LEADERSHIP DYNAMICS FACING PRINCIPALS IN MANAGING SCHOOLS WITHIN DEVOLVED GOVERNMENT STRUCTURE IN MBEERE SOUTH SUB-COUNTY, KENYA

BY

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LEADERSHIP DYNAMICS FACING PRINCIPALS IN MANAGING SCHOOLS

WITHIN DEVOLVED GOVERNMENT STRUCTURE IN MBEERE SOUTH SUB-

COUNTY, KENYA

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DECLARATION

Declaration by Candidate

This project is my original work and has not been presented for conferment of a degree in any other University or for any other award

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REG: LPE/PGL/4402/12

Signature…………….. Date………………..

Declaration by the Supervisors

We confirm that the work reported in this project report was carried out by the candidate under our supervision and has been submitted with our approval as university supervisors.

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DEDICATION

To my wife Lucy Njeri Moshe, children, Diana Mwende, Loreen Munanie and Precious

Mutheu. Thank you for your love, support and prayers throughout this study.

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OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined as indicated below;

Decision Making: A consultative affair done to achieve better functioning of any organization that involves making a decision about something considered important, and especially when dealing with a group of people in an organization. This requires that one selects the course of action where there are many possible alternatives the target being arriving at a solution to a problem.

Delegation: The ability to entrust, assign, give, commit, devolve or transfer

Devolution: The system of government where the administrative and management functions are decentralized to the grassroots.

Devolved Government Structures: The organs of governance charged with execution of specific role and functions.

Education provider: Education officials at national or devolved government levels.

Leadership Dynamics: The variables that influence the administrative and management functions of principals while performing their roles in schools in Kenya.

Leadership Functions: The administrative and management roles and duties executed by principals in Kenya.

Leadership: The function of influencing individuals and resources in order to achieve pre-determined objectives.

Officers' Literacy Level: The knowledge, skills and attitudes that education officials possess that   influence their efficiency and effectiveness in managing education.

Principal: An educational professional who heads a secondary school in Kenya.

Resistance to Change: This is where an individual or groups of individuals perceive a change that is occurring as a threat to them and the threat may not be real.

responsibilities or authorities to another person and more so a more junior person so that they are free to carry out specific activities and this is considered critical in management leadership.

School Management: This will be taken to mean School level management that is, personnel charged with the responsibility of administration of a school. Included as part of the school management personnel are school heads or principals, deputy principals, head teachers among others.

Teacher: An educational professional giving instruction in a primary or a secondary School in Kenya.

Time Management: This will be taken to refer to the process by which an individual organizes and plans how to divide their time between specific activities in order to achieve effectiveness and avoid stress.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF: Constituency Development Fund

DEB: District Education Board

DEO: District Education Officer

DSO: District Staffing Officer

KEMACA: Kenya Education Management Capacity

KEMI: Kenya Education Management Institute

KCPE: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Education

KICD: Kenya Institute of Curriculum Development

MoEST: Ministry of Education, Science and Technology

POS: Principals' Observation Schedule

QASO: Quality Assurance and Standards Officer

TSC: Teachers Service Commission

TQ: Teachers' Questionnaire

ABSTRACT

Leadership dynamics that face principals while managing educational institutions in the world and Kenya in particular are not clearly understood. The situation is compounded further when the context in which principals' function is fundamentally changed as it happened in Kenya upon promulgation of constitution of Kenya 2010. The constitution of Kenya 2010 introduced devolution in the governance of the republic of Kenya which radically and fundamentally introduced different structures and chains of command in the management of state affairs including education. During this dispensation, principals have found themselves faced by leadership challenges brought about by the new political and administrative system. Mbeere South Sub-county has had a fair share of challenges in the provision of education during the dispensation of the devolved government structure. This study sought to evaluate leadership dynamics that face principals while managing education within the devolved government structure in Mbeere South Sub-county in Embu. The objectives of the study were to; establish leadership dynamisms with regard to decision making function that the principals faced while managing secondary schools in the devolved system of government in Mbeere south sub-county in Kenya; find out leadership dynamisms with regard to delegation function that the principals faced while managing schools in the devolved system of government in Mbeere south sub-county in Kenya; determine leadership dynamisms on time management function that the principals faced while managing schools in the devolved system of government in Mbeere south sub-county in Kenya and analyze resistance to change by principals while managing schools in the devolved system of government in Mbeere south sub-county in Kenya.

The study adopted the descriptive survey research design. A sample of 60 principals, 3 QASOs and 38 teachers was selected from the target population that comprised of three education officials, 60 principals and 381 teachers. Purposive sampling was used to select the education officials and principals while Stratified random sampling was used to select teachers. Questionnaires and interview guides were used to collect data. A pilot study was conducted to assure validity and reliability. The reliability of instruments was ascertained by test-retest method. Quantitative data was analyzed using descriptive statistics and presented in frequency counts, means and percentages. Qualitative data was transcribed and coded in thematic clusters. The study established that pprincipals were not effective decision makers, teachers (52%) felt that principals leave school programs stagnated when they attend official duties; 66% and 58% of principals observed that they did not avail and maintain timetables and use diaries and programs of events due to excess demands from the devolved structures (Teachers Service Commission (TSC) and Ministry of Education Science and Technology (MoEST). The Quality Assurance and Standards Officers (QASO) report indicated resistance to change by principals. In conclusion, there were mixed reactions regarding the influence of decision making, delegation, time management and resistance to change on principals' secondary school management in the devolved structures. It is recommended that harmonization of TSC and (MoEST) policies could help streamline operations.

CHAPTER ONE

INTRODUCTION

This chapter provides a brief background of the study. It also covers other aspects such as the statement of the problem, objectives, purpose, significance and conceptual framework of the study. The chapter finally ends with the definition of key terms as used in the context of the study.

1.1 Background of the Study

Education is the back bone of development in any nation and a powerful instrument in bringing about change in a country (Siddique, 2017). Countries that have an effective system of education are more developed as compared to other nations and societies in all fields of life. In any organization, leadership plays a significant role, in schools as well. The education system works on many important individuals among whom teachers occupy a key place. The principal plays a pivotal role in the education system by exercising a significant influence in the day to day running of the school. While school principals create environments that encourage great teaching the devolved government structure should allow principals to become even better leaders.

Leadership dynamism in education provision has posed a great challenge to the whole world. In United Kingdom (UK), Lingdale (2007) observes that transformational leadership for change and change management in education provision was embedded in local authorities so as to develop professional capacity in all stakeholders on their respective roles in the implementation pact. This was meant to prepare and promote a

strategically high quality education provision through a reasonable school leadership in the restructured education systems but could not be realized due to the challenges of resistance to change within the education system.

In Minnesota, Feritzgerald (2007) described the growing gap in education provision as a result of spontaneous decisions by education technocrats in curriculum changes in student-teacher recruitment systems without considering implementation efficiency.

In Egypt the department of education faced education system transition challenge due to the country's inability to develop employees' capacity to embrace and implement the desired change by 23% (Allan, 2006). Poor delegation of duties by policy formulators to the line staff was blamed on the dismal performance in the education system transition.

Many countries in the world are experimenting with decentralization since they believe it can assist in stimulating economic growth and to reduce poverty levels, goals central government interventions have failed to achieve. By bringing decisions by the government nearer to the people, decentralization is believed to improve the public sector accountability and effectiveness. Decentralization is a governance strategy believed to facilitate the transfer of power closer to the citizens most affected by the exercise of power (Ribot & Agrawal, 2006).

In Africa decentralization of government is quickly gaining pace (Nadeem, 2016). He continues to observe that in search of greater accountability and more efficient service delivery, several countries are creating or recreating elected local governments and transferring to them responsibilities and resources. In the shadow of a lost education decade that saw access to schooling decline, rather than advance, countries are empowering communities and schools to manage the delivery of education. A majority of countries have decentralized education and other services to a great extent however most still retain the authority for policy formulation and budgeting.

Devolution is not a new concept. In the last few years, a growing number of countries have moved to decentralize their governance systems. Most developing countries are embracing devolution. In Kenya devolution has sought to bring the government closer to the people, by bringing county governments at the center of distribution of political power and economic resources to all Kenyans. Devolution is enshrined in Chapter 11 of the Constitution of Kenya 2010. It has taken root in Kenya with 47 county governments and the national government. The devolved units began functioning after the March 2013 general elections. (Soft Kenya, 2010)

Several African countries have embraced devolution for different reasons. Rwanda decentralized government to enhance development after the 1994 genocide to assist Rwandans determine their destiny. In 1994, Tanzania chose decentralization partly to overcome an economic crisis of the 1970's and 80's (Rwiza, 2016). For many countries devolution is mainly done to enhance decision making and participation by targeted

groups to enhance management efficiency. Although devolution brings governance closer to the targeted people, there are documented conflicts in governance can threaten the whole process.

The Institute of Economic Affairs came up with several reasons for devolution based on research. It noted that devolution helps curb corruption since authority over public goods and revenues is distributed, fosters effective cooperation within territorial and communal lines of the devolved units and enhances a democratic culture by multiplying opportunities for political participation.

Further, the institute also observed that devolution empowers each community to manage their resources well thus strengthening local institutions, increases the sense of ownership of projects among the local community since they take part in the planning and implementation and it is more inclusive by providing channels for expressing regional sentiments and encouraging national policies to become more sensitive to regional variations.

The same Institute for Economic Affairs also stated that devolved governments are able to provide goods and services whose consumption is limited to their own areas, they promote efficiency in public services by allocating resources, they advance policies to take care of the poor by providing a more effective governance structure. And since the regional and local institutions are likely to be more familiar with local circumstances and costs, the institute notes that they are better equipped to distribute resources more fairly and in so doing, they target poverty more efficiently. With devolution people have a

greater incentive to participate in all areas of community life thus enhancing innovation (Muriu, 2011)

The devolution phenomenon is not new to the education sector. Devolution of education moves decision making closer to the people and may give them greater say in education decisions. It also gives more ability to hold service providers accountable. Devolution in education can take many forms ranging from centralized provision to provision by regional and local governments, to community level or school level control. It is also multidimensional in that it encompasses responsibility for resources and also decision making in the school system (Heredia-Ortiz, 2007). Devolution is intended to improve the decision making process in the education system by allowing more flexibility to the local authorities, the school, educators and also parents. But as to whether devolution leads to improved education is debatable. (Tunzo, 2014)

Tunzo (2014) posits that in a majority of third world countries, devolution has led to reduced funds for education in poorer areas, leading to an increased gap between the rich and the poor. In Pakistan devolution of education from the province to the districts brought a number of changes. Though there were numerous changes as a result of devolution, Khan (2012) observes that it did not improve performance, rather performance went down slightly. In Tanzania, devolution of education was intended to make schools more responsible to the local communities and encourage participation, innovation and transparency. The rationale was that schools were aware of their problems and could therefore be easily solved at that level. Devolution gave more power and authority to school committees, to make decisions on the school plans, supervise and

follow up any school related issues (Ndii, 2010). This led to an improvement in enrolment in secondary schools. However there was also a gradual drop in quality of the O-level results.

Nonetheless, the African context is different from that found in Eastern Europe or Latin America. In Africa generally, parents are less literate, banking systems are less developed, administrative capacities are weaker, and democracies are more fragile (Gershberg & Winkler, 2004). Education devolution in Africa occurs in the context of severe deficiencies in educational access (and quality) but growing financial resources for basic education, strong commitments by countries to use additional resources towards that end. For devolution in the education sector to be successful, principals must acquire new skills in leadership and management, in dealing with finances, teachers, and with the community.   Based on international experience, devolution is seen to offer the promise of a new and more effective mode for organizing the delivery of education in countries.

The Ministry of Education, Kenya (2008) in its report entitled "The Kenya Education Management Capacity (KEMACA)" reported that the challenge of leadership in education in Kenya was that it suffered from extreme lack of commitment in terms of timing and policy implementation haste   resulting to policy implementation breakdown between the middle-level ranks and top level leadership. Top level vision is thus translated to over-investment in time, re-stating, re-confirming and re-communicating to the middle and lower ranks. In 2010, Kenya's constitution was redrafted to effect changes in the education provision through the four agencies namely, Ministry of Education,

Science and Technology (MoEST), Kenya Education Management Institute (KEMI), Kenya Institute of Curriculum Development (KICD) and the Teachers Service Commission (TSC) (Republic of Kenya, Department of Education, 2010)

Wekesa (1993) noted that what is required for education top leaders is to set clear vision for education providers to communicate any changes on instructional leadership affecting schools directly. He argues that a preset work plan through principals is required in order to avoid bureaucracy that may derail the effective implementation process. Unpublished reports in Mbeere South Education Office indicate that in Mbeere South, for ownership and effective education policy formulation and implementation, communication should be an inclusive involvement of all stakeholders to the extent and not limited to principals and teachers to resolve leadership challenges so as to avoid conflicts of interests and misunderstanding.

The 2012 annual education report from Mbeere South District Education office indicated that for two years running, no teachers' capacity development INSET as an intervention measure to address falling standards was organized owing to poor decisions or lack of it. At the same time, there was poor identification and appointment of inefficient and ineffective principals and deputies leading to creation of ineffective curriculum managers due to the existence of two centers of power in education management. These curriculum leaders could not delegate duties effectively and appropriately as they owed royalty to their God fathers. It was also noted that principals and teachers wasted a lot of quality time while seeking services from the two devolved offices, namely, TSC and the DEO.

This is because the two offices are never situated at the same place like before and more often the office bearers have physical confrontations. This is because of resistance to change from old practices of "one old man best way" to the "new brave world" amongst some officers.

Timperley (2005), on the other hand, noted that, some strategies used to cope up with principals leadership challenges as a result of adoption of ineffective decisions included in some schools, students being forced to buy beer if caught illegally drinking beer. That aggravated the situation prompting transfer, redeployment, penalization and physical harm to some principals. According to the executive assessment report generated from secondary schools routine assessments in August 2012, most deputy principals could not furnish QASOs with adequate school data due to inadequate delegation. This made most of them feel not empowered to serve with a view of capturing a habit of excellence.

In accordance with the TSC (2007), the commission is mandated to manage, register, recruit, deploy, remunerate, promote and discipline teachers. This is a function that for a long time in Mbeere South was a preserve of the District Education Officer (DEO) as a TSC agent and whose agency has been withdrawn with the inception of the current devolution of the government structures stipulated in the new constitution dispensation launched in 2010. Failure by the top policy makers to provide adequate and relevant information to implement the education management transition sparked serious role conflicts between the DEO and District Staffing Officer (DSO) who is the current TSC agent, leading to curriculum leadership challenges and under- performance that could

have been responsible for the decline in education standards in the sub-county and diminishing of learners' gain in KCSE mean scores for the district from 5.2 in 2010 to 4.8 in 2013 in KCSE as indicated below.

Table 1.1: Mbeere South Sub- county KCSE Mean Scores for Four Years

Year	Sub-county KCPE Means cores	Sub- County KCSE Mean Scores
2010	247	5.2
2011	243	4.7
2012	246	4.7
2013	244	4.8

Source: Mbeere South Sub- County KCSE Analysis for Years 2010-2013

Republic of Kenya (2010) disallowed student caning and/or expulsion from school for whatever reason due to the fact that education in Kenya is not only free but also compulsory. The decision was made notwithstanding the high students' indiscipline in Mbeere South with boys' schools which if not managed by severe penalties can back-track performance based management due to curriculum supervision mechanisms that has been thwarted by constitutional limitations. The situation is even worsened by stakeholders' inadequate awareness of their mandate and role in the new devolved systems resulting to high drop-out rate and low retention rate. The policy on banning of use of the cane was enacted and given the force of the law, by the Children's Act 2001

without the involvement of critical players in education such as the principals. This banning of corporal punishment has consistently provided a challenge to school principals on how to effectively manage students' discipline in order to improve their academic performance

Institutional management systems by the principals in Mbeere South have also been influenced by community involvement through devolution of bursary funds at the CDF level, a fund that was traditionally wired by the MoEST and managed by principals. With the current devolved structures, the fund is shared at constituency level by politicians who may have vested interests on clan affiliations and or different political shades. Such vested interests could result in financial resources not being allocated and distributed based on needs but on nepotism and other considerations.

The policy regarding devolution of school funds could have culminated in derailment in achievement of equity in education opportunities. The net result is detracted teaching / learning dynamism and progressive aspects by illuminating dehumanization of students and inadequate provision of social amenities arising from misallocated resources.

1.2 Statement of the Problem

Devolution in Kenya created two centers of power that comprised of TSC and MoEST supervising the principals and the teachers. According to 2012 annual education report from Mbeere South District Education office, for two years running, no teachers' capacity development INSET as an intervention measure to address falling standards was organized owing to poor decision or lack of it. At the same time, there was poor identification and appointment of inefficient and ineffective principals and deputies

leading to creation of ineffective curriculum managers due to the existence of two centers of power in education management. Existence of two centres of power results in role conflicts between the two bodies. That could affect education standards, discipline and the principals' ability in curriculum leadership. Between the years 2010 and 2013, there was rampant students' indiscipline in Mbeere South secondary schools. Students' strikes rose from one per term to three per term. In addition, there was notable poor performance in the Kenya Certificate of Secondary Education (KCSE). Increased indiscipline cases coupled with poor performance in Mbeere South Sub County could be due to the effects the two centers of power have on principals' time, adopting to change, decision making and delegation. Thus leadership dynamisms facing education provision by principals could not be left un-discerned. This study was therefore set out to establish the leadership challenges facing education provision by principals in devolved system of government in Mbeere South Sub County, Kenya.

1.3 Objectives of the Study

The study was guided by the following objectives:

i. To establish leadership dynamisms with regard to decision making function that principals faced while managing schools in the devolved system of government in Mbeere South Sub-county in Kenya.

ii. To evaluate leadership dynamisms with regard to delegation function that the principals faced while managing schools within the devolved system of government in Mbeere South Sub-county in Kenya.

iii. To assess leadership dynamisms regarding time management function that the principals faced while managing schools within the devolved system of government in Mbeere South Sub-county in Kenya.

iv. Analyze resistance to change by principals while managing schools within the devolved system of government in Mbeere South Sub-county in Kenya.

1.4 Research Questions

The following research questions guided the study;

i. What leadership challenges do principals face in making decisions while managing secondary schools in Mbeere South Sub-county in Kenya?

ii. What leadership dynamics do principals face while delegating duties as they manage secondary schools in Mbeere South Sub-county in Kenya?

iii. How do principals face the function of time management as they provide leadership in secondary school education in Mbeere South Sub-county in Kenya?

iv. How do principals resolve the function of resistance to change as they manage secondary schools in Mbeere South Sub-county in Kenya?

1.5 Justification of the Study

The study findings would be significant to:

i. Ministry of Education Science and Technology having both the theoretical and practical significance since it will generate information that will be of use not only to the Ministry of Education but also to educationists and other stakeholders with regard to best strategies to impart transformational leadership among implementers of education provision in devolved government structures in Kenya.

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ii. Principals may also get enlightened on information on best management practices necessary to cope up with leadership challenges in the new governance dispensation in Kenya.

iii. Policy makers and implementers may use the findings of this study to make better and more informed decisions

1.6 The Scope of the Study

The study covered only public secondary schools from Mbeere South Sub-county in Embu County. The variables studied in the study consisted of the function of decision making, delegation of duties, time management, resistance to change that face principals while managing secondary schools in the devolved system of government in Mbeere South Sub-county in Kenya.

The respondents involved the principals, teachers, and QASOs. Private secondary schools were not included in the study owing to the fact that their system of governance and administration is not directly affected by devolution.

1.7 Limitations of the Study

The study had the following limitations;

(i) Time was a major limitation. The lack of sufficient time for more research on the topic owing to the fact that decentralization is a vast area of study that required plenty of time and the researcher being in an administrative position. The researcher however utilized the available time maximally by extending for long hours.

(ii) Most respondents may be ignorant of some aspects and provisions of both Basic Education Act and TSC Act.

(iii) Some respondents who were newly appointed to fill positions created by devolved government structures lacked appropriate information and experience to respond effectively to the study instrument.

(iv) Some respondents may conceal information for fear of intimidation- the researcher addressed this limitation by maintaining anonymity.

1.8 Assumptions of the Study

The study was based on the following assumptions;

i.   Principals make school decisions in consultation with all stakeholders' as a team while they also supervised curriculum delivery.

ii.   All schools had a school routine for managing time.

iii. Respondents were honest as they give their responses to the questionnaires received for the study were honest.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

Literature review was conducted from the general to the specific studies. The section covers five sub-sections namely; leadership and its dynamics, influence of decision making on principals leadership; influence of delegation; influence of management of time as a resource and influence of resistance to change on principals school leadership in Mbeere South Sub County, Kenya.

2.1 Leadership and its Dynamics

Access to high school education has continued to gain more significance to all stakeholders in education including the government, teachers, parents and the students themselves. This is mainly due to the fact that high school education determines selection and admission to institutions of higher learning. With increasing demand for a higher quality of high schools, the head teacher plays a pivotal role in creating an effective school environment (Lokuruka & Ronoh, 2017)

It is also said that the head teachers are at the heart of the school organization by the fact that they shoulder the burden of making education a reality in these schools. For this reason their actions and relationships affect the cohesion and commitment level of other workers in the school and they are therefore required to have exemplary leadership skills. The head teachers' job is difficult and challenging and calls for the full exercise of his skills and authority, patience and dedication.

Ezeh (1998) defined leadership dynamisms as leaders' transgressions influencing inappropriate policy implementation by line staff leading to organizational inefficiency. Zeffane (1996) indicates that due to dynamisms, institutions require equipped leaders with proper communication skills and adequate planning skills to supervise the interaction between strategy, people and systems. Devolution has defined new roles for the principals. They need to meet the demands and expectations of various stakeholders. These include the students and teachers in the schools and other regional stakeholders. Secondary schools in Kenya are distinguished as well performing or even poor performing not on the basis of the curriculum they offer but based on how well they are managed. This brings out head teachers as key players in distinguishing between one school and the other (Marube, 2002).

Ndaita (2015) argued that the role of the principal in the institution is very significant as it determines the overall quality and the effectiveness of the school. Marube (2002) indicates that research on the management of education change has indicated the huge and crucial role that is played by the head teacher in bringing out school based changes. He adds that the heads of the schools are at the centre of successful management and implementation of the curriculum. Head teachers set the tone of the school and the learning environment, the culture and professionalism of the workers. The head teacher is the main link between the community and the school and greatly influences and determines the attitudes of the students and parents about the school. When a school performs well, one can almost attest to the principal's leadership style as the key to the success. This role is, however, prone to various challenges and can be affected by many

factors such as restrictive policies, resource mismanagement, financial challenges and lack of stakeholders support.

Devolution has become popular in the education sector because a majority of governments have encountered problems in providing centralized education services, including financial inefficiencies, inadequate management capacity, lack of transparent decision making and poor quality/access to educational services. Devolution of education is an extremely contentious issue world-wide. Devolution, which is redistribution of power to local levels, is thought to bring about efficiency and empowerment to improved quality of education. This rarely happens as it tends to be born in political arenas and driven by many motives mostly informal and frequently hidden (Masuku, 2010).

Masuku also observes that some of the objectives could be political and others economic but they involve the transfer of costs from the national to regional budgets. Devolution is associated, as well, with an increased emphasis on budgetary considerations, less attention to providing leadership about curriculum and instruction, greatly increased time demands, and the need for more attention to time management. Even with the adoption of devolution, many nations rarely pay enough attention to the challenges that face the local actors including the school principals and the appropriate strategies for its success (Rwiza, 2016).

Increased decentralization of education systems has posed the issue of the role of local authorities and other intermediate bodies between the central state and the school as well

as the role of boards or other bodies directly or indirectly involved in governing schools. The presence of such intermediately and/or governing bodies result in the need for school principals to negotiate with multiple powers and stakeholders.

The central governments are accused many times of delegating responsibilities to the local governments but withholding the real power for decision making. There are many challenges encountered in the implementation of devolution. The re-distribution of power is problematic because of its complexity. It is understood differently in different institutions because of the ambiguity of the definition of power. Implementers are unclear about their roles with functions tending to overlaps (Masuku, 2010).

Implementation of devolution in the country's education system has brought about challenges to principals who perform the key administrative functions in schools. Principals of secondary schools have received increased workload with the implementation of devolution. The responsibilities of principals prior to the implementation of devolution policy were not reduced to make way for new roles. It is therefore these additional workloads and numerous additional functions devolved to them that result in overwhelming overloads (Masuku, 2010). With principals being at the centre of the implementation of the policy, this overload may adversely affect the education quality.

Devolution is not a universal remedy and counties should introduce it wisely. There are cases where it may not be ideal. Ideally, the active stakeholders should be established,

those who actively participate in or are greatly impacted by policy changes. In Zimbabwe for example, a major change that came with devolution in the education sector was the reduction and eventual removal of subject specialists to oversee the country's education system. Many hold that the initial reduction of subject specialists in secondary schools and their eventual elimination negatively affected education standards (Masuku, 2010)

The main expectation for devolution is that with increased decision making authority, school principals would have more control of the schools development, improve the match between education methods and clients served and improve accountability. In comparison, a centralized system of education promotes unity by controlling disintegration. However it is criticized for overlooking individual initiative which the devolution hopes to fulfill (Rwiza, 2016).

In a secondary school situation, the ministry of education senior officials release policies that are supposed to be unquestionably implemented by principals and other junior education officials. Occasionally, some policies are released without adequate consideration and consultation with policy implementers on their practicability. This eventually generates a gap between policy formulation and implementation that finally becomes a challenge to the principals where the buck stops. This study will establish education leadership dynamisms that finally impacts on principals in their efforts to provide quality education in secondary schools in Mbeere South Sub-county in the devolved government structures.

2.2 Influence of Decision Making

Decision making is one of the critical functions of the school principal. Lukas (2013) also described decision making as a problem activity terminated by a solution deemed to be satisfactory. A decision is not a simple unitary event but a product of complex social processes generally extending over a period of time. Mwangi (2006) described decision making as the cognitive process that result in the selection of a better course of action among several alternative possibilities. It therefore follows that every decision making process produces a final 'choice' that may prompt appropriate action. Decision making is a flexible behaviour meaning individual can act or decide differently from each other even in similar circumstances. The school principal is charged with the final responsibility of making informed and intelligent decisions.

Other authors have also conducted studies on the area of decision making and in general they appear to concur that in dealing with worker indiscipline, decision making involves the analysis of a finite set of alternatives described in terms of evaluation criteria. Such a process of problem solving mechanism focuses on multi-criteria decision making paradox that deals with decision analysis.

When the principal is allowed to make decisions, this is when it yields a reasoning or emotional process that can rational on the basis of explicit or tacit assumptions. In a controlled environment such as a school, education providers should encourage instructors to weigh pros and cons before making decisions (Avolio & Gardner, 2005). Ezeh (1998) studied the influence of decision making on teacher management and

observed that when deciding for human beings where there is higher time pressure with higher stakes or increased ambiguities, experts should use intuitive decision making rather than structured approaches following a recognition primed decision that fits experience and arrival at a course of action without weighing alternatives. This contradicts Mwangi's (2006) study as its approach is not on weights but decision making that considers human face.

Gershberg and Winkler (2004) studied African countries and concluded that officials who are on the ground are better placed than their regional counterparts when it comes to demands in their constituencies and are more capable of responding with adequate service provision. According to Gershberg and Winkler, the best kind of governance in any organization takes place when decision makers are as close as possible to the site where the actions are to be taken.

Malinga (2002) noted that information overload and availability bias cause irrational decisions to be made where organizations have inadequacy of resources and recurring incidences. He was of the opinion that any tentative decision to be made should be evaluated against a competing one in terms of possible adverse consequences. Still on decision making, a study on human behavior by Gitonga (1994) noted analysis by paralysis where as a result of over-analyzing (over-thinking) about a situation or citing many sources an appropriate decision or action is never taken thus paralyzing the outcome. While previous studies of decision making such as that of Mwangi (2006)

focuses on selection of the appropriate decision, the current study will extend to decision making for human beings that focuses on the consequences of the decision.

2.3 Influence of Delegation

Given the complexities regarding the definition of power, one should expect that the challenge in defining power will translate further to challenges in its distribution. Delegation is critical and takes time to develop. Effective delegation requires one to pick the correct candidate for the task. This can only be done through assessing their capacity to perform the task at hand and having checkpoints through which progress is monitored. Failure to delegate properly causes a manager to be criticized for his failure to use human resources well (Tanner, 2018).

Quite often, managers fear to delegate due to reasons such as, the feeling that no one can accomplish the task as well as they can, others feel that delegation leads to a reduction of their influence, for others it's the fear that their incompetence may be exposed. There is also the risk of wrong decisions by the people they have delegated to and majorly the lack of confidence in their subordinates (Tyro city, 2017). Often principals find themselves doing things that they could have delegated had they given the matter their attention earlier. Effective delegation is about encouraging creativity and welcoming new ideas. Lack of delegation can lead to bottlenecks in work flow.

Ebrary.net (2014) lays out some advantages of effective delegation as having the potential to relieve the manager of the heavy workload thus enabling him to concentrate on higher functions of management, enabling better decisions since the subordinate on

the ground have all the facts concerning the issue as well as speeding up decision making since once the subordinate is authorized to make a decision they are able to make it immediately. Ebrary.net also note that effective delegation helps train the subordinates and build morale, helps in building their self-confidence as they make correct decisions and also helps create a formal organizational structure. However, the person who delegated work should not abdicate his responsibility and remains accountable for the outcome of delegated work (Lukas, 2013).

According to Nnior, Ratau and Mmasepatela (2012) managers can make mistakes in delegation these including having managers who are workaholic and want to do all the work themselves, unwillingness to have the contribution of employees and having managers demonstrating lack of confidence in employees. The authors also note that some managers at times under delegate while others just dump the project to employees without guidance and other managers also fail to give employees credit for the responsibilities among others. Most managers are status sensitive. They convey a significant symbol of power and authority in schools and this causes them to hang on to responsibilities and avoid delegation (Nnior, et al., 2012).

Ngowa (2011) says that for the principal delegation includes assigning specific duties and responsibilities to the people expected to assist him in doing the school work. It involves granting such people authority to act in a specific way to perform these responsibilities. If a principal attempts to do all the work in a school by himself he will be working with things instead of people. By assigning duties to others, the principal can enable

decentralization of authority or office functions, sharing of duties and also grouping of roles into departments with group heads to aid in management.

The head teacher as the secretary of the secondary school committee has to keep close ties with the various education stakeholders, who include parents, senior education managers, the local government and other committee members. He also is required to keep track of the day to day activities of the school. This can prove overwhelming for any head teacher and thus the requirement for delegation. The success lies between getting the balance right between delegating, supervision and supporting staff.

Ruto (2011) revealed that inadequate staffing, lack of training, limited finances and teacher unwillingness to perform tasks resulted to a constrained delegation process in public secondary schools. Principals are skeptical about delegating some activities to teachers especially those that have financial implications, issues of discipline both for the staff and the students. To improve delegation, school principals and teachers should be trained on management and leadership.

Several studies have outlined some factors are necessary for effective delegation to take place which include but are not limited to delegating authority with responsibility-the principal should remember that he remains accountable for the responsibilities. Such studies emphasize that the responsibilities delegated should be specific, clear and well communicated. They further note that some form of regular reporting for the tasks is required and that there should be a mutual understanding between the principal and the

staff. The studies also indicate that the person to whom a task is assigned must be capable of carrying out the task or duty to the best of his/her ability and willing to take responsibility and that any successful achievement of delegated tasks should be recognized or rewarded. With delegation a principal is able to perform other administrative duties of the school. On the other hand the teachers are motivated and with the delegated authority they are able to excel in the delegated responsibility. Delegation has been described by Jensen (2009) as the handing of a task from a superior to a subordinate. The assignment to carry out a specific activity or authority is passed from the manager to a subordinate.

Mbatha, Grobler and Loock (2006) on delegation indicated that if delegation is perfectly done at office level, it saves on a principal's expensive time which such a principal could to utilize for tasks that are economically productive, or help in building skills or motivate workers. Early success due to delegation and learning to see potential in the principal's team could encourage him or her to delegate more. On the other hand poor delegation causes frustration and confusion to all the involved parties.

While the author above notes the benefits of delegation at office level, Adair (2003) observed that education providers occasionally do not delegate to their team members and they don't have faith in them for fear of organizational failure and loosing authority, inadequate time to coach team members and inadequate skills with team members. According to Oskamp (1984), education leaders' feeling that 'I can do it better' or 'I will redo it' leads to recruitment of bad careless co-workers. The same applies when managers

perceives that there is no time to train workers or it's too hard a thing to teach for delegation. In the office situation, it is advisable that education managers delegate in order to cope with such challenges as understaffing and the new constitutional demands of the devolved education structures.

There are many barriers that affect effective delegation in schools. In many cases delegated duties are poorly supervised leading to poor performance and causing targets and goals of the school not to be achieved. In some schools, teachers take delegation of duties by managers as evasion of duties by the delegator. This leads to poor performance of the delegated task. On the other hand some responsibilities could be sensitive causing the manager to refrain from delegation. School principals should strive to strike a balance between giving up complete control and holding too tightly to the reins. While studies of previous researchers focused on perfect delegation, the current study will extend more on barriers to effective delegation at office level.

2.4 Influence of Time Management

Time management has been considered a very useful tool for the improvement of education. All education stakeholders have an important role to play in the improvement of the education system by proper management of time. The proper management of time saves resources, space and eliminates conflicts in the sharing of scarce resources thus enabling school administrators to sort out the most pressing needs. Without proper time management, the realization of any education goal, despite the resources available, remains a difficult task to be achieved (Ugwulashi, 2013). The school daily routine on the

timetable that is called the magic chart begins with the morning assembly followed by lessons, midday meals and the end of school day with an assembly (ROK, 2013).

Time management for principals in relation to delegation is key when work has been distributed and all staff takes only the required time to fulfil their responsibilities. Proper time management by the staff members under delegation leads to great success. For the principal time is of essence as it is required for matters of greater importance to the school such as teaching. Poor management of time and lack of control of time affects the use of time as a precious resource (Ngowa, 2011). It is crucial in accomplishing a schools goals as well as avoiding the wasting of valuable organizational assets.

Principals' jobs are complex and multidimensional; the effectiveness of the head teacher depends on how they allocate their time across the daily responsibilities (Herrera, 2010). The large set of job responsibilities with which principals are faced make time a scarce resource. Given this scarcity, principals must make decisions about how to allocate their time among competing job demands. Many head teachers carry too big burdens of their schools' success on their shoulders because of their desire to live up to the traditional ideals of being a good teacher (Herrera, 2010).

In education leadership, positions and wages should be determined by the time taken to complete programmes and cover the syllabus. Without established priorities, education providers, head teachers and teachers tend to respond to every demand regardless of its nature or by whom it is being pressed as though each is of equal importance (Convey,

2007). Convey (2007) also urges that for proper management of time, the ideal is to have the new term opens as though schools were being resumed from a weekend recess. Most education providers within the devolved government structures organize frequent meetings for every education department (education administration-DEO, quality assurance-DQASO, school auditor-DSO, staffing officer-DSO) independently taking up a lot of time that would have otherwise been spent on curriculum supervision and delivery by principals.

Studies by Allan (2006) indicate that the limitation of a definite amount of time is identified by many head teachers and teachers as one of the most serious constraints they face in attempting to meet the challenges presented by leadership. By taking control of time, head teachers can establish efficient work habits that lead to success in their schools. Thus they should look for strategies on how to manage time in order to achieve the school objectives rather than in as much as availability of adequate time is in most cases limited. Goal setting and lack of procrastination, scheduling and prioritization are easy ways of managing time as a resource.

It is a known fact that the establishment of other priority education programmes like meetings organized by education providers that involves the head teachers (curriculum supervisors) will impact on the use of time resources that may affect the schools' academic standards not only in the school but also in the republic. As a pre-requisite, a worker should be given the highest grade of which he is capable (Jim, 2006).

According to Jim (2006) head teachers must have an opening schedule plan and execute the daily, weekly, monthly and yearly work. Troman and Woods (2000) argue that there is no substitute for time and that every experienced head of education department knows the truth of that statement; he knows that without sufficient time for meeting his responsibilities he is a leader by only a name.

Smith (2006) wrote of ways of managing time. The author noted that noted that to avoid time mismanagement, supervisors can avoid time wasters by keeping a daily record of everything that has been done for a week or is to be done for staff to change habits. Others ways of managing time that the principals can implement include controlling visitors, outlining priorities and goals and that which is important. By so doing, time which is a rare resource could be effectively utilized.

Davidson (2005) says that economic use the time includes in common use of education supervisors' time, head teachers' time, teachers' time and even more importantly the students' time. It should be at a time when everyone is free but when creative energies are not at their lowest (Fagbulu, 2004). This will assist to integrate their efforts to reach the desired objectives. Lynn (2004) observes that time should be measured by accurate time study and a standard time established for all work done in the school.

According to Callhan (2003), a programme should be planned in such a way that all education providers have a common 'release time' in which they can meet together with principals for discussions of school policies and practices. Time management is about

getting things done and doing them effectively. On the other hand, poor time management could be attributed to poor planning, crisis management, lack of skills and distractions. Nothing can be substituted for time and it cannot be delegated and therefore the need to manage it effectively. A number of restructuring schemes particularly in North America and the United Kingdom allow schools to determine their own school day though a timetable (Dimmock, 1993). While the studies discussed have addressed issues of time management in general, the current study addressed principals' time management as influenced by the TSC and MoEST.

2.5 Influence of Resistant to Change

Change is exciting and stimulating, and one of the key mechanisms for coping with change is simply to recognize the fact that schools are all about change one of the roles of the principal in a school is to ensure that change is both managed and embraced. An effective way which principals can deal with change is by ensuring that the right staff are in the right jobs.

Resistance to change may be caused by the methods used to effect change. Change most often than not creates uncertainty and anxiety for many and people react differently at different points in the cycle of change (Sande, Walela & Wamukoya, 2015). Good planning is essential for any institution as it helps the manager to view issues from a wider perspective and facilitates collaboration with the county government and other stakeholders. A strategic plan comes in handy since it identifies strategies to achieve the goals of the institution and creates awareness of the external environment as well as foreseeing any resistance to change that may occur. At times lack of proper

communication, acts as a reason as to why people do not understand the importance of change in an organization.

A number of times resistance occurs when members of an institution feel or think they will lose something of value if change is implemented (Yılmaz & Kılıçoğlu, 2013). Organizations undergo transformations. This happened in Kenya when a new constitution was promulgated and changed the previous organizational structures in all government ministries including the Ministry of Education where TSC was rendered an independent commission (Republic of Kenya, 2013).

Change is important for any organization to reposition and reorganize itself. Change can cause significant challenge in an organization due to the difficulty of individuals, groups or the institution to adapt. Managing change in a school requires a strong and unwavering commitment from the principals and the team driving the change. Principals have a role to direct, control and manage all issues pertaining to education and all the changes taking place (Keruboh, 2013). School principals and their co-workers need to embrace change positively while fully aware of the impact it may have on performance.

Governments hold head teachers accountable for implementing and managing significant changes in the development of schools. However, in many cases schools are slow to changes and many individuals are resistant to major changes. Schools are complex and have numerous stakeholders who have conflicting interests and ideologies. This makes

major change difficult and sometimes impossible to implement. This may be made worse in the context of ongoing education devolution (Starr, 2011)

McGinnis et al. (1997) observe that office bullies and gossipers make trouble by disrupting others in the workplace by causing misunderstandings during the transition period. Zimmerman (2006) on the other hand notes that resistance to change may take many forms. The forces against change include disregarding needs of an organization, lack of sufficient information on the nature of the change and not acknowledging the nature of the change. Zimmerman also notes that staff in the school may show fear and exhibit anxiety over of job security, loss of job satisfaction, wage rates, changes to work conditions among others. For a smooth running of change, he recommends that a principal requires to have sound relationships, proper support and to provide the necessary information, skills and knowledge to drive that change. The principal must therefore understand the change process not only as it relates to members of the institution but also as it relates to them personally. Hence if they expect other staff to take risks in embracing new behaviour they must also be open to change themselves through leading by example (Zimmerman, 2006)

By providing opportunities for teacher collaboration and participation in decision making, principals and other school leaders can also develop a supportive culture for change. As an organization grows, it also expands by going through improvement and transformational changes referred to as transition (Munguti, 2004)

Several authors have written on work culture. Most of them especially Houkoos and Perrick (1983) indicate that figuring out how to fit in the new system and be part of a new work culture can be very frustrating especially with elderly workers. They are of the opinion that the quality of service delivery in most cases is adversely affected during the transition as workers become phobic of their fate hence demotivating them. Rogers (2001) observed that when trying to create new things in an organization, the principal needs to be prepared to be on the edge of risks. He advises that it is necessary that that a principal takes time in order to gain the trust of co-workers. This will help the principal be able to get them on board with any new ideas, listen and observe before suggesting changes.

On the need for workers to be trained and adapt to organizational goals, it is observed that even if a manager is on the right track, he can get run over if he does not change with times. It is therefore important that for managers to achieve the organizational objectives by having workers adequately prepared and trained on changes that are to be instituted before actual execution. This should be done on the changes in the new objectives, organizational culture, talents and skills expected vision and mission statements. Beyond understanding change resistance and promoting change readiness, principals must take certain steps to actually overcome resistance to change in order to successfully lead their schools into the future. Principals should recognize and reward staff not only for implementing change but also for sharing information concerning any potential problems. According to Ansoff and McDonnell (1990) resistance is a phenomenon that influences

the change process by delaying or slowing down its beginning, blocking or hindering its implementation and increasing its costs.

Since resistance is a major factor in schools, principals should discover why teachers and other staff may be resisting change before they can work to overcome this resistance. Moreover, principals should recognize that as much as change resistors make leaders uncomfortable they are not always bad. This implies that principals, managers and persons in authority generally should not always deal ruthlessly with change resistors since they may be valuable to the organizations in many other ways.

While the previous studies discussed under this section have focused more on effects of resistance to change on the quality and quantity of output, the current study will probe more on unique characteristics of some co-workers that will cause discordant co-ordination in leadership by headteachers in Mbeere South Sub-country, Kenya.

2.6 Theoretical Framework

The study was based on the contingency theory of leadership. The contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation. In the devolved system of government, principals are expected to execute their administrative and management functions depending on the situations that confront them in their work. This is because there are no two institutions that can be ran the same way,

each school is unique in its own ways and requires specific skills and functions hence the contingency approaches.

2.7 Conceptual Framework

The study was guided by a conceptual framework developed by the researcher. There are a number of variables that interacted as seen in Figure 2.1.

```
┌─────────────────────┐
│ Independent         │
│ Variables           │
│    -Decision making │         ┌──────────────────┐
│                     │         │ Intervening      │        ┌──────────────────┐
│    -Delegation      │         │ Variables        │        │ Dependent        │
│                     │         │ -Capacity Gap    │        │ Variable         │
│    -Resistance to   │────────▶│ -Officers        │───────▶│                  │
│                     │         │ Literacy Level   │        │ Leadership by    │
│     change          │         │ -Professional    │        │                  │
│                     │         │  Rigidity        │        │ Principals       │
│    -Time management │         └──────────────────┘        └──────────────────┘
│                     │
└─────────────────────┘
```
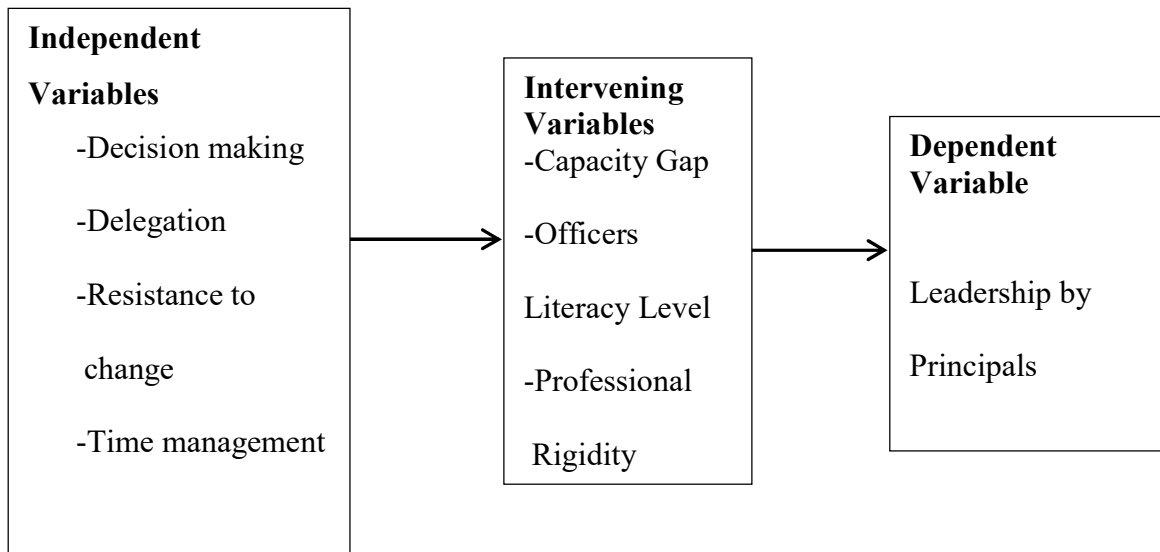
Fig. 2.1: Conceptual Framework

Fig. 2.1 shows the independent variables in the study that is; the decision making, delegation of duties, time management and resistance to change functions performed by the principals. The intervening variables include literacy levels, education providers' gaps in appointment, principals' administrative and management skills and professional rigidity.

Decisions by education officers in the devolved system that is TSC and MoEST directly influences the principals' leadership in the school environment that finally determines the direction the school will take. Leadership by principals therefore maintains an input-

35

output relationship of endless cyclical interactions involving the decision making, delegation, time management, resistant to change, poor tasks delegation which adversely affects the principal's time management that also affects making effective working decisions and vice versa. Resistant to change by education providers de-motivates all workers resulting in adverse effect to all other variables. This is illustrated on Figure 2.1 above by the double edged arrows. The intervening variables include officers' literacy levels, officers and principals' personal attributes and community professional rigidity challenges.

2.8 Summary

In Kenya, devolution is enshrined in chapter 11 of the constitution of Kenya 2010 and has taken root in the 47 county governments and began functioning in 2013. Devolution in Kenya created two centers of power TSC and MoEST supervising the principal. Existence of two centers of power results in role conflicts .That can affect education standards, discipline and the principals ability in curriculum leadership

Studies on delegation focused on perfect delegation, current study was extended on barriers to effective delegation as influenced by education actors in devolved commission. Other studies dwelt on selection of the principals' appropriate decision but this study went further to examine decision making as influenced by education actors (TSC & MoEST). There were also other studies on implementers and their roles. None of all the mentioned studies addressed the issue of delegation, decision making and time management as influenced by other actors such as the TSC and MoEST which this study addressed.

CHAPTER THREE

RESEARCH METHODOLOGY

INTRODUCTION

This chapter presents the methodology adopted for the study. The chapter outlines the following areas; the research design, area of study, target population, sample size and sampling techniques. The data collection instruments, validity and reliability of the instruments, data collection techniques and data analysis are also presented in this section.

3.1 Research Design

This study adopted the descriptive survey research design. This design was relevant for the study because it allowed the use of questionnaires and interviews that can easily be subjected to a large population within a short time. This design enabled collection of information about various issues impacting on leadership of principals in Mbeere South Sub County without manipulation of variables. Descriptive research designs helps to collect data from conditions and situations that have taken place without manipulating variables. This involves collection of data on conditions and variables without manipulation. Data is collected as it is in the way it presents itself to the researcher.

3.2 Research Philosophy

This study was based on the epistemology belief that is acceptable knowledge of the study area. In this case, the "feeling researcher" epistemology aspect was considered which was concerned with the feelings and attitudes of respondents. It involved coming up with interpretivist philosophy.

3.3 Study Area

Mbeere South Sub County is in Embu County between latitudes 05E and 07E and longitudes 12N and 14N. It has a population of 11,560 persons in an area of 4356 square kilometers. It is a Sub county and constituency bordered by Machakos and to the south and Embu West and Mbeere North to the North, Makueni to the East and Kirinyaga and Murang'a to the west (See sketch map on Appendix V attached).

The area lies on an average altitude of 2560m above sea level and has volcanic soils that support growth of Miraa and arable farming that has attracted a dense population and a good road network and schools population. The landscape is dominated by woodlands and an undulating slope. The area receives an annual rainfall of about 750mm with moderate high and low temperatures throughout the year. Mbeere South Sub County was chosen for purposes of this study as opposed to any other sub counties in Embu County because of its vast size and existence of many schools hence chances of having many principals.

3.4 Target Population

The study targeted principals from 60 schools, 381 teachers and 3 QASOs. That translated to a target population of 444. The study only selected TSC appointed principals and teachers for the study. Schools that are private were not considered for the study.

Table 3.1: Study Population

S.No.	Target Population Teachers	Target Population Principals	Target Population Education Officials	No. of Schools
1.	381	60	3	60

Source: Mbeere South District Education 2013 Statistical Data

A sample was selected from the target population comprising of 60 principals, 381 teachers and three education officials. Using Mugenda and Mugenda (2003) principle of 10-30% of selecting a sample, the figure of 10% was used for teachers which yielded a sample size of 38 teachers.

Table 3.2: Sample Size

Division	Target Population Teachers	Sample Size of Teachers	Target Population -Principals	Sample size -Principals	No. of schools
Kiritiri	140	14	16	16	16
Makima	60	6	14	14	14
Gachoka	90	9	15	15	15
Mwea	91	9	15	15	15
Total	**381**	**38**	**60**	**60**	**60**

Source: Mbeere South District Education 2013 Statistical Data

3.5 Sampling Design

All the 60 principals were used. The three education officials and principals were purposively sampled. The sample size comprised of 101 respondents. The teachers were selected using the stratified sampling methods.

3.6 Data Collection Methods

Two data collection instruments were used in the study; namely the questionnaires and the interview guide. Questionnaires were administered to principals and teachers while an interview guide gathered data from the three QASOs. A five –point Likert scale type was designed to establish principals' perceptions of leadership dynamics influencing performance. Teachers were subjected to open –ended questionnaires to allow them a chance to give an assessment of their supervisors' performance as a result of leadership dynamics. The interview guide was used to collect data from education officials. This gave them an opportunity to identify and express their roles, attitudes, opinions and views on the leadership dynamics that influence principals as they manage secondary school education in Kenya.

Validity

The questionnaire formats and the interview schedules were prepared and then validated by three experts at Karatina University. Experts examined and assessed the instruments in order to establish their face and content validity. The use of experts was to eradicate any inconsistences and ambiguity in the instruments to valid and ascertain their reliability. Their comments and judgments were used to revise the instruments and ensured that they addressed the objectives of the study more effectively. The study incorporated the advice of the experts to prepare the final copies of the instruments for field administration.

Reliability

Data collection instruments were piloted by administering them to two schools in Kirinyaga County that were not earmarked for the study. The principals and teachers in the pilot study schools responded to the questionnaires in a test- retest method in one week's time lapse. Scores for both results were used to compute a coefficient of reliability Kuder-Richardson (K-R) 20 formula (Mugenda & Mugenda, 2003) given as;

KR20= (K)-s^2/ (S^2) (K-1) where; KR20= Reliability coefficient of internal consistency

$$K = \text{Number of items used to measure the concept}$$

$$S^2 = \text{Variance of all scores}$$

$$s = \text{Variance of individual items}$$

The correlation of the mean scores of the respondents on the two tests were in line with Kerlinger (1976) who explains that any r greater than 0.7 is taken as reliable. The questionnaires and interview guide was revised based on the feedback from the pilot study for use in the actual study.

The researcher obtained an introduction letter from Karatina University, School of Education and Social Sciences. A research permit was sought from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher visited the schools to make arrangements on the appropriate dates for data collection. Questionnaires were distributed with the assistance of heads association executives. A date was set on when to collect the duly filled in   questionnaires. After one week, two research assistants visited the schools to administer the questionnaires. The assistants also visited the QASOs work place for interviews with QASOs. They were then sent to collect

the questionnaires back from schools. On the interview day, permission was sought to be audio-tape QASOs alongside short notes taking for a session that took an average of 30 minutes in each case. All the targeted respondents in the sample were expected to respond to the questionnaires and the interview guide.

Ethical issues were taken care of in regard to ensuring that the responses from the interviewees were held confidential. No respondent was required to write their names on the data collection instruments. Respondents provided their information voluntarily without any coercion or persuasion. Before the exercise of data collection began, respondents were briefed appropriately to ensure informed consent to participate in the study.

3.7 Data Analysis and Presentation

3.7.1 Measurement of Variables

In this study, the dependent variable was leadership by principals in secondary schools while the independent variables were decision making, delegation, resistance to   change and time management. In general, a test must meet tests of validity, reliability and practicability. In social sciences there are many measurement techniques for quantifying variables. This study employed the use of a number of scales. Nominal scale allowed the researcher to classify data into categories. Numbers were used to various responses. This was useful in describing various variables and assigning them categories.

Ordinal scales were used where characteristics were put in categories and ordered in some meaning way. Interval scales were also used, these were assigned to responses

categorized to have an equal distance between scale values more so in the case of demographic data where ages of respondents were categorized in equal distances as well as experience in years.

3.8 Data Analysis Methods

Qualitative data realized from the audio-taped interview was transcribed, coded and analyzed into themes and sub-themes. Data was then analyzed by searching through the report for phrases that give meaning to data and related to study objectives. The researcher tallied the empirical data obtained from quantitative sources of the Likert scale and open-ended questionnaire and analyzes it in frequency counts, mean rates and percentages. Mean scores of responses on each item of the Likert scale was then worked out. The statements (items) on the Likert scale were scored as follows; Strongly Agree(SA)=5 points; Agree(A)=4 points; Undecided(U)=3 points; Disagree (D)=2 points and Strongly Disagree(SD)= 1 point. The scoring was done from left-hand side for positive items and from right-hand for negative items respectively.

Quantitative data was presented in form of tables, bar graphs, pie charts and frequency curves for easier interpretation. In the interpretation of scores, a grand mean score of 3 denoted a neutral influence and a mean score of below 3 denoted a negative influence while a mean score of above 4 denoted a positive influence and a high effect on leadership challenges. This was used determine the leadership challenges on principals' performance leading to compilation of results, identifying findings and also making a final study report.

CHAPTER FOUR

RESEARCH FINDINGS AND PRESENTATION

INTRODUCTION

Presented in this chapter are the results of the study based on analysis of data collected from the field. The main objective of the study was to establish leadership dynamisms faced by principals in education provision in the devolved government structures in Mbeere South Sub- County, Kenya. The background information of the study respondents was given first followed by the analysis of the four research objectives indicated as shown below;

i.   To establish leadership dynamisms with regard to decision making function that the principals faced while managing schools in the devolved system of government in Mbeere south sub-county in Kenya.

ii.   To establish leadership dynamisms with regard to delegation function that principals faced while managing schools in the devolved system of government in Mbeere south sub-county in Kenya.

iii.   To determine leadership dynamisms on time management function that the principals faced while managing schools in the devolved system of government in Mbeere South Sub-county in Kenya.

iv.   Analyze resistance to change by principals while managing schools in the devolved system of government in Mbeere South Sub-county in Kenya.

The study used a sample of 38 teachers and 60 principals, three QASO a total of 101 respondents. However, two teachers did not return the questionnaires and thus data analysis was based on 96 respondents, a questionnaire return rate of 98%.

4.1 Demographic Analysis of Respondents

Analysis of the demographic details of respondents was conducted. The results were as follows:

4.1.1 Demographic Analysis of Teachers

Out of 36 teachers who took part in the study, 20 (56%) were males while 16 (44%) were females as shown in Figure 4.1
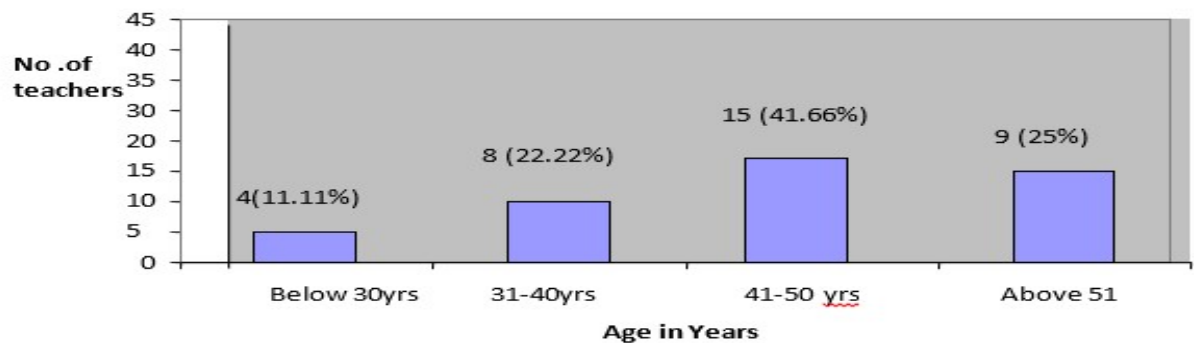
Figure 4.1: Age of Teachers in Years (n=36)

Figure 4.1 shows that 32 (88.89%) teachers were aged between 31 and 51 years while 44 (16.66%) were aged 25-30 years. This shows that most of the teachers were adequately mature and experienced for more than ten years in teaching and therefore they were well informed on education reforms for the last two decades hence they could be able to give decision making, delegation and time management leadership related challenges that influence provision of education by principals in the devolved government structures.

4.1.2 Demographic Analysis of Principals

The study sought to determine the ages as well as the experience of principals. Determining the age was considered necessary in order to determine if age influenced their decision in terms of leadership dynamism. On the other hand, determining their experience was critical in order to establish if there were major differences among the more and less experienced principals. The results are presented in Tables 4.1 and 4.2 respectively.

Table 4.1: Age of Principals in Years (n=60)

Age	Frequency	Percentage
Below 30	8	13
31 – 40	14	23
41 – 50	22	37
Above 51	16	27
Total	**60**	**100**

Among the 60 principals, 70% were males whereas 30% were females. Table 4.1 illustrates age bracket of principals in years. As shown in Table 4.1, 87% of the principals were aged between 31 – 50 years. This implies that majority of the principal were above middle age and therefore were expected to be experienced and conversant with the changing curriculum and other education reforms.

Table 4.2: Teaching Experience in Years (n=36)

Experience in years	Frequency	Percentage
5 and below	3	8
6 - 10	4	12
11 – 15	8	22
15 – 20	10	27
20 plus	11	31
Total	**36**	**100**

Table 4.2 shows that majority (80%) of the teachers have been in the teaching career for a period of 11 – 20 years. This shows that most of the respondents involved in this study had a long time experience and therefore they could give reliable information on various issues related to leadership dynamisms facing principals in education provision in devolved government structures in Mbeere South Sub- county

4.2   Analysis of the Function of Decision Making

Data analysis focused on the stated objectives for the study. The first objective examined the decision making function of the principals as they carried their day to day leadership activities in their schools.

4.2.1 Analysis of Decision Making as Rated By Teachers

The first objective of the study sought to evaluate leadership dynamisms with regard to decision making that principals faced while managing schools in the devolved system of government. To address this objective, teachers were presented with 10 items in which they were required to rate their agreement levels on a five point–Likert type scale ranging

from five to one (strongly agree to strongly disagree) for positive statements and one to five (strongly agree to strongly disagree) for negative statements as follows: **SD**=Strongly Disagree **D**=Disagree **U**=Undecided **A**=Agree **SA**=Strongly Agree. The findings are presented in Table 4.3. This Table has been moved to Appendix III on pages 85 and 86.

Table 4.3 (**See Appendix III**) shows a number of respondents were unsure about their principal's decision making denoted by a mean rate of 3.27. At the same time a number of teachers were still unsure that principals' effective decision making was influenced by time pressure occasioned by many unplanned tasks as indicated by a mean of 3.19. These unplanned tasks could be directly as a result of the influence of the devolved structures that is, the Ministry of Education Science and Technology (MoEST) and the Teachers Service Commission (TSC) which place numerous demands on the part of the principal. Those who disagreed and strongly disagreed were 8 (33%) of the respondents. Also, 24 (66%) teachers also strongly agreed and agreed that principals make informed decisions with adequate consultations for academic improvement. It was also noted that only 8 respondents (18%) disagreed with the statement. On the item of principals are not adequately learned and skilled on decision making, strongly agreed and agreed were 11 (30%) of the respondents. These findings were confirmed by their respective mean ratings which were at the average, indicated as 3.47, 3.41 respectively for the same opinion levels by the respondents. On the other hand, teachers did not have a strong influence 10 (29%) on the statement with no concern on the principals' decision making like 'principals are unfair in decision making for academic improvement'.

These findings were consistent with those of Mwangi (2006) who found that education managers and leaders needed to make diverse decisions in their day to day running of institutions for any meaningful success to be realized. This implies that effective decision making strongly influenced principals' ability in his/her management and curriculum leadership and instructional behaviour, which subsequently influence students' performance in national examinations and career choice due to limited association with the principal through the hidden curriculum. However, only 11 (30%) of the teachers agreed that principals are adequately competent and knowledgeable in decision making for effective curriculum implementation. At the same time, 17(47%) disagreed with that statement at a mean of 2.75. This cast doubts on the achievement of basic skills for efficient and effective decision making by principals   so as to offer reasonable direction in schools for quality education provision. Only 10 (28%) of teachers agreed with the statement that principals are not quick and considerate in decision making on teacher indiscipline among other issues while 17(47%) disagreed with the statement. These results were confirmed by the mean ratings indicated as 3.27, which was within average.

The findings were consistent with the related literature where Gitonga (1994) noted deficiencies by analysis in leaders in decision making about certain situations. Sometimes a decision is never reached due to over analyzing or relying on many sources of decisions. This results to a delay in the settlement on a viable decision, a situation that impedes quick decisions for crucial issues. This was an indication that teachers believed quick decision making process influenced the principals' provision of quality education.

According to Malinga (2002), information overload and bias of its availability cause irrational decisions to be made where organizations have inadequacy of resources and/or recurring incidences. Moreover, he continued to point out that the principals' leadership effectiveness should be viewed not as a stable characteristic of an individual person but as a product of the decision making process.

4.2.2 Principals' and QASOs Views on Influence of Decision Making on Principals' Secondary School Management

The first objective that sought to find out leadership dynamisms that principals faced with regard to decision making function in management while managing schools in the devolved system of government. Principals were given statements for collegial assessment based on decision making influence on their effectiveness in secondary school management. This was done to triangulate teachers' responses. They were provided with guiding statements that required them to make observations on one another and judge to indicate whether (1) the behaviour was never observed, (2) behaviour rarely observed, (3) behaviour occasionally observed or (4) behaviour consistently observed. Table 4.4 shows their responses.

Table 4.4: Analysis of Principal's Responses on Decision Making (n=60)

Statement	1	2	3	4	Total
Availability of supervision policies and use by principals	7	13	15	25	60
Availability of staff minutes of deliberations	10	12	18	20	60
Principal as an effective reflective practitioner	15	23	9	13	60
Fulfillment of previous inspection recommendations	14	16	13	17	60

As shown in the Table 4.4 40(67%) principals had mechanisms for supervision hence enhanced decision making where the behavior was occasionally and consistently observed. Similarly, a high preference was also noted on judgments as 38(63%) of the principals observed that their colleagues availed staff minutes for provision of strategic direction again in which case the behavior was occasionally or consistently observed. However, 22(37%) of the principals revealed that principals were not effective decision makers as they were not efficient role models. This implies that despite majority of the principals showing that they believed that decision making influenced their performance in secondary school management, they also reported that their inability 30 (50%) in fulfillment of previous inspection recommendations influenced decision making process rendering them ineffective role models to both teachers and students. It is true that teachers were neutral about the principals' decision making in the devolved system of education and teachers themselves did confirm so but they also indicated that they were ineffective because of the conflicting roles from the devolved structures.

In the related literature, Ezeh (1998) indicates that in making appropriate decisions that affects human beings, a leader should weigh pros and cons as he/she empathizes with them or leads by example. This would create active teams in secondary schools, a situation that hastens decision making process as noted on the findings and analysis of the questionnaires. A practical approach in secondary school management should thus involve identifying and devising mechanisms that have diverse decision making and ways to hasten it. Therefore, decision making may have a lifelong influence on principals' management of secondary schools and subsequently performance to higher academic levels. The responses

from the three QASOs credited principals who had mechanisms for effective decision making with good performance. The responses also revealed that appropriate and quick decision making enabled principals to build effective teams among teachers for effective curriculum delivery. This also emerged from the teachers' questionnaires.

4.3 Teachers Analysis of the Function of Delegation of Duties by Principals

The second objective of the study was to establish the leadership dynamisms with regard to delegation function that principals faced while managing schools in the devolved system of government in Mbeere South Sub-county in Kenya. To address the objective, the respondents were given 10 items that were intended to solicit for the teachers' opinion on principals' management efficiency. They were required to rate items on a five-point Likert type scale, ranging from Strongly Agree to Strongly Disagree as follows: **SA**=Strongly Disagree **D=** Disagree U= Undecided SA= Agree Strongly A= Agree. Table 4.5 shows the various responses obtained.

Table 4.5: Analysis of Delegation of Duties by Principals (n=36)

		SA	A	U	D	SD	TOTALS	MR
Principals delegate duties to their teachers smoothly	F	9	8	8	7	4	36	
	S	45	32	24	14	4	113	3.31
	%	25	22	22	19	11	100	
With smooth delegation principals get time to attend to heads meetings without adverse effects on management	F	9	9	7	6	5	36	
	S	45	36	21	12	5	113	3.31
	%	25	25	19	17	14	100	
Principals empower teachers with appropriate appointments	F	12	13	3	4	4	36	
	S	60	42	9	8	4	123	3.41
	%	33	36	9	11	11	100	
Principals succeed on management due to smooth delegation from appropriate appointments	F	9	10	4	6	7	36	
	S	45	40	12	12	7	116	3.22
	%	25	28	11	17	19	100	
Principals have delegation skills	F	13	11	5	4	3	36	
	S	65	44	15	8	3	1342	3.72
	%	36	31	14	11	8	100	
Principals delegate to teachers who are relatives or friends	F	3	5	4	12	12	36	
	S	3	10	12	48	60	133	3.69
	%	9	14	11	33	33	100	
Principals leave school programs stagnated when they attend heads meetings and other official duties elsewhere	F	10	9	7	5	6	36	
	S	10	18	21	20	30	99	2.75
	%	27	25	18	13	17	100	
No any other person has mandate to instruct school staff apart from the principal	F	11	11	5	5	4	36	
	S	11	22	15	20	20	88	2.44
	%	31	31	14	14	11	100	
There is no team building by principals due to ineffective delegation	F	2	4	7	12	11	36	
	S	2	8	21	48	55	134	3.72
	%	5	11	18	33	31	100	
Principals do not have adequate skills in duty allocation	F	7	7	5	8	9	36	
	S	7	14	15	32	45	113	3.14
	%	19	19	15	22	25	100	

As shown in Table 4.5, majority of the teachers agreed (combined strongly agree and agree) with the following statements: principals delegate smoothly to teachers 17 (47%)

teachers, compared with11 (30%) who disagreed (combined strongly disagree and disagree). Those who agreed that with smooth delegation principals get time to attend to heads' meetings without any adverse effects on management were 18 (82.0%) while those who disagreed were 8 (22%). It was also noted that those who agreed that principals empower teachers with appropriate appointments were 25 (69%) and only 8 (22%) disagreed with the statement. The findings imply that teachers were unsure that principals effectively delegated some duties to their staff. That is observed in the statement "Principals delegate duties to their teachers smoothly" whose response was 3.31 as seen in Table 4.5. This was an indication that despite the many responsibilities by TSC and MoEST, delegation by principals was wanting and could translate into ineffective and inefficient school management and direct learners' academic drop in KCSE.

In the related literature Jensen (2009) and Lukas (2013) emphasized on the role played by delegation in enhancing teamwork in an organization. Marube (2005) also supports the role played by delegation in that it enhances staff motivation which improves workers' productivity when the supervisor delegates without abdicating their responsibility and failing to be accountable. On the other hand, 19 (52%) of the teachers agreed with the statement that principals leave school activities stagnated when they attend principals meetings while only 11 (30%) disagreed with the statement. This indicates that teachers were keenly interested and monitoring the performance gaps created by principals as they leave schools to attend to other duties elsewhere. Moreover, most teachers 22(62%) indicated that no other person had powers to instruct teachers apart from the principals.

At the same time, 9(25%) teachers disagreed with the statement that elicited the fact that principals fear full delegation for lack of faith in the teachers, fear of unknown and power loss. These observations linked well with the findings of Adair (2003) in the related literature who noted that education providers occasionally do not delegate to their team members and they don't have faith in them for fear of organizational failure and loosing authority. He also noted that they also do not delegate because of inadequate time to coach team members and inadequate skills with team members. Oskamp (1984) also indicated that leaders feel that they are the only ones who can do better. Based on the results findings, it emerged that most school principals do not delegate effectively thus rendering them ineffective in secondary school management, a fact that makes delegation a factor that influence their management standards.

4.3.1 Principals and QASOs views on Influence of Delegation by Principals

To come up with data on this objective, principals were presented with two statements in an observation schedule to elicit responses on their effectiveness on delegation. Table 4.7 shows their responses. To confirm teachers' responses, principals were given statements for collegial assessment based on influence of decision making on their effectiveness in secondary school management. They were provided with guiding statements that required them to make observations on one another and judge to indicate whether (1) the behaviour was never observed, (2) behaviour rarely observed, (3) behaviour occasionally observed or (4) behaviour consistently observed.

Table 4.6: Analysis of Principal's Responses on Delegation of Duties (n=60)

Statement	1	2	3	4	Total
Availability and maintenance of a duty rooster with principals' supervision	10	13	17	20	60
Availability and use school strategic plan by the principals	20	18	10	12	60

Table 4.6 illustrates that 37 principals were in agreement that there was non-availability and maintenance of a duty rooster in schools for effective duty delegation for effective management of secondary schools. It also emerged that principals did not have strategic plans to provide the school with a strategic direction where all the stakeholders are involved. This confirmed the observations made by teachers in their responses and the findings of Oskamp (1984) in the related literature. The fact that principals did not have strategic plans to provide the school with strategic directions was worrying more so when the teachers were neutral that the principals delegated duties. With the two centers of power, TSC and MoEST, each with their demands, inadequate delegation could hinder school performance. The QASOs interviewed also noted that in most occasions, when they visited schools where there was effective delegation they were not able to do their work in the absence of principals as nobody else in the school including the deputy principal could not provide information about the school.

4.4 Analysis of the function of Time Management by Principals in School Management

The third objective of the study was to assess leadership dynamisms on time management function that principals faced in management of schools in the devolved system of government in Mbeere south sub-county in Kenya. In response to this research objective the findings were as in Table 4.7 under section 4.51 and Table 4.8 under section 4.5.2.

4.4.1 Analysis of the Function of Time Management by Principals as Rated By Teachers

To address this objective, teachers were required to rate their opinion counts on agreement levels in a Five point- likert scale ranging from strongly agree to strongly disagree as follows: SD = Strongly Disagree,   **D**= Disagree   U= Undecided   **A**= Agree SA= Strongly Agree. Table 4.7 shows the results obtained.

Table 4.7 Analysis of Time Management (n=36)

Item /Statement		SA	A	U	D	SD	TOTAL	MR
Principals plan their issues against time effectively and economically	F	12	12	6	4	2	36	
	S	60	48	18	8	2	136	3.78
	%	33	33	17	11	6	100	
Principals avoid time wasters in favor of academic issues	F	11	10	6	5	4	36	
	S	55	40	18	10	4	127	3.53
	%	30	28	17	14	11	100	
Principals prioritize the issues on their tables based on urgency and importance	F	11	11	5	6	3	36	
	S	55	44	15	12	3	129	3.58
	%	30	30	14	17	9	100	
Principals spend most of their time on curriculum supervision	F	12	7	6	5	6	36	
	S	60	28	18	10	6	122	3.39
	%	33	19	17	14	17	100	
Principals times time before time times them	F	10	11	4	6	5	36	
	S	50	44	12	12	5	123	3.41
	%	28	30	11	17	14	100	
Principals are keenly supervised by education providers	F	7	8	6	7	8	36	
	S	7	16	18	28	32	101	2.81
	%	19	22	18	19	22	100	
Principals spend a lot of their sweet time with many principals' time and confrontations rather than curriculum supervision	F	9	9	4	6	8	36	
	S	9	18	12	24	40	103	2.86
	%	25	25	11	17	22	100	
Principals tasks have no priorities	F	10	13	3	4	6	36	
	S	10	26	9	16	30	91	2.53
	%	14.0	16.0	12.0	36.0	22.0	100	
Principals have got a lot of money for leisure spending at the expense of work	F	13	10	8	2	3	36	
	S	13	20	24	8	15	80	2.22
	%	37	28	22	5	8	100	
Principals spend most of their time on heads' conferences and SDAs	F	7	6	5	9	9	36	
	S	7	12	15	36	45	115	3.19
	%	19	17	14	25	25	100	

Table 4.7 illustrates influence of time management on principals' management of secondary school where the grand mean score is 3.13. This is a mean score that was slightly at the average. That was interpreted to indicate that time management in the devolve system was an issue and as a result, influenced principals' secondary school management. However, some teachers 24 (66%) agreed that principals plan their academic issues against time effectively and economically while only 6 (17%) disagreed with the statement. Combined scores of teachers who strongly agreed and agreed was 21(58%). Those were the ones in support of the statement that principals avoid time wasters in favour of academic issues while only 9 (25%) teachers strongly agreed and agreed with the statement. At the same time, 22(60%) teachers agreed that principals prioritize the issues on their tables based on urgency and importance while 9(25%) disagreed with the statement. The findings, however, indicate mixed reactions with some agreeing others disagreeing.

Davidson (2005) in literature review indicated that economic use of time includes use of education supervisor's time, head teachers time, teachers' time and students' time for excellent performance. This means that if principals use time economically, they don't have big burdens. However, 15(41%) of teachers agreed that principals are keenly supervised by education providers while the same number disagreed with the statement. This implied that irregular supervision of principals resulted to making them mismanage time hence loosing on efficient school management. A sizable number of teachers 23 (65%) also noted that principals have got a lot of money for leisure spending at the expense of work. Only 5(13%) disagreed with the statement. This may have resulted

from inadequate supervision mechanisms of principals by education providers hence encouraging their unnecessary absenteeism. The consistence in the mean rates of teachers' opinion levels also confirm the fact that time management influence the principals' performance in their management role. From these result findings, it emerged that principals in Mbeere South sub- County were not effective time managers and this made them ineffective school managers thus affecting their students' performance adversely.

4.4.2 Analysis of Teachers and QASOs views on Time Management Function by Principals

Another objective was to determine the teachers and QASOs views of time management on principals management. To respond to this objective, the researcher developed principals' observation schedule with parts to extract data based on principals' use of their time.

Table 4.8: Analysis of Principals' Responses on Time Management (n=60)

Statement	1	2	3	4	Total
Availability, maintenance of timetable and lesson delivery by principals	10	10	15	25	60
Availability and use of principals' diary and a program of events	20	15	10	15	60

From Table 4.8, it can be deduced that 40 (66%) of teachers observed that principals avail and maintain timetables as tools of time management. At the same time, they also observed that most principals 35(58%) did not avail and use diaries and programmes of

events. It was also observed separately from other data collection instruments that the same schools had glaring management gaps and did not perform well in national examinations The two QASOs interviewed reported that in schools where timetables had many non-conformities, learners' attention and interest was not sustained, a situation that brought down performance. They also noted that in schools where events were documented, all the programs were fulfilled and management was stress-free and planned objectives and targets were realized. It is worth noting that principals who did not avail and use diaries and programmes of events cited issues of too much involvement by the two centers of power that it the TSC and MoEST. Hence, this confirmed that principals considered time management as a challenge influencing their school management in the devolved structure of education. They therefore could not prioritize the TSC and MoEST demands and what they were required to do.

The findings presented above were in line with a study by Davidson (2005) earlier in literature review observed that successful management entailed economic use of fixed resource time by use of time schedule and programmes. Convey (2007) also warns that without established priorities, education providers, head teachers and teachers tend to respond to every demand regardless of its nature or by whom it is being pressed is of equal importance.

4.5 Influence on Resistance to Change on Principals' School Management

The final objective was aimed at assessing the leadership dynamisms with regard to resistance to change that principals faced while managing schools in the devolved system of government in Mbeere south sub-county in Kenya. To respond to this objective,

teachers were presented with 10 items based on influence of resistance to change on principals' secondary school management. They were required to rate their agreement levels on a five point likert type scale ranging from strongly agree to strongly disagree as follows: SD = Strongly Disagree,　　　**D**= Disagree　U= Undecided **A**= Agree　　SA= Strongly Agree. The findings are presented in Table 4.9.

Table 4.9: Teachers Analysis of Resistance to Change by Principals (n=36)

		SA	A	U	D	SD	TOTALS	MR
Principals have fitted well	F	10	9	7	5	5	36	
in the new devolved	S	50	36	21	10	5	122	3.39
structures in education	%	28	25	19	14	14	100	
Principals have proactively	F	9	10	7	6	.4	36	
embraced reforms in the	S	45	40	21	12	4	122	3.38
education system since	%	25	28	19	17	11	100	
2010								
Principals were effectively	F	10	9	5	6	6	36	
briefed on education	S	50	36	15	12	6	119	3.31
reforms since2010	%	28	25	13	17	17	100	
Principals did not have	F	11	9	6	6	4	36	
capacity to embrace	S	55	36	18	12	4	125	3.47
reforms	%	30	25	17	17	11	100	
Principals have supported	F	10	9	4	7	6	36	
reforms since 2010	S	50	36	12	14	6	116	3.22
	%	28	25	11	19	17	100	
Principals are opposed to	F	7	10	8	8	3	36	
changes in education since	S	7	20	18	32	9	86	2.38
2010	%	19	28	22	22	9	100	
Principals are sabotaging	F	11	10	4	6	5	36	
changes in education since	S	11	20	12	24	25	92	2.56
2010	%	30	28	11	17	14	100	
Principals did not have	F	7	8	7	6	8	36	
anything to brief their staff	S	7	16	21	24	40	108	3.0
on education changes since	%	19	22	19	18	22	100	
2010								
Principals had the capacity	F	8	6	7	7	8	36	
to embrace the education	S	8	12	21	28	40	109	3.02
reforms since 2010	%	22	18	19	19	22	100	
Principals are restless	F	10	6	7	7	6	36	
owing to recent education	S	10	12	21	28	30	101	2.81
reforms. Instead, they are	%	28	18	19	19	18	100	
confused								

Table 4.9 shows that 21(53%) of the teachers agreed with the statement that principals have fitted well in the new devolved structures in education. A sizable number 16 (46.0%) of the respondents were also in agreement that principals have proactively embraced changes in education system since 2010. In a contrary way, notable proportions of respondents disagreed with the following statements: principals cannot brief their teachers on education changes 15 (41%) and principals did not have capacity to embrace the education reforms since 2010 stood at 14 (40%). The mean rates which oscillated around 3.00 also confirmed mild influence of resistance to change among principals in secondary schools.

The findings were supported by the related literature by Houkoos and Perrick (2003) who observed figuring out at how to fit in the new system and be part of a new work culture can be frustrating especially with elderly workers. Thus quality of service delivery is adversely affected during the transition as workers with inadequate relevant skills become phobic of their fate hence de-motivating them. The means that mostly rated between 3.0 and 3.47 which fell at the average confirmed some reasonable extent of influence that resistance to change on principals' secondary school management. This was shown by a notable number of teachers agreeing on positive statements about principal's resistance to change while only a few others disagreed with statements that principals are restless owing to education changes and instead they are confused.

4.5.1 Analysis of Principals and QASOs Views on Resistance by Principals

Through the QASOs responses, the researcher found out that resistance to change made some principals fail in tests on change which invited fear of loss of power. Principals who

participated in the study were requested to observe their colleagues and make judgments on the influence of resistance to change on principals' management.

Table 4.10: Analysis of Resistance to Change by Principals (n=60)

Statement	1	2	3	4	Total
Availability of staff minutes and effective use of deliberations on education changes since 2010	8	12	15	25	60
Availability and efficient use of monitoring and evaluation tool for effective changes in curriculum delivery supervision	20	15	15	10	60

As shown in the Table 4.10, 20 of the principals were of the view that resistance to change had little or no influence on principals' management of secondary schools. At the same time, 25 principals felt that colleague principals did not welcome the reforms warmly and hence never used the reformed tools of curriculum supervision. This observation linked well with the teachers' responses derived from the questionnaires for teachers. This was an indication that the findings were valid hence sustained. While a few principals did not welcome reforms, Rogers (2001) earlier in the literature review had noted that successful management entails risk taking in embracing new things.

CHAPTER FIVE

SUMMARYOF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter covers an introduction, summary of the key findings, recommendations conclusion of the study, recommendations and suggestions for further studies.

5.1 Summary of Findings

The rationale of the study was to establish the dynamisms influencing principals' management of secondary schools in Mbeere South Sub-County. The sample comprised of 38 teachers, 60 principals and three QASOs. The teachers and principals were subjected to questionnaires that measured their opinions on dynamisms influencing principals' secondary school management. The QASOs were also interviewed on their opinion on various dynamisms that were thought of as influencing principals' management of secondary schools. The following were the main findings of the study:-

5.1.1 Analysis of the Function of Decision Making of Principals on Management of Secondary Schools

Regarding decision making, it was notable that 37% of the principals revealed that they were not effective decision makers as they were not efficient role models. This implied that despite majority of the principals showing that they believed that decision making influenced their performance in secondary school management, they also reported that their personal behaviour also influenced decision making process rendering them ineffective role models to both teachers and students. It is true that teachers were neutral about the

principals' decision making in the devolved system of education. The report from the QASOs also indicated that maintenance of management documents by principals was inefficient and adversely affected their schools' management. Principals attributed such inefficiencies to the conflicting roles from the devolved structures.

5.1.2 Analysis of the Function of Delegation of Duties by Principals on Management of Secondary Schools

Delegation is significant in school management by principals. The study established that principals did not have strategic plans to provide the school with strategic directions as the teachers were neutral that the principals delegated duties. The QASOs officers interviewed also noted that in most occasions, when they visited schools where there was no effective delegation, they were not able to do their work in the absence of principals as nobody else the school including the deputy principal can provide any information about the school.

This is contrary to successful management that is determined by the extent of delegation in that it saves the manager's expensive time. The report from the QASOs indicated that most principals did not delegate efficiently to their staff and adversely affected their schools' management.

5.1.3 Analysis of the Function of Time Management by Principals on Management of Secondary Schools

The study established that most principals 35(58%) did not avail and use diaries and programmes of events. It was also observed separately from other data collection instruments from the QASO some schools had glaring management gaps and did not

perform well in national examinations The QASOs interviewed reported that in schools where timetables had many non-conformities, learners' attention and interest was not sustained , a situation that affected performance. It is worth noting that the principals who did not avail and use diaries and programs of events cited involvement by the two centers of power that is; the TSC and MoEST. Hence, this confirmed that principals considered time management as a dynamism influencing their school management in the devolved structure of education

It was worth noting that findings from the report from the QASOs that indicated that most principals operated with compliant timetables and programmes of events succeeded in their schools' management.

5.1.4 Analysis of Resistance to Change by Principals on Management of Secondary Schools

The study found that some teachers (36%) of them disagreed that principals fitted well in the devolved structures. This was an indication that resistance to change was significant in school management by principals. At the same time, 25 principals felt that colleague principals did not welcome the reforms warmly and hence never used the reformed tools of curriculum supervision. The report from the two QASOs also indicated that few principals were compliant and had the capacity to embrace the education reforms.

5.2 Conclusion

The study concluded that there existed a fairly little influence of decision making, delegation, time management and resistance to change on principals' secondary school management in the devolved structures in Mbeere South Sub-County. That was mostly

ranging at the mean of between 3-3.3 which tended to be leaning towards neutral in the likert scale. This also influenced the overall performance of secondary school students in Mbeere South since effective secondary school management translated into direct students' academic gain and vice versa.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made;

i. On decision making, the study recommended the study recommended harmonization of TSC and MoEST policies to avoid conflicting policies from TSC and Ministry

ii. In the devolved education structures, principals should ensure smooth and effective delegation by education managers to save them expensive time to ensure efficient management

iii. On time management- principals should plan for items on their tables to avoid misplaced priorities so that they can meet the demands of both TSC and MoEST as well as effectively manage schools. It is also recommended that both bodies avoid abrupt meetings to allow the principal time to manage other school functions.

iv. On Resistant to change in the devolved system of education, MoEST to accept the levels of devolution

5.4 Research Gaps

Based on the study, the researcher recommends the following suggestions for further research.

i. A similar study should be conducted on the relationship between principal's managerial qualification and students' overall performance in national

examinations. This is because although delocalization of the principals may have been a main issue affecting performance, this too could have some contribution.

ii.   A further study on principals' income levels could elicit their effectiveness on leisure time management. This is because teachers observed that they have a lot of leisure time to spend which could be attributed to their incomes and allowances.

iii. A research on the effects of reforms on secondary school management could inform on how to prepare for reforms in education system. Delocolization of certain operations was hurriedly done with hardly any studies to inform on effects of the same.

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APPENDIX I

INTERVIEW SCHEDULE FOR QASOS (ISQ)

1. How does your zonal KCPE/KCSE performance for the last three years compare with the three years before 2010

2. As you inspect schools , how do education providers decision influence the mean score

3. In your inspection executive summary, have you identified any barriers to effective delegation through appointments by education providers to subordinate officers

4. Do you have effective delegation mechanisms and appointments systems for effective curriculum supervision by principals

5. How often are District principals' meetings held within the last three years compared with three years before 2010?

6. Do you have cases of education providers who have not embraced the changes instituted in education system in the last three years?

7. Do you have cases of education providers who are ineffective because they don't merit or are impassionate to work

8. Do you have cases of sabotage to transition that took place since 2010

9. Considering the frequency of heads' meetings do principals and teachers have adequate time to deliver, supervise and evaluate curriculum and internally do quality assurance.

10. How does ineffective decision making by education providers influence performance.

TEACHERS' QUESTIONNAIRE (TQ)

Dear Respondent,

I am carrying out a study on leadership dynamisms influencing principal's management of secondary schools in the devolved government structures in Mbeere South sub-county, Kenya. The information you will provide is purely academic and no information shall be used for other purposes for whatsoever.

Section A: Background Data

Indicate the correct information by filling in the blank spaces provided.

1. Age i) Below 30years   ii) 31-40 years   iii) 41-50 years   iv) Over 50 Years

2. Sex: i) Male   ii) Female

3. Professional qualification i) Diploma   ii) Degree   iii) Masters   iv) PhD

4. Duration in the School: …………………

5. Years of teaching experience: i) 5 years and Below   ii) 6-10 years   iii) 11-15 years iv) Over 15 Years

6. Zone: ……………………………………………

7. Division: ………………………………………..

8. School level i) County   ii) Extra County   iii) Any other

Section B: Leadership Dynamics that Principals' Face Due to the Influence of Decision

Making

The following statements are expressions of teachers' perceptions of influence of decision making on principals' leadership challenges in education provision. Indicate

with a tick (√) your view on each of the statements from section B (i) to B (iv), where

SA=Strongly Agree, A= Agree, UD= Undecided, D=Disagree, SD= Strongly Disagree

B. Teachers' Ratings

(i) Influence of Decision Making to Principal's Leadership

	SA	A	U	D	SD
Principals make appropriate decisions for effective curriculum delivery					
Principals have a lot of time pressure that adversely affect their efficient decision making					
Principals are adequately competent and learned in decision making for effective curriculum implementation					
Principals consider human face in deciding on teachers' indiscipline among other decisions					
Principals make appropriate decisions only for other things other than curriculum delivery.					

Principals do not have time pressure for any stress in decision making

Principals are not adequately skilled in decision making

Principals are not quick and considerate in decision making on teacher indiscipline among other issues

Principals are unfair in decision making for academic improvement

B (ii) Leadership dynamics as influenced by delegation

	SA	A	U	D	SD
Principals delegate duties to their teachers smoothly					
With smooth delegation principals get time to attend to heads meetings without adverse effects on management					
Principals empower teachers with appropriate appointments					
Principals succeed on management due to smooth delegation from appropriate appointments					
Principals have delegation skills					
Principals delegate to teachers who are relatives or friends					
Principals leave school programs stagnated when they attend heads meetings and other official duties elsewhere					
No any other person has mandate to instruct school staff apart from the principal					
There is no team building by principals due to ineffective delegation					
Principals do not have adequate skills in duty allocation					

B (iii) Leadership Dynamics as Influenced by Time Management

Item /Statement	SA	A	U	D	SD
Principals plan their issues against time effectively and economically					
Principals avoid time wasters in favor of academic issues					
Principals prioritize the issues on their tables based on urgency and importance					
Principals spend most of their time on curriculum supervision					
Principals times time before time times them					
Principals are keenly supervised by education providers					
Principals spend a lot of their sweet time with many principals' time and confrontations rather than curriculum supervision					
Principals tasks have no priorities					
Principals have got a lot of money for leisure spending at the expense of work					
Principals spend most of their time on heads' conferences and SDAs					

B (iv) Leadership Dynamics as Influenced by Resistance to Change

	SA	A	U	D	SD
Principals have fitted well in the new devolved structures in education					
Principals have proactively embraced reforms in the education system since 2010					
Principals were effectively briefed on education reforms since2010					
Principals did not have capacity to embrace reforms					
Principals have supported reforms since 2010					
Principals are opposed to changes in education since 2010					
Principals are sabotaging changes in education since 2010					
Principals did not have anything to brief their staff on education changes since 2010					
Principals had the capacity to embrace the education reforms since 2010					
Principals are restless owing to recent education reforms. Instead, they are confused					

Table 4.3: Analysis of Decision Making Function of Principals (n=36)

		SA	A	U	D	SD	TOTALS	MR
Principals make appropriate decisions for effective curriculum delivery	F	12	9	6	5	4	36	
	S	60	36	18	10	4	128	3.56
	%	33	25	17	14	11	100	
Principals have a lot of time pressure that adversely affect their efficient decision making	F	10	11	7	5	3	36	
	S	50	44	18	10	3	125	3.47
	%	28	31	19	14	8	100	
Principals are adequately competent and learned in decision making for effective curriculum implementation	F	5	6	8	9	8	36	
	S	25	24	24	18	8	99	2.75
	%	13	17	22	25	22	100	
Principals consider human face in deciding on teachers' indiscipline among other decisions	F	12	11	6	4	3	36	
	S	50	44	18	8	3	123	3.41
	%	33	31	17	11	8	100	
Principals make appropriate decisions	F	5	6	9	10	6	36	
	S	5	12	27	40	30	114	3.16

only for other things other than curriculum delivery.	%	20	30	26	14	10	100	
Principals do not have time pressure for any stress in decision making	F	8	6	5	5	12	36	
	S	8	12	15	20	60	115	3.19
	%	22	17	14	14	33	100	
	F	4	5	9	8	10	36	
Principals are not adequately skilled in decision making	S	4	10	27	32	50	123	3.41
	%	5	6	25	22	28	100	
	F	5	5	9	9	8	36	3.27
Principals are not quick and considerate in decision making on teacher indiscipline among other issues	S	5	10	27	36	40	118	
	%	14	14	25	25	22	100	
Principals are unfair in decision making for academic improvement	F	10	9	7	6	4	36	
	S	10	18	21	24	20	93	2.58
	%	27	25	19	18	11	100	

BUDGET ESTIMATES

Stationery	Amount in Kshs.
Foolscaps -4 reams	1200
Duplicating papers- 2 reams	600
Printing papers-2 reams	1000
Total	

Subsistence during the field visit

Meals during data collection 90 days	4500
Breakfast during data collection 90 days	1800
Lunch during data collection 90 days	9000
Supper and accommodation at Garu 9 days	2700
Subsistence to and from Karatina during defense 10 trips	5000

Labor

Photocopying	1500
Draft printing and binding	2000
Project Binding	1500
Research assistants	2500
Grand total =	**Ksh. 33, 300/**

WORK PLAN

2nd- 10th April 2015	Identifying and Polishing the Topic
10th-20th August2015	Literature Review
20th -25th August 2015	Submission of First Draft
25th- 30th August 2015	Corrections
1st-30th September 2015	Preparation for Defense
1st – 30th October 2015	Pilot Study and Data Collection
1st – 30th November 2015	Report Writing
1st – 31st December2015	Report Defense
1st January 2016	Preparation for Graduation