

Influence of the Administrators' Decisiveness Competency on Provision of Quality Education in Kitutu Central Sub-County, Kenya

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Abstract

Leadership in education plays a very important role of change in society and for this to happen, effective leaders are critical. The purpose of the study was to assess the school administrators' competencies on the provision of quality education in public secondary schools in kitutu central sub-county. The study aimed at: assessing the school administrators' level of competence on, establishing school administrators' level of training, assessing how school administrators' mobilize resources' on quality education in Kitutu Central Sub-County. This study was anchored on transformational leadership theory and Contingency theory. This study employed mixed methods approach and concurrent triangulation design was adopted which included both qualitative and quantitative data analysis. The target population in this study comprised of 7568 respondents who included: 22 principals in Kitutu Central Sub-county, 500 teachers, 7046 students and one Quality Assurance and Standards Officers in the SDE's office. A total of 618 respondents were sampled comprising 19 Principals, using simple random sampling, 618 teachers and 382 students who were also sampled randomly and one QASO, who was sampled purposively. Data from respondents were collected using questionnaires derived from study objective and interviews guides. The questionnaires sought answers from teachers and students while interview guides from School administrators and QASO. Piloting of research instruments was carried out at Nyamache Sub- County on 10% of the sample size in order to pre-test the relevance and accuracy of the research instruments. Validity of instruments was tested using content validity through supervisors expertise while reliability of instruments was tested using test re-test technique and [Cronbach's alpha](#) method of 0.75 was used to calculate the internal efficiency. Credibility of the data was tested using data triangulation through multiple analysis while dependability of data was assured through reporting data collection process in details. Qualitative data was analyzed in narrative form while quantitative data was coded and entered in to Statistical Package for Social Sciences (SPSS) version 23.0 to produce both descriptive and inferential statistics. Descriptive statistics were analyzed to find mean, mode and standard deviation while on the other hand inferential statistics was analyzed in form of correlation, regression and analysis of variance (ANOVA). and presented inform of frequencies, tables, graphs and charts in order to answer questions related to the research topic. The findings revealed that majority of the school administrators were competent in in enhancing quality education. It further revealed that majority of them had undergone a training course in either management and planning, administration and management, leadership and management. It also indicated a positive relationship between the school administrators' resource mobilization and quality education. The study also revealed that school administrators motivational practices enhances staff development, enhances responsibility and recognition, improves teacher support and performance and facilitates general school performance. The study recommends an in-depth study to assess the of school principals competencies on the general management of secondary schools using a bigger sample and covering a wider geographical area

Keywords: Leadership, management , motivation practices, training

Background to the Study

The global trends toward acquisition of quality education has created heated debate on the leadership competency the administrator need to utilize in order to achieve smooth implementation of the curriculum to yield quality academic outputs (Ibrahim & Orodha, 2014). Globally, it has been discovered that powerful leaders increase faculty climate and culture that assist encourage learners and teachers main to better learning and teaching environment that is conducive for learners (Ross & Gray, 2006, Mulford, 2003). The leaders are the cornerstone on which mastering communities (schools) function and grow. They become powerful incubators for studying, places wherein students no longer most effective educated but challenged, nurtured and advocated. Education being an essential right for all humans recognized by way of worldwide regulation of human rights, it has been laid down in several normal and regional developments.

Clark et al (2009) said that, college systems consisting of New York City have modified hiring procedures in ways that alternate the pool of folks that end up administrators. Administrators need no longer to have served the district for long time frame to be effective. He discovered out that proficient knowledgeable educators ought to be promoted while they may be taken into consideration geared up to lead the colleges. Younger administrators with bachelor's and grasp's degree have supported the idea that educators with leadership talent can be transformed into effective administrators through extensive administrator's education applications. Joel Klein, New York City's school chancellor, is on record as announcing; 'we would like right administrators to stay in colleges for 8 to ten years'. The assumption here is that greater skilled administrators are more powerful in management. (Rirkin et al 2005) found out that; the pleasant of management can be vital thing in explaining version in pupil outcomes between schools.

They stated that the leadership competency that are diagnosed as vital in members of the family to management in Australia encompass: presenting imaginative and prescient, consultative, common reason, facilitating the fulfillment of tutorial and organizational desires, being attentive to various wishes and situations, having a future orientation, offering academic entrepreneurship, linking sources to results, supporting the school as an active instructional area, getting things finished, making sure the agency is running easily, operating correctly with people, provisioning effective monetary control, advertising and promoting the school. These competencies are key to provision of exceptional education.

African Charter on the Human and Peoples' Rights article 17 gives that every character shall have a right to education. African Charter on the rights and welfare of the kid article 11 articulates that every toddler has the right to free and compulsory simple education. The Jamsein protocols (1990) and the Accra Accord (2002) as a follow as much as the Millennium Development Goals (MDG) restrict discrimination in education. The examine by means of Ibrahim and Orodha (2014) provide that the Board of Management influence satisfactory education in Kenya is dependent upon their management. Oketch and Nyware,(2012);Orodha,(2014) explain that: the demand for great education is increasing, because the authorities of Kenya views the fine overall performance of her basic education structures no longer most effective instrumentally but also strategically in members of the

family to economic improvement and worldwide competitiveness: Republic Kenya/UNESCO(2012).

The Basic Education Act 2013 has vested the college administrators via the Board of Management (BOM) the responsibilities to run the schools. Currently, Kenya is operating towards vision 2030. Kenya is not left in the back of in the adventure of reaching the desires and goals of imaginative and prescient 2030 and Education for All (EFA).

UNESCO'S (2004) International Institute for Educational Planning records the signs of fine training to include the following: Context which involves public assets, parental aid countrywide standards, hard work market needs social cultural and spiritual factor, peer effects and time available for education and homework. Enabling inputs include: studying and teaching materials, bodily infrastructure and centers and human assets. Learner characteristics like: learner flair, perseverance, readiness for faculty previous information, and limitations to studying and demographic variables.

Process signs which measures how instructional programmed activities are carried for example software of standards, coaching, great time for the undertaking faculty climate and educational management. Output indicators measuring the results of the programmed objectives are received thru country wide examinations, global checks, surveys and systematic area observation. It involves dimension of examinational excellent and learning results are improving as supposed. It has been found that the best of education continues to be low because of the management skills manifested in leaders besides inadequate funds and poor facilities (Mulusa,1988).

Statement of the Problem

Despite the government of Kenya introducing foremost reforms in the education sector to improve the quality of education in terms of providing bodily facilities and human resources, Free Day Secondary Education delivered 2003, provision of bursaries thru the Ministry Of Education (MOE), Constituency Development Fund (CDF), Non-Governmental Organizations (NGO) and provision studying sources specifically textual content books for each learner.

More still these school have qualified teachers but nonetheless the quality of education is low as meditated within the performance of KCSE for the final four years. This consequently shows that there are different factors pertinent to colleges acting better in KCSE. Hence, the need to establish whether or not the administrators' leadership skills have any effect on provision of quality education in Kitutu Central Sub-county.

Literature Review

Renfeldt and Wyckift, (2013), said that; school administrators ought to exhibit leadership abilities every leader should possess. They further said that; a very good leader places the desires of the others in the front of their very own who is continually trying to improve the pleasant of training of their schools. He figures out a way to enhance the pleasant of education no matter how tough it might be. Besides the plain expert necessities (educational

qualification and activity organization requirement) had to turn out to be the school supervisor, there are several skills that an awesome leader possesses that permit them to do their works efficaciously. These capabilities appear themselves in the day by day obligations of administrators.

Ever (2011) did a study in Southern Mississippi in Relational study of elementary leaders' management competencies to determine if a substantial dating existed between the standard principals' leadership abilities and teacher morale. It sought to perceive the effect of the teacher dating on provision of great education. He used a quantitative survey layout and observations to measure the leaders' management abilities that have been related to organizational effectiveness. The findings indicated that the classroom primarily based observe contributors perceived that every of the management practices inventory's five subscales of management talents correlated to the variable teacher delight, while, their Rapport with the leader correlated with three of 5 subscales. Data evaluation additionally indicated that school room-based participants did now not consider their leader's mode of leadership through rating the manager at the Lower Manager Inventory (LMI), than their managers who rated themselves higher in every of the 5 factors. The regulation on no Child is left behind by 2020 signed as law in January 2002 in USA, is one of the most distinguished action taken by the government in the direction of achievement of quality education. Gentilucci et al (2007) mentioned that; the role of the administrator is the greatest in enhancing the quality education. They located out that, the administrators' management abilties expand a school climate that help encourage each students and teachers leading to introduction of better teaching and mastering environment.

UNESCO (2015) suggested that, quality education is one that satisfies simple mastering needs and enriches the lives of the newbies and their ordinary revel in of residing. Kenyan Education Act (2013) shows that, Kenyan education is presently concern within the growing quality education rather than only a machine to pass by. Education is a complicated device embedded in a political, cultural and monetary context wherein expertise satisfactory training means along with relevant stakeholders who regularly have distinct views of quality training. Ross and Gay (2006) said that; in most school structures, the administrator is needed by the authority to improve the pleasant of training. The study will assess whether there's sufficient evidence to help the view that the administrators' leadership talents impact the provision of best education

Decisiveness is the capability to make choices and forethought into developing high first-rate. Strigl and Swiateck (2017) of their article: The Role of Decisiveness in Achieving Results stated that, making alternatives is probably the riskiest part of the manager's assignment, however, it's one of the most crucial. This is a middle great of a foremost who is a supervisor of a faculty. All leaders have to make difficult choices. Principals remember the fact that in positive situations, tough and properly-timed choices must be made within the great hobbies of the whole enterprise. Effective leaders realize while no longer to act unnaturally but as an alternative foster collaborative selection making. Hersey and Blanchard (2008) Management of Organizational Behavior shows that the leader lets in the crew to provide enter in advance

than desire making. This will inspire the scholars and teachers to have a social commitment within the path of engaging in fine education.

The manager collects the information, analyses the situation, and endure in thought options. They utilize the information like standardized, college tests and sources to decide the high-quality path of movement and they do it speedily. Once the selections had been made stick with them and enforce them. The chief is privy to that; you decide and taking movement is better than taking no movement. Leaders use their exquisite judgment, pick out a course of movement so that they can enhance the first-rate of education and get with it. This is a trait of resoluteness as it's far witnessed through firmness of cause to be achieved due to this that best administrators make strategic decisions to benefit their students.

Excellent leader has the courage and knowledge to make difficult choices in phrases of balancing the charge variety, making an funding in new initiatives, coping with teachers strike, responding to a law healthy in opposition to the school and different hard situations, international family members, tact and decisiveness are crucial trends in terms of dealing with heated issues. In this thing one has to suppose all the picks thoroughly, document the reasoning and be prepared to defend his/her decisions while questions stand up, accordingly, the look at.

Accountability is being answerable for the alternatives made and movements taken and explaining to them even as asked to achieve this. It involves selections making authority from the government of the network represented through Board of Management (BOM) and incorporated with the aid of manner of teachers, dad and mom and network individuals. Extraordinary administrators take obligation for each one's overall performance, which incorporates their personal. They comply with up on all remarkable problems, look at on employees and monitor the effectiveness of the enterprise recommendations and techniques. When things are going nice, they praise. When issues arise, they perceive them fast, are looking for responses, and get again to the track.

Since 1990's faculty responsibility systems have emerged as a principal focus of schooling reforms in United States. Renfeldt et al (2013) of their works: How Teachers' Turnover Harms Student Achievement said that; even earlier than the No Child Left Behind Act (NCLB) made duty obligatory across US in 2001, many states and districts had already instituted some types of responsibility. Low responsibility rankings may additionally result in an extensive boom of teacher turnover, the lower in turnover is probably to gain school students in low-grade faculties, as turnover has proven the decrease of faculty college students' success.

A more flexible method for evaluation is vital if responsibility and the best training are to be reconciled. Accountability as a stimulus to pleasant schooling may be seen in the very public techniques wherein superior best is afforded pre-eminence and extolled, on the identical time as terrible tremendous, inside the experience of failure to fulfill the expectancies of adequate requirements. The incredible training supplied with the useful resource of the leader guarantees strategies are in place that enables the supply of exceptional education. These

includes an excessive proportion of quality coaching inclusive of excessive expectations of learners, entire implementation of national curriculum, suited provision for inexperienced persons; religious, moral, social and cultural, no inexperienced persons at physical or emotional risk from different inexperienced persons or adults in the school and no abrasive and confrontational relationship among personnel and newbies. Hoy et al (2000) of their work: *Improving Quality Education* stated that all teachers want the recommendation of various specialists in order to conquer the annoying situations they face. An inspired teacher aid college students' achievement and seeks out additional learning opportunities to enhance their coaching abilities.

There are several methods the college manager can deliver duty within the place of business: absolutely explain the expectancies, educate first and then enforce obligation, inculcate responsibility inside the faculty subculture, offer right belongings, growth a timeline while an assignment is due, emphasize responsibility in overall performance reviews, empower employees to show their creativity and feature the records to offer exceptional education and keep one's self-accountable.

Competence is the ability of having enough cognition, assessment, skill or strength on matters concerning an activity. Management competency on the other hand involves a situation of being functionally equipped with matters directing towards good and effective management. Effective management is crucial since development is the outcome of a series of successful managed projects. Effective management entirely relies on the way the schools are being managed and the quality of leadership provided by the headteacher (Keith and Francoise, 2001).

In 1996 American government ordered the investigation of school finance for there was an outcry over how the funds were being utilized. The study reviewed headteachers' financial management and that they lacked the competence in handling finances in their institutions. They therefore needed training in order to effectively handle and manage those finances the required manner. In his educational reforms programmes in United States Bill Clinton called for a re-testing of teachers skills which included financial management (Wekhuyi, 2014).

In Africa, for instance in Lesotho, institutional headteachers lack formal preparation and are therefore characterized by inefficiency and ineffectiveness in relation to financial management competencies and other duties. Its Government in conjunction with the ministry of education appoints them on the basis of academic, qualifications and experiences they possess in discharging their duties (South worth, 1999).

According to Crum, Sherman and Myran (2009) decision making is a critical leadership skill that a successful headteachers must possess. Collaboration of employees and staff in making decision is essential to strengthen management of schools. Transformational leadership approach among female leaders enhances competence and aligns implementation and accountability in relation to school management. This approach requires leaders to change their leadership styles that auger well with their juniors in institutions thus facilitating persuasion and transparency over a long period of time.

For smooth improvement in schools principals must lay down practices that illustrate usefulness and faithfulness in dealing with specific aims of an institution. They should use specialized initiatives that identify school-broad improvements and specify areas of improvements through cohesion, heterogeneous application, strategy and sustainable parameters (Liethwood et al., 2010).

Jacobson (2005) asserts that school principals through proper leadership skills should identify high skilled members of staff who are competent in their specific areas thus uplifting school management. On contrary, principals who fail to identify quality staff members finally end up failing in managing their institutions properly and effectively.

The reviewed literature above demonstrates what a competent headteachers should do and work towards bringing effective and efficient running of schools management of activities but it only discusses about general leadership without looking into details the role of women headteachers' competencies in management.

Research Methodology

The target population in this study comprised of 7568 respondents who included: 22 principals in Kitutu Central Sub-county, 500 teachers, 7046 students and one Quality Assurance and Standards Officers in the SDE's office. A total of 618 respondents were sampled comprising 19 Principals, using simple random sampling, 618 teachers and 382 students who were also sampled randomly and one QASO, who was sampled purposively. Data from respondents were collected using questionnaires derived from study objective and interviews guides. The questionnaires sought answers from teachers and students while interview guides from School administrators and QASO. Piloting of research instruments was carried out at Nyamache Sub- County on 10% of the sample size in order to pre-test the relevance and accuracy of the research instruments. Validity of instruments was tested using content validity through supervisors expertise while reliability of instruments was tested using test re-test technique and [Cronbach's alpha](#) method of 0.75 was used to calculate the internal efficiency. Credibility of the data was tested using data triangulation through multiple analyses while dependability of data was assured through reporting data collection process in details. Qualitative data was analyzed in narrative form while quantitative data was coded and entered in to Statistical Package for Social Sciences (SPSS) version 23.0 to produce both descriptive and inferential statistics. Descriptive statistics were analyzed to find mean, mode and standard deviation while on the other hand inferential statistics was analyzed in form of correlation, regression and analysis of variance (ANOVA). and presented inform of frequencies, tables, graphs and charts in order to answer questions related to the research topic.

Findings

The study sought to assess the school administrators level of competence on provision of quality education of public secondary schools. To assess these questionnaires were used to obtain information from teachers while interview schedules were used to obtain information from the administrators and ZQASO. A set of question in form of a likert scale were posed to

the respondents (teachers) on how they perceive their administrators’ level of competence on quality education. The questionnaires were coded such that very good was rated number 1 while very low was rated number 4.

Descriptive Analysis of School administrators Competence

Teachers were required to rate the level of competence of their Principals to quality education using the likert scale 1.Very Good, 2. Good, 3. Low, 4. Very Low. Table 4. shows the various responses given;

Table1. Responses of teachers on the level of competence of their principals

Level of competence	Very Good	Good	Low	Very Low
Ability to effectively plan and coordinate all desired activities and resources	7(10%)	45(64%)	15(21%)	3(4%)
Ability to mobilize and motivate people	6(9%)	50(71%)	10(14%)	4(6%)
Ability to treat all staff as well as students accordingly	8(11%)	46(66%)	11(16%)	5(7%)
Consistency in decision making	2(3%)	15(21%)	48(69%)	5(7%)
Ability to deliver curriculum and instruction effectively	2(3%)	15(21%)	40(57%)	13(19%)
Ability to understand the local school community and school stakeholders	15(21%)	42(60%)	10(14%)	3(4%)
Ability to promote optimum use of the material, financial and human activities	3(4%)	13(19%)	40(57%)	14(20%)

Table 1. shows that majority of between (60-71%) of the teachers rated their principals as competent in ability to effectively plan and coordinate all desired activities and resources, mobilize and motivate people, treat all staff as well as students accordingly, understand the local school community and stakeholders. On the other hand (40-48%) of the teachers rated their principals low in competence areas like consistency in decision making, ability to deliver curriculum and instruction effectively and promote optimal use of the material, finances and human resources.

Inferential Analysis of school administrator’s competence and quality education.

To determine the relationship between school administrators competence and quality education, Pearson’s moment correlation coefficient was used. Table 2. below shows the correlation coefficient.

Table 2. Correlation coefficient of school administrators level of competence on quality education

Variable	Quality education
Level of competence	Pearson correlation 0.9998
	Sig. (2 – tailed) 0000
	N 70

Significance level of 0.000

From the result presented in Table 2, it was evident that the calculated r-value of 0.9998 is greater than the critical value of 0.7, an indication of an association between school administrators competence and quality education. The correlation coefficient between the two variables was 0.9998 implying that as principals competence changes by a unit there is a corresponding change in quality education.

Thematic Analysis of school administrators competence on quality education.

In all the schools visited analysis show that the school administrators rated themselves as being competent in managing their schools properly. In one of the schools, the principal said

‘I allocate enough resources and I have proper policies regarding the distribution and dispatch of revenue and other costs’.

‘I cater for other levies from my own pocket and that none is refunded back’.

They therefore rated themselves well equipped and competent in handling all the resources in their schools.

Results obtained from the ZQASO shows that 5 out of the 7 public schools headed by the school administrators had issues in their office concerning the management of their schools while 2 of the remaining schools their administrators had no cases reported.

‘I have received several cases from those schools regarding the mismanagement of resources and taken action.

Most of the cases reported involved the principals mismanaging schools resources, being not competent in decision making among other issues.

Mixed analysis and Interpretation of data on school administrators Competence

Results from Table 3, above shows that majority (60-71%) of the teacher respondents rated their principals as competent. This showed a positive correlation coefficient of 0.9998. This was also in line with what the school administrators and the ZQASO gave. This is supported by Liethwood et al., (2010) who asserted that school principals must use specialized initiatives that identify school-broad improvements and specify areas of improvements through cohesion, heterogeneous application, strategy and sustainable parameters. Competent administrators raise the quality of management of their schools and at long last better performance of school in terms of academic and other fields. Effective administrators need to be competent in financial management, proper resource allocation, one who able to develop coherence among the staff, and raise the academic performance of the school in overall. For this to happen principals as school managers need to be trained in competent areas discussed above for efficient school management. This is in line with the findings of Keith and Francoise (2001) who asserted that effective management is crucial since development is the outcome of a series of successful managed projects. Effective management entirely relies on the way the schools are being managed and the quality of leadership provided by the principals.

Conclusion

Based on the summary findings, the following conclusions were made;

- i. There is a relationship between school administrators competence and quality education. This is because the level of competence of the school administrators is important in the effective quality education.

- ii. The training competence of school administrators is positively related to effective quality education. The level of training principals receive helps them manage all the school activities properly. This includes proper accountability school finances among other issues.
- iii. There was a positive relationship between the way principals mobilize resources competence and quality education. When resources are mobilized properly there is smooth running of school activities thus good management which is going to enhance quality education.
- iv. There was a positive relationship between the school administrators' motivational practices and effective quality of education. This is because when there is a proper motivational practice the quality of education in the school becomes easy as this helps to bring harmony and cooperation among the members of staff and the principal.
- v. School administrators should not be underrepresented in leadership position. This study has proven that principals are generally good in terms of their competency in managing school resources and finances leading to quality education.

Recommendations

Based on the findings and conclusions of the study the following recommendations were made;

- i) Further and well – organized training on school management is required. Kenya Education Management Institute (KEMI) should take up its mandate of improving efficiency in school management as expected through in-service training of principals before appointment and after appointment. Teacher Training Colleges should revise their curriculum with a view to including courses on financial aspects in schools.
- ii) The Ministry of Education should come up with mentors among the school administrators, thoroughly train some of them who will be in a position to offer assistance and more guidance to their counterparts who aspire to rise in leadership positions.

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