachers and 87.6% of male led teachers rated their principals as highly effective. This implies that the principals were relatively effective in student management irrespective of their gender. This could be attributed to the fact that students only needs someone who understands them and they have no problem with obedience.

4.7 Gender of the principal and management of financial resources in secondary schools

The study lastly sought to establish the relationship between gender of the principal and effectiveness in management of financial resources in secondary schools. Principals and teachers were posed with items that sought the same.

The principals were asked to indicate the adequacy of financial resources. Their responses were as shown in Table 4.29

Table 4.29 Principals responses on the adequacy of financial resources

Response	Female		Male	
	F	**%**	**F**	**%**
Adequate	3	25.0	6	37.5
Inadequate	9	75.0	10	62.5
Total	**12**	**100.0**	**16**	**100.0**

Data shows that 75.0% of female principals compared to 62.5%of male principals indicated that the financial resources in their school were

inadequate. Data further shows that 25.0% of male principals and 37.5% of female principals had adequate financial resources in their school. This shows that school finances were scarce in both categories of schools and must be utilized prudently and hence effectiveness in financial resources was necessary.

The principals were asked to respond on whether gender of principal affects management of financial resources in schools. They responded as shown in Table 4.30

The researcher sought to establish principals' effectiveness in management of financial resources. The responses of principals were as shown in Table 4.30

Table 4.30 Principals' responses on principal effectiveness in management of financial resources.

Statement	HE Male	Female	E Male	Female	U Male	Female	IE Male	Female	HI Male	Female
Evaluating the use of financial resources in my school	16 (100.0%)	12 (100.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Obtaining revenue from appropriate quarters for my school	16 (100.0%)	12 (100.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Coordinating money spending to avoid unnecessary expenses	16 (100.0%)	12 (100.0%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Making budget estimates for my school	16 (100.0%)	6 (50.0%)	0 (0.0)	0 (0.0)	0 (0.0)	3 (25.0%)	0 (0.0)	3 (25.0%)	0 (0.0)	0 (0.0)
Providing immediate replacements to damaged equipment	16 (100.0%)	9 (75.0%)	0 (0.0)	0 (0.0)	0 (0.0)	3 (25.0%)	0 (0.0)	0 (0.0%)	0 (0.0)	0 (0.0)

Table 4.30 shows that 100.0% of male and   female principals were highly effective in evaluating the use of financial resources in the school, obtaining revenue from appropriate quarters for the school, coordinating money spending to avoid unnecessary expense. Data further shows that 100.0% of male principals were effective in providing immediate replacements to damaged equipment while 25.0% of female principals were ineffective in providing immediate replacements to damaged equipment. These results show that male principals were effective in management of financial resources. The female principals were not prudent in repair and maintenance of damaged equipment. The researcher interpreted this to mean that some female principals concentrated more on providing teaching and learning resources.

When teachers were asked to indicate the same, they responded as in Table 4.31

Table 4.31 Teachers' responses on principal effectiveness in management of financial resources

Statement	HE		E		U		IE		HI	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
The principal evaluates the use of financial resources in the school	28 (36.4%)	43 (74.1%)	45 (58.4%)	13 (22.4%)	4 (5.2%)	2 (3.4%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal obtains revenue from appropriate quarters for my school	41 (53.2%)	43 (74.1%)	36 (46.8%)	12 (20.7%)	0 (0.0)	3 (5.2%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
The principal coordinates money spending to avoid unnecessary expenses	41 (53.2%)	41 (70.7%)	25 (32.5%)	15 (25.9%)	3 (3.9%)	2 (3.4%)	8 (10.4%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal make budgets estimates for the school	33 (42.9%)	42 (72.4%)	36 (46.8%)	15 (25.9%)	0 (0.0)	1 (1.7%)	8 (10.4%)	0 (0.0)	0 (0.0)	0 (0.0)
The principal provides immediate replacements to damaged equipment	16 (20.8%)	34 (58.6%)	41 (53.2%)	17 (29.3%)	8 (10.4%)	0 (0.0)	7 (12.1%)	12 (15.6%)	0 (0.0)	0 (0.0)

Data shows that 74.1% of female headed school teachers indicated that their principals were highly effective in evaluating the use of financial resources in the school, while 58.45% of male headed were effective. Majority 53.2% of male headed school teachers indicated that their principals were highly effective in obtaining revenue from appropriate quarters for their school and in coordinating money spending to avoid unnecessary expenses compared to

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70.7% of female headed school teachers. Data further shows that 42.9% of male headed school teachers and majority 72.45 of female headed school teachers indicated that their principals were highly effective in making budgets estimates for the school while 58.6% of female headed school teachers rated their principals being effective in providing immediate replacements to damaged equipment. Male and female principals were depicted as being relatively effective. This shows that gender does not impact on effectiveness in management of financial resources. This agrees with Thomas (2004) who says that research has demonstrated that there are far more similarities than differences in the leadership behaviors of women and men, and that they are equally effective.

4.7.1 Hypothesis testing

To test Ho4 that there is no significant relationship between the principals' gender and effectiveness in financial resources   management, Chi square was used. The findings are presented in Table 4.32

Table 4.32 Chi square results for relationship between the principals' gender and effectiveness in financial resources   management

	Value	Df	Asymp. Sig (2 sided)
Pearson's chi square	0. 6546 (a)	10	0.821
Likelihood Ratio	32.422	10	0.821
Linear-by-linear Association	3.410	1	0.65
No. of valid cases	28		

(a) 0 cells (0.0%) have expected counts less than five. The minimum expected count is 24.92.

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The Chi-square results revealed no significant relationship between the principals' gender and effectiveness in financial resources management.7147 (X^2 value = 0.6546, df = 10, Sig = 0.821). The null hypothesis was thus retained at p< 0.05.

From the interview with the principals whether they make monthly budget estimates, 50% of male principals and 48% of female principals agreed that they make monthly budget estimates. 42% of male principals and 39% of female principals indicated that they sometimes made the monthly budget but they were not consistent on the same. The rest did not seem to understand the use of monthly budget estimates. When the teachers were interviewed on the same, majority of them did not know whether their principal made the monthly budget estimates. This implies that the teachers were not involved in making budgets especially from their departments.

When principals were asked to rate themselves in financial resource in terms of effectiveness majority of the female and male principals rated themselves as highly effective. When teachers were interviewed on the same, majority of female headed teachers 87.5% and 83.3% of male headed teachers indicated that their principals were highly effective in financial resources management. Male and female were relatively effective in financial resources management. This could be attributed to the fact that financial resources are usually scarce and therefore they need to be managed effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of Study Findings

The purpose of the study was to determine the relationship between principals' gender and leadership effectiveness in secondary schools in Mtito-Andei Division. The objectives of the study were:- to establish if there was a relationship between principals' gender and effectiveness in management of discipline in secondary schools, to determine if there was a relationship between principals' gender and effectiveness in management of personnel in secondary schools, to determine if there was a relationship between principals' gender and effectiveness in management of students and to determine if there was a relationship between principals' gender and effectiveness in management of financial resources in secondary schools.

5.2.1 The relationship between the principals' gender and effectiveness in discipline management in secondary schools in Mtito Andei Division

Findings revealed that the probability of the chi-square test statistic (chi-square=0.03374) was p=0.000, less than the alpha level of significance of 0.05. The results found out that there was a significant relationship between

principals' gender and effectiveness in management of discipline in secondary schools hence the null hypothesis was rejected. 92% of male principals indicated that they were highly effective compared to 89% of female principals. When teachers were interviewed on the same 95.5% of male led teachers indicated that their principals were highly effective compared to 90% of female led teachers. This implies that male principals rated themselves higher in discipline management and they were also rated higher by their teachers.

5.2.2 The relationship between the principals' gender and effectiveness in management of personnel in secondary schools in Mtito Andei Division

The results of the analysis indicated no significant relationship between principals gender and effectiveness in personnel management, (x^2 value = 5.380, df = 5, Sig. = 0.371) at $p<0.05$ and thus it was found out that there was no significant relationship between principals' gender and effectiveness in management of personnel in secondary schools hence the null hypothesis was retained. 96.5% of female principals and 95.4% of male principals said they were highly effective while 3.5% of female principals and 4.6% of male principals rated themselves as effective. When teachers were interviewed on the same, majority of male and female led teachers rated their principals as effective while a small number of principals were related as ineffective. This implies that a great number of principals were effective in personnel management irrespective of their gender.

5.2.3 The relationship between the principals' gender and effectiveness in management of students in secondary schools in Mtito Andei Division

The Chi-square test results (X^2 value = 19.044, df = 25, sig = 0.795) on there is no relationship between principals' gender and effectiveness in management of students in secondary schools revealed that there is no relationship between principals' gender and effectiveness in management of students in secondary schools hence the null hypothesis was retained. Majority of male principals 96.5% and 93.7% of female principals rated themselves as highly effective. When the teachers were in interviewed on the same, 90% of female led teachers and 87.6% of male led teachers rated their principals as highly effective. This implies that the principals were relatively effective in student management   irrespective of their gender.

5.2.4 The relationship between principals' gender and effectiveness in management of financial resources in secondary schools in Mtito Andei Division

The Chi-square results revealed no significant relationship between principals' gender and effectiveness in financial resources management (X^2 value = 6.546, df = 10, Sig = 0.821). The null hypothesis was thus retained at p< 0.05. Majority of the female and male principals rated themselves as highly effective in financial resource management. Majority of female headed teachers 87.5% and 83.3% of male headed teachers indicated that their

principals were highly effective in financial resources management. Male and female were relatively effective in financial resources management.

5.3 Conclusions

After studying the effects of principals' gender on leadership effectiveness in secondary schools in Mtito-Andei division, the researchers concluded that male principals were highly effective in discipline management in areas such as: they were involved in discipline management to a great extent, they invited teachers frequently to discuss matters pertaining to discipline, they set a high standard of discipline and they solved indiscipline cases by involvement of stakeholders such as teachers and parents. Both male and female principals were found to be relatively effective in personal management where they participated in personnell recruitment to a great extent, ensured their staff understand their limit to independent action , conducted themselves in a way their staff could respect them and made sure that the teacher pupil relationship is very pleasant and friendly.

The male and female principals were also found to be effective in student management at almost the same levels where they invited teachers to discuss matters pertaining to management of students, discussed with students regularly on matters pertaining to their welfare, employed guidance and counseling in reforming special cases and resolved conflicts to prevent strikes and crises. The principals were also effective in financial resources management irrespective of their gender. They agreed that financial resources

were inadequate and hence needed to be managed effectively, they evaluated the use of financial resources, obtained revenue from appropriate quarters and coordinated money spending to avoid unnecessary expenses.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

1. The ministry of education should frequently organize seminars for principals and deputy principals to equip them on the skills in discipline management in schools given the fact that there are frequent strikes in secondary schools.

2. The teachers' service commission should consider gender while promoting deputy principals to become principals in order to ensure that there is gender equity in the secondary schools.

3. The ministry of education should ensure that in every secondary school there is a trained bursar/ accountant who is able to deal with issues of finances so that the scarce financial resources are managed effectively.

5.5 Suggestions for further study

From the findings of the research, further research has been recommended in the areas below:

i. This research was conducted in public secondary schools in Mtito-Andei Division, Kibwezi sub-county. The researcher therefore

suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the relationship between principal's gender and leadership effectiveness so as to compare the results with the current study.

ii. The researcher has concentrated on only four measures of effectiveness. The researcher therefore suggested that the study be conducted using other measures of effectiveness.

iii. Further research should be conducted on other factors that could affect leadership effectiveness in secondary schools other than the gender of the principal.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

South Eastern Kenya University,

Mtito Andei Campus,

Department of Educational

Administration and Planning,

 P.O Box 170-90200,

 Mtito Andei.

Dear Respondents,

RE: REQUEST FOR DATA COLLECTION.

I am a student from the South Eastern Kenya University undertaking a research study to investigate the **Effects of principal's gender on leadership effectiveness in secondary schools in Mtito-Andei division, Kibwezi sub-county.** The information you give will be held in total confidence and used only for the purpose of the study. I would appreciate if you consider spending sometime answering all the questions on the questionnaire provided as honestly as possible.

Thank you for your co-operation.

Yours faithfully,

Eunice W. Matheri.

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is aimed at collecting information on the **Effects of principal's gender on leadership effectiveness in secondary schools in Mtito-Andei division, Kibwezi sub-county.** The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Section A: Background Information

1. Please indicate your gender

Female   (   )   Male   (   )

2. Kindly indicate your age in years

20 – 25 years   (   )   26 – 30 years   (   )

31 – 35 years   (   )   36 – 40 years   (   )

41 – 45 years   (   )   46 years and above   (   )

3. What is your academic qualification?

'O' Level   (   )   Diploma   (   )

B.Ed   (   )   Post Graduate   (   )

4. For how many years have you been teaching?

1-5 years   (   )   6-10 years   (   )

11 -15 years   (   )   15 – 20 years   (   )

Above 20 years   (   )

5. For how long have you been a Principal in this school?

Below one year   (   )   1-5 years   (   )

5 -10 years   (   )   11 – 15 years   (   )

Above 15 years   (   )

6. How many schools have you served as a Principal?

1 school   (   )   2 schools   (   )

3 schools   (   )   4 schools   (   )

5 schools   (   )   Above 5 schools   (   )

Section B: Gender of the principal and management of discipline in secondary schools

7. To what extent are you involved in the management of the discipline in your school

Great extent [   ]   Less extent   [   ]   Not at all   [   ]

8. How often do you invite teachers to discuss matters pertaining discipline in the school?

Frequently   [   ]   Rarely[   ]   Never   [   ]

9. In the following statements indicate the extent to which you agree with the statements

Key

SA   Strongly Agree= 5 points   A   Agree= 4 points

U   Undecided= 3 points   D   Disagree= 2 points

SD   Strongly Disagree= 1 point

Statement	SA	A	U	D	SD
In order to enforce adequate discipline in schools the behaviour of the students and teachers needs to be taken into consideration					
I establish clear rules and regulations to enforce discipline					
A high standard of discipline must be observed for effective school management					
Discipline is the central pillar for the entire school programmes success and excellent performance					
Discipline ensures that effective teaching and learning takes place in an orderly environment					

10. The following statement describes the influence of gender of the principal and management of discipline in secondary schools. Indicate your perception using the scale:

Highly Effective (HE) = 5 points   Effective (E) = 4 points

Undecided   (U) = 3 points   Ineffective (IE) = 2 points

Highly Ineffective (HI) = 1 point

Statement.	HE	E	U	IE	HI
Formulating and setting the school rules and regulations					
Making school rules and regulation known to the students					
Disciplining the students who break the school rules and regulations					
Ensuring discipline is maintained in the school					
Involving all stakeholders in enforcing discipline in the school					
Ensuring that students who come late are disciplined					

Section C: Gender of the principal and management of personnel in secondary schools

11. How frequent do you participate in the recruitment and selection process of the teachers   before they are posted to your school?

Always ( )   Sometimes   (   )   Never (   )

12. The following statement describes the influence of gender of the principal and management of personnel in secondary schools. Indicate your perception using the scale:

Highly Effective   (HE) = 5 points   Effective (E) = 4 points

Undecided   (U)   = 3 points   Ineffective (IE) = 2 points

Highly Ineffective (HI) = 1 point

Statement.	HE	E	U	IE	HI
Ensuring that staff understand their limit to independent action					
Accepting responsibility for the work I delegate to staff					
Allowing teachers a measure of authority in doing their duties					
Viewing teacher's attendance to class as very important					
Checking who does his/her work					
Assisting staff on personal problems					

13. In the following statements, indicate the extent to which you agree with the statements using the scale:

Key

SA   Strongly Agree= 5 points   A   Agree= 4 points

U   Undecided= 3 points   D   Disagree= 2 points

SD   Strongly Disagree= 1 point

Statement	SA	A	U	D	SD
I conduct myself in a way my staff can trust and respect me					
I closely work with my employees					
I ensure free flow of information for effective leadership					
Effective management of the school personnel has contributed positively towards students academic achievement in the school					
I encourages teachers' innovations and creativity by giving them the administrative support as required					
The teacher/student relationship in my school is very pleasant and friendly					

Section D: Gender of the principal and management of students in secondary schools

14. How often do you invite teachers to discuss matters pertaining management of students in the school?

Frequently   [   ]   Rarely[   ]   Never   [   ]

15. The following statement describes the influence of gender of the principal and management of students in secondary schools. Indicate your perception using the scale:

Highly Effective   (HE) = 5 points   Effective (E) = 4 points

Undecided   (U) = 3 points   Ineffective (IE) = 2 points

Highly Ineffective (HI) = 1point

Statement	HE	E	U	IE	HI
Discussing with students regularly concerning their welfare					
Making myself available for consultation with students					
Resolving conflicts and cases in the school and always striving to prevent strikes and crises					
Employing guidance and counseling in reforming special cases.					

Section E: Gender of the principal and management of financial resources in secondary schools

16. Generally, how do you rate the adequacy of financial resources?

Adequate [   ]   Inadequate   [   ]

17. The following statement describes the influence of gender of the principal and management of financial resources in secondary schools. Indicate your perception using the scale:

Highly Effective   (HE) = 5points   Effective (E =   4 points

Undecided   (U) = 3 points   Ineffective (IE) = 2 points

Highly Ineffective (HI) = 1 point

Statement	HE	E	U	IE	HI
Evaluating the use of financial resources in my school					
Obtaining revenue from appropriate quarters for my school					
coordinating money spending to avoid unnecessary expenses					
Making budget estimates for my school					
Providing immediate replacements to damaged equipment					

Thank you for your participation

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at collecting information on the **Effects of principal's gender on leadership effectiveness in secondary schools in Mtito-Andei division, Kibwezi sub-county.** The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Section A: Background Information

1. Please indicate your principals' gender

   Female   (   )   Male   (   )

2. Kindly indicate your age in years

   20 – 25 years (   )   26 – 30 years   (   )

   31 – 35 years (   )   36 – 40 years   (   )

   41 – 45 years (   )   46years and above (   )

3. What is your academic qualification?

   'O' level   (   )   Diploma   (   )

   B.Ed   (   )   Post Graduate (   )

4. For how many years have you been teaching?

   Below one year   (   )   1-5 years (   )

   6 -10 years (   )   11 years and above (   )

5. For how long have you been a teacher in this school?

   Below one years   (   )   1-5 years   (   )

   5 -10 years   (   )   11 years and above   (   )

6. How many schools have you served as a teacher?

1 school   (   )   2 schools   (   )

3 schools (   )   4 schools   (   )

5 schools (   )   Above 5 schools   (   )

Section B: Gender of the principal and management of discipline in secondary schools

7. How often does your principal invite teachers to discuss matters pertaining discipline in the school?

Frequently [   ]   Rarely   [   ]   Never   [   ]

8. In the following statements indicate the extent to which you agree with the statements

Key

Strongly Agree (A) = 5 points   Agree (A) = 4 points

Undecided (U)   = 3 points   Disagree (D) = 2 points

Strongly Disagree (SD) = 1 points

Statement	SA	A	U	D	SD
In order to enforce adequate discipline in schools the behaviour of the pupils and teachers needs to be taken into consideration					
The principal establishes clear rules and regulations to enforce discipline					
A high standard of discipline must be observed for					

effective school management					
Discipline is the central pillar for the entire school programmes' success and excellent performance					
Discipline ensures that effective teaching and learning takes place in an orderly environment					

9. The following statement describes the influence of gender of the principal and management of discipline in secondary schools. Indicate your perception using the scale:

Highly Effective   (HE)   = 4 points   Effective (E) = 4 points

Undecided   (U)   = 3 points   Ineffective (IE) = 2 points

Highly Ineffective (HI)   = 1 point

Statement.	HE	E	U	IE	HI
The principal is involved in formulating and setting the school rules and regulations					
The principal makes the school rules and regulation known to the students					
The principal disciplines the students who break the school rules and regulations					
The principal ensures discipline is maintained in the school					
The principal involves all stakeholders in enforcing discipline in the school					
The principal ensures that students who come late are disciplined					

Section C: Gender of the principal and management of personnel in secondary schools

10. How often does your principal participate in the recruitment and selection process of the teachers before they are posted to the school?

    Always   (   )   Sometimes   (   )   Never (   )

11. The following statement describes the influence of gender of the principal and management of personnel in secondary schools. Indicate your perception using the scale:

    Highly Effective   (HE)   = 5 points   Effective (E) = 4 points

    Undecided   (U)   = 3 points   Ineffective (IE) = 2 points

    Highly Ineffective (HI)   = 1 points

Statement.	HE	E	U	IE	HI
The principal ensures that staff understand their limit to independent action					
The principal accepts responsibility for the work he/she delegates to staff					
The principal allows teachers a measure of authority in doing their duties					
The principal views teachers' attendance to class as very important					
The principal checks who does his/her work					
The principal assists staff on personal problems					

12. In the following statements indicate the extent to which you agree with the statements.

Key

Strongly Agree (SA) = 5 points   Agree (A) = 4 points

Undecided (U)   = 3 points   Disagree (D) = 2 points

Strongly Disagree (SD) = 1 point

Statement	SA	A	U	D	SD
The principal conducts himself/herself in a way the staff can trust and respect him					
The principal closely works with both male and female employees					
Effective management of the school personnel has contributed positively towards students' academic achievement in the school					
The principal encourages teachers' innovations and creativity by giving them the administrative support as required					
The teacher/student relationship in the school is very pleasant and friendly					

Section D: **Gender of the principal and management of students in secondary schools**

13. Does the principal involve student bodies in the management of students?

Always [   ]   Rarely [   ]   Never [   ]

14. The following statement describes the influence of gender of the principal and management of students in secondary schools. Indicate your perception using the scale:

Highly Effective   (HE) = 5 points   Effective (E)   = 4 points

Undecided   (U)   = 3 points   Ineffective (IE) = 2 points

Highly Ineffective (HI) = 1 points

Statement.	HE	E	U	IE	HI
The principal discusses with students regularly concerning their welfare					
The principal make himself/herself available for consultation with both male and female students					
The principal resolves conflicts and cases in the school and always strives to prevent strikes and crises					
The principal employ guidance and counseling in reforming special cases.					

Section E: Gender of the principal and management of financial resources in secondary schools

15. The following statement describes the influence of gender of the principal and management of financial resources in secondary schools. Indicate your perception using the scale:

Highly Effective   (HE) = 5 points   Effective   (E) = 4 points

Undecided   (U) =   3 points   Ineffective   (IE) = 2 points

Highly Ineffective (HI) = 1 point

Statement.	HE	E	U	IE	HI
The principal evaluates the use of financial resources in the school					
The principal obtains revenue from appropriate quarters for the school					
The principal coordinates money spending to avoid unnecessary expenses					
The principal makes budgets estimates for the school					
The principal provides immediate replacements to damaged equipment					

Thank you for your participation

APPENDIX D

Interview schedule for principals

1. How do you solve indiscipline cases in your school?

2. How would you rate your discipline management in terms of
   effectiveness?

3 Do you consider gender when choosing leaders in the school?

4 How would you rate your personnel management in terms of
   effectiveness?

5 Do you involve peer counselors in student management in your school
   and how useful are they in the student management?

6 How would you rate your student management in terms effectiveness?

7 Do you make monthly budget estimates?

8 How would you rate your financial resources management in terms
   effectiveness?

APPENDIX E

Interview schedule for teachers

1 How do you solve indiscipline cases in the school?

2 How would you rate your principal's discipline management in terms of effectiveness?

3 Does your principal consider gender when choosing leaders in the school.?

4 How would you rate your principal's personnel management in terms of effectiveness?

5 Do you involve peer counselors in student management in your school and how useful are they in the student management?

6 How would you rate your principal's student management in terms effectiveness?

7 Does your principal make monthly budget estimates?

8 How would you rate your principal's financial resources management in terms effectiveness?

APPENDIX F

RESEARCH AUTHORIZATION

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

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Ref: No.

Date:
10th February, 2015

NACOSTI/P/15/4922/4961

Eunice Wangui Matheri
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The effects of principals gender on leadership effectiveness in secondary schools in Mtiti-Andei Division, Kibwezi Sub County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **30th April, 2015.**

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

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

APPENDIX G

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. EUNICE WANGUI MATHERI
of SOUTH EASTERN KENYA UNIVERSITY,
0-90200 kitui,has been permitted to
conduct research in *Makueni   County*

on the topic: *THE EFFECTS OF
PRINCIPALS GENDER ON LEADERSHIP
EFFECTIVENESS IN SECONDARY
SCHOOLS IN MTITO – ANDEI DIVISION,
KIBWEZI SUBCOUNTY, KENYA*

for the period ending:
30th April,2015

....
**Applicant's
Signature**

Permit No : NACOSTI/P/15/4922/4961
Date Of Issue : 10th February,2015
Fee Recieved :Ksh 1000

....
**Secretary
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 4222

CONDITIONS: see back page

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