



School management practices and Pupils' performance in Kenya Certificate of Primary Education (KCPE) in Kakamega central District, Kenya

Shitseswa Ezekiel Ayub^{1,*} and Wanjala Demtila Nafula²

¹Shitseswa Ezekiel Ayub Masinde Muliro University of Science and Technology, Kenya P.O. Box 190 - 50100 Kakamega, Kenya

²Wanjala Demtila Nafula Kibabii University College, Kenya P.O. Box 1699 - 50200 Bungoma, Kenya.

ARTICLE INFO

Article history:

Received: 25 February 2014;

Received in revised form:

19 June 2014;

Accepted: 29 June 2014;

Keywords

Mean score,
Supervision,
Staff development.

ABSTRACT

Research done in various industries has consistently shown a strong link between management practices and organization performance. However, very little if any empirical research has been done to investigate such in the education sector. The purpose of this study was to determine the relationship between management practices and performance of pupils in Kenya Certificate of Primary Education (KCPE) in Kakamega Central District (KCD), Kenya. Specifically the study determined how performance in KCPE was affected by the following management practices: supervision, staff development and communication. To realize the purpose of the study, a survey was done to collect primary data by use of questionnaires. The unit of study was the School.

© 2014 Elixir All rights reserved

Introduction

Objectives of the Study

The objectives of this study were to:

- Determine the extent to which supervision affects performance in the KCPE in Kakamega Central District.
- Determine the effect of staff development on performance in KCPE in Kakamega Central District Kenya.
- Determine the extent to which head teachers communication affects performance in

KCPE in Kakamega Central District Kenya

Review of Literature

Olembo, Wang & Karagu (1992) point out that the head teachers can be regarded as agents of supervision on behalf of the inspectorate (Kenya Institute of Education and the Teachers Service Commission) at the school level. They are involved in the translation of educational policies and objectives into the role of the supervisor (from time to time checking the teachers' classroom work, updates the schemes of work and assess their overall performance based on the pupil's achievement. As a supervisor, the head teacher should be concerned with the improvement of instruction by helping teachers to improve and teach effectively. According to Maranga (1993), it is noted that head teachers have a heavy responsibility of teaching and management of institutions and hence less time for supervision of instruction and this has caused a draw back in academic achievement of the school.

Stoner and Freeman (1978) indicate that the process of training aims at increasing the ability of individuals and groups to contribute to organizational effectiveness. Training is designed to improve skills in the employee's present job while development programmes are designed to educate employees beyond the requirement of their present position so that they will be prepared for promotion and be able to take a broader view of their role in the organization. Therefore, training programmes are directed towards maintaining and improving in current job performance, while development programmes seek to develop skills for future jobs. Initially, management development

activities were programme centered, that is a programme was designed and administered to managers regardless of their individual differences.

For the staff to be able to redirect their efforts quickly there is need for and high quality information since this will affect attitudes and motivation of employees. When staff satisfaction is higher, several human resources benefits are realized and absentees and turnover are low as well. Communication barriers include; uncommon symbols, improper timing, environmental disturbances, improper attitudes and background differences. Two principles are important in organizational communication; one has the right to be heard and understood and others rights must be respected, Greer and Plunket(2000).

Coombs (1968) asserts that school interaction among the head teacher, teacher-teacher, teacher-central staff, head teacher-student, teacher-student and student -student is very significant within the institutional context.

Link between organizational management and practices

Stoner and Freeman (1989) indicate that there is a discrepancy between the practice of motivating employees in most organizations and the findings of recent theories. This may be because of newer theories unknown to many managers and ignored by others. The recent findings put an emphasis on understanding subordinates, carefully planning what to do and being consistent and patient in carrying out those plans. When goals are challenging group performance is found to be high. Research also indicates that when subordinates participate in setting of goals rather than receive them from superior by means of a one way, top down process, they are more likely to accept difficult challenges this is based on the goal-setting theory. There are a number of managerial and organizational implications of the expectancy theory; To determine outcomes of employee values, then reward staff for desired performance so that appropriate behaviors can be rewarded. Ensure employees can achieve targeted performance levels and tie rewards to group accomplishments to build teamwork. To link desired outcome to targeted levels of performance and make

sure that changes in outcomes are large enough to motivate high effort. Kretner and Kinieki (1997) have given four prerequisites for linking performance and rewards; managers need to develop and communicate performance standards to employees, managers need valid and accurate performance ratings with which to compare employees, managers need to determine the relative mix of individual versus team contribution to performance and then reward accordingly and finally, managers should use the performance ratings to differently allocate rewards among employees.

Gaps in Literature Review

Involving teachers, pupils and the community in decision making is one of the ways a head teacher can use in the day to day management of the school. The Head teacher must think of the best possible style that will allow the school to achieve optimum results. Psychologist, Abraham Maslow states that workers need to feel a sense of belonging to the institution. Thus, if they participate in decision making and implementation, then they will feel as though they have an important role they play in meeting the set goals of the institution.

In situations where the teachers, pupils and the community can make decisions, their participation is important as they can make decisions that are as good as those made by the management.

Much of the research conducted on pupils performance, was focused on environmental conditions, school enrolment, poor teacher – pupil ratio, inadequate resource materials, but very little has been done in the area of management practices; supervision, motivation, staff development, resource allocation, communication and leadership style as a factor.

Some studies have focused on each of the above as a single attribute towards performance. To this effect, the researcher has found a gap whereby, all the management practices are to be tested as a variable towards good academic performance of pupils in national exams in primary schools in Kakamega Central District.

Research Design

The study used descriptive survey so as to establish the relationship between Head teachers management practices and pupils performance in the Kenya Certificate of Primary Education.

The study was cross sectional in the sense that the relevant data was to be collected at one point in time. This meant that each respondent filled only one questionnaire during the data collection period without filling the questionnaires at some other time in the future. Thus the responses to be obtained will only apply for the period under study.

Target Population

The study population consisted of forty (113) public primary schools in Kakamega Central District whereby, 113 Head teachers and an estimated 678 panel heads were targeted as participants during the time the study was carried out.

From the table above the teachers agreed only to some extent that the head teachers practiced generally accepted management practices in their supervision. The head teachers themselves agreed only to some extent that they appraised teachers' performance. However the head teachers agreed to a large extent that they certified teachers work records. This implies that head teachers focused more on the work records than on the practical work done by teachers in their supervisor duties.

From the above table it was observed that teachers agreed only to some extent that inspection of pupils work is carried out in all categories of schools. But teachers agreed to a large extent

that results were a focus in medium and large schools but to only a small extent in small schools. Head teachers agreed to a large extent that they certified teachers work and inspected pupils work records in all categories of schools. On appraisal head teachers agreed that appraisal was practiced only to some extent in both medium and large schools but to only a small extent in small schools. It is only certification of work records that is done at least to a large extent in all categories of schools. In all the four attributes the head teachers rated appraisal at the lowest scale of some extent.

Effect of Staff Development on Performance in KCPE

The following four attributes were used to investigate the effect of staff development on performance in KCPE as shown in the table: staff growth, personal development, social life and staff success. Both teachers and head teachers agreed to only some extent (scale ranging from 2.63 – 2.94) that the listed attributes are practiced.

Legend: (1) Staff Growth: Interested in staff growth; (2) Personal Development: Opportunity for development and advancement; (3) Social Life: School administration shows interest in staff social life; (4) In-service: Organize in-service courses or any other opportunity for teacher's growth.

But analyzed by category of school, it was found that in all categories of schools it was found that except for staff success which was to a large extent in the medium schools all the four attributes were rated only to some extent. From these findings it was seen that staff development was not given high priority in the performance of KCPE.

Legend: (1) Staff Success: Shows interest in success of staff; (2) Personal Development: Current job gives opportunity to develop; (3) Social Life: School administration shows interest in staff social life; (4) In-service: Organize in-service courses or any other opportunity for teacher's growth.

Effect of Communication on Performance in KCPE

The perception of how communication affected the performance in KCPE by teachers and head teachers was analyzed based on eleven attributes as shown in Tables 4.6 and 4.7. The attributes were (1) Team Work; (2) Participatory; (3) Decision making; (4) Deliberation on pupils' matters; (5) Community interaction; (6) Consultations; (7) Effectiveness in communication; (8) Meetings; (9) Interactions and (11) Feedback on performance.

Legend: (1) Team Work: Administrator staff and pupils work as a team (2) Participatory: Involvement of staff in decision making; (3) Decision: Involve teachers in decision on resource acquisition; (4) Pupils matters: Administration involves pupils in pupils matters; (5) Community: Head teacher involves staff in making decisions on school-community relations; (6) Consultations: always consult teachers when making school decisions; (7) Effective: Communicate effectively to staff, pupils and parents; (8) Meetings: hold staff meetings to discuss performance; (9) Interactive: Ensure Constant contact touch with teachers and pupils; (10) Feedback-T: Feedback to teachers on performance; (11) Feedback-P: Feedback to pupils on performance

From the table above, it was observed that teachers rated all attributes on a scale of 2.85 – 3.26 which is only to some extent that team work, participatory approach, consultative decision making, pupils' matters and community interactions were practiced by school administrators' use of generally accepted management practices. However, the head teachers themselves rated all the attributes, namely, consultations, effectiveness, interaction with community, meetings and feedback to both

teachers and pupils to be practiced to a large extent. This is a slight contradiction with teachers' rating which points out to bias by the head teachers on their own performance.

Based on school category, teachers generally rated all attributes to only some extent for small schools, but to some extent to large extent in medium and large schools. The head teachers on the other hand rated the small schools to some extent and large extent and to large and very large extent for medium and large schools.

Legend: (1) Team Work: Administrator staff and pupils work as a team (2) Participatory: Involvement of staff in decision making; (3) Decision: Involve teachers in decision on resource acquisition; (4) Pupils matters: Administration involves pupils in pupils matters ; (5) Community: Head teacher involves staff in making decisions on school-community relations; (6) Consultations: always consult teachers when making school decisions; (7) Effective: Communicate effectively to staff, pupils and parents; (8) Meetings: hold staff meetings to discuss performance; (9) Interactive: Ensure Constant contact touch with teachers and pupils; (10) Feedback-T: Feedback to teachers on performance; (11) Feedback-P: Feedback to pupils on performance

Relationships Between School Management Practices and Performance of Pupils in KCPE

This section presents the results of the correlation analysis of the relationship between school management practices and performance of pupils in the KCPE examination of 2009, 2010 and 2011. Pearson's product moment correlation statistic was used to test for the significant of the relationship. The correlation was based on the mean scores of the performances of schools for three years and the mean scores of the Head Teachers' responses on the schools' management practices and teachers 'perception of school administrations' management practices.

a) As shown above, the correlation between teachers' perception of school administrators management practices was significant for the following management practices:

b) Administration feeling responsible for ensuring that education excellence is achieved (0.872)

c) Administrators are interested in the success of the staff (0.859)

d) Administrators staff and pupils working together as a team (0.880)

e) The principle involving the staff in making decision on planning for institutional programmes (0.850)

f) The Head Teacher involving the staff in making decision on acquisition of resources (0.8720)

g) Communicating to administration on the matters affecting pupils performance (0.756)

h) Communicating to pupils on matters affecting pupils performance (0.872)

i) Communicating to fellow teachers on matters affecting pupils performance (0.870)

A computation involving the overall management practices mean scores from the various questions was used to derive a general correlation matrix between school management practices and performance of pupils in the Kenya certificate of Primary education. The results are presented in The correlation coefficient ($r = 0.775$ and 0.677), show that performance is positively correlated with management practices. These correlations are significant at 0.05 (95% confidence level) this means that the better a school is managed the better the performance.

Summary of findings for each objective

• Supervision

It was observed that supervision was more thoroughly practiced in large schools than in small schools or medium schools. This was a general finding on all the attributes in the study; results achievement, inspection of pupils work, appraisal of teachers, certification of teachers' work records and observation of class room teaching.

• Staff development

Staff development was perceived by both teachers and head teachers to be contributing factor only to some extent in the performance of KCPE in all categories of schools. Although the TSC and MOEST are directly in-charge of in-service training and career advancement of teachers, the schools are allowed to sponsor teachers to undertake courses such as guidance and counseling which are beneficial to the individual schools. However, as the teacher's response indicates, the sponsorship is only done to some extent. There are also head teachers who are not happy with success of their teachers.

• Communication

According to teachers, communication was only practiced to some extent by the school administrators. Some administrators have failed to create good communication channels in their schools and instead used memos and assemblies where nobody challenged their ultimatums. A comparison of the responses and management practices of school administrators on the basis of school category revealed some differences. It was generally agreed by both head teachers and teachers that attributes in communication were only practiced to some extent in small schools but to large and very large extent in medium and large schools. From this finding it was evident that communication enhanced performance in KCPE more in large than in small schools.

Effect of Supervision on Performance in KCPE

Attributes	Effect of Supervision on Performance in KCPE										mean
	Very large		Large extent		Some extent		Small extent		not at all		
	n	%	n	%	N	%	n	%	n	%	
Teachers perception of School Administrators use of Generally Accepted management Practices											
Results ⁽¹⁾	41	20.5	57	28.5	60	30.0	27	17.5	15	7.5	3.41
Inspection ⁽²⁾	15	7.5	68	34.0	49	24.2	50	25.0	18	9.0	3.06
Head Teachers Perception of their own Management Practices											
Appraisal ⁽³⁾	2	5.0	4	10	22	55.0	7	17.5	5	12.5	2.78
Certification ⁽⁴⁾	14	35.0	23	57.5	3	7.5	0	0.0	0	0.0	4.23

Attributes	Effect of Supervision on Performance in KCPE by School Category					
	Small		Medium		Large	
	Mean	Comment	Mean	Comment	Mean	Comment
Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Results ⁽¹⁾	3.18	Some extent	4.40	Large extent	4.20	Large extent
Inspection ⁽²⁾	3.01	Some extent	3.47	Some extent	2.60	Some extent
Head Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Appraisal ⁽³⁾	2.78	Small extent	2.83	Some extent	2.50	Some extent
Certification ⁽⁴⁾	4.19	Large extent	4.50	Very large extent	5.00	Very large extent
Observation ⁽⁵⁾	1.66	Small extent	1.83	Small extent	3.50	Large extent
Inspection ⁽²⁾	2.97	Some extent	3.17	Some extent	4.50	Very large extent

Attributes	Effect of Staff Development on Performance in KCPE										
	Very large Extent		Large extent		Some extent		Small extent		not at all		mean
	n	%	n	%	N	%	n	%	n	%	
Teachers perception of School Administrators use of Generally Accepted management Practices											
Staff Growth ⁽¹⁾	13	6.5	29	14.5	60	30.0	66	33.0	32	16.0	2.63
Personal Development ⁽²⁾	24	12.0	32	16.0	59	29.5	67	33.5	18	9.0	2.72
Social Life ⁽³⁾	10	5.0	38	19.0	68	34.0	60	30.0	24	12.0	2.94
Head Teachers Perception of their own Management Practices by School Category											
In - service ⁽⁴⁾	2	5.0	6	15	11	27.5	14	35.0	7	17.5	2.55

Attributes	Effect of Staff Development on Performance in KCPE by School Category					
	Small		Medium		Large	
	Mean	Comment	Mean	Comment	Mean	Comment
Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Staff Success ⁽¹⁾	2.44	Some extent	3.50	Large extent	3.00	Some extent
Personal Development ⁽²⁾	2.76	Some extent	3.37	Some extent	3.40	Some extent
Social Life ⁽³⁾	2.70	Some extent	3.00	Some extent	2.80	Some extent
Head Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
In-service ⁽⁴⁾	2.53	Some extent	2.50	Large extent	3.00	Some extent

Attributes	Effect of Communication on Performance in KCPE										
	Very large Extent		Large extent		Some extent		Small extent		not at all		mean
	n	%	N	%	N	%	n	%	N	%	
Teachers perception of School Administrators use of Generally Accepted management Practices											
Team work ⁽¹⁾	12	6.0	50	25.0	90	46.0	37	18.5	9	4.5	3.10
Participatory Decision ⁽³⁾	16	8.0	54	25.5	50	25.0	32	16.0	25.5	16.0	2.85
Pupils matters ⁽⁴⁾	25	12.5	55	27.5	62	31.0	39	19.5	19	9.5	3.14
Community ⁽⁵⁾	19	9.5	49	24.5	65	32.5	49	24.5	65	32.5	3.01
	19	9.5	57	28.5	60	30.0	49	23	13	6.5	3.26
Head Teachers Perception of their own Management Practices by School Category											
Consultations ⁽⁶⁾	9	22.5	20	50.0	9	22.5	1	2.5	1	2.5	3.88
Effective Meetings ⁽⁸⁾	15	37.5	20	50.0	5	12.5	0	0.0	0	0.0	4.25
Interactive ⁽⁹⁾	13	32.5	17	42.5	5	12.5	3	7.5	2	5.0	3.90
Feedback-T ⁽¹⁰⁾	15	37.5	15	37.5	10	25.0	0	0.0	0	0.0	4.13
Feedback-P ⁽¹¹⁾	7	17.5	22	55.0	10	25.0	1	2.1	0	0.0	3.88
	16	40.0	19	47.5	5	12.5	0	0.0	0	0.0	4.28

Effect of Communication on Performance in KCPE by School Category						
<u>Attributes</u>	<u>Small</u>		<u>Medium</u>		<u>Large</u>	
	<u>Mean</u>	<u>Comment</u>	<u>Mean</u>	<u>Comment</u>	<u>Mean</u>	<u>Comment</u>
Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Team work ⁽¹⁾	2.85	Some extent	3.78	Large extent	3.50	Large extent
Participatory ⁽²⁾	2.46	Some extent	3.03	Some extent	3.50	Large extent
Decision ⁽³⁾	2.79	Some extent	3.63	Large extent	3.50	Some extent
Pupils matters ⁽⁴⁾	2.61	Some extent	3.13	Some extent	3.20	Some extent
Community ⁽⁵⁾	2.61	Some extent	3.13	Large extent	3.20	Large extent
Consultation ⁽⁶⁾	2.91	Some extent	3.57	Some extent	3.50	Large extent
Effective ⁽⁷⁾	3.06	Some extent	3.63	Large extent	3.60	Large extent
Head Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Decision ⁽³⁾	2.53	Some extent	2.50	Large extent	3.00	Some extent
Effective ⁽⁷⁾	3.78	Large extent	4.17	Large extent	4.50	Very large extent
Meetings ⁽⁸⁾	4.19	Large extent	4.33	Very large extent	5.00	Very Large extent
Interactive ⁽⁹⁾	3.69	Large extent	4.67	Very large extent	5.00	Very Large extent
Feedback-T ⁽¹⁰⁾	4.25	Large extent	3.50	Some extent	4.00	Large extent
Feedback-P ⁽¹¹⁾	3.81	Large extent	4.17	Some extent	4.00	Large extent

Pearsons' Product Moment Correlation Coefficient for Relationships Between School Management Practices as Perceived by Head Teachers and Performance of Pupils in KCPE	
<u>Practices</u>	<u>r</u>
1. Supervision	0.29-0.87
Conduct performance appraisal for your teachers	0.026
Check on the teacher's lesson plans, scheme of works and pupils' records	0.339
Occasionally visit class to observe teachers teaching	0.409
Check periodically pupils' exercise books, practical work, assignments, quizzes and test to ensure regular marking	0.374
2. Staff development	0.12 – 0.86
Organize in-service courses or any other opportunities for growth of the teacher	0.355
3. communication	0.19-0.88
Consult teachers when making school decisions	0.827**
Communicate effectively to the staff, pupils and parents	0.841**
Hold staff meetings to discuss matters affecting the performance of the pupils	0.391**
Ensure constant touch with teachers and pupils	0.468**
Provide feedback to teachers concerning their performance	0.570**
Provide feedback to pupils concerning performance	0.467**

Pearson's Product Moment Correlation Coefficient for Relationships Between School Management Practices as Perceived by Teachers and Performance of Pupils in KCPE	
<u>Management practices</u>	
1. Supervision	
Administrator feels responsible for ensuring that education excellence is achieved	
Administrator periodically checks pupils exercise books, practical work, assignment quizzes and tests to ensure regular marking	
2. Staff development	
Administrators are interested in success of the staff	
Your job gives you the opportunity for personal development	
The school administration shows interest in the teachers social life	
3. Communication	
Administrators staff and pupils work together as a team	
The Head Teacher involve the staff in decision making on planning for institutional programmes	
The Head Teacher involve the staff in making a decision on pupil discipline	
The Head Teacher involve the staff in making decision for acquisition of resources	
The principle involve the staff in making decision on community-relations	
Opportunity to communicate to pupils on matters affecting pupils performance	

Overall Correlation Matrix Between School Management Practices and Performance of Pupils in KCPE

	<u>R</u>	<u>P</u>	<u>N</u>
Head Teachers	0.775	0.000	40
Teachers (subject panel heads)	0.677	0.012	200

References

Coombs P.11. (1968). *The 'World Education Crisis. A System analysis.* Oxford, New York

Donnelly J., Gibson .L and Ivanchevich .J. (1994). *Organizations: behaviors, structure and Processes.* Boston: Irwin.

Greer, C and Plunkett. W (2000). *Supervision Diversity and learns in the workplace.* Ni: Prentice-Hall.

Hall, D and Goodale. J .(1986). *Human Resource Management. Strategy, Design and Implementation.* London: Scot Foresman and company.

Kreitner, R. (1986). *Management.* Massachusetts: Houghton Mifflin.

Kreitner, R and Kinieki, A (1997). *Organizational Behaviour.* Bos ton: Irwin.

Maranga, J. (1993). *Suggestions for improving Teaching. Learning, Administration and Supervision in schools.* Basic Forum education Forum 3.

Olembo J, Wanga P. and Karagu N. (1992).*Management in Education.* Nairobi Education Research & Publication.

Sifuna, D, N. (1988). *A Study of school dropouts in girls high schools.* A case study of Bungoma District in Kenya, Kenya .Journal of Educational Research

Stoner, 1 and Freeman, R. (1 978). *Management.* NJ: Prentice-Hall Inc.