



# RELATIONSHIP BETWEEN HEAD TEACHERS' LEADERSHIP COMPETENCIES AND EFFECTIVE SCHOOL MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN NAROK COUNTY, KENYA

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## ABSTRACT

In Kenya, the challenge of school management effectiveness has been reported in many public primary schools, despite huge investment in the education sector. The aim of the study was an investigation of the influence of head teachers' leadership competencies on school management effectiveness in public primary schools in Narok County, Kenya. The study employed the convergent mixed method research design. Data collection was done by using questionnaires, interviews, and checklists for findings. 665 headteachers, 25 Curriculum Support Officers and County Auditor formed the target population. Using purposeful sampling technique, headteachers and Curriculum support officers were selected. SPSS aided in calculating descriptive statistics and inferential statistics. The findings of the study indicate that competencies of head teachers affect the discipline of staff and pupils in most public primary schools in the county. The study found that in many schools the headteachers had registered ineffectiveness in encouraging strict adherence to the school administrative structure; ensuring that the learning environment is child friendly, safe and conducive; in organizing and updating records of learner discipline cases, challenging behavior and interventions; and in displaying of school rules. The study recommended that the Ministry of Education should consider strengthening the monitoring and evaluation for headteachers' roles; and organizing update trainings for headteachers to enhance their leadership competencies.

**KEYWORDS:** Headteachers' Leadership Competencies, Financial Performance, Narok County, Public Primary Schools

## INTRODUCTION

The term competence is used to describe a set of behaviors that reflect a smooth combination of knowledge, skills, abilities and motivations and is related to performance in an organizational role (Ali, Bin, Piang & Ali, 2016).

Past scholars globally, opine that leadership competencies are critical for effective execution of leadership roles. On a global scale, they are a pathway to meeting the SDGs to ensure quality education for all (Watson, Thwaites, Griggs, Kestin & McGrath 2014). School leaders are

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under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement (Day & Sammons, 2014).

Leadership competencies have been evolving from the times of the industrial revolution, through to the critical age in the 1970s, where the influenced massive industrial undertakings in the United States and the developed countries of Europe (Giles, 2016; Abari-Ibolya & Barath, 2010). In the 1950s and 1960s, several studies were conducted to examine how managers can use their leadership behavior to increase employee satisfaction (Northouse, 2004). These studies confirm the importance of leadership to influence worker satisfaction (Bass, 1990). In the modern days leadership competencies are greatly recognized in the developing countries of Asia and Africa (Eacott & Asuga, 2014).

Since 1980, the importance of leadership in steering organizational success in educational institutions has been highlighted in past studies (York-Barr and Duke, 2004). Research on authoritative administration has from that point forward concentrated on the vision of leaders, clear goals and the capacity to make a feeling of shared mission. There is as yet an absence of rationality with respect to how school leaders shape the school's objectives to impact the school's effectiveness. This is clear in different conceptualizations viewing operational terms, for example, vision, mission and objectives incorporated based on a few investigations (Parker, 2015).

Considering the critical role played by the headteachers in school management, it is of essence that they possess requisite leadership competencies. Leadership skills are defined as leadership behaviors and skills which can make a contribution to superior performance (Giles, 2016). The head teacher is considered the most vital and compelling individual in each school. It is his administration that decides the quality of the school, the atmosphere of learning, the dimension of refined methodology, the educator's assurance and the level of anxiety for students' results. To put it plainly, the administration of the executive chooses about the achievement of the school (Sergiovani, 1995). Ongoing exploration has demonstrated that initiative, particularly transformational authority, is an impetus for superior in schools (Day and Sammons, 2013). Leithwood (2006) underscores the job of

headteachers who state they can reinforce better coordinated effort among teachers, improve instructing and improve students' learning (Leithwood, 2006).

The performance of the academic institutions in meeting the goals and objectives of education in Kenya relies heavily on the type of leadership that prevails in the institutions. However Ratego (2015) observed that many primary schools in Kenya still perform poorly due to poor leadership besides inadequate funds and poor facilities.

The following hypothesis was tested at 0.05 alpha level: -

**H<sub>0</sub>** There is no statistically significant relationship between headteachers' leadership competencies and teaching staff discipline in public primary schools in Narok County, Kenya

## **LITERATURE REVIEW**

### **Headteachers Leadership Competencies**

Gupta (2008) defines leadership as a way of influencing other people's behavior to achieve goals in a particular context. Furthermore, leadership discusses the process of social influence in which someone mentions helping and supporting others in achieving a common position (Hoy and Miskel, 2008). The school management must ensure that the behavior is adapted to organizational goals and that leadership competences are required. Kin and Kareem (2018) analyzed whether principals in Malaysian grade schools had sufficient abilities to change schools, given the developing interest for instructive and school changes. The National School (SN) has been contrasted with the Chinese School of Chinese Type (NTCS). The information was broken down based on 1776 reactions from school heads, senior associates and teachers. The outcome demonstrated that NS and NTCS leaders were skillful in changing authority capabilities (CLC). It worked out that they are equipped in defining objectives, building limit and systematization, yet less skillful to wipe out opposition and clashes.

Anwer, Kayani and Jabeen (2018) researched the relationship between the administration abilities of school leaders and the school's performance. Next, the difficulties in initiative aptitudes in the field looked by center school heads in the Rawalpindi region were analyzed. The study found that there is a huge relationship between the initiative abilities of school heads and the yearly school results. The study revealed

that headteachers competencies influenced the way the schools were managed.

With regards to high school, in which this analysis is engaged, the headteacher is the regulatory administrator. Interpreted initiative practices empower managers to confront the difficulties of progress (Jones et al. 2015). Such school leadership permits developing a school vision and creating explicit objectives, just as advancing superior (Vekeman, Devos, & Valcke, 2016). While basic leadership practices are in accordance with school authority, basic leadership forms are issues in settling on choices that expansion on the proficiency of basic leadership (Ubben et al., 2001). In the authoritative structure of the school, key initiative is seen as forming the perspectives on teachers in relationship to the different qualities of the school, their contribution in changing schools and the capacity to grow expertly (Benson, 2016). With regards to class viability, this contention can prompt the authority of headteachers deciding if the school is powerful.

Others contend for the turned around course of teachers' help for teachers and a proactive way to deal with taking care of the issues of powerful different schools from average schools (Al-Jaradat and Zaid-Alkilani, 2015). Nonetheless, Leithwood, Harris, and Hopkins, (2008) anyway state value-based administration does not invigorate improvement. Abnet, (2010), include that value-based administration works just when the two headteachers and supporters comprehend and are in understanding about which undertakings are imperative. Thus value-based authority alone is unimportant however with transformational initiative improves school administration.

There are diverse perspectives in the meantime when the executive assumes a focal job in the viability of the school. Key initiative factors in successful schools are their job in encouraging correspondence and co-activity among staff and the contribution of teachers in basic leadership (Arlestitic, 2008). Later investigations undermine this and recommend a more extensive view that it is appropriated authority in schools that improves its adequacy (Leithwood et al., 2008). Late research demonstrates that administration given by departmental headteachers is related to class viability and school improvement (Busher and Harris, 2000). They are a piece of the dispersed authority in schools that improves its adequacy (Leithwood et al., 2008).

In Asian societies, leadership in effective schools must take account of national or community

interests, as can be seen in studies in Pakistan (Tamayo-Contreras, Guevara-Sanginés and Sánchez Santa-Bárbara, 2016). These discussions show that leadership clearly plays an important role in school performance. Many of the internationally accepted characteristics of school performance, such as shared vision, mission and goals, with greater co-operation and collaboration by teachers, are the result of effective school leadership, and distributed leadership with the school is seen as effective, this transformational leadership provides better outcomes in learning and prepares the principle of change. However, in Asia, national and community interests are also part of effective leadership (Cohen, 2015) and the principal leader in high-efficiency and poverty-free primary schools. As Mulford (2003) insists, a school is an effective school that promotes students' progress in a wide range of intellectual, social and emotional outcomes, taking account of socio-economic status, family background and prior learning. An effective school definition is a school in which students go beyond what would be expected from their exhaustion.

Alexander, (2016), concluded that schools do not significantly affect the children's accomplishments and did not appreciate much enthusiasm for the distinctions in the dimension of accomplishment. These examinations have been upheld by such a significant number of studies completed in different nations, for example, the Netherlands, Australia, Canada and New Zealand. As indicated by Thrupp (2000), the adequacy and improvement of the school in relationship to the interest for effectiveness and improvements of the schools requires a socially and politically disintegrated imaginative body that offers help for the administration framework. Most school effectiveness thinks about demonstrate that 80% or a greater amount of students' achievement can be clarified their drop, not schools (Teddlie and Reynolds, 2000). Supporters of the viability of schools trust that schools have helped just 20% of their achievements, their work in a definitive way, with the conviction that schools do not have any kind of effect. Reynolds and Teddlie (2000) contend that schools have some effect, yet regard it in spite of the solid family advancement of the child. These pointers have been created under the accompanying fundamental arrangements, for example, the managers, usage, condition and accomplishments. These elements are utilized to watch the viability of the school and its leader.

Leadership styles of school founders, for example, managers, teachers and headteachers, are essential for academic excellence at school. With regards to academic achievement exercises, projects and exhibitions, founders should together make powerful academic perfection programs that must be accomplished in the event that they can procure effective leadership styles (Beatriz, Deborah and Hunter, 2008). Much research has been undertaken on leadership styles of school leaders nevertheless the effect of leaders on school effectiveness is still blurry.

According to Pont, Nusche, and Moorman (2008), appraisal of leadership styles in making and building up school sustainability is required to assess the relationship between and the school competence. That is the reason the researcher seeks to investigate headteachers' managerial competencies and their relationship with school effectiveness. The leader has the duty of laying techniques to win his or her supporters into accomplishing school's goals. Leithwood and Riehl, (2003) reiterate that American Educational Research Association presume that school authority has remarkable impact on students adapting, second to quality curriculum and teachers teaching.

Armstrong, (2002) characterizes leadership as a procedure of impacting and supporting others to work excitedly towards accomplishing the authoritative targets. School administration assumes a key role in improving school's results by impacting the inspiration and limits of teachers just as the school atmosphere and condition (Bush, 2005). The head teacher must utilize comprehensive nature of administration where they will include other individuals as a group. This group gets an intentional chance to add to the vision, culture and atmosphere of the school and hence the head teacher has an obligation to make the chances to get this going and teachers somewhat decide the administration styles of the head teacher (Mutula, 2006).

As a leader, the head teacher has the ability to impact fulfillment of work among the teachers under them. It's beneficial to take note that leadership has been a standout amongst the most famous research points in influential conduct since the times of Greek philosophers (McShane and Glinow, 2004). The significance of administration was first looked into during the 1920s with studies utilizing overviews revealing that good approaches toward supervision accomplished employee job satisfaction (Bass, 1990).

According to the leadership of Bennis and Nanus (1985), it seems that the skills of the majority are owned by minorities but are used by them. It is something that anyone can learn, is taught to anyone, and is denied to anyone. Isaac, Zerbe, and Pitt (2001), as well as Pearce and Conger (2003) confirm this view stating that any member of the organization can take on leadership, not executive rights. Leaders in a successful situation work and share their wisdom with others to create conditions that support their subordinates. Managers with an ideal leadership style can influence employee satisfaction in terms of self-esteem, opportunities and expectations in terms of work, self-esteem, fairness, and participation (McKee, 1991). As a social institution, schools are closely linked to power mechanisms in the historical and social sense. Because leadership is a combination of influence and strength, the concept of education in school change can be seriously disturbed if we ignore it. Therefore, their analysis must be examined with the concept of legitimacy and the power of Allied (Fleisch & Christie, 2004). Effective and committed leaders motivate their teachers and students and maintain a professional academic environment in their facilities (Barker 2001, Fernandez 2000).

The effectiveness of executives is judged by employee commitment to leadership, group unity, the ability of leaders to develop and develop subordinates (Sweeney & McFarlin, 2002). It has been noted that leadership is a personal trait and the willingness of people to follow someone as leader. It only exists with his followers. Without a trailer it does not matter. Leadership means willingness to take full responsibility in all circumstances. Leadership style can vary according to different circumstances. The executive encourages followers to become volunteers to achieve their business goals.

According to Sahni (2004), a leader must have the ability to influence one's behavior, attitude and belief. The success of a leader depends on the acceptance of his leadership by his followers (Khanka, 2007). A leader sets the direction and direction by formulating the goals for his group. He made important decisions, listening to the subordinates and fulfilling their needs. A leader is anxious to inspire and encourage all members of his group and to represent them externally. Good leadership is about action, not position. Both should not be confused. If you want to be a good leader, you have to emphasize the action and not talk. People are interested in a person's actions, not in skills. Leadership theories have a direct impact on which style leaders are used in the

management of workers (Kunwar, 2001). The term is almost identical to the influence of executives on the subordinates (Lunenburg & Ornstein, 2004).

The way leaders influence their subordinates is called leadership styles. Leadership skills in urban areas are much higher than in rural and rural areas. Schools in urban areas have advantages in terms of funding, the cultural and physical environment, the quality of teachers and students, and support systems for the population. Head coaches in urban areas enjoy better career development opportunities, higher wages, and comfortable housing for their colleagues in rural and rural areas (Hannum, 2003, Luo, 2004). According to Evans (1998), principals with advisory and collaborative leadership styles are more successful in achieving greater satisfaction and morale of the teaching staff. Leadership style of teaching corresponds to situations where leaders are more competent than followers. The choice of leadership style depends on the reality that this leadership style influences the subordinates and the satisfaction of the job. The principals are dynamic leaders who influence class teachers who are their closest subordinates in school management systems.

Okafor, (1991) noted that in Nigeria most of the successes or failures in secondary school administration or other institutions depend largely on the influence of the leaders had on their subordinates. One way of accomplishing organizational goals is for the head teacher to satisfy members' needs. Teachers' expectations of their boss is to recognize them, give them current information and opportunity for growth and development, effective supervision and treat them as human beings (Mutula, 2006). A head teacher should thus demonstrate friendship, mutual trust, respect and warmth in their relationship with their teachers in order to gain their commitment and cooperation. other studies show that headteachers' leadership styles did not impact teachers' job satisfaction (Ngumi, 2003). Studies have proven that effective school leadership is essential to improve the efficiency and equity of schooling.

Mwendwa (2012) examined "The influence of leadership style of school principals on student discipline in public elementary school in Nairobi region of Kenya" This study uses descriptive survey designs, data collected using three questionnaires, namely school principals, teachers and students from 12 schools to understand the leadership of teachers who use the right leadership, they can highlight discipline

among students and staff. The scholars are of the opinion that the headmaster leadership style has a significant impact on student discipline in school, although there are factors that can influence discipline.

Muchiri (2013) examined the influence of leadership style of school leaders on student discipline in public elementary school in the Nairobi district of Kenya. The study found that leadership skills of school leaders had a positive impact on students and staff discipline. The main leadership style is much more personal qualities that need to be improved to influence student discipline. However, Muchiri looked at the impact leadership style, which may not necessarily encompass all the managerial competencies explored in this study and they affect school management effectiveness.

### **THEORETICAL FRAMEWORK**

The study adopted two theories namely: the Katz theory of administrative abilities and Mintzberg Managerial Roles Classification Model.

### **KATZ THEORY OF MANAGERIAL SKILLS**

The investigation was founded on Katz theory of administrative abilities. Katz (1974) introduced an order of administrative abilities which was the primary significant arrangement of these sorts of aptitudes that were seen to be fundamental for all supervisors. In his article named "abilities for a viable executive" which was distributed in the Harvard Business Review in 1974, he featured the essential arrangements of administrative aptitudes that were required for expanded viability by headteachers. The exploration work by Katz (1974) brought up that headteachers required three basic aptitudes to be specific specialized abilities, human abilities and applied abilities. Specialized abilities comprised of learning of and capability in a specific zone of specialization, for example, designing, PCs, money related and administrative bookkeeping, or fabricating and these aptitudes were typically progressively urgent for lower dimensions of the board since these headteachers were legitimately included or managing representatives doing the association's work.

Human aptitudes spoke to the capacity to work agreeably with different people both at the individual or gathering level. These aptitudes were essential since headteachers managed the general population and in this manner supervisors who had great relationship building abilities had the capacity to get the best out of their workers. These supervisors realized how to

impart, persuade, lead, and rouse eagerness and trust. In this manner, these abilities will be similarly required at all dimensions of the executives. Theoretical aptitudes are the abilities administrators required in order to contemplate unique and complex circumstances.

This theory is relevant, utilizing these competencies administrators can see the association in general, comprehend the relationship among different subunits, and envision how the association fitted into its more extensive condition. These aptitudes are the most imperative particularly in headship level. This hypothesis will consequently frame the premise of the examination since it features three imperative administrative aptitudes that influence the viability of administrators for this situation adequacy of school the board.

### **MINTZBERG MANAGERIAL ROLES CLASSIFICATION MODEL**

Henry Mintzberg, understood this and organized the roles of management systematically in his 1990 book Mintzberg on Management: Inside our Strange World of Organizations. Mintzberg (1974) looked to give the required order of administrative aptitudes. Mintzberg (1974, pp 28-48) found that managers dealt with persistent pace where they had an expansive assortment of undertakings and were regularly exposed to visit intrusions. He noticed that they regularly favored taking a shot at explicit very much characterized exercises of current significance instead of on progressively broad capacities which might be less sure and whose prompt pertinence was misty.

The relevance of model is drawn from the fact successful school the executives depends totally on the headteachers' administrative capabilities to accomplish the set objectives. The theoretical system is created to demonstrate how viable school the board influences the results of the school. From the model the autonomous factors, for example, authority capabilities, human relationship skills, specialized abilities and correspondence skills influences the reliant factors to be specific compelling school the executives for example Staff and understudy discipline. This therefore means that the headteacher need to possess requisite leadership competencies to be able to execute their mandate well.

### **RESEARCH METHODOLOGY**

The study used convergent mixed methods design. This design is appropriate since it allows the researcher to handle both quantitative and qualitative data (Creswell, 2014). Data can be collected using triangulation approach. This examination configuration is picked in light of the fact that the researcher gathered and dissected both subjective and quantitative data in the midst of a comparative time of the investigation methodology and after that association the two approaches (qualitative and quantitative) of results into general conclusions.

The study was conducted in Narok County, Kenya. The county occupies an area of 2,884.4 Km<sup>2</sup>. Nakuru County comprise of Trans Mara West, Trans Mara East, Narok North, Narok West, Narok south and Narok East sub-counties. Despite the county being rich in resources, the academic performance in public schools is low as compared to other counties in the national examination results recording a total mean score of 251 (KNEC 2018) Hence, the county is deemed fit for the study.

The target population of the study comprised of 665 public primary school headteachers in Narok County, Kenya and 25 Curriculum Support Officers (CSOs) and County Auditor. There are 665 public primary schools with a total enrolment of 199,500 pupils and a teaching staff of 5,320 and an average teacher pupil ratio of 1:40 (County Education Office, 2017).

The sample size of this study was calculated using a scientific formula by Kothari, (2004) as outlined below;

$$n = \frac{Z^2 pqN}{e^2(N-1) + Z^2 pq}$$

Where:

n = the sample size for a finite population

N= size of population which is the number of primary school head teachers.

p = population reliability (or frequency estimated for a sample of size n), where p is 0.5 which is taken for all primary school head teachers' population

p + q= 1 e: margin of error considered is 10% for this study. Z α /2: normal reduced variable at 0.05 level of significance z is 1.96

According to the above formula, the sample size for all the primary schools is:

$$\begin{aligned} n &= \frac{(1.96)^2 \times 0.5 \times 0.5 \times 665}{(0.1)^2 (665 - 1) + [(1.96)^2 \times 0.5 \times 0.5]} \\ &= 84.03057734 \\ &84 \text{ primary schools} \end{aligned}$$

The study employed cluster sampling technique, whereby classification of the population into geographical/administrative units. Consequently, five clusters were created namely Narok North, Narok East, Narok South, Narok West, Trans-Mara and Trans-Mara East sub counties.

The study also employed stratified sampling technique whereby the study used three strata namely: Headteachers, Curriculum Support Officer and County Auditor. The next stage was the sample selection. A census approach was used in the identification of the Curriculum Support Officers, whereby all the 25 Curriculum Support Officers were used for the study. Purposive sampling technique was used in the selection of the CSOs as well as the County Auditor.

The study used three research instruments to collect data namely: questionnaires, interviews and observation checklists. The questionnaire; one designed for Head teachers and an interview was used for the Curriculum Support Officers and the County Auditor of education to collect primary data. A pilot study was conducted in 10 percent of the study sample in Kericho County in 9 public primary schools amongst 9 school headteachers as suggested by Mugenda, (2008).

Quantitative data collected from closed-ended questions were coded and keyed into SPSS computer software databases; organized and cleaned of any errors that may have occurred during data collection. The questions were then coded for easy referencing. Analysis of quantitative data was by use of descriptive statistics and inferential statistics with the aid of SPSS Version 23. Descriptive statistics such as frequencies, means and percentages were used. Data was grouped into tables according to responses of various respondents.

**RESULTS AND DISCUSSION**

**Demographic Characteristics of the Respondents**

The results showed that 83.1% of the headteachers were male, while 16.9% were female. The results suggest that there were more male headteachers than female headteachers in public primary schools in Narok County. There were few females occupying managerial positions in school. The results show that the highest attained level of headteachers in most of the schools was the P1 certificate level. Majority of the headteachers had served in their current schools for a period of 7 years or below.

**Table 1: Demographic Characteristics of the Respondents**

		<b>F</b>	<b>%</b>
Gender	Male	69	83.1%
	Female	14	16.9%
Age	Below 30 years	1	1.2%
	30-35 years	11	13.3%
	36-40 years	5	6.0%
	Over 40 years	66	79.5%
Highest Level of Education	Primary level	0	0.00%
	Secondary level	0	0.00%
	Certificate level (P1)	51	61.45%
	Diploma level	21	25.30%
	Degree level	8	9.64%
	Masters level	3	3.61%
How many years have you worked in this school?	Below 5 years	46	55.4%
	5 – 7 years	11	13.3%
	8-10 years	7	8.4%
	10-13 years	6	7.2%
	Over 14 years	13	15.7%

### Headteachers' Leadership Competencies on Staff and Pupils Discipline

The study sought to examine the investigate the relationship between head teachers' leadership competencies and effective school management in public primary schools in Narok County, Kenya.

### Effectiveness in Ensuring Teachers' Understanding of Legal Provisions

The results in Table 2 show that over 57.9% of the headteachers were of the opinion that the

headteachers in the county were effective in ensuring that teachers demonstrate understanding of legal provisions for staff and pupils' discipline. The results suggest that most of the headteachers ensured that teachers understood the legal provisions in education. However, this was not the case in 42.2% many schools of the schools. This was critical as Ndeto (2013) points out all teachers are expected to know and follow the outlined code of conduct for their profession.

**Table 2: Effectiveness in Ensuring Teachers' Understanding of Legal Provisions Discipline**

Response	Frequency	Percentage
Ineffective	17	20.5
Fairly Effective	18	21.7
Effective	40	<b>48.2</b>
Very Effective	8	<b>9.6</b>
Total	83	100

### Adherence to the School Administrative Structure

The results in Table 3 show that in majority of the schools (65.5%), the headteachers had not been effective in in encouraging strict adherence to the school administrative structure. According to a study by Ndeto (2013), there are high levels of

non-adherence to school rules. Learners' adherence to school rules and regulations was affected by the attitude that they have towards such rules and regulations, thus implying that the school managers had not been effective in managing this aspect.

**Table 3: Adherence to the School Administrative Structure**

Response	Frequency	Percentage
Very Ineffective	3	3.6
Ineffective	14	16.9
Fairly Effective	29	34.9
Effective	31	37.3
Very Effective	6	7.2
Total	83	100

### Ensuring a Child Friendly Environment

The results in Table 4 show that over 77% of the teachers indicated that headteachers were effective in ensuring that the learning environment is child friendly, safe and conducive. The implication was that in most of the schools the headteachers' had not effective in ensuring that the learning environment is child friendly, safe and conducive. The results were similar to those in a study by Kitheka (2015) who found that

in most schools the headteachers had not been successful in creating child friendly environments. Kitheka mentions that in these schools, the scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model. Due to headteachers limited competencies, schools had inadequate classroom, desks, water and electricity. It was also concluded that the classrooms in the school were not adequate.



Table 4: Ensuring a Child Friendly Environment

Response	Frequency	Percentage
Very Ineffective	5	6
Ineffective	13	15.7
Fairly Effective	24	28.9
Effective	27	32.5
Very Effective	14	16.9
Total	83	100

**Effectiveness in Organizing and Updating records**

The results in Table 5 show that over 54.3% of the teachers indicated that headteachers were effective in organizing and updating records of learner discipline cases, challenging behavior and interventions. This implied that the effectiveness of the headteachers in organizing and updating records of learner discipline cases,

challenging behavior and interventions was below expectations. The study agrees with Ngunjiri (2012) who attribute poor performance of learners in public schools to “arm chair” head teachers who do not know what goes on in the classrooms. Ineffective Instructional supervision leads to delinquent behavior among some pupils and their subsequent failure in the national examinations.

Table 5: Effectiveness in Organizing and Updating records

Response	Frequency	Percentage
Very Ineffective	4	4.8
Ineffective	12	14.5
Fairly Effective	22	26.5
Effective	33	39.8
Very Effective	12	14.5
Total	83	100

**Directing the Formulation of School Rules and Regulations**

The results revealed that over 67.8% of the headteachers indicated that they were not effective in directing the formulation of school rules and regulations. The implication was that not all the headteachers were effective in directing the formulation of school rules and regulations, and this negatively affected the level of discipline in the school. The results are in line

with those in study by Ndeto (2013), which found that the headteachers had not effective in the findings of the study revealed that students were not adequately involved in the formulation of school rules and regulations. Ndeto observed that this was mainly because the headteachers had not involved students in the formulation of school rules and regulations though they were highly involved in the implementation of the same.

Response	Frequency	Percentage
Very Ineffective	5	6
Ineffective	15	18.1
Fairly Effective	15	18.1
Effective	38	45.8
Very Effective	10	12
Total	83	100

#### Effectiveness in Organizing Sensitization Meetings for Discipline Matters

The result show that over 62.7% of the respondents were of the opinion that Headteachers were effective in organizing meetings for teachers and pupils for discipline matters. The findings suggested that in most schools, the head teacher had taken the aspect of organizing sensitization meetings for discipline

matters seriously. The results are similar to those in a study by Kilonzo (2013), in which it was established that the headteachers had been keen in organizing sensitization meetings for discipline matters, and that the issue of discipline featured as an agenda during staff meetings to discuss and identify well behaved students for rewarding.

**Table 6: Effectiveness in Organizing Sensitization Meetings for Discipline Matters**

Response	Frequency	Percentage
Very Ineffective	4	4.8
Ineffective	14	16.9
Fairly Effective	13	15.7
Effective	36	43.4
Very Effective	16	19.3
Total	83	100

#### Display of School Rules

The results show that 50% of the head teachers were of the opinion that head teachers were not effective in displaying school rules, 25.3% indicated that they had been fairly effective. Displaying of rules helps remind the staff and students what is expected of them. The results

are in agreement with a study by Sigilai (2010) which established that even though it is a requirement that the school rules and regulations should be prominently displayed in the school notice boards, staff room and class notice boards, many headteachers failed to comply with this requirement.

**Table 7: Display of School Rules**

Response	Frequency	Percentage
Very Ineffective	9	10.8
Ineffective	12	14.5
Fairly Effective	21	25.3
Effective	30	36.1
Very Effective	11	13.3
Total	83	100

**Effectiveness in Utilization of Suggestion boxes**

The result show that 67.5% of the respondents indicated that head teachers were effective in utilizing suggestion boxes. This implied that in most of the schools, the head teachers registered a high level of effectiveness on this aspect. The use of suggestion boxes is a communication strategy geared at promoting discipline among the staff and the learners. The findings in this

study are not in line with a study by Macharia (2012), who found out that information passed through suggestion boxes was not acted upon promptly, and little effort was made by the headteachers to encourage all members to use the facility. Moreover, in most schools the administration was victimizing those who air grievances. Sender of information was unable to follow up to ensure the right information was delivered.

**Table 8:Effectiveness in Utilization of Suggestion boxes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Very Ineffective</b>	8	9.6
<b>Ineffective</b>	9	10.8
<b>Fairly Effective</b>	10	12
<b>Effective</b>	40	48.2
<b>Very Effective</b>	16	19.3
<b>Total</b>	83	100

**Effectiveness in planning for stakeholder's involvement in school management**

The result in Table 9 reveals that over 57.9% of the respondents were of the opinion that head teachers were effective in planning for stakeholders' involvement in a school management (BOM, teachers and parents). The

results are in agreement to those in a study by Gichohi (2015), where it was established that most public primary schools embraced stakeholder involvement thus school management committees were actively participating in the decision-making process in respect to the school management.

**Table 9: Effectiveness in planning for Stakeholder's Involvement in School Management**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very Ineffective	4	4.8
Ineffective	10	12
Fairly Effective	21	25.3
Effective	32	38.6
Very Effective	16	19.3
Total	83	100

**Staff Discipline records**

The results in Table 10 show the researcher observed that staff discipline records were not available in 92.8% of the primary schools, while

only 7.2% of the schools had staff discipline records in place. The interpretation is that the headteachers in most schools were not keen with the maintenance of disciplinary records.

Table 10: Staff Discipline records

Response	Frequency	Percentage
Available	6	7.2
Not Available	77	92.8
Total	83	100

### School Management Effectiveness

This section presents school management effectiveness. The results in Table 11 show that, staff discipline effectiveness scored a mean score of 3.0482, with 16.9% of the headteachers rating the staff discipline effective. This value was slightly above the neutral mean score at 3.0 (fairly effective). This implied that staff discipline was not effective in most of the school, but instead was fairly effective. The same was the response from the CSOs who stated that the headteacher had not been effective in fostering discipline among learners. One CSO is quoted saying "in as much as the headteachers score well on other aspects, there seem not to be doing well in the area of staff and student discipline in their schools". The study is in line with a report by Mureithi (2019) which revealed that the TSC is grappling with increased indiscipline cases among teachers in the country.

Data results show that staff motivation effectiveness scored a mean score of 3.3012, with 31.3% of the headteachers rating the staff motivation effective. The results suggest that staff discipline was not effective in most of the school, but instead was fairly effective. The results are in agreement with a study by Bennell and Akyeamong (2007) who revealed that sizeable percentages of primary school teachers are poorly motivated in sub-Saharan Africa and Asia. Ackers (2017) who pointed out that, developing effective human relation skills is crucial to establishing and maintaining productive business relationships, and subsequently employee motivation.

The results in Table 11 show that, 18.1% of the headteachers considered financial performance

to be effective, while the rest 81.9% rated it otherwise. The indicator scored a mean score of 3.0482. This value was slightly above the neutral mean score at 3.0 (fairly effective). The results suggest that head teachers' competence were not effective in steering good financial performance. The same results were captured from CSOs who indicated that most of the headteachers had no requisite financial skills. One CSO is quoted saying that, "Most of the head teachers in my zone have limited financial skills, in fact only one has a KEMI certificate." Another headteacher pointed out as follows, "Most of the headteachers are not able to prepare and interpret school financial records". The findings are in agreement with a study by Magak (2013) who found that limited headteachers' competencies in most schools had negatively affected the schools' financial performance. For instance, there were cases of over spending and under-spending, and poor maintenance of books of accounts. This was attributed to incompetent procurement committee, and inadequate auditing knowledge by the head teacher.

The results in Table 11 show that 15.7% of the headteachers rated the management of academic achievement effective, while the rest described it as ineffective. The indicator recorded a mean score of 3.1566. This implied that management of academic achievement was ineffective in many schools. The findings are in line with a study by Wambugi (2014), where it was established that pupils' academic achievement remained unimpressive across the country and this was mainly due to limited headteachers' competencies.

Table 11: School Management Effectiveness (N=83)

	N	Minimum	Maximum	Mean	Std. Deviation	% of Effectiveness
Staff Discipline	83	2.00	5.00	3.0482	.58233	16.9%
Staff Motivation	83	2.00	4.00	3.3012	.48728	31.3%
Good Financial Performance	83	2.00	4.00	3.1687	.40783	18.1%
Academic Achievement	83	3.00	4.00	3.1566	.36566	15.7%
Valid N (listwise)	83					

A summary of the rating of the school management effectiveness indicators using mean scores was as provided in Figure 4.5.

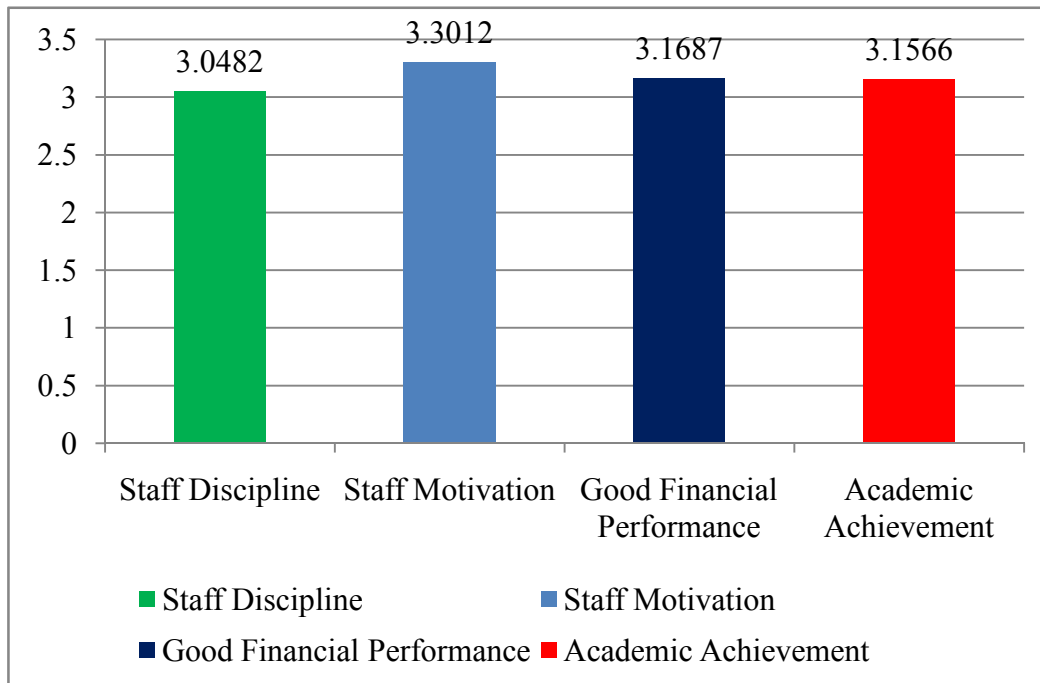


Figure 1: Rating school management effectiveness

The results in Figure 1 show that the indicator with the highest rating of effectiveness was staff motivation, followed by good financial performance, then academic achievement and staff discipline. None of the indicators was able to attain the 4.0 mean score, the equivalent of the “effective” score. This shows that across Nakuru County, primary school management effectiveness was average (below expectations).

**Correlations between Headteachers’ Leadership Competence and Staff Discipline**

The findings in Table 1 show that there was a positive Pearson correlation between

Headteachers’ Leadership Competence and Staff discipline as follows: ( $r = 0.399$ ,  $p = 0.000$ ). This shows that there was an association between Headteachers’ Leadership Competence and Staff discipline. Given that, the  $p$  value ( $0.177$ ), was less than the test significance level ( $p < 0.05$ ), this relationship is statistically significant. The findings were in line with the results in a study by Anwer, Kayani and Jabeen (2018) which established that headteachers’ leadership competence had a significant influence on school management effectiveness with respect to staff discipline.

Table 12: Correlations between Headteachers' Leadership Competence and Staff Discipline

		Headteachers' Leadership Competence	Effective School Management
Headteachers' Leadership Competence	Pearson Correlation	1	.399**
	Sig. (2-tailed)		.000
	N	83	83
Staff discipline	Pearson Correlation	.399**	1
	Sig. (2-tailed)	.000	
	N	83	83

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### MULTIPLE REGRESSIONS

#### Model Summary

The R Square value in the Model Summary in Table 13 shows the amount of variance in the dependent variable that can be explained by the independent variables. The independent variable (Headteachers' Leadership Competencies) accounted for 49.3 percent of the variability in

effective school management. The R-value (0.243) is the multiple correlation coefficients between all the entered independent variables and the dependent variable. The Adjusted R Square adjusts for a bias as the number of variables increases. The Std. Error of the Estimate is a measure of the accuracy of the prediction.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 <sup>a</sup>	.243	.233	.41487

a. Predictors: (Constant), Headteachers' Leadership Competence

#### Analysis of Variances (ANOVA)

In the study, the predictors are significant when Sig. (p value)  $p < 0.05$ . The findings in Table 14 show that p value was 0.000. Since the p values are less than 0.05 (confidence level), we can conclude that the influence of headteachers' managerial competencies is significant. As  $p < 0.05$  our predictors are significantly better than

would be expected by chance. The regression line predicted by headteachers' managerial competencies explains a significant amount of the variance in the level of effectiveness of school management. This is reported as follows:  $F(4, 78) = 7.590$ ;  $p < 0.00$ , and therefore can conclude that the regression is statistically significant.

Table 14: Analysis of Variances (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.465	1	4.465	25.942	.000 <sup>b</sup>
Residual	13.942	81	.172		
Total	18.407	82			

a. Dependent Variable: effective school management

b. Predictors: (Constant), Headteachers' Leadership Competence

**BETA COEFFICIENTS**

The beta value for Headteachers' Leadership Competencies (Standardized Beta = 0.493) and a p value of 0.000 which was less than 0.05 ( $p < 0.05$ ), and thus implying the regression analysis was statistically significant.

**Table 15: The Beta Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1(Constant)	2.186	.187		11.671	.000
Headteachers' Leadership Competence	.271	.053	.493	5.093	.000

a. Dependent Variable: effective school management

**HYPOTHESIS TESTING**

The research hypothesis stated that “ $H_0$ : There is no statistically significant relationship between headteachers' leadership competencies and teaching staff discipline in public primary schools in Narok County, Kenya.” Table 15 presents the Coefficients for Headteachers' Leadership Competence and Staff Discipline. The results in Table 3 show that the Beta value  $\beta = 0.493$  and  $p = 0.000$ . Since the p value associated with headteachers' leadership competencies was 0.000, the null hypothesis is rejected and concludes that headteachers' leadership competencies has an insignificant influence on school management effectiveness. The decision rule was to reject the null hypothesis if p value calculated is less than the confidence level  $p < 0.05$ .

**CONCLUSIONS**

The study concludes that even though the headteachers' leadership competence had an influence on staff and pupils' discipline in many public schools, there were still instances in many schools, where this was not the case. This was evidenced by the fact that in many schools the headteachers had registered ineffectiveness in encouraging strict adherence to the school administrative structure; ensuring that the learning environment is child friendly, safe and conducive; in organizing and updating records of learner discipline cases, challenging behavior and interventions; and in displaying of school rules. The study also concludes that a positive change in headteachers' leadership competence resulted into a positive change in staff and pupils

discipline in public primary schools in Narok County.

**RECOMMENDATIONS**

The study recommends as follows:

1. The Ministry of Education should consider strengthening the monitoring and evaluation aspect to ensure that the headteachers are executing their mandate as required by law and that efforts are made to ensure adherence to the school administrative structure and ensure that the learning environment is child friendly, safe and conducive.
2. The Ministry of Education should consider organizing updated training for head teachers in order to improve their leadership skills, especially on financial matters. The Ministry of Education needs a strict policy which requires head teachers to attend courses such as KEMI; given that majority of the head teachers were of P1 level. The Ministry can make KEMI qualification a requirement for one to become a headteacher of a primary school.

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