

Full Length Research Paper

Role Performance of Female Headteachers in Primary Schools: A Case of Bondo District, Kenya

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The purpose of the study was to determine the role performance of female head teachers in primary schools in Bondo district of the republic of Kenya. Descriptive survey design was used in the study. As the population of female headteachers is not so big, 16 out of 17 schools were used for the research. Questionnaire and interview guide were used to gather information from the respondents. Data were analysed using tally marks and total frequencies to generate frequency accounts out of which percentages were calculated. Information collected through interview schedules and discussions were thematically described. The findings revealed that in all six administrative tasks, the female head teachers' performance was generally good. It is expected that the results of this study may help to shed light on how female head teachers perform their roles as administrators and to provide some indication of direction that could change the perception of the role of female head teachers from negative to positive. Results may also provide an indication of what additional steps may need to be taken to address the elevations of more female teachers to leadership roles. Based on the findings of the study, it was recommended that the government should come up with mentors among the female head teachers, thoroughly train some of them who will in turn be in a positions to offer assistance and more guidance to their counter parts. This will help motivate female teachers to pursue leadership roles.

Keywords: Female, Role performance, Administrative tasks, Head teacher position.

Introduction

The quality of management, especially at institutional levels is and continues to be a major concern of the Government of Kenya (Ministry of Education, 2007). Most head teachers irrespective of their formal training encounter administrative constraints in performing their roles effectively. It is generally perceived that schools administered by women experience problems due to their inefficiency, incompetence, poor human relations and gender. "Is this the reason why there are low numbers of female head teachers in primary schools in Bondo?" "Does this mean that female head teachers are not competent in performing their roles as administrators? It is based on the above general perceptions that I present findings of a study I conducted which determine the role performance of female head teachers in primary schools.

Kenya has 8 provinces and several districts. Bondo, is one of the districts which has a fairly large population. Kenya follows 8-4-4 systems of education whereby learners spend a total of eight years in primary school. This consists of age groups from 7 – 14 years of age. Four years in secondary school with an

age group of between 15 - 18 years, then another 4 years at the university level. My main area of focus was in primary education. An overview of the literature on the role performance of female head teachers on various administrative tasks which have prompted the research on this study has been presented. The role performance on 6 administrative tasks was presented and determined. Finally, implications for further study are examined.

Literature Review

School Administrative

School administration refers to the process concerned with identifying, maintaining, controlling and unifying, formally and informally organized human and material energies within integrated system designed to accomplish pre-determined objectives. Okumbe (2006) defined administration as the process of acquiring and allocating resources for their achievement of the organizational goals. Neither schools nor other institution could remain effective or survive for long without some type of administrative structure and personnel (Mugambi, 2005). Smulyan (2002) also highlighted that an

effective head teacher or leader is someone who helps the school achieve a positive school climate, increased time on instructive tasks, regular and systematic student evaluations community support and adequate resources.

In the education sector in Kenya, administration has often been seen as requiring certain male characteristics and drive. The stereotypical woman is said to lack such qualities, having been socialised into 'female' attitudes and behaviour which discourages her and others from seeing themselves as potential head teachers. However, the criteria involved in the selection of head teachers emphasize the 'male aspects of the job in a fairly arbitrary manner. This also excluded women from administrative position and the reason for the under representation of women at school head teacher levels on the basis of traditional perception of female and what constitutes good leadership (Smulyan, 2000).

Curriculum and instruction

A part from being an administrator, the head teacher should be conversant with what takes place in the classroom. Oluoch once commented that teachers have been asked to reconsider their teaching method so as to check the rising failure rate (Daily nations, 19th January 1980). Onyango (2001) emphasized that it is the responsibility of the head teacher to correctly articulate to the teaching staff the overall aims and objectives of the schools curriculum. This will guide teachers in formulating policies for their respective subjects and in preparation of schemes of work and lesson plans. Barasa and Ngugi (1990) suggested that in managing curriculum and instruction, it is important that the head teacher comes up with supervisory programme. The significance of a good supervisory programme is the achievement of improved and well organized performance for the head teachers. The majority of female head teachers organized learning activities to cope with large numbers in class. Most female head teachers supervised and checked documents and instruction as part of curriculum and instruction. Their activities in the area of curriculum and instruction proved beyond doubt that they managed this role very well.

School-community relationship

The community in which a school is built is very important. The school is meant to benefit that community directly. The head teacher should therefore create a co-existence relationship between the school and the large community. Olembo (1992) warned that unless the head teacher establishes effective communication with the community, he will not be successful in promoting new innovations in the school. This is particularly true in Kenya where most of the new projects such as the construction of laboratories and libraries undertaken by schools are carried out by the community. Most female head teachers integrated school interest with those of other community groups by involving the community in development projects for their schools. Schermerhorn, (2001) pointed out that a woman's potential for connection makes women value intimacy and

develop a capacity for nurturance, and an ethic of care for the 'other' with which they are connected, creating interdependence with and in the community. This makes it easier for female head teachers to co-exist in harmony and have a cordial relationship between the community and the school, hence, enabling them to perform their roles in this area effectively.

Staff-personnel management

It is the duty of the head teacher to ensure a good organizational atmosphere which is open and motivating, satisfying and relevant to job distribution and to encourage employees to be more productive all the time. The head teacher needs to have the knowledge and all the dynamics of managing human personnel. Such dynamics include motivations of employees, knowledge in leadership styles, delegation of duties and responsibilities to the employees and styles of communication (Onyango, 2001). In educational management, women have been noted to exhibit characteristics such as empathy, compassion, supporting, patience, attention to detail and ability to integrate people to listen to them and to motivate them through non-monetary incentives (Funk, 2004). Based on the above knowledge, female head teachers perform very well in motivating teachers, maintaining good staff relation and they also participate in the staff welfare decisions making.

Pupil-personnel management

The head teacher should have the interest of the learners at heart. He/she should therefore seek for the best situation, conditions and atmosphere for the learners' education. Whittaker (1983) emphasized that the head teacher should ensure that the school prepares children adequately for life and work and that the school is a well organised community where children learn what they need for the future. The main task of learners' management is to develop them to become acceptable members of the society. Kochhar (1993) underscored that the student has a very important place in the school system, as it is for them that all education programmes are organized. It is ironical and very interesting to assume that female head teachers may not perform well in this area. This is because women have been socialised to be passive, family oriented, affectionate and supportive (Lindsay, 1994).

Management of material and physical resources

Schools physical facilities include buildings, constructional equipment and playground. On the other hand material resources as explained by Onyango (2009) were those resources designed, modified and prepared to assist in teaching and learning. Learning involves identification of the resources, assessing quality in terms of needs, establishing criteria for standards determining the cost per unit and the use of the materials whether in groups or by individuals.

Finance and Business management

Schools like any other organization require finance in order to run well. There must be an efficient controller of finance to keep the school afloat. Funds have to be obtained, utilised and budgeted for. Schwartse (1985) observed that, constraints imposed by limited money in an organization makes majority of head teachers unable to purchase the best equipment and land that might be required by the organization. It is the responsibility of the head teacher, in terms of fiscal management to prepare the budget, do accounting and auditing. Odali (1984) warned that, unless a head teacher knows his or her budget and how to collect money for the improvement of physical facilities or property keeping of school records, he or she will basically find him/herself in problems.

The degree to which the head teacher may be involved in financial management depends on the following roles: determining needs and means of acquiring financial resources fair distribution of funds, preparing and managing budgets, accounting and record keeping procedures, supervising allocation and use of funds, identifying and implementing measures and inventories required for evaluations.

Methods

This study used descriptive survey design. The choice of the survey design is made because the research is concerned with gathering of facts and to present realities of headship rather than manipulations of variables (Orodho, 2004). The target population in the study comprised of 17 rural public primary schools in Bondo district headed by female head teachers. As the population is not so big, I decided to work with 16 (94.1%) schools as a sample out of 17 schools. I also worked with 58 (53.7%) male teachers and 50 (46.3%) female teachers. A part from teachers, I had an interview schedule with 5 basic (primary) quality assurance standards officers. These are officers concerned with quality educations in primary schools in Bondo District.

The purpose of this study was to examine the role performance of female head teachers in Bondo district. This is due to the perceptions that schools administered by women experience problems due to their inefficiency, poor human relations, incompetence and gender. The questions related to this issue were:

1. How well do female primary school head teachers perform their role in management of curriculum and instructions?
2. How well do female primary school head teachers perform their role in management of school finance and business?
3. How well do female primary school head teacher perform their role in maintenance and supervision of physical and material resources of the schools?

4. How well do female primary schools head teachers perform in fostering the atmosphere in management of staff and pupil personnel?
5. How well do female primary school head teachers perform their role in fostering sound community relation?

Data collection was carried out by use of questionnaires. Part one of the questionnaires to gather demographic data of the respondents, and part two to gather information on the role performance of female head teachers. This section had both open - ended and closed - ended questions. The closed - ended items were designed using Likert scale format. During the pre-test study, after each respondent had completed filling the questionnaires, head teachers and teachers were interviewed in order to determine the suitability of the clarity and relevance for the purpose of the study.

Procedure

Questionnaires for both the pilot and the main study were administered. Research permit form was obtained from the Ministry of Education, Science and Technology. Thereafter, the officer of the district commissioner in Bondo, was contacted before the start of the study. Selected schools were visited for pre-test and in the final study; questionnaires were administered to the respondents. Questionnaires were collected once the respondents had completed filling them.

Data Analysis

Data collected through questionnaires were grouped according to research questions. Tally sheets were used to generate frequency counts out of which percentages were calculated. Information collected through interview schedules and discussions were thematically described.

Closed – ended questions

All respondents were indicated by level of agreement and disagreements using between three - six point of Likert scales. The level of agreement and disagreement were arranged as V. good (5), good (4), average (3) below average, (2), Poor (1), average (3), below average (2), poor (1) or always (4), sometimes (3), rarely (2), never (1).

Data were analysed based on the six questions raised in the questionnaire from both female and male teachers and female head teachers.

1. Performance of female head teachers in curriculum instruction.
2. Supervision and checking of documents of instructor
3. Supervising the maintenance and use of physical and material resources.
4. Performance in staff personnel management
5. Performance in pupil – personnel
6. Performance in school community relations.

The biographical data of the respondents were sought in relation to gender, age, professional qualification and years of teaching experience. This applied to both head teachers and teachers. The data sought also related to teaching experience of the head teachers, durations of headship after promotion and the number of schools the head teacher headed before becoming head teachers in their present schools. The biographical data were sought to provide background information on the head teachers and teachers.

Findings

The findings of the study were reported in summary form using tables. The result shown in table 1 indicates that majority of headteachers and teachers rated monitoring and evaluations of curriculum planning, organizing the school programme, organizing learning activities, supervising teaching and learning activities as either very good or good.

Supervision and checking of documents of instructions

The respondents were to rate the degree of supervision and checking of documents on a four point rating scales. Results on table 2 implies that majority of respondents rated highly the performance of female head teachers in the area of supervising and checking of schemes of work, lesson notes, lesson plan note books supervising and checking records or work. Table 3 shows that majority of respondents rated female head teachers performance in supervision of material resources and physical resources very adequate, only a few rated the head teachers' performance as adequate.

As indicated on Table 4, the results clearly shows that majority of female head teachers' performance was rated as either very good in the area of staff personnel management. Table 4.10 indicates that female head teachers' performance was rated very high in the area of maintaining pupils' discipline, arranging for guidance and counselling services, paying attentions to general welfare of pupils' activities and reporting pupils' progress to parents. Female head teachers' performance was rated as either very good or good in the following areas: Planning the amount and nature of school community contact, explaining the school to the community, integrating schools interests with those of other community groups, interpreting the education programme to the community, gaining access to community resources for instructional purposes, involving community in 'harambee' (pulling resources together) projects, for the schools, supervising and evaluating the effectiveness of schools community contracts (see table 4.11).

In the area of management of finance and business, female head teachers' performance was generally rated 'fairly well' by the respondents. Majority of head teachers rated their performance as very good in the following areas: Preparing school budget, maintaining a property record keeping, accounting and auditing procedures and supervising all allocations and use of funds in the schools. On the other hand, teachers rated their performance as only good and not very good. In establishing policies for

distributions funds, the female head teacher's performance were rated as good and average respectively. The quality assurance officers' response was that the general performance of female head teachers in the district was good except in the area of finance and business. See table 4.12

Data from Open-ended questionnaire

The aim of open-ended questions was to get more information in order to comprehend female head teachers' experiences and how they performed their roles as head teachers. The data collected from open-ended questions was thematically described. The following section has highlighted some of the respondents or how the female head teachers performed their roles. In the area of supervising documents of curriculum and instruction majority of female head teachers expressed their concern that proper and relevant teaching must take place if pupils were to do well in the national examination.

I assess work done by the teacher to make sure that the syllabus is being covered adequately.

Majority of female head teachers and teachers were in agreement that most schools have school instructional materials selection committee (SIMSC).

In my school there is a committee consisting of 75% of the teaching staff. They meet and select the materials required.

Supervision and maintenance of physical and material resources is done by most head teachers for durability properly utilized and maintained. Female head teachers mainly motivate their staff members' in order to create a conducive environment for teaching and learning in their school. Head teachers allow their staff to grow professionally by informing them of any courses or opportunities for professional growth and also allowing them time to attend the in-service courses. Most teachers accepted that the head teachers allow them to attend in-service training and seminars within the district or division.

I do allow my teachers both male and female to attend seminars, in-service courses and workshops. I also give good recommendation for higher posts.

Female head teachers evaluate their teaching staff on weekly basis. Most of them perform their role in this area and out of class. They also check documents of instructions used by teachers to teach.

I check documents of instruction regularly and also observe learning sessions in order to maintain a record of performance and to promote good academic performance.

In dealing with staff discipline, majority of female head teachers had no problems except three head teachers who cited that a few male teachers ignored information given by them and some gave negative comments. Most teachers co-operated with their head teachers.

Table 1

Performance of Female Head teachers in Curriculum and Instruction

Role Performance	Headteacher (n: 16)										Teacher (n: 108)									
	<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B. Av</u>		<u>Poor</u>		<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B. Av</u>		<u>Poor</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Articulating Curriculum Policies to the teachers	8	50.0	7	43.8	1	6.3	0	0	0	0	40	37.0	47	43.5	17	15.7	3	2.8	1	1.0
Planning and Organizing the School Programme	10	62.5	6	37.5	0	0	0	0	0	48	44.4	46	42.5	11	10.2	1	1.0	2	1.9	
Organizing learning activities to cope with large numbers in class	7	43.7	8	50.0	1	6.3	0	0	0	43	39.8	49	45.4	12	11.0	2	1.9	2	1.9	
Supervising teaching and learning activities	6	37.5	9	56.3	1	6.3	0	0	0	41	38.0	47	43.5	17	15.7	3	2.8	0	0	
Monitoring and Evaluating Curriculum outcome	8	50.0	8	50.0	0	0	0	0	0	62	57.4	34	31.4	9	8.3	2	1.9	1	1.0	

Table 2

Supervision and Checking of Documents of Instruction by Female Headteachers

Role Performance	Headteacher (n: 16)								Teacher (n: 108)							
	<u>Always</u>		<u>Sometimes</u>		<u>Rarely</u>		<u>Never</u>		<u>Always</u>		<u>Sometimes</u>		<u>Rarely</u>		<u>Never</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Supervision and checking of schemes of work	9	56.3	7	43.8	0	0	0	0	77	71.3	28	25.9	2	1.9	1	0.92
Checking of lesson notes	5	31.3	10	62.5	1	6.3	0	0	56	51.9	48	38.9	8	7.4	2	1.85
Checking of lesson plan notebooks	8	50.0	8	50.0	0	0	0	0	59	54.6	38	35.2	9	8.3	2	1.85
Supervising and checking of records of work	7	43.8	9	56.3	0	0	0	0	59	54.6	35	32.4	12	11.1	2	1.85

Table 3

Female Headteacher's Performance in Supervising the Maintenance and Use of Physical and Material Resources

Role Performance	Headteacher (n: 16)								Teacher (n: 108)							
	<u>V adequate</u>		<u>Adequate</u>		<u>Inadequate</u>		<u>V.Inadequate</u>		<u>V adequate</u>		<u>Adequate</u>		<u>Inadequate</u>		<u>V. Inadequate</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Supervision of the maintenance and use of textbooks and instructional material resources	4	25.0	11	68.8	1	6.3	0	0	55	50.9	48	44.4	5	4.7	0	0
Supervision of appropriate teaching aid	1	6.3	9	56.3	5	31.3	1	6.3	24	22.2	56	52.0	22	20.4	6	5.5
Maintenance of furniture	3	18.8	10	62.5	2	12.3	1	6.3	34	32.0	51	47.2	15	14.0	8	7.4
Maintenance of classrooms	6	37.5	6	37.5	3	18.8	1	6.3	40	37.0	47	43.5	16	14.8	5	4.7
Maintenance and use of space for pupil's playground	8	50.0	4	25.0	4	25.0	1	6.3	37	34.3	40	37.0	23	21.3	8	7.4
Maintenance of sanitation for both staff and pupils	3	18.8	5	31.3	6	37.5	2	12.5	45	42.7	44	40.7	13	12.0	6	5.6
Maintenance of school buildings	5	31.3	6	37.5	3	18.8	2	12.5	43	39.8	43	39.8	12	11.1	10	8.3

Table 4

Female Headteacher's Performance in Staff Personnel Management

Role performance	Headteacher (n: 16)										Teacher (n: 108)									
	<u>V. Good</u>		<u>Good</u>		<u>Satisfactory</u>		<u>B. Av</u>		<u>Poor</u>		<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B.Av</u>		<u>Poor</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Induction of new teachers	5	31.3	11	68.7	0	0	0	0	0	0	43	39.8	40	37	19	17.6	3	2.8	3	35
organizing in service courses for teachers	3	18.8	11	68.8	2	12.5	0	0	0	0	19	17.6	30	27.8	34	31.5	20	18.5	5	4.1
Supervising and writing an appraisal reports on the performance of the teachers	5	31.3	8	50	3	18.8	0	0	0	0	38	35.2	40	37	24	22.2	6	5.6	0	0
Motivating teaching staff	10	62.5	6	37.5	0	0	0	0	0	0	46	42.6	25	23.1	15	13.9	15	13.9	7	6
Maintaining good staff relation	14	87.5	1	6.3	1	6.3	0	0	0	0	48	44.4	32	29.6	18	16.7	7	6.5	3	2.2
Participation in the staff welfare decision making	14	87.5	1	6.3	1	6.3	0	0	0	0	62	57.4	27	25	14	12.9	2	1.9	3	2

Table 4.10

Female Head teacher's Performance in Pupil Personnel

Role Performance	Headteacher (n: 16)						Teacher (n: 108)					
	<u>V. Well</u>		<u>Fairly Well</u>		<u>B. Av</u>		<u>V. Well</u>		<u>Fairly Well</u>		<u>B Av.</u>	
	n	%	n	%	n	%	n	%	n	%	n	%
Maintaining Pupil's discipline	13	81.5	3	18.8	0	0	65	60.2	36	33.3	7	6.5
Arranging for guidance and counseling services	6	37.5	10	62.5	0	0	52	48.2	48	44.4	8	7.4
Paying attention to general welfare of pupils	13	81.25	3	18.8	0	0	71	65.7	29	26.9	8	7.4
Supervising pupil's activities.	11	81.25	3	18.8	0	0	71	65.7	29	26.9	8	7.4
Reporting pupil's activities	11	68.75	5	31.25	0	0	65	60.2	37	34.3	6	5.5
Reporting pupil's progress to parents	12	75	4	25	0	0	78	72.2	23	21.3	7	6.5

Table 4.11

Female Headteachers' Performance in School Community Relation

Role Performance	Headteacher (n: 16)										Teacher (n: 108)									
	<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B. Av</u>		<u>Poor</u>		<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B. Av</u>		<u>Poor</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Planning the amount and nature of school community contract	3	20.0	9	60.0	3	20.0	0	0	0	0	44	41.6	41	38.7	19	17.9	1	0.9	1	0.9
Explaining the school to the community and vice versa	6	40.0	8	53.3	1	6.7	0	0	0	0	45	42.5	42	39.6	14	13.2	5	4.7	0	0
Integrating school interests with those of other community groups	7	46.7	6	40.0	2	13.3	0	0	0	0	34	31.8	46	43.0	22	20.6	4	3.7	1	0.9
Interpreting the education programme to the community	2	12.5	11	68.8	3	18.7	0	0	0	0	48	44.9	41	38.3	14	13.1	3	2.8	1	0.9

Gaining access to community resource for instructional purposes	2	12.5	8	50.0	5	31.3	1	6.2	0	0	36	33.6	41	38.3	25	23.4	1	1.9	3	2.8
Involving the community in harambee projects for the school	3	18.8	4	25.0	4	25.0	5	31.2	0	0	46	43.4	39	36.8	12	11.3	6	5.7	3	2.8
Supervising and evaluating and effectiveness of school community contracts	3	18.8	7	43.8	6	37.5	0	0	0	0	35	33.0	43	40.6	24	22.6	2	1.9	2	1.9

Table 4.12

Female Headteachers' Performance in Management of Finance and Business

Role Performance	Headteacher (n: 16)								Teacher (n: 108)							
	<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B. Av.</u>		<u>V. Good</u>		<u>Good</u>		<u>Average</u>		<u>B Av.</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
Determining needs and means of acquiring financial resources	2	12.5	11	68.8	3	18.7	0	0	5	4.6	36	33.3	65	60.2	2	1.9
Establishing policies for distributing funds	3	-18.8	10	62.5	3	18.8	0	0	19	17.6	30	27.8	34	31.5	25	23.1
Preparing school budget	7	-43.8	8	50.0	1	6.2	0	0	37	34.9	62	58.5	6	5.7	1	0.9
Maintaining appropriate record keeping, accounting and auditing procedures.	7	-43.8	7	43.8	2	12.5	0	0	24	22.2	56	51.9	22	20.4	6	5.5
Supervising all allocations and use of funds in the school.	7	-43.8	9	56.3	0	0	0	0	62	58.5	30	28.3	10	9.4	4	3.8
Identifying and implementing measures and inventories required for evaluation	2	-12.5	11	68.8	3	18.8	0	0	23	21.3	40	37.0	37	34.3	8	7.4
Distributing funds for different activities in the school	8	-50.0	8	50	0	0	0	0	55	51.9	30	28.3	13	12.8	8	7.5

Most of my teachers co-operate with me, I treat them fairly and I am firm with them without any favouritism.

There is good relationship between the community and schools headed by female head teachers because the community are allowed to use the school facilities. They in turn get involved and participate in school activities and assists in raising funds for various schools projects.

I do involve the school community whenever we have a project and also allow them to use the school facilities whenever necessary. For example hiring a hall for weddings, funeral meetings etc.

The money allocated to primary schools by the government is inadequate. This makes it very difficult for the schools to run smoothly throughout the year. As a result, the head teachers' performance in determining needs and means of acquiring financial resources and distributions of funds was rated as average and below average respectively.

The school population is low and most vote heads lack funds. The money sent by the government in most schools is inadequate.

All female head teachers agreed that they did not undergo proper training in the management of business and finance. Most of them suggested that, they needed more tiring in this area.

The in-service training in business and finance was sketchily done and the training period was too short.

Conclusions

The conclusions of this study are from the research and analysis of the reports. The following conclusions were therefore based on the findings of the study.

The teachers perceived the female head teachers' performance as generally good pertaining to the management of the six administrative tasks. The head teacher also rated themselves as having performed very well in all the areas of administrative tasks. Likewise, when the basic quality assurance officers were interviewed, they gave their response concerning female head teachers' performance in the district as generally good.

The head teacher's background characteristics did not cause any important differences among the head teachers in relation to the degrees of importance they attached to the role performance by head teachers in the six management task areas. The training of primary school head teachers' i.e. work shops and in-service courses has met the primary head teachers' expectations pertaining to their role performances in the six administrative tasks. However, more training is required in areas like school finance and business, designing and developing courses in curriculum and instructions, in order to enable the head teachers to perform more effectively and efficiently in these areas. Examining the role performance of female head teachers as good, I therefore concur with Cubillo

and Brown (2003), there is little doubt that many women have a great deal to contribute to the changing practice of educational management in response to the radical global restructuring of education.

Recommendation for the profession

- Further and well - organized training on financial management is required. The Ministry of Education of Kenyan republic should come up with mentors among the female head teachers, thoroughly train some of them who will be in a position to offer assistance and more guidance to their counter parts.
- Employing of affirmative actions to improve the number of female head teachers in educational management positions.

Recommendations for further research

- The study to be replicated in other districts as well as to give a general picture of the whole country in terms of the role performance of female head teachers in primary schools.
- Research could be undertaken to determine the role performance of male head teacher in the six administrative tasks in public primary schools in comparison to the female head teachers' performance.

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