

**HEAD TEACHERS'SOCIO-DEMOGRAPHIC FACTORS INFLUENCING  
JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN SUBA  
SOUTHSUB-COUNTY, HOMA - BAY COUNTY, KENYA.**

**BY**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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LEADERSHIP AND POLICY.**

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Masters in Educational Leadership and Policy Department of Educational  
Foundations and Management, Rongo University.**

## DECLARATION

### DECLARATION BY CANDIDATE

This thesis is my original work and has not been presented for the award of a Masters' degree in this or any other University.

**Signed**.....**Date** .....

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### DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as University supervisors.

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## **DEDICATION**

I dedicate this work to my mother Mrs. Angeline Muo, my siblings Tom, Titus, George, Alice and my children Sharon, Sheila, Alphonse and Mitchel for the encouragement and support throughout the study period.

## **ACKNOWLEDGEMENT**

Glory be to Almighty God for the opportunity to pursue this course at Rongo University and blessed is your name God for the providence of sound health, mind and all daily blessings. My sincere gratitude goes to my supervisors, Dr. Alfred Otara and Dr. Berther Kute for their tireless effort in offering guidance and counsel throughout the process of carrying out this study, the invaluable contributions from the respondents in this study, panelists and classmates have given me tremendous insights to help me produce this work.

## ABSTRACT

Attainment of organizational goals is a reflection of efficient performance of human resource. Administrators, including head teachers are expected to achieve organizational goals through efficient job performance. However, in Suba South Sub County, statistics has indicated that there have been cases of mixed results in job performance in terms of the state of physical infrastructure, financial management and curriculum supervision. For instance, the 2019 Quality Assurance and Standards report revealed that 59% of the schools had dilapidated classrooms and toilets, 10 schools had financial mismanagement, and general school grounds were in a state of disrepair. Therefore, this study sought to establish head teachers' socio-demographic factors influencing job performance in public primary schools in Suba South Sub-County. The objectives of the study were to: determine head teachers' personal factors influencing job performance, determine head teachers' professional factors influencing job performance, and establish head teachers' social factors influencing job performance. Attribution Theory of Motivation was used to guide this study. The study adopted a mixed method approach with a descriptive survey research design. The study population was 97 Head Teachers, 97 Deputy Head teachers, 4 Curriculum Support Officers and 1 Sub County Director of Education, giving a total of 199 respondents. This was a census study. Data collection was done using questionnaires administered to the Head Teachers (HTs) and Deputy Head teachers (DHTs) and an interview guide to obtain responses from the 4 Curriculum Support Officers and 1 Sub County Director of Education Piloting was done in Suba North sub-county. Validity was determined through assessment and modification of the instruments by supervisors and experts in the Department of Educational Foundations and Management at Rongo University. Test-retest method was employed to determine the reliability of the questionnaires at set-p value of .05 and reliability coefficient of .77 was obtained. Quantitative data was employed using descriptive statistics; frequency counts, percentage scores and mean ratings, and inferential statistics was analyzed using Independent Two sample t-test using SPSS (version 26). Qualitative data was analyzed using thematic analysis. Personal factors of head teachers influencing head teachers job performance are: Level of education, gender and Age, respectively in the order of influence. Professional factors of head teachers influencing head teachers job performance are: Work experience, on job training, Leadership Style and Promotional prospects and remuneration, respectively in the order of influence. Social factors of head teachers influencing head teachers job performance are: Social status, Work family balance, Recognition and Marital Status, respectively in the order of influence. The following recommendations were then made: from the findings TSC Teachers Service Commission should consider level of educational attainment of a head teachers in considering promotion of primary teachers to headship; Consistent on job training and good remuneration package of head teachers should be considered by TSC to ensure sustained improved performance of head teachers and all the stakeholders of public primary schools (MoE, TSC & local community) should encourage and support the primary school head teachers to have family work balance and improved job performance. The study findings may be useful for better planning and practice through evaluation and training to MOE, TSC and other policy makers and contribute to body of knowledge on head teachers' socio-demographic factors influencing job performance.

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## **ABBREVIATIONS AND ACRONYMS**

CDF	Constituency Development Fund
CEO	Chief Executive Officer
CFA	Confirmatory Factor Analysis
CSO	Curriculum Support Officer
DHT	Deputy Head Teacher
FPE	Free Primary Education
G.E	General Electric
HT	Head Teachers
K.C.P.E	Kenya Certificate of Primary Education
K.I.C. D	Kenya Institute of Curriculum Development
K.N.B.S	Kenya National Bureau of Statistics
MANOVA	Multivariate Analysis
NACOSTI	National Research Commission for Science, Technology and Innovation
P.D	Performance Development
SEM	Structural Equation Modeling
SCDE	Sub County Director of Education
S.M.E	Small-to Medium-Sized Enterprise
SPSS	Statistical Package for Social Sciences
TPAD	Teachers Performance Appraisal Development
TSC	Teachers' Service Commission
UPE	Utilization Performance of Employees
WFB	Work–Family Balance

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Job performance is defined as the activities, behaviors, and results that specific employees take to forward the objectives of the organization as a whole (Farh, Seo & Tesluk, 2012). In organizational management, employee performance has recently gained a lot of attention. The shift might be explained by the fact that an organization's human resource efficiency has a significant impact on its success and outcomes. (Hedge, Borman & Lammelein, 2012).

Coelho Jr. (2009) noted that at the level of individual job performance, characteristics beyond the task such as motivation, job satisfaction, level of competence and experience, effort and work environment were considered for the purpose of performance measurement. Individual job performance involves intentional actions guided by results, influenced by social, cultural, demographic, and job conditions, resulting in influenced outcomes. (Bendassolli,2012; Sultana, Irum, Ahmed &Mehmood, 2012).

Assertions by Bendassolli(2012) on the influence of social, cultural, or demographic conditions have been alluded to in different studies done on employees globally: for example, in studies done by Shilpah and Udgaonkar (2018) and Bodheand Jankar (2015) on the influence of teachers' age on teaching, research findings indicated that age or sex was not a barrier to effective teaching; however, with increased experience a teacher was deemed to be more composed and able to handle many job performance dynamics at the work station. Additionally, a study done by Alufohai and Ibhafidon

(2015) on teachers' marital status and gender in Nigeria found significant impact on students' academic achievement

Education affects job performance in the USA ( Ng and Feldman, 2013). First, it improved workers' abilities in relation to education and aspects of workplace behavior like task, citizenship, and unproductive conduct; it also had a favorable impact on creativity and civic behavior. Another American study by Kini and Podolsky (2015) on the relationship between teachers work experience and teaching; showed that for most teachers, effectiveness increased with experience. In Europe, Inelga and Imran (2013) research explores employee training's impact on job performance. The findings showed that training impacts organizational competitiveness, revenue and performance.

A study conducted in Jordan by Al-Mzary, Al-rifai and AlMomany (2015) demonstrated a significant link between efficient training and workers' job performance, while a study by Sultana et al. (2012) found training programs significantly predict job performance in Pakistan, accounting for 50.1% of employee variation. Similar results were attained by Farooq and Babirye (2011) who indicated a positive correlation between training and employees performance.

Other than demographic characteristics, other important elements that determine performance were leadership style, salary increment and promotion (Eboka, 2016; Macibi, 2005; Sultan et al. 2012). Anbazhagan and Bhargava's (2014) study on the relationship between worker productivity and leadership styles revealed the conclusion, showing that more productive workers tended to favor autocratic leadership styles, less productive workers tended to favor laissez-faire leadership styles, and medium productive workers tended to favor democratic leadership styles. In the same vain,



transformational leadership styles and gender significantly impact teacher morale (Eboka, 2016).

In Ghana, a study by Amoatema and Kyeremeh (2016) showed that organizations increasingly utilize employee recognition to motivate and improve performance, boosting productivity and overall performance. Aunga and Masare's (2017) analysis in Tanzania found a significant relationship between leadership style and job performance in primary schools. Further, studies have also shown salary increment and promotion was also key influencing job performance (Anastasia&Papakonstantinou, 2014;Mafini, 2015).

With regard to social factors, marital status, family size, and recognition and status could determine the performance of an individual. Panisoaraa and Serbana (2013), while examining marital status and work balance, pointed out that non-work demand is an issue affecting all paid work individuals, including those without children or unmarried individuals, affecting work-life balance and performance, regardless of family responsibilities. (Waumsley, Houston & Marks, 2010).

Ndungu (2017) investigated how employee job performance is impacted by rewards and recognition at Kenyatta University. The findings showed that as a result of the inadequacy of monetary rewards alone to drive excellent performance, employee recognition programs have grown increasingly. Similarly, Odanga, Aloka, and Raburu (2015) found a positive correlation between marital status and teachers' self-efficacy in Kisumu County schools.

It was evident that the highlighted studies have paid attention to teachers' job performance. It was observed, however, that there was inadequate research on head

teachers' socio- demographic factors influencing job performance. Furthermore, little attention had been paid to primary school-head teachers who were the prime subject of the study.

According to various guidelines and policy documents, head teachers had various roles that they needed to perform effectively (Education Act 2013; TSC Code of Regulations 2014 and Heads Manual) in order to attain efficiency, hence better job outcomes. They included maintenance of physical infrastructure, financial management and curriculum supervision.

According to Sessional paper No. 14 of 2012, the provision of basic and compulsory education was provided for by implementing automatic transition and transfer between grades and across levels of basic education. As administrators, head teachers in primary schools should ensure that it was achieved. Primary school head teachers play key roles in managing resources, adhering to public finance guidelines, maintaining financial, human, and physical resources, maintaining teaching standards, and conducting regular classroom visits to evaluate curriculum delivery (TSC Code of regulations, 2014).. Whereas there could be other factors at play, this study examines socio-demographic factors and job performance as independent and dependent variables affecting head teachers' job performance in schools.

Suba South Sub-County in Homa-Bay County was chosen for this study because it consisted of head teachers with different socio-demographic characteristics such as gender roles, family characteristics, rural and urban residence among others. It had also been chosen because it had experienced a consistent decline in physical infrastructure

for the last five years as opposed to the neighboring Sub Counties of Suba North, Ndhiwa and Homa Bay.

In Suba South Sub-County there was evidence of non-adherence to the expected job performance as stated in the TSC Code of Regulations. In the period between 2015 and 2019 as indicated by the Suba South CSO's office (2020), 57 out of 97 schools did not meet the expected standard of physical infrastructure. In some schools, construction of new classrooms had not been completed for a period of 4 years, an undertaking that should have been completed within one financial year. Hence, the need to investigate the socio-demographic factors influencing head teachers' job performance in public primary schools in Suba South Sub-County.

### **1.2 Statement of the Problem**

According to various guidelines and policy documents, the head teacher has various roles that they need to perform effectively (Education Act 2013; TSC Code of Regulations, and Heads Manual) in order to attain efficiency hence better learner outcomes. These include the management and control of resources and all institutional assets entrusted to them, proper management and maintenance of teaching standards and professional records as well as paying regular visits to the classroom to evaluate delivery of curriculum.

However, in Suba South - Sub County, that was not the case. Cases have been reported of mixed results with regard to the state of physical infrastructure, financial management as well as quality of curriculum supervision within the last 5 years. The 2019 report by Quality Assurance and Standards Officer showed that 59% of schools have dilapidated classrooms and toilets and general school grounds were in a state of

disrepair with a few exceptions, even when funds for such activities are provided for by the government. Additionally, financial mismanagement has been reported by auditors in 10 schools, where the school head teachers were confronted by parents on grounds of financial mismanagement and 6 head teachers were later transferred. (The 4 others were demoted and delocalized to other counties.) Furthermore, a 2019 CSO report showed that 25% of head teachers struggle with curriculum supervision especially on class delivery, curriculum based competency and professional records, the report had been corroborated by auditors. Studies carried out in Suba South County have mainly focused on teachers and KCPE performance, and not focused on the role of individual socio-demographic factors of head teachers as they relate to their job performance. Those were the gaps of knowledge that the current study seeks to fill.

### **1.3 Purpose of the Study**

**This study examines socio-demographic factors affecting head teachers' job performance in Suba South Kenya.**

### **1.4 Objectives of the study**

The objectives of the study were:

- i. To determine head teachers' personal factors influencing job performance in public primary schools in Suba South Sub-County.
- ii. To determine head teachers' professional factors influencing job performance in public primary schools in Suba South Sub-County.
- iii. To establish head teachers' social factors influencing job performance in public primary schools in Suba South Sub-County.

### **1.5 Research Questions**

- i. What are the head teachers' personal factors influencing job performance in public primary schools in Suba South Sub-County?
- ii. What are the head teachers' professional factors influencing job performance in public primary schools in Suba South Sub-County?
- iii. What are the head teachers' social factors influencing job performance in public primary schools in Suba South Sub-County?

### **1.6 Significance of the Study**

The research is important in the following respects:

- i. The Ministry of Education, Teachers' Service Commission, and policy makers may adopt the findings for better planning and practice through evaluation and training.
- ii. The findings are expected to aid researchers by adding to the body of knowledge on the socio-demographic aspects impacting head-teacher job performance.

### **1.7 Assumptions of the Study**

The following presumptions are used in the study:

- i. Proposed factors constituting independent variables in the study have an influence on the dependent variable;
- ii. Head teachers are professionally trained and understand the roles they are expected to perform;
- iii. Curriculum Support Officers and the Sub County Director of Education carry out supervision in schools consistently.

### **1.8 Scope of the Study**

The study focused on independent variables (head teachers' socio-demographic factors) and dependent variables (job performance) and it was carried out to establish head teachers' socio-demographic factors influencing job performance within the school environment.

The research was carried out in public primary schools in Suba South Sub-County. Questionnaires and an interview guide were used to collect data. Head teachers, deputy head teachers, CSOs, and the SCDE were among those who responded.

### **1.9 Limitation**

The study can only be generalized to Suba South Sub-county and some questionnaires were returned incomplete however, necessary steps were taken to enable the researcher to collect data efficiently.

### **1.10 Theoretical Framework**

The Attribution Theory of Motivation (Weiner, 1980) served as the study's main framework. Weiner's Attribution Theory of Motivation suggests people seek reasons to maintain a positive self-image, driving them to engage in specific actions. According to the theory, a person's perception of success or failure affects how much effort they put into a work. The theory was a framework that explained causal factors which made people do what they did. Various factors determined an individual's motivation to perform in various circumstances.

The Attribution Theory of Motivation stated that a particular situation of control stability, internal versus external situation of control stability, captures whether causes change over time or not: for instance, ability of the head teacher, experience, level of education, leadership style and level of training could be classified as stable within the school after a period of time. The theory states that people attempt to understand the

behaviors of others by attributing feelings, beliefs and intention to them to be motivated to assign causes to their actions and behavior.

Various factors such as inert ability, past performance and experience, and social influences such as family–work relationship, affect the choices made towards achieving a goal. Secondly, efforts by the individual that enable him/her to achieve the intended goals hence impact performance directly and indirectly on the outcomes as per goals. That could be explained by the aspect of the current study that involved education and training aimed to improving the job performance of head teachers. Thirdly, persistence, allowed one to be more intense in pursuing goals and improving performance. Persistence included efforts expended over the process of achieving goals. From the background, it was evident that head teachers in schools working towards a similar goal in similar circumstances have different levels of persistence. That was why some schools had better physical facilities and even head teachers carrying out consistent follow-up on teaching and learning process in their schools leading to promotion of teachers.

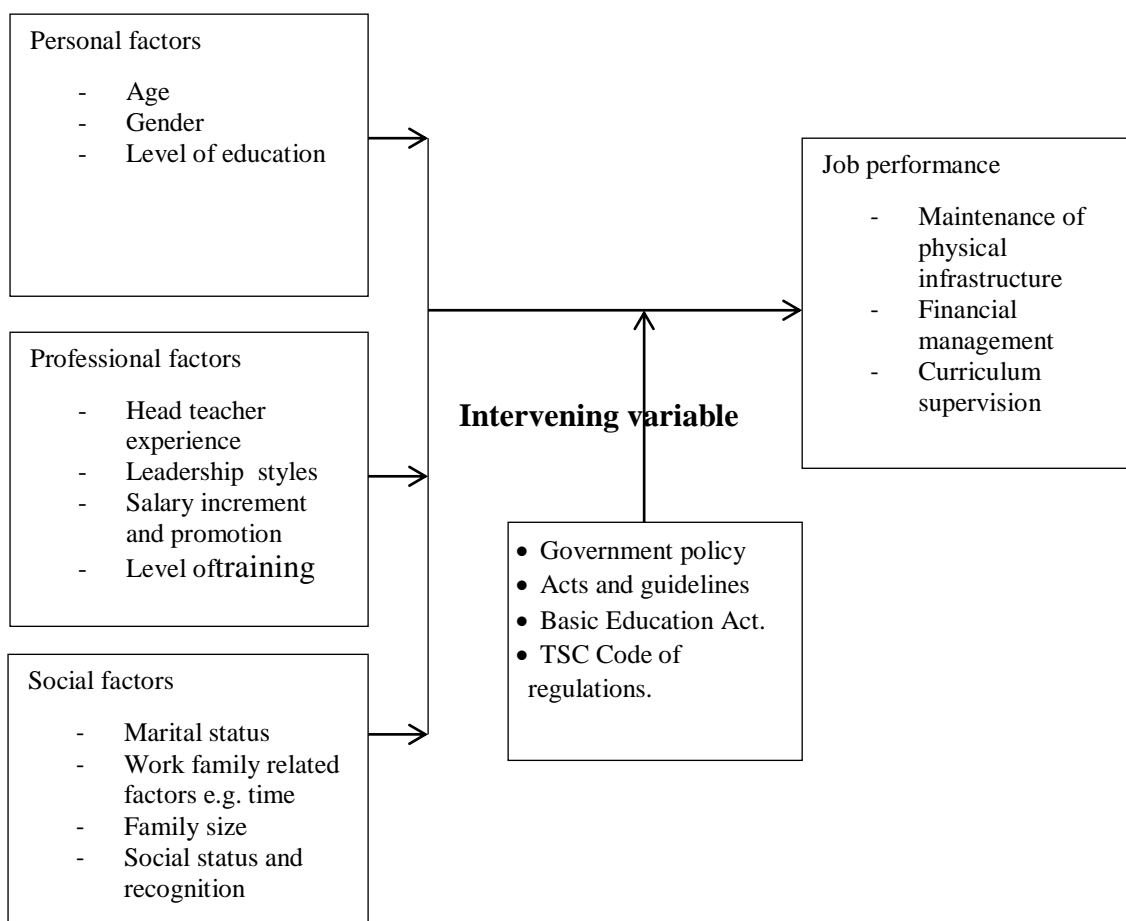
Lastly, cognition leading to behavior change, in which Weiner (1980) recognizes the fundamental significance of experience in the achievement of tasks, specific goals and situational goal. Within the roles of head teachers, specific tasks had been outlined, some which were achievable over a period of time needed consistent follow up, for example, curriculum supervision and quality teaching. That required head teachers to adopt certain supervisory behavior that suited the situation of individual teachers and learners, attained efficiency in their job performance.

### 1.11 Conceptual Framework

The study focused on head teachers' socio-demographic factors influencing job performance as shown in Figure 1. Socio-demographic factors included personal, professional and social factors which constituted the independent variable. The dependent variable was job performance while government policy was the intervening variable.

#### Independent Variables

#### Dependent Variables



**Source:** Researcher's own conceptualization

**Figure 1:** The conceptual framework of head teachers' socio - demographic factors



The conceptual framework postulated that the personal factors of head teachers were age, gender and level of education. Under professional factors were head teachers' experience, leadership styles, salary increment and promotion. Social characteristics such marital status, factors relating to job and family, status and recognition, and family size were taken into account.

Maintenance of physical facilities, financial management and curriculum supervision were considered as indicators of job performance. In Suba South Sub-County these roles had varied outcomes, hence the possibility that personal, professional and social characteristics of head teachers could determine their job performance.

The influence of independent variables on head teachers' job performance is enhanced or hampered by the intervening variable. They included laws, regulations, and government policies that limited the impact of socio demographic characteristics on head teachers' effectiveness in their roles.

## 1.12 Operational Definition of Terms

<b>Curriculum Supervision</b>	refers to a school-based observation process of teaching and learning to help teachers improve in the teaching and learning.
<b>Demographic factors</b>	refer to the socio-economic characteristics of head teachers including age, gender, education, marital status, status and recognition as well as family size.
<b>Financial management</b>	refers to appropriate and efficient utilization of funds within the institution to improve job performance
<b>Head teacher</b>	refers to a person who is in charge and responsible for development and implementations of the program of activities for a particular school.
<b>Job performance</b>	refers to the act of the head teacher accomplishing his/her task measured against curriculum supervision, financial management and general maintenance of the physical infrastructure
<b>Physical infrastructure</b>	refers to the school's facilities, including its buildings, power, grounds, furniture, and other furnishings, as well as its equipment for teaching students.
<b>Professional factors</b>	Knowledge and competencies including experience, leadership style, promotion and training.
<b>Social factors</b>	Characteristics such as marital status, work family relation.
<b>Personal factors</b>	refers to characteristics of head teachers such as age, gender and level of education

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Based on the three goals of the current study, this chapter reviews the relevant literature. A study of the literature was conducted on the subjects of social, professional, and personal aspects affecting job performance.

#### **2.2 Personal Factors and Job Performance**

According to Lewis (2017), personal factors that influenced job performance included age, gender, and marital status. Others included race, color and ethnicity. Because the latter criteria were consistent across the sample group, the current study investigated age, gender, degree of education, and marital status.

##### **2.2.1 Age and job performance**

Age is a span of years during which some events have occurred, the number of years something has been in existence or duration an employee has taken at his/her station of work (Lewis, 2017).

Chung et al. (2015) conducted a study in Korea to ascertain the association between age, employment experience, cognition, and labor capacity among senior employees in heavy industry. The results revealed a strong positive relationship between job ability, age, and experience. Oyawole and Popoola (2015) stated that age and work performance were determinants of the job performance among employees in colleges in Nigeria; the study showed that demographic factors like age was very important for an organization to achieve its goals. In a related study by Bertolino, Truxillo, and Fraccaroli (2013) there was a positive correlation between work ability, age, and job performance in older

and younger workers. In addition, experienced head teachers achieved goals and objectives, resulting in better job performance.

Similarly, a study by Von (2018) showed that age affected productivity. The results showed that people were more likely to change their organization and occupations when they were young/within the age range of being strong and that certain tasks may differ over one's life-cycle as the work force ages. The findings agreed with Anumaka and Ssemugenyi's (2013). Study examines age-related impact on education productivity using descriptive and inferential statistics.

### **2.2.2 Gender and Job Performance**

In terms of one's own conception of themselves, gender refers to being male or female. According to Husen and Agunkoya (2014), if given equal chances, women are just as capable as males. Additionally, they mentioned conventional male behavior such as men being more powerful than women and being viewed as good performers. However, their findings showed that learners preferred female teachers because they thought they were more approachable truthful, industrious, and sympathetic enough. Another study on how females performed their occupations, conducted by Kevin (1991), indicated that females tended to demonstrate stronger job performance than males. It also discovered comparable findings for subjective work performance, such as supervision in an organization. This study focuses on gender effects on head teachers' job performance. The contradictory findings of the research provided about the impact of gender on job performance were further explained.

In their 2009 study, Green, Jegadeesh, and Tang examined gender-based variations in job performance among equities analysts at brokerage firms, finding significant

differences across variables. Women were more likely to be referred to as "all-stars," indicating better performance in various job areas. In a different study, Aguinis (2013) studied male and female employees' job performance in Argentina. The study's results showed that low- and high-performing individuals quit their positions for various reasons, indicating that gender can influence differences in job attitudes, job satisfaction, and intent to leave. Critical mass theory and the tokenism hypothesis argued that views and experiences related to the assumption that women make up a lesser proportion of organs than men had a negative impact on how well women perform at work. Gender token effects are widely believed, but empirical evidence is scarce and inconsistent. Anumaka (2013) provided evidence for it by examining the impact of gender on employee or staff productivity at a few private universities in Kampala, Uganda, to see if males and females performed considerably and otherwise. The study found a difference, but one that was too negligible to significantly distinguish between the two groups of employees. Since gender has little to do with one's productivity—an area that the study sought to explore and understand—employers should consider employees' work abilities and energy usage for expected results.

### **2.2.3 Level of education and job performance**

In research investigations, the categorical measurement of level of education is used because it is a continuous variable (Ng & Feldman, 2013). In this sense education seen as the information and skills, character growth, and mental strength brought about by intellectual instruction. In this case, educational attainment influences work and

dedication, as it reflects values associated with good civic activities and counterproductive actions in organizations.

Shah and Udgaonkar (2018) define excellent teacher as capable, knowledgeable, and effective communicator in achieving classroom objectives. Teaching outside of the classroom benefits from having knowledge and abilities. Ng and Feldman's (2013) study found education positively impacts core task performance, creativity, citizenship behaviors, and on-the-job drug usage in Nigeria. The present study was, to explore the significance of this further by using inferential as opposed to descriptive statistics. Similar to this, Ritchen and Schmit (2006) found that both the level and kind of education and experience were crucial for performance when using both qualitative and quantitative data. Based on client evaluations of the performance of 50 senior management consultants working on 100 consulting projects, the study was conducted. In contrast to the current study, the study's sample size of 50 respondents was limited and purposefully chosen.

In Namibia, a study done by Kasika (2015) also investigated employees' qualifications. The study found that employees were hired based on their educational qualifications and expected performance, but this may not always be the case, raising concerns about their ability to perform effectively on the job. The results further demonstrated that employees' educational backgrounds and competences enhanced job performance and had a significant impact on their careers: the impact of education and skill on job performance increased with higher education level. The current study looked at head teachers' educational backgrounds as a personal factor impacting work performance to fill up the knowledge gap.

A study on the connection between demographic factors and productivity revealed that, librarians' task-based and contextual performance is influenced by age, education, employment status, and work history, with education being the most significant predictor (Ugwu and Ugwu (2017). They consequently advocated for basing personnel deployment on job ranks, age, work experience, and educational credentials in order to boost job performance. The instrument for data collection was the questionnaire only, meaning that triangulation was not done; on the contrary, the use of an interview guide in the present study enhanced, in-depth exploration of data making it richer.

### **2.3 Professional Factors and Job Performance**

Professional factors are an important criterion for organizational outcomes and successes and hence influence job performance (Aunga&Masare, 2017).According to this study professional factors included experience, leadership style, salary increment, promotion and level of training.

#### **2.3.1 Experience and job performance**

Renowned management authors Waldman and Avolio (1993) noted that although studies showed that years of service did not affect job performance after a certain point, older workers were reluctant to retire from their organizations since their employers wanted them to continue working and train their replacements. Additionally, firms had a cost associated with training personnel, so rather than laying off workers, they opted to keep those with more years of service. Furthermore, because their education was person-centered rather than business- or job-focused, new hires frequently needed new or extra training to pick up job-specific abilities. This demonstrated that long-term employees were less likely to make mistakes than new hires and so performed better as

a result of their experience (Hussen & Ogunkoya, 2014). In United States, Podolsky and Kini (2015) found that experienced teachers improve students' learning and attendance, and their effectiveness increases faster in supportive environments.

In a different study, Met and Ali (2014) found that school performance in New York was judged by kids' test scores and that qualities of school principals were related to that performance. Evidence suggested that experience does, in fact, lead to better performance. The findings showed just a weak correlation between principal education levels and school performance. There was a controversy about experience according to the studies. While, the reviewed literature looked at teachers in colleges in USA and school principals in New York, the current study was focused on head teachers. Kini and Podolsky (2015) and Met and Ali (2014) showed the relationship between experience and performance and their studies conceptualized performance as measured by that of the learners; the current one defined performance as the execution of the specific roles of head teachers.

Furthermore, a study by Schmidt (2012) on experience, job performance, and knowledge found that when the average tenure on the job is between two and three years, there is significant variation in job performance. When the jobs are of intermediate complexity, job experience has a significant direct impact on job sample measures as well as a substantial indirect impact on work sample performance through its effects on job knowledge, which was found to be the strongest determinant of performance. General mental ability's causative patterns and size were comparable to those of job experience. In contrast to the current study, when promotion to head



teacher often occurred after 5 years or more of teaching service, the study instead focused on a group made up of early career professionals.

In a similar vein, Swaminathan and Ananth (2012) discovered that employee engagement was highly influenced by wealth and experience across all demographic aspects of the workforce. They said that employees did exhibit higher degrees of devotion and participation in their work if they had more experience and earned more money. In addition, Mohapatra and Sharma (2010) discovered that among all demographic factors, including age, gender, educational attainment, and job experience, and grade, work experience was a reliable predictor of employee engagement. However, both studies recognized that there were many things to learn during the early phases of working a profession, and people were curious about topics and exhibited interest in the job.

Anbazhagan and Kotur (2014) also looked at the performance levels of workers in the Chittoor Sugar mill in Chittoor Town, India. They looked into how employee performance levels inside the company were affected by education and work experience. Their findings demonstrated that the two factors had a direct impact on the workers' performance. Further, they revealed that it happened at varying degrees, an issue which had not previously been addressed by former studies like Mohapatra and Sharma (2010) and Swaminathan and Ananth (2012). Workers with average levels of education outperformed those with extreme levels in terms of performance, and the same is true for job experience. However, because the three studies were conducted in a single manufacturing context, it may be difficult to extrapolate their findings to

different populations or environments, such as education, which was the subject of the current study.

### **2.3.2 Leadership style and job performance**

The modern leadership idea held that no single leadership style could produce the optimum outcomes everywhere. The leader must adapt his or her leadership style in reaction to the situation and the followers (Olorunsola, 2012). Anbazhagan and Bhargava (2014) studied the relationship between worker productivity and leadership style among workers at the Chittoor Sugar factory in South India. The results showed that while the least productive employees tended to have more laissez-faire leadership styles, the more productive employees were in fact more likely to favor authoritarian leadership. On the other hand, the moderately productive workers tended to favor the democratic model. In a related study, Mafini (2015) examined how supply chain management specialists working for the South African government fared on the job in terms of organizational citizenship, the quality of the workplace, and transformative leadership. The research revealed that transformational leadership style significantly improved organizational citizenship behavior and worker satisfaction, which in turn affected workers' performance. Whereas the two previous studies looked at similar departments as stated earlier, the present study shifted focus to public primary schools and onto head teachers. The study was comparing the current one as it was addressing workers of management level; however, Mafini applied quantitative methods to analyze the data while the current study used both quantitative and qualitative methods to analyze the data hence filling the knowledge gap.

Eboka (2016) found transformational leadership style and gender significantly impact teacher morale in Nigeria. The study was done in Nigeria. However, it relied on teachers' perception while the current study was conducted in Suba South Sub-County, Kenya among head teachers of both rural and urban public primary schools. Similar to this, Aungaand Misare (2017) looked into how leadership styles affected teachers' performance in Arusha District elementary schools. Their research came to the same conclusion as Eboka (2016) that there was a substantial correlation between teachers' performance and transformational leadership style. Both descriptive studies found a significant positive relationship between leadership styles and job performance, differing from Olorunsola's (2012) findings. Unlike those studies that focused on the transformational leadership style, the current study was focused on how leadership style influences head teachers' job performance in particular, hence broadening the knowledge on the same.

### **2.3.3 Salary increment and promotion on job performance**

Salary or remuneration, as defined by Maicibi (2005), is money paid to someone in exchange for labor. The majority of organizations, according to the poll, gave salary a particularly substantial role in affecting performance. Compensation package strongly correlates with job commitment in Lebanon (Dirani and Kunchike, 2011). The results supported Zakela's (2010) observation that workers needed more pay because it was the biggest factor in determining whether or not they would accept a job offer. He found that employees didn't mind putting in more time as long as there were good side advantages attached to the extra effort.

Abdullah and Ramay (2012) looked into the connections between elements including pay scale, workplace culture, decision-making opportunities, and job stability and commitment in Pakistan. According to the research, there was a substantial positive association between all four criteria, with job security ranking highest and followed by socio-psychological work environment. The studies were done in Lebanon and the three studies agreed on the same findings on salary package. The current study was done in Suba South Sub-County, Kenya, among head teachers in public primary schools to determine whether salary package could improve job performance in schools a knowledge gap it seeks to fill.

Similarly, Saharuddin and Sulaiman (2016) found that job satisfaction and morale mediate the relationship between promotion, pay, and productivity, with compensation and promotion positively impacting these factors.

In Kenya's Mwatate Sub-County public elementary schools, Joram, Wanjala, and Matula (2018) investigated the impact of institutional determinants on teachers' dedication to their jobs. They wanted to know how much the wage package and participation in decision-making affected instructors' dedication to their jobs. Their results showed a significant and favorable correlation between teachers' pay and school performance as measured by the Utilization Performance of Employees (UPE) method. Study shows promotion, job satisfaction, pay, performance are related. In contrast to the previous study, which concentrated on teachers as a whole, the current study was conducted in Suba South Sub-County to determine whether promotion and compensation could result in higher job performance among head teachers, specifically in public primary schools.

### **2.3.4 Training and job performance**

Employee training programs provide knowledge, skills, and professional development opportunities. It is a methodical procedure that improves a worker's competency, ability, and knowledge as required to master effective job performance. Employees lack a clear understanding of their roles and obligations without it. According to Inelga and Imran (2013), top management should evaluate employee performance, ascertain the root reasons of any performance issues, and promptly address them by implementing the appropriate training programs. The findings of a study by Sultana et al. (2012) and Farooq (2011) showed a positive link between employee performance and training. The findings suggest that a business cannot generate returns without utilizing its people resources to their fullest potential, and that this can only happen when a business is able to quickly meet the needs of its employees as they relate to their jobs. Employees' unmet requirements could only be identified through training, which subsequently helped them develop the necessary competence to contribute effectively to the achievement of corporate objectives. Study reveals training causes employee performance heterogeneity in Pakistani telecom industry (Sultana et al. (2012).

In Malaysia, a study on the connection between efficient training and workers' job performance was undertaken by Al-Mzary, Al-rifai, and Al-Momany (2015). A study at Yarmouk University in Jordan examined administrative leaders and staff's perspectives on training programs and their impact on worker performance. Results showed a moderate correlation between training programs and employee training requirements. Evaluative studies by Farooq and Aslam (2011), and Al-Mzary, Al-rifai, and AlMomany (2015) were carried out to assess specific training programs that had been

rolled out by respective employers. However, the trainees were not in management cadre as the head teachers in the present study although a questionnaire was administered for the purposes of data collection in each case.

Furthermore, Falola's (2014) study's major goal was to assess the impact of training and development on workers' performance and organizational competitive advantage in the Nigerian banking sector. It showed that training and development significantly impact worker performance and competitive advantage.. However, it was important to further interrogate these findings in a school environment to determine whether similar results would be observed among head teachers.

In addition, Adeniji, Badalona, and Adeniji (2012) findings indicated that a training program's success or failure is greatly influenced by the level of employee education and the skills they learned during the training. Diamantidis and Chatzoglou (2014) examined the long-term effects of training programs on head teachers' post-training job performance in public primary schools in Suba South Sub-County. It found that training plan design, trainee self-efficacy, and the Greek workplace significantly influence post-training performance. Training is a reliable indicator of improved job performance in businesses.

A study on the statistical correlation between a training approach and staff performance was also carried out by Al-Awawdeh (2011). The theoretical portion of the study identified critical personnel performance as having the ability to have an impact, which was the focus of the investigation. The outcomes demonstrated that the performance was significantly impacted by the training system, training, and impediments. The study demonstrated the necessity for scientific ways to ascertain the training

requirements of Al-Bayt University in developing training curricula addressing hurdles and societal changes, preparing students for retraining and preparing for global changes.

## **2.4 Social Factors on Job Performance**

Social factors are the effects of people and groups influencing one another through culture. It has characteristics such as marital status, work–family related factors, status and recognition of employees at work place. Social factors often affect employees' job performance and hence the success of an organization (Adler and Steward, 2010).

### **2.4.1 Marital status and job performance**

Married female employees may be less committed to their jobs, while married male employees may be more motivated (Jordan & Ziteck, 2012). Married males are more likely to advance in their careers and get better performance reviews (Mehay & Bowman, 2005). Labor economics literature shows salary premium for married males in hierarchical organizations using job-performance metrics. Data tracks male navy officers' employment productivity, performance reviews, promotions, and marital status. Estimates that take quit decisions into account reduce the marriage productivity effect's magnitude while generally maintaining its strength. The study employed quasi-longitudinal rather than cross sectional survey as proposed in the current study. Furthermore, the study had a gender bias where only males were studied as opposed to the current study.

According to Abadina and Mba (2014), the social position of an individual within social and economic domains entails occupation and educational attainment. Studies conducted in the past have shown that downsizing can either lead to more time and

effort being put into one's career in order to preserve one's existing position or less time and effort being put into work in favor of personal life, leaving the potential of finding employment to chance. The study's objectives were to ascertain whether marital status had an effect on work-life balance and to assist businesses in creating and implementing successful motivational methods. The study's findings indicate that the work-life balance levels of the four employee categories—single, married without children, married with children under 18, married with children over 18—are comparable. These findings contradict Mehay and Bowman (2005) who noted that married men recorded better performance and are more likely to get promotions. The present study concentrated on primary school head teachers to determine whether they are of the same categories of marital status and whether these categories influence job performance at school.

Alufohai and Ibhafidon (2015) found that instructors' age, marital status significantly impact students' English language academic performance, while teachers' gender did not significantly affect achievement.

Odanga, Aloka, and Raburu (2015) looked into how teachers' levels of efficacy were impacted by their marital status in Kisumu County's public secondary schools. The quantitative findings contradicted the qualitative findings, which indicated that teachers' self-efficacy was influenced by their marital status, and they found no statistically significant link between these variables. The current study will attempt to make a comparison with the results of earlier investigations given the inconsistent findings of numerous studies.



#### **2.4.2 Work–family related factors and job performance**

Work-life balance and family size are identified to play a key role in worker performance (Nomaguchi, 2012; Iwuagwu, 2016). Many working individuals found it difficult to strike a work-family balance since doing so could result in inter-role conflict if the demands of one job domain conflict with those of the family (Vithanage & Arachchige, 2015). All working professionals found it extremely difficult to juggle children and a career. When both parents are working, they must contend with time constraints and a conflict between work and family. When family circumstances interfere with professional life, such as the presence of small children and unsupportive family members, or when parents take time off of work to care for a sick kid, family-work conflict results (Podosky & Kini, 2015).

Numerous family needs and resources that are connected to home-to-job conflict have been discovered by prior studies. For instance, having more kids or having young kids at home was linked to increased conflict between home and work (Nomaguchi, 2012). This interferes with the job performance of an employee, reducing their output and efficiency. Work–Family Balance (WFB) was also related to non-work related outcomes such as life satisfaction, family satisfaction and family performance. Lack of work family balance causes stress and stress-related illness which reduce life, family and job satisfaction (Maeran, 2013). Research shows women who balance work and family responsibilities improve their physical and mental health, performing better at work (Iwuagwu, et al., 2016).

In contrast, Hatam, Jalali, Askarian, and Kharazmi (2016) showed that work–family conflict was the cause of or led to the intention to desert work among nurses and

paramedics, especially among the married staff. Family-work conflict and marital status were highly correlated, with family-work conflict being much higher in married participants. Additionally, there was a significant inverse association between organizational dedication and work-family conflict, which could have an adverse effect on the staff members' ability to do their jobs. This brings to light to the fact where there is work–family conflict, workers performance may not only deteriorate but they are likely to quit their jobs as a way of coping with the stress arising thereof. On the contrary, results of a study done by Babalola, Oladipo and Chovwen (2015) revealed that both senior and junior employees with high work family conflict are more committed to their jobs and have no intention to leave their jobs. Using ex-post fact design, this study was carried out in varied work situations: banks, armed forces, health and educational sectors. The current study wished to explore the aspect to find out if there could be such mixed results among primary school head teachers, who are senior staff, in Suba South Sub County.

Vithanage and Arachchige (2015) examined work-family balance's impact on university academic job performance. The study discovered a statistically significant beneficial association between academics' job performance and work-family balance. Additionally, it was discovered that work-family balance dimensions and job performance had a sizable positive link. While Vithanage and Arachchige conducted their study among line staff, the current study was targeting management staff in primary schools.

A study by Shenufelt, Gorringer and Manaker (2015) found that burnout was more common to those who had long working hours and who were struggling with work-life

integration. However, work and family were regarded as two large and significant spheres in an individual's life that had an impact on their performance at work, and several studies into the connection between work and family were conducted by scholars around the world. However, the current study focused on the relationship between head teachers' work-life balance and job performance in public primary schools.

The performance of insurance salesmen was compared with their socioeconomic origins in Banjo and Olufemi's (2014) study. It was discovered that the demographic parameters examined, such as marital status and employment history, were largely predictive of the insurance salesmen's job success. The number of children one had and their ages, burnouts experienced in the long service hours in the jobs, job satisfaction desires that needed to be balanced with the family time demands to integrate them within the busy schedules of work and individuals' marital status were deemed to be influential demographics which affected job performance across the world and in most industries. Thus, the research was set to establish whether similar findings could be recorded in the performance of head teachers.

#### **2.4.3 Social Status, recognition and job performance**

According to study, companies with strong supporting cultures, employee recognition and appreciation programs, and a psychological understanding of rewarding employees for their great work shown high levels of performance (Amoatema & Kyeremeh, 2016).

In order to determine the stress levels and job satisfaction of secondary education teachers in North Western Greece, Anastasiou and Papakonstantinou (2014) conducted

a study. According to the survey, instructors were less content with working conditions and more satisfied with the nature of their jobs, their capacity to work with and assist their pupils, and young teachers and women in particular showed signs of high levels of stress. Environmental elements like ethical rewards, decent working conditions, principal motivation, administration involvement, and decision-making positively impact teachers' work performance.

Amoatema and Kyeremeh (2016) also pointed out that an increasing number of firms were adopting employee recognition to spur workers on to high levels of performance and productivity. They looked at the many kinds of employee recognition programs as well as employee recognition's advantages in their report. It also intended to argue that, when seen from formal, informal, and daily viewpoints, employee appreciation might encourage workers to sustain top performance in Ghanaian colleges. While their studies focused on recognition, motivation and productivity of staff who were line workers, the present study was concentrated on head teachers, who were administrators with specific management roles.

As a result of the inadequacy of monetary rewards alone to drive excellent performance, employee recognition programs have grown more well-liked and accepted in the majority of firms, according to research by Ndungu (2017). The goal of the study was to ascertain how Kenyatta University's employee work performance was impacted by rewards and recognition. Descriptive design was employed, just like in the current study, but it was conducted in a university and only purposive sampling. On the other hand, Ogunleya and Osekita (2016) using standardized questionnaires, supported the notion that employees' drive for achievement and employment status had a big

impact on how well they performed at work. However, the study did not indicate the extent to which motivation helped to improve performance as it was done in the current study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter's main topics included the research design, a description of the study's subject, the study's population, a sample, and sampling methods. Additionally, it contains details on the tools used to collect data, the accuracy and dependability of the research tools, pilots, data collection methodologies, and ethical considerations.

#### **3.2 Research Design**

The investigation employed a descriptive survey research design. A descriptive survey research design is a method for acquiring data that entails interviews and use of questionnaires to a sample of people (Kothari, 2014). It can be used to gather data on individuals' attitudes, opinions, behaviours, or a range of educational or societal issues. It enables extrapolations from a sample to the population, allowing conclusions to be drawn about particular traits, viewpoints, or conduct of the population (Kombo & Tromp, 2011). The descriptive survey design was considered appropriate for the study because it facilitated data collection at one point in time. It also enabled the researcher to understand the variables under study without any manipulation (Kothari, 2004).

#### **3.3 Area of Study**

The study was conducted in Suba South Sub-County (see Appendix A) in Homa-Bay County, Kenya. Suba South Sub-County borders Kisumu County and Migori County and was predominantly occupied by the Luo Community. However, there are few groups like the Kisii that live in some parts of Gwassii South and North. Economic activities within Suba South Sub-County include trade, farming and fishing in the

adjacent Lake Victoria. The administrative headquarter is in Magunga Town. The area was chosen because it consisted of head teachers with different socio-demographic characteristics such as gender roles, family characteristics, and population influencing their job performance. It was also chosen because over 50% of its primary schools had experienced decline in their physical infrastructure over the years.

The total population of Suba South was 121,739 people with 27,769 households and an average household size of 4.4 (KNBS, 2019). Within Suba South, Sindo Zone has the highest number of schools and head teachers, while Nyagwethe Zone has the lowest number of schools and head teachers as indicated in Table 3.1. Different communities have got different gender roles in socialization which could affect the job performance of different genders. Economically, families have got different levels of income; that impacted on the performance of head teachers as they supported the development of physical infrastructure in schools.

Table 3.1 shows the population of Suba South Sub-County for the teachers and pupils per zone.

**Table 3.1:**

*Teacher and Pupil Population in Suba South Sub-County*

<b>Zone</b>	<b>No. of Head Teachers</b>	<b>No. of Dep. Heads</b>	<b>No. of Teachers</b>	<b>No. of Pupils</b>
Sindo	36	36	241	9,865
Nyagwetha	15	15	341	4,472
Kiabuya	20	20	145	6,371
Kigoto	26	26	196	8,017
<b>Total</b>	<b>97</b>	<b>97</b>	<b>932</b>	<b>28,725</b>

**Source:** Sindo and Magunga CSO Offices (2020)

### 3.4 Study Population

A study population, according to Kasamo (2011), is a group of things with a commonality that the researcher is interested in. The target population for the study included 97 head teachers, 97 deputy head teachers, 4 Curriculum Support Officers (CSOs), and 1 Sub-County Director of Education (SCDE), for a total of 199 respondents, as shown in Table 3.2. The study included deputy head teachers since they are directly involved with the day-to-day operations of schools, whereas head teachers are the school managers. The SCDE was included in the study by virtue of being government representative and having the responsibility of managing education in the Sub-County and implementing government policies which guided head teachers in the performance of their jobs. The CSOs were included in the study because they were in charge of overseeing supervision and curriculum implementation in the zones within the sub-county. Thus, both the SCDE and CSOs were included in the study because they were in charge of head teachers' performance of the areas of interest of the study: assessment of physical infrastructure, financial management and curriculum supervision.

**Table 3.2:**

*Study Population*

<b>Zones</b>	<b>No. of head teachers</b>	<b>No. of Dep. H/Teachers</b>	<b>CSOs</b>	<b>SCDE</b>	<b>TOTAL</b>
Sindo	36	36	1	1	74
Nyagwethe	15	15	1		31
Kiabuya	20	20	1		41
Kigoto	26	26	1		53
<b>Total</b>	<b>97</b>	<b>97</b>	<b>4</b>	<b>1</b>	<b>199</b>

**Source:** Office of the SCDE, Suba South Sub-County (2020)



As shown in Table 3.2, Sindo zone had the highest population of head teachers and deputy head teachers, accounting for about 30% of the study population. The zone with the smallest head-teacher population was Nyagwethe.

### 3.5 Sample Size and Sampling Techniques

Kothari (2010) argues that the sample size should be optimal to satisfy the goals of effectiveness, representativeness, dependability, and flexibility. It shouldn't be excessively big or little. In essence, a research sample is used on a population due to cost or time constraints. This study was a census study since it was possible to include every member of the population because the survey could cover the complete population.

#### **3.5.1 Sampling procedure for head teachers and deputy head teachers**

The chief academic officers and deputy chief academic officers of the schools in the Sub-County were obtained through the census (Healey, 2012). There were 97 head teachers and 97 deputy head teachers.

#### **3.5.2 Sampling procedure for CSOs and SCDE.**

Like for the case of head teachers and deputy head teachers all 4 Curriculum Support Officers (CSOs) and 1 Sub-County Director of Education (SCDE) were interviewed. Census was selected for comprehensive study, ensuring data satisfaction and deep investigation. Furthermore, (Kothari, 2010) states that 100% inclusion of target population is ideal.

### **3.6 Data collection Instruments**

In order to gather data for a survey study, there are four main methods: interviews, questionnaires, observation, and group discussions that are conducted "live" (Fraenkel,

2014). A questionnaire is the perfect tool for quickly acquiring descriptive data from a large sample (Kothari, 2014). The respondent may also choose to answer it at their convenience and collect it later. Therefore, a questionnaire was used to ensure a large coverage and collection of data within a short period. One questionnaire was used in the study, one for both head teachers and deputy head teachers (see Appendix C). Data from CSOs and the SCDE were gathered using an interview guide. (See Appendix D).

### **3.6.1 Head Teachers' and Deputy Head Teachers Questionnaire**

Four components made up the questionnaire. The questionnaire's first section asked general questions about the school, the head teachers, and the deputy head teachers. Age, sex, and years of service were just a few of the closed-ended questions in the section. The following parts each focused on the study's goals. (Attached as Appendix C).

### **3.6.2 CSOs and SCDE Interview Guide**

The tool consisted of guiding questions related to the three objectives of the study. The guide was constructed by the researcher and used for triangulation. Each category of the respondent responded to one interview guide. However, the items constructed to facilitate triangulation of the same data gathered from questionnaires. The interview guide helped the researcher to collect data from CSOs and the SCDE (Attached as Appendix D).

### **3.7 Pilot Study**

At least 10% of the study population, according to Fraenkel and Wallen (2015), was sufficient for a pilot study. Since a census was used to sample the head teachers, deputy head teachers, CSOs, and SCDE in Suba South Sub-County who took part in the actual

study, 10 head teachers, 10 deputy head teachers, and 1 CSO were chosen to participate in the piloting study from the nearby Suba North Sub-County. In order to ensure clarity, usability of concepts and words, suitable interpretation of the questions, accurate coding, and lack of assessment bias, piloting was conducted (Kasamo, 2006).

### **3.8. Validity and Reliability of Instruments**

It is critical to ensure the validity and dependability of data gathering tools in order to improve data quality. These measurement tests are used to evaluate the effectiveness of a measuring tool (Bryman, 2012).

#### **3.8.1 Validity**

Validity measures a test's intended measurement (Mbweza, 2014)., while face and content validity refers to the professional community's agreement that a scale accurately reflects its intended meaning (Bryman, 2012). As a result, inferences drawn from data obtained with reliable instruments are precise and insightful. As a result, Rongo University's Department of Educational Foundations and Management's supervisors and experts evaluated the instruments to verify their face and content validity. The tools utilized for the actual data collecting included their comments and recommendations.

#### **3.8.2 Reliability**

According to Mbweza (2014), a measure's reliability is how well it consistently produces the same results after several iterations. A pilot study was done as a way of establishing reliability. The respondents had similar characteristics to the main population of study, but were excluded from the actual study sample (McMillan & Schumacher, 2006). Using test-retest data, the researcher self-administered the same questionnaire twice to the same respondents over a two-week period to 10 (10.3%)

head teachers and 10 deputies. Pearson's product moment correlation coefficient was 0.77 at the predetermined p-value of .05. The coefficient of reliability computed was above 0.7, thus, the instrument was considered to have yielded data of high test-retest reliability (Mugenda & Mugenda, 2010).

### **3.9 Data Collection Procedure**

The School of Post Graduate Board (SPGB), Rongo University, was first asked for permission to perform the study (see Appendix E), and then the National Research Commission for Science, Technology, and Innovation (NACOSTI), (see Appendix F). The appropriate County Education Offices (see Appendix G) in the sub-county received a copy of the permit and approved the research (see Appendix H). Interviews with respondents were scheduled two weeks before the data collecting dates. On the agreed days, serialized self-administered questionnaires were delivered to the respondents after seeking their consent (see Appendix C). Completed questionnaires collected within one week after delivery. Additionally, the researcher organized interviews with the CSOs and the SCDE for predetermined days during the data collection period. The interviews were taped and each session was planned to take half an hour.

### **3.10 Data Analysis**

A survey's calculations are examined during data analysis, which is the process of drawing conclusions and judgments (Kothari, 2010).

After receiving completed, serialized surveys, the data was checked for accuracy. In order to increase correctness, consistency, and uniformity, the mistakes were found and edited. Descriptive statistics were used to examine quantitative data from closed-ended

items in the form of frequency counts, percentages, scores, and mean ratings. To examine background data, frequency counts and percentages were used. Statistical difference between perceptions of head teachers and deputy head teachers and socio-demographic factors influencing head teachers' job performance were determined by the use of Independent Two Samples t-test, as shown in table 3.3. The data was then analyzed using SPSS 26 at 0.05 significance level and presented in tables.

**Table 3.3:**

*Quantitative Analysis Matrix*

Objective	Independent Variable	Dependent Variable	Statistical Techniques
To determine head teachers' personal factors influencing job performance in Public Primary Schools in Suba South Sub-County.	Personal factors	Job performance	Frequency Counts, Percentage Scores, Mean Ratings, Standard Deviation and independent sample t-test.
To determine Head Teachers professional factors influencing job performance in Public Primary Schools in Suba South Sub-county.	Professional factors	Job performance	Frequency Counts, Percentage Scores, Mean Ratings, Standard Deviation and independent sample t-test.
To establish Head Teachers social factors influencing job performance in Public Primary Schools in Suba South Sub-county	Social factors	Job performance	Frequency Counts, Percentage Scores, Mean Ratings, Standard Deviation and independent sample t-test.

Qualitative data was gathered from interviews. They were transcribed and analyzed through thematic content analysis. They were paraphrased and also reported verbatim.

### **3.11 Ethical Consideration**

According to Kasamo (2006), ethics were upheld throughout all phases of the research process, including data collection, analysis, interpretation, and report writing. In the study, research ethical procedures were followed by first receiving approval of Rongo University, then obtaining research license from NACOSTI and research authorization from the relevant authorities in Homa Bay County. Also, the researcher ensured that the respondents were informed about voluntary participation as per the consent letter (see Appendix B) and were handled with respect and decency (Hakim, 2000). They were given information about the study's goals and purpose so that they could understand their role in it and provide written consent. The responders provided a written consent letter (see Appendix B). The responses of the respondents were respected, and the information they supplied was maintained as confidential. The questions were serialized in order to track anonymity.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

Regarding the responses given, respondent demographics, and the basis of the research objectives, the chapter gives the results and comments of study findings. The response rate and the demographics of the respondents are covered in the chapter's opening part. The presentation of the study's findings and subsequent discussions are then conducted in light of the study's goals, which included identifying the social, professional, and personal factors that affected head teachers' performance on the job in public primary schools in Kenya's Suba South Sub-county.

#### 4.2 Response Rate

Researcher administered questionnaires on head and deputy head teachers in Suba South, Kenya. The response rate of questionnaires was calculated and results presented in Table 4.1

**Table 4.1:**

*Questionnaire response rate*

	Head teachers	Deputy Head teachers
Number of questionnaires administered	97	97
Number of questionnaires Returned	84	92
<b>Response Rate (%)</b>	<b>86.6</b>	<b>94.8</b>

Table 4.1 indicated that the response rate of the head teachers' questionnaire was 86.6 percent whereas that of deputy head teachers' questionnaire was 94.8 percent. Since the

response rate was significantly higher than the criterion of 70% suggested by Mugenda and Mugenda (2010), the results suggested that the sample was accurate in reflecting the target population. This means that the analysis of the findings will be very useful in making policy since the sample population was very representative.

### **4.3 Demographic Characteristics of Respondents**

Age, gender, marital status, highest level of education earned, teaching experience, and duration of service in current post in current school—along with other demographic data—were gathered to further confirm the representativeness of the sample. This is in line with Oyewole (2015) recommendation that demographic factors like age are very important for an organization to achieve its goals. Since all cadres of gender and marital status were represented, it is expected that the findings will be very useful for any of the classification categories as they were adequately represented. None of the categories within the bigger population will find their concerns not addressed

The descriptions of results obtained are presented as follows:

#### **4.3.1 Age of Respondents**

The respondents were asked to specify their age ranges in line with the categories that were presented. Table 4.2 summarizes the analysis of the respondents' replies.



**Table 4.2:**

*Distribution of Ages of Head Teachers and Deputy Head Teachers*

<b>Age Range</b>	<b>Head Teachers</b>		<b>Deputy Teachers</b>		<b>Head</b>
	F	%	F	%	
21-30	0	0.0	6	6.5	
31-40	26	31.0	59	64.2	
41-50	41	48.8	22	23.9	
51-60	17	20.2	5	5.4	
<b>Total</b>	<b>84</b>	<b>100</b>	<b>92</b>	<b>100</b>	

According to Table 4.2's findings, the majority of head teachers 41 (48.8%) fall within the age bracket of 41-50 years whereas majority of deputy head teachers 59 (64.2%) were in the age bracket of 31-40. This meant that head teachers were relatively older than deputy head teachers. The age distribution was considered important in this study because it influences the duration of exposure of the respondents hence their views with regard to their responses. Rich data can also be obtained by combining age with other variables such as employment history, geography, and educational attainment (Sanberg, 2016). It is like promotion to headship is partially pegged on experience which goes hand in hand with age. It was also expected that with increase in age and experience, such respondents possessed adequate information that was needed for this research.

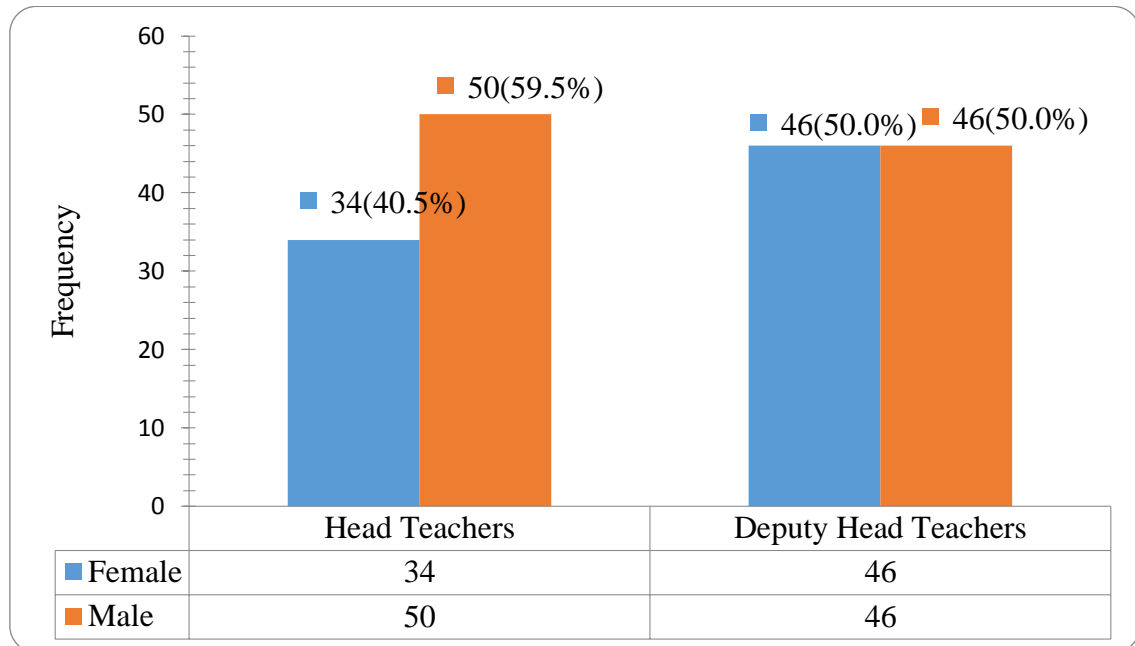
#### **4.3.2 Gender of respondents**

The participants were asked to select their gender from the available categories.

Figure 4.1 analyzes and displays their replies.

**Figure 4.1:**

***Gender Distribution of Respondents***



**$N = 84 + 92 = 176$**

The Figure 4.1 illustrates that 59.5 percent of the participants were male head teachers and 40.5 percent were female head teachers that were involved in the study. Similarly, 50.0 percent of the deputy head teachers were males and 50.0 percent were female deputy head teachers. In contrast to the position of head teachers, where there was disparity as seen by the greater number of male head teachers compared to the female head teachers, this implies that there was equal representation of gender in the hiring of deputy head teachers. It is expected that the findings from the deputy head teachers would be more representative of the teaching fraternity than that from the head teachers. The findings indicate a developing trend in leadership that is geared towards gender equality as is seen in the case of deputy head teachers and therefore were expected to be more informative and appropriate for data collection for this research.

### 4.3.2 Marital status

The respondents were prompted to indicate if they were married. Table 4.3 summarizes the analysis of the respondents' responses.

**Table 4.3:**

*Marital Status of Head Teachers and Deputy Head Teachers*

Marital status	Head Teachers		Deputy Head Teachers	
	F	%	F	%
Single	1	1.2	1	1.1
Married	77	91.7	86	93.4
Divorced	2	2.3	3	3.3
Widowed	4	4.8	2	2.2
<b>Total</b>	<b>84</b>	<b>100</b>	<b>92</b>	<b>100</b>

Source: Researcher's own data.

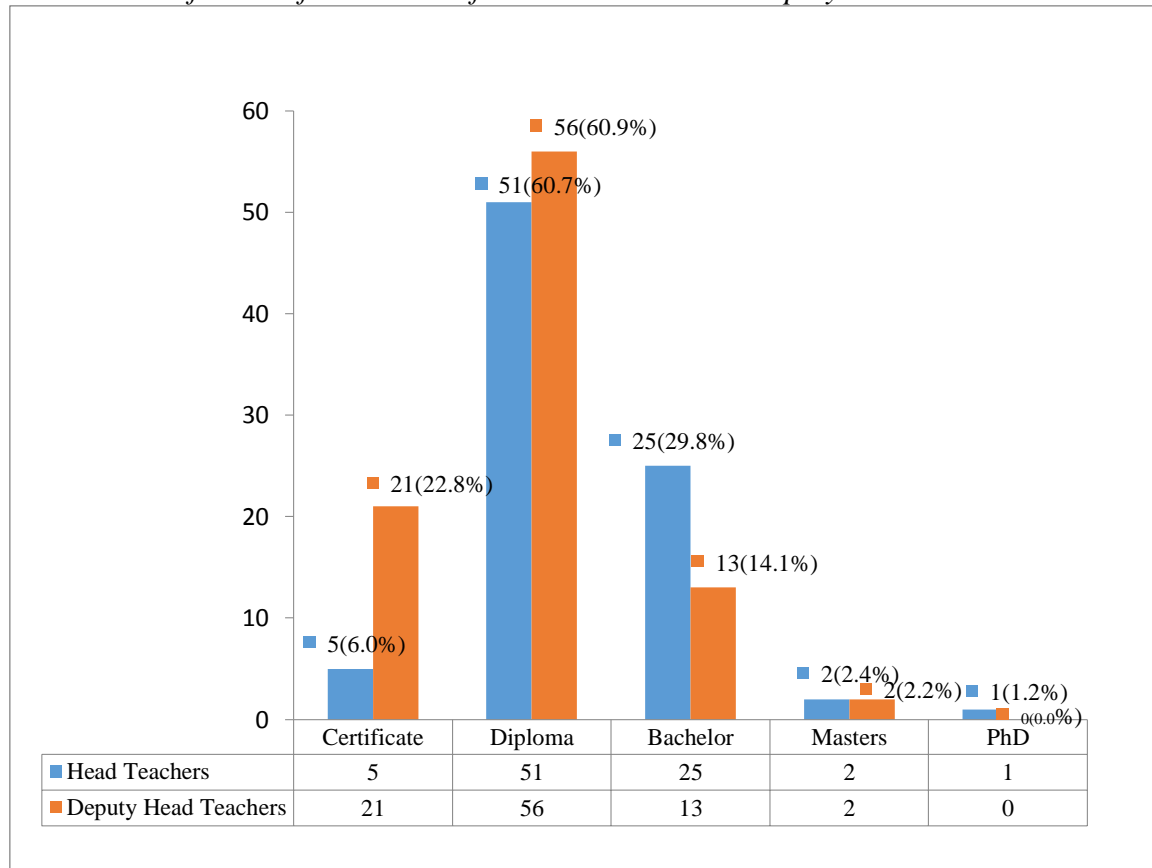
The data in Table 4.3 reveals that most head teachers (91.7%) were married. Similar to principals, 93.5% of deputy principals were married. This aspect of demographics was important to this study as marriage is an important social aspect that could have an impact of how they perform day to day performance of their duty, as was considered in the study of Abadina and Mba (2014). Married personnel are expected to be more rational in administering their duties and good job performance. Coupled with experience and age, by the time teachers are appointed to headship, most of them are expected to have settled in marriage. With the experience of raising a family, it was expected to have enhanced their management ability and skills, so were very informative to this research.

### 4.3.3 Level of Education of Respondents

According to the classifications provided, the respondents were asked to list their greatest degrees of schooling. Figure 4.2 examines and presents their replies.

**Figure 4.2:**

*Distribution of Level of Education of Head Teachers and Deputy Head Teachers*



Source; Researcher's own data

Figure 4.2 shows that the majority of deputy head teachers (60.9%) were diploma- and certificate-holders (22.8%). On the other hand, the majority of head teachers (60.7 percent and 22.8 percent, respectively) had a bachelor's degree or a diploma as their highest level of education. According to the findings, the majority of head teachers and deputy head teachers have diplomas. Seemingly, the higher the level of educational attainment, the more likely a teacher is to be promoted into headship. This could also have a corresponding influence on job performance. It could also imply that headship

gives the concerned the needed financial muscles to further their education. This can explain the disparities that exist between the level of education of head teachers and the deputy head teachers. Such information was very useful to this research.

#### 4.3.4 Teaching Experience of Respondents

According to the categories provided, the respondents were asked to describe their teaching experience. Table 4.4 summarizes the results of the analysis of their replies.

**Table 4.4:**

*Teaching Experience of Head Teachers and Deputy Head Teachers*

Years	Head Teachers		Deputy Head Teachers	
	F	%	F	%
1-5	7	8.3	17	18.5
6-10	17	20.2	32	34.8
11-15	21	25.0	24	26.1
16-20	14	16.7	9	9.8
21-25	10	11.9	5	5.4
Over 25	15	17.9	5	5.4
<b>Total</b>	<b>84</b>	<b>100</b>	<b>92</b>	<b>100</b>

Source: Researcher data

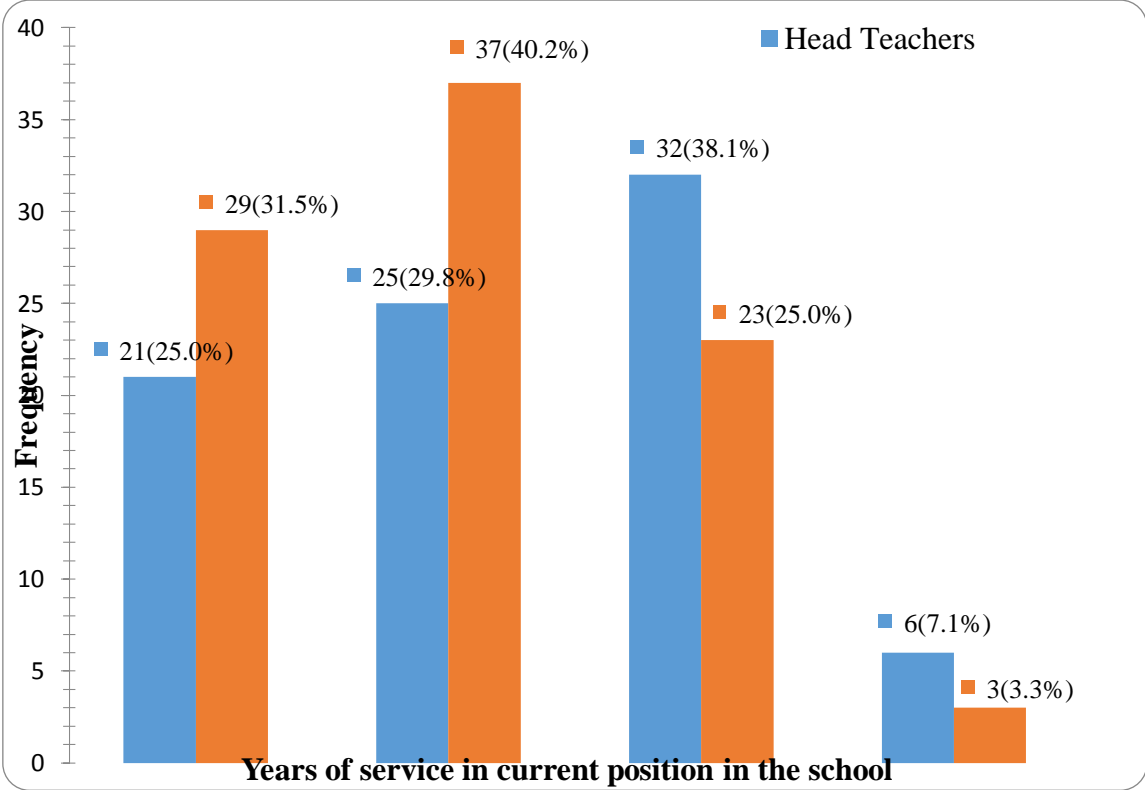
Table 4.4 shows that out of 84 head teachers, 21 (25.0%) had a teaching experience of between 11-15 years, 14 (16.7%) had worked for 16-20 years and 25 (29.8%) had worked for over 20 years. Also, as regards deputy head teachers, 17 (18.5%) had teaching experience of less than 5 years, 32 (34.8%) had experience of between 6-10 years and 24 (26.1%) had 11-15 years of experience. Generally, of the Head teachers, 77 (90.9%) had more than 5 years' experience, while for deputy Head teachers, 75 (81.5%) had similar experience. This was considered adequate in terms of spread and number to respond to questions and answer areas of concern. It was therefore expected

that the respondents had adequate information that the researcher needed based on the vast experience that they had. This is in line with Met and Ali (2014) finding that, there was evidence that experience is associated with higher performance. Experience goes hand in hand with increased managerial skills that are likely to lead to enhanced performance. This is not always the same since to some people the increased experience may be that of bad performance and so they have nothing good to carry forward to better their management ability. Whichever way, that was found to be very informative to the research.

**4.3.5 Professional Experience in Current Position of Respondents**

The respondents were asked to give their professional experience in their current position according to the given classifications. Their responses were analyzed and presented in figure 4.3

**Figure 4.3: Years of Service in Current Position in the School**



The figure 4.3 indicates that out of 84 head teachers, majority 32 (38.1%) had worked in current school for between 5-7 years, 25 (29.8%) had previously held their current position for 3-4 years and 21 (25.0%) had less than 3 years in the station. However, for deputy head teachers, it was observed that majority 37 (40.2%) had worked in the current station for 3-4 years, 29 (31.5%) had less than 3 years and 23 (25.0%) had worked in the current station for 5-7 years. This finding shows that the respondents had adequate working experience in their current positions in their respective schools to inform on job performance. In addition, performance in a school cannot just increase all of a sudden, the statistics show that at least 3 years of leadership experience in a given station is necessary for the performance of a school to be associated with that of a particular head teacher. This together with comparative experiences in other work stations was very rich in information that was needed for this research.

#### **4.4 Personal Factors of Head Teachers' Influencing Job Performance**

The first objective of the study was to determine the head teachers' personal factors that influence job performance. To achieve this, views of head teachers and deputy head teachers were sought on statements assessing influence of personal factors. The personal factors of head teachers considered for study included age, gender, and level of education. The results obtained were as presented in Tables 4.5 to 4.7.

##### **4.4.1 Age of Head Teacher and Job Performance**

Views of head teachers and deputy head teachers were sought on statements assessing influence of age on head teachers' job performance under 5 point Likert scale rating.

Their responses were analyzed and presented in table 4.5.

**Table 4.5:***Influence of Age on Job Performance of Head Teachers'*

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Maintenance of school physical infrastructure improves with age of head teacher	HT	16(9.1)	18(10.2)	5(2.8)	31(17.6)	14(8.0)
	DHT	26(14.8)	24(13.6)	5(2.8)	22(12.5)	15(8.6)
Elderly head teachers implement financial decisions better	HT	12(6.8)	26(14.8)	5(2.8)	29(16.5)	12(6.8)
	DHT	19(10.8)	27(15.3)	14(8.0)	18(10.2)	14(8.0)
Curriculum supervision improves with increase in age of head teacher	HT	12(6.8)	30(17.0)	6(3.4)	21(11.9)	15(8.5)
	DHT	16(9.1)	33(18.8)	10(5.7)	22(12.5)	11(6.3)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Influence of age on job performance	HT	3.04	1.17	$t(174) = 1.573, p = .117$		
	DHT	2.77	1.08			
<i>KEY:N=176; Percentage rounded to 1 decimal place in parenthesis ( ) 1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree M=Mean SD=Standard Deviation</i>						

Table 4.5 indicates that 82 (46.6%) head teachers and deputy head teachers agreed and strongly agreed to the statement that maintenance of school physical infrastructure improves with age of head teacher, while 84 (47.7%) head teachers and deputy head teachers disagreed and strongly disagreed, with the statement.

Table 4.5 shows that 73 (41.5%) respondents who agreed and strongly agreed held the same opinion that elderly head teachers implement financial decisions better than younger ones, 19 (10.8%) neither agreed nor disagreed, and 84 (47.7%) head teachers and deputy head teachers who disagreed and strongly disagreed had contrary opinion to the view that elderly head teachers implement financial decisions better than younger ones.



With regards to the physical infrastructure, “curriculum supervision improves with increase in age of head teacher”, only 69 (39.2%) head teachers and deputy head teachers agreed and strongly agreed to the statement while 91 (51.7%) head teachers and deputy head teachers disagreed and strongly disagreed and 16 (9.1%) neither disagreed nor agreed to the statement.

It came out clearly that age alone without experience cannot guarantee positive influence of head teachers’ job performance. Interview findings of Curriculum Support Officers seemed to have combined increase in age with experience hence brought the reasoning that age of head teacher influence job performance, however, differed in significance. CSO 1, opined in a statement that;

You will find that the more aged head teachers, happens to have acquired more experience over the years and in their management skills. Therefore, they have very good management skills in their schools and this leads to good performance, especially in execution of their duties i.e. management of human resource in their schools and even the academic performance. So I think according to my experience, the more aged a head teacher is, the more effective she/he is in terms of performance.

CSO 2 supported while saying that;

Age is a main factor in the sense that in this profession one will be handling teachers of different age brackets, and based on age, there will be consideration. Maybe somebody is young in the profession and will be handling a group of teachers who are older than him or her. Or somebody older and is handling group of both groups ages. Then there will be that consideration, some people tend to ignore or not taking instruction from people of their age. So there is natural consideration.

From the sentiment of Curriculum Support Officers, age of head teacher is an important factor influencing job performance not only in isolation but when based on the fact that age of head teacher could reflect years of service, which in turn point out experiences acquired in management. Furthermore, it is noted that there is a natural tendency to

easily take instruction from an older person rather than a younger one. People feel that older people have more wisdom hence older head teachers find more loyalty than younger ones who have older teachers in their staff. Age significantly impacts job performance among Nigerian library employees, emphasizing the importance of demographic factors for organizational success (Oyewole, 2015). Similarly, a study by Bertolino, Truxillo, and Fraccaroli (2013) on how task and context performance is viewed amongst older and younger workers, findings showed a significant positive correlation between age and job performance as shown over a period of time. There is therefore enough statistical evidence that age of head teachers influences their job performance.

The independent two sample t-test result indicated that age influenced performance of head teachers with no significant variations in the reactions between head teachers and deputy head teachers,  $t(174) = 1.573$ ,  $\alpha = .05$ . Since the observed t value (1.573) is less than critical value (1.96) two tailed, there is sufficient statistical proof that there is a link between the two variables and that it is not a result of chance. Age of head teachers was significant factor in positively influencing curriculum supervision, maintenance of physical infrastructure and implementation of financial management, which are indicators of job performance. Age gives the maturity to handle different workforce under head teachers' jurisdiction which is likely to result in enhanced job performance.

#### **4.4.2 Gender of Head Teacher and Job Performance**

Views of head teachers and deputy head teachers were sought on statements assessing influence of gender on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.6.

**Table 4.6:*****Influence of Gender of Head Teacher on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Female head teachers demonstrate better curriculum supervision than male head teachers	HT	15(8.5)	28(15.9)	7(4.0)	13(7.4)	21(11.9)
	DHT	21(11.9)	27(15.3)	8(4.5)	21(11.9)	15(8.7)
Gender of head teacher is not significant in management of school financial resources	HT	5(2.8)	3(1.7)	5(2.8)	32(18.2)	39(22.2)
	DHT	7(4.0)	16(9.1)	4(2.3)	22(12.5)	43(24.4)
Male head teachers maintain school physical infrastructure better than female head teachers	HT	17(9.7)	27(15.3)	9(5.1)	12(6.8)	19(10.8)
	DHT	31(17.6)	30(17.0)	9(5.1)	12(6.8)	10(5.8)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Influence of gender on job performance	HT	3.33	.94	$t(174) = 2.460, p = .015$		
	DHT	3.00	.84			

*KEY:* N=176; Percentage rounded to 1 decimal place in parenthesis ( ) **1**=Strongly Disagree **2**=Disagree **3**=Undecided **4**=Agree **5**=Strongly Agree **M**=Mean **SD**=Standard Deviation

With regard to the construct, “female head teachers demonstrate better curriculum supervision than male head teachers”, 39.9 percent of head teachers and deputy head teachers expressed agreement to the statement that female head teachers demonstrate better curriculum supervision than male head teachers whereas 51.6 percent of head teachers and deputy head teachers disagreed to the statement and only 8.5 percent of the respondents were undecided on this matter. On this the mean rating for head teachers was higher (3.33) than that for the deputy head teachers (3.00). This implies that the head teachers had more confidence in this factor as influencing job performance than their deputies.

On the issue of “gender of head teacher is not significant in management of school financial resources”, 77.3 percent of head teachers and deputy head teachers admitted

that gender of head teacher is not significant in management of school financial resources, whereas 17.6 percent of head teachers and deputy head teachers disagreed and only 5.1 % of respondents indicated they were unsure about the statement.

In table 4.6, on the construct, “male head teachers maintain school physical infrastructure better than female ”, 30.1 percent of heads and their deputies agreed to the construct while majority 59.7 percent of them disagreed and only 10.2 percent of the respondents neither disagreed nor agreed to the construct.

Overall, head teachers had a mean rating that was higher (3.33) than that of the deputy head teachers (3.00) probably due to gender imbalance in the two categories of respondents. The general implication is that the head teachers had more confidence in the factor that gender of head teachers influence job performance than their deputies.

The t-test results analysis  $t(174) = 2.460$ , at  $\alpha = .05$  significant level revealed that in general, gender of school head teacher have a significant influence on job performance of head teachers. This was statistically significant evident since the observed (174) value (2.460, two tailed) exceeds the critical value (1.960).

Whereas there were mix up in the comparative views of head teachers and deputy head teachers, findings from the analysis of qualitative data showed more forecast results.

For instance, CSO 3 made the following observation;

Gender is quite important. When I try to make comparison in performance between the female and male head teachers, I find the performance of the female head teachers far much above male head teachers. In-fact they perform so well in issues of finance. The female head teachers have prudent financial management. In fact, issues of misappropriation do not affect them. But when you look at their male counterparts, they have so many issues, especially matters of finance.

CSO 2 supported this by saying;

In curriculum supervision I find my female head-teachers to be very good. In fact you will find in their schools, the Syllabus is concluded much before time. And their commitment, you see given that they are females, their commitments are not as many as men. Because a female teacher leave for school in the morning and after work she goes back home. But for their male counterparts you find that he goes to school in the morning, by midday, he is rushing elsewhere for other issues, maybe land issues or whatever, so the male head teachers have a lot of their personal commitments that deter them from performing well, effectively in school. So the females are better for me.

It is apparent from the excerpts that by their very nature as heads of households, the male head teachers have divided attention that hamper their performance in school. Also, by nature of socialization, the staff sometimes finds it hard to obey female head teachers as they are looked down upon. In addition, by their own physiological makeup, the males are able to do some physically challenging work when it comes to maintaining physical infrastructure hence have results based on their personal input, but despite this, the female head teachers are found to perform better in overall. Men are far less likely than women to be called "all-stars," which indicates that they do better than males in other areas of job performance, according to Green, Jega-desh, and Tang's (2009) study on the association between gender and job performance. This is also consistent with research from Anumaka (2013), who looked at the effect of productivity of employees or workforce by gender to see if there were any appreciable differences in performance between men and women. The study established that there was a difference, however was not too little to distinguish significantly between the two categories of employees. Females, by their submissive nature are found to be very keen in implementing policies which end up in enhanced job performance than males.

#### 4.4.3 Level of Education of Head Teacher and Job Performance

Views of head teachers and deputy head teachers were sought on statements assessing influence of level of education on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.7.

**Table 4.7:**

##### *Influence of Level of Education of Head Teacher on Job Performance*

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Level of education is an important factor in curriculum supervision by head teachers	HT	3(1.7)	6(3.4)	5(2.8)	33(18.8)	37(21.0)
	DHT	8(4.5)	11(6.3)	4(2.3)	35(19.9)	34(19.3)
Head teachers level of education helps them perform better in financial management	HT	10(5.7)	13(7.4)	3(1.7)	31(17.6)	27(15.4)
	DHT	15(8.5)	15(8.5)	6(3.4)	35(19.9)	21(11.9)
Maintenance of physical infrastructure in schools depends on level of education of the head teacher	HT	12(6.8)	26(14.8)	7(4.0)	23(13.1)	16(9.0)
	DHT	22(12.5)	33(18.8)	7(4.0)	16(9.0)	14(8.0)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	3.60	1.01	$t(174) = 2.11, p = .037$		
	DHT	3.27	1.07			

*KEY:* N=176; Percentage rounded to 1 decimal place in parenthesis ( ) 1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree M=Mean SD=Standard Deviation

According to Table 4.7, the majority of respondents (79.0%) strongly agreed and agreed that head teachers' oversight of the curriculum was influenced by respondents' educational backgrounds, while only 15.9% of respondents strongly disagreed and disagreed and 5.1% of respondents neither disagreed nor agreed. Majority of the respondents (64.8%) head teachers and deputy head teachers concurred that level of education helps head teachers to perform better in financial management, yet, 30.1

percent of head teachers and deputy head teachers held contrary opinion that “level of education helps head teachers perform better in financial management”.

As regards to the construct, “maintenance of physical infrastructure in schools depends on level of education of the head teacher”, majority (52.8%) of the respondents disagreed while only 39.2 percent of the respondents agreed that maintenance of physical infrastructure in schools depends on level of education of the head teacher and a paltry 8.0 percent neither disagreed nor agreed.

The t-test results analysis gave statistical evidence of,  $t(174) = 2.11$ , in responses of head teachers and deputy head teachers, at .05 significant level. Since the observed t value (2.11) is greater than the critical value (1.960, two tailed), there is significant statistical relationship between the two variables and is not due to chance. This was further supported by the average mean ratings where for head teachers ( $M = 3.67$ ) and for the deputy head teachers ( $M = 3.27$ ). Overall, the respondents had more confidence in the factor that level of education of head teachers influence job performance.

The finding was supported by interview findings of CSOs and SCDE.

CSO 2 asserted by saying;

Definitely yes; level of education is key factor. Those of low level of education will be lacking some skills and knowledge of doing certain things. And it becomes a challenge e.g. if there is a head of an institution of education and is handling a bracket of teachers who have higher level of education, it doesn't give them authority and he cannot be an instructional leader but if the head of the institution is having high level of education, now that would put him ahead of the rest of the teachers.

SCDE agreed by saying;

Level of education is so critical. A functionally illiterate head will attract disrespect. A situation where somebody has P1 certificate and is providing leadership over people with degrees, there is an inherent complex, I think

inferiority complex. If it's not manifested by uncertainty, it is manifested by being too extreme. So the level of education is so important.

On the other hand CSO 1 disagreed while asserting that;

From my experience this does not help, it does not have a lot of bearing in their performance. Because what I see is that even those who have not acquired further studies, they somehow perform better than those who have acquired further studies, so I would say that acquisition for further studies for the heads is simply for monetary gain and not for effective work.

While the last respondent seems to disagree on pursuance of higher education, what seems clear is that basic education influences performance; however, seeking further education to degree level and above does not necessarily improve performance of head-teachers. Based on client evaluations of the performance of 50 senior management consultants working on 100 consulting projects, Schmit's (2006) study confirmed that both the amount and kind of education are significant for performance. In addition, Ng and Feldman (2013) demonstrated that education level effects core task performance both favorably and adversely. It also positively correlates with creativity and citizenship behaviors.

The research still upheld the level of education as influencing job performance of head teachers. With advanced education, the head teacher will not only be able to act professionally and confidently, but also have a commanding respect from the workforce under their jurisdiction. They will be managing from an informed position and this will no doubt lead to good performance in their management skills, findings from the study indicated that personal factors together, age, gender and level of education of head teachers moderately influence job performance with a mean rating of 3.00.



#### 4.5 Head Teachers' Professional Factors Influencing Job Performance

The study's second goal was to identify the professional elements that influence head teachers' performance on the job. The opinions of head teachers and deputy head teachers on professional criteria such as work experience, promotion chances, and on-the-job training were sought in order to achieve the study's purpose. The result on the effect of work experience, promotional prospects, and on work training are presented in Tables 4.8 to 4.11 respectively.

##### 4.5.1 Working Experience of Head Teacher and Job Performance

Views of the respondents were sought on statements of assessing influence of work experience on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.8.

**Table 4.8:**

***Influence of Head Teacher's Working Experience on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Head teachers improve their effectiveness in curriculum supervision as they gain experience in leadership	HT	1(0.6)	4(2.3)	3(1.7)	50(28.4)	26(14.8)
	DHT	4(2.3)	3(1.7)	1(0.6)	55(31.3)	29(16.3)
Increase in head teacher's experience improves their level of financial management	HT	5(2.8)	20(11.4)	9(5.1)	29(16.5)	21(11.9)
	DHT	14(8.0)	22(12.5)	13(7.4)	27(15.3)	16(9.1)
Maintenance of physical infrastructure improves by experience of head teacher	HT	4(2.3)	11(6.3)	8(4.5)	39(22.2)	22(12.5)
	DHT	13(7.4)	14(8.0)	9(5.1)	37(21.0)	19(10.7)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	4.13	.80	$t(174) = .98, p = .328$		
	DHT	4.01	.77			

KEY: N=176; Percentage rounded to 1 decimal place in parenthesis ( ) 1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree M=Mean SD=Standard Deviation

As regards the construct, “head teachers improve their effectiveness in curriculum supervision as they gain experience in leadership”, Table 4.8 indicates that majority (90.9%) of head teachers and deputy head teachers who agreed and strongly agreed were in agreement that leadership experience helps head teachers to be more effective in curriculum supervision. Only 6.8 percent of the respondents disagreed and strongly disagreed to the statement.

On the financial management, a majority (52.8%) of the respondents who agreed and strongly agreed were of the same view that increase in head teacher’s experience improves level of financial management, while 34.7 percent of the respondents disagreed and strongly disagreed.

It can be noted from table 4.8 that 66.4 percent of head teachers and deputy head teachers agreed and strongly agreed that maintenance of physical infrastructure improves as a head teacher gains more working experience while 23.9 percent of the head teachers and deputy head teachers disagreed and strongly disagreed and 9.7 percent neither disagreed nor agreed to the construct.

Overall, the head teacher’s views were in support of this with a mean rating ( $M = 4.13$ ) while deputy head teachers had a mean rating of 4.01. The t-test result analysis suggest that working experience of head teachers’ influences job performance in curriculum supervision, maintenance of physical infrastructure and implementation of financial decision, with significant difference,  $t(174) = .98$ , in responses of head teachers and deputy head teachers. Since the observed t value (.98) is smaller than the critical value (1.960), there is no sufficient statistical evidence that work experience influence job performance.

The finding was in agreement with interview findings of Curriculum Support Officers.

CSO 1 opined that;

I find head teachers who have more experience doing effective management in their schools and their performance is always far much better than those who have very little experience. You find that those who are older have vast experience and a lot of networking with stakeholders so when they are a given school as a head teacher the experience allows them to acquire networking, development partners, stakeholders of the region to help in improving the physical facilities in the school. And again, this lot feels that at this time, they should be able to leave legacy. So they tend to do a lot, they tend to improve the school in terms of infrastructure.

CSO 2 added;

Somebody with vast experience will be able interpret the policies and will be able put them in to work situation. An experienced person has all those that are supposed to be done at his or her fingertips, and will be giving references how they used to be done and even reference materials where they can be found, and that would guide them a lot because this is something this head teacher has been handling over a long period of time. As opposed to somebody who has been put into that responsibility and has not come across, has not handled such kinds of challenges or situation. So experience is very important.

SCDE also said;

Yes, the longer one serves the better in terms of management institutions. Like if one has been a head teacher, let's say for 3 years, there is likelihood of acquiring experience on how to manage conflict.

The excerpts point out that experience allows head teachers to acquire more skills, understand and familiarize with policies and be efficient in making networks. Therefore, these factors drive them to perform better. To master the skills necessary for the work, however, new hires frequently need new or extra training because their education is person-oriented rather than company- or task-oriented. This demonstrates that long-term employees are less likely to make mistakes than new hires and hence perform better as a result of their experience (Hassan & Ogunkoya, 2014). The findings are therefore generally in line with these earlier researchers found.

Further research by Podolsky and Kini (2015) demonstrated that a teacher's career-long experience is positively correlated with student achievement gains: as teachers advance in their careers, their students become better. The teachers are well versed with common areas of mistakes easier ways of making students understand the concepts. All these come with experience. The finding of this study confirms that influence of work experience goes beyond teachers' classroom performance.

#### 4.5.2 Leadership Style of Head Teacher and Job Performance

Views of the respondents were sought on statements of assessing influence of leadership style on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.9.

**Table 4.9:**

#### *Views on Influence of Head Teacher's Leadership Style on Job Performance*

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Head teachers leadership style influences maintenance of physical infrastructure	HT	3(1.7)	7(4.0)	2(1.1)	44(25.0)	28(15.9)
	DHT	8(4.5)	4(2.3)	7(4.0)	51(29.0)	22(12.5)
Head teachers yields better results in curriculum supervision depending on their leadership style	HT	3(1.7)	3(1.7)	5(2.8)	35(19.9)	38(21.6)
	DHT	3(1.7)	5(2.8)	7(4.0)	46(26.2)	31(17.6)
Head teacher's leadership style improves their level of financial management	HT	6(3.4)	16(9.1)	14(8.0)	25(14.2)	23(13.1)
	DHT	13(7.4)	21(11.9)	12(6.8)	31(17.6)	15(8.5)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	3.80	.93	$t(174) = 2.68, p = .008$		
	DHT	3.44	.85			

*KEY:* N=176; Percentage rounded to 1 decimal place in parenthesis ( ) **1**=Strongly Disagree **2**=Disagree **3**=Undecided **4**=Agree **5**=Strongly Agree  
**M**=Mean **SD**=Standard Deviation

Table 4.9 indicates that 82.4 percent of the respondents agreed and strongly agreed to construct that maintenance of school physical infrastructure was dependent on the leadership style of the head teacher, 12.5 percent of the respondents disagreed and strongly disagreed with the expressed view on the construct, and only 5.1 percent of the respondents neither agreed nor disagreed.

Table 4.9 shows 85.3 percent of head and deputy head teachers agree that better curriculum supervision results depend on head teacher leadership, while 7.9% disagree and strongly disagree. 53.4 percent agree that head teacher leadership style determines financial management, while 31.8 percent disagree and strongly disagree, leaving only 14.8% undecided.

The analyzed findings of the t-test results indicate a strikingly significant differences,  $t(174) = 2.68$ ,  $p = .008$ , in responses of head teachers and deputy head teachers since the observed  $t$  (2.68) is greater than the critical value (1.960). This could be attributed to the level of perceptions held by both respondents. Generally, head teachers supported the construct that leadership style adopted by head teachers will influence the job performance of head teachers differently by a mean rating of 3.80 while deputy head teachers approved it by a mean rating of 3.44 out of a possible maximum score of 5.

There were related themes that emerged from the qualitative data collected, for example, CSO 2 noted that;

So a mixture of leadership styles will help depending on the manpower you are dealing with. So as a head of an institution, you accommodate and have a hybrid of all leadership styles. Yah, that is to help them to work because teachers are different in terms of characters and feelings.

There are a variety of viewpoints on the specific leadership approach that directly improves job performance. Anbazhagan and Bhargava (2014) investigated the link between workplace leadership and productivity. According to their findings, less productive employees tend to have more laissez-faire leadership styles whereas more productive employees are inclined toward autocratic leadership. On the other hand, Mafini (2015) conducted a confirmatory factor analysis (CFA) and structural equation modeling (SEM), the results of which demonstrated that a transformational leadership style had a significant positive relationship with organizational citizenship behavior and quality of work life, ultimately affecting employee performance.

The research findings confirm what is already in documented literature that different leadership styles when employed in different situations would improve performance of head teachers. It requires the wisdom of a specific head teacher to know when to change from one leadership style to another when the situation dictates so. Even with this in mind, overall, a head teacher will normally be found to be inclined more to a particular leadership style that they rely on for their success.

#### **4.5.3 Promotion of Head Teachers and Job Performance**

Views of the respondents were sought on statements of assessing influence of promotion of head teachers on head teachers' job performance under 5 point Likert scale rating. Their responses are as in table 4.10.

**Table 4.10:*****Influence of Promotion of Head Teacher on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Remuneration of head teachers increases their performance in maintenance of school physical infrastructure	HT	2(1.1)	17(9.7)	13(7.4)	27(15.3)	25(14.2)
	DHT	9(5.1)	27(15.3)	15(8.5)	27(15.3)	14(8.0)
Promotion of head teachers improves their ability in curriculum supervision	HT	4(2.3)	17(9.7)	6(3.4)	33(18.8)	24(13.6)
	DHT	14(8.0)	14(8.0)	9(5.1)	40(22.7)	15(8.5)
Increase in head teacher's pay motivates sound financial management	HT	5(2.8)	20(11.4)	9(5.1)	29(16.5)	21(11.9)
	DHT	14(8.0)	22(12.5)	13(7.4)	27(15.3)	16(9.1)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	3.71	.94	$t(174) = 1.77, p = .079$		
	DHT	3.46	.91			
<p><i>KEY:</i> N=176; Percentage rounded to 1 decimal place in parenthesis ( ) <b>1</b>=Strongly Disagree <b>2</b>=Disagree <b>3</b>=Undecided <b>4</b>=Agree <b>5</b>=Strongly Agree  <b>M</b>=Mean <b>SD</b>=Standard Deviation</p>						

From Table 4.10, it can be noted that 93 (52.8%) head teachers and deputy head teachers agreed and strongly agreed to the statement, “remuneration of head teachers increases their performance in maintenance of school physical infrastructure” while 55 (31.3%) head teachers and deputy head teachers disagreed and strongly disagreed and 28 (15.9%) head teachers and deputy head teachers neither agreed nor disagreed.

Table 4.10 show that 63.6 percent of respondents who agreed and strongly agreed to the construct, admitted that promotion improves the ability of a head teacher in curriculum supervision, 27.8 percent of head teachers and deputy head teachers disagreed and strongly disagreed.

It is evident from table 4.10 that 52.8 percent agreed and strongly agreed that increase in head teacher's pay motivates sound financial management while 34.7 percent of head teachers and deputy head teachers disagreed and strongly disagreed with that opinion. The undecided respondents were 12.5 percent.

The comparative descriptive statistics from table 4.10 show that the score for head teachers on the impact of promotion on job performance as 3.71, while the deputy head teachers supported it by a mean rating of 3.46. The t-test analysis also points out that promotional prospects and remuneration of head teachers' motivates job performance of head teachers, with insignificant differences,  $t(174) = 1.77$ ,  $p = .079$  at .05 significant level because the observed  $t(1.77)$  is smaller than the critical value (1.960). The results could have been due to chance.

The study of the qualitative information gathered revealed certain recurring themes:

A respondent noted; (CSO 1)

I would like to say that the salary increment and promotion of head teachers has indeed improved the work of head teachers. From the time when the salary was increased, when the remuneration package was increased, teachers have become more committed, especially our Head teachers. So you see the administrators if they are well taken care of in CBA in terms of salary increment and promotion, they are more committed to their duties. And given that they are committed, this cascades down to the teachers and they ensure that teachers are equally working well.

Furthermore, CSO 2 added;

If they are well paid and they are able to meet their basic needs, they will dedicate their time in curriculum delivery so that when the head of the institution is carrying out curriculum supervision. If the head of the institution is paid well, he can handle the funds at his disposal be it from the government or from any donor or private sector. So somebody who is well paid meet his basic needs from the salary increment. And if this person is given a higher position which will go with some remunerations, it will help this person will make sure that funds were disbursed to the school are prudently managed and will be to improve and maintain physical facilities. The head teacher is able to keep some



reserve and use the money as per the vote-head, because he is getting enough and is in high grade, he will be able to make sure that the infrastructure we have within the compound are well maintained.

The SCDE brought in another perspective of financial independence saying;

It is true that if you have a position and information, and you control resources, you will easily control people. So remuneration is important. Salary accruing to that position is so important because you know if you have somebody who is perpetually broke, such a person cannot make decisions, he will be seeking favors.

Joram, Wanjala, and Matula (2018) investigated how much teachers' compensation and participation in decision-making affect their dedication to their jobs. Their results showed a significant and favorable correlation between teacher pay and school performance as measured by the Utilization Performance of Employees (UPE) method. Additionally, job happiness and promotion are related. Therefore, to ensure enhanced job performance, school administrators should set aside some money for motivation.

#### 4.5.4 Training of Head Teacher and Job Performance

Views of the respondents were sought on statements of assessing influence of training of head teachers on head teachers' job performance under 5 point Likert scale rating.

Findings are shown in table 4.11.

**Table 4.11:**  
***Influence of In-Service Training of Head Teacher on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Training of head teachers influence how they carry out curriculum supervision	HT	4(2.3)	4(2.3)	7(4.0)	25(14.2)	44(25.0)
	DHT	4(2.3)	1(0.6)	9(5.1)	45(25.6)	33(18.8)
Training influences head teachers ability in maintenance of physical infrastructure in school	HT	3(1.7)	6(3.4)	6(3.4)	45(25.6)	24(13.6)
	DHT	3(1.7)	8(4.5)	4(2.3)	50(28.4)	27(15.3)
Training influences head teacher's performance in financial management in school	HT	4(2.3)	3(1.7)	5(2.8)	44(25.0)	28(16.0)
	DHT	6(3.4)	9(5.1)	4(2.3)	41(23.3)	32(18.2)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	4.01	.84	$t(174) = 1.99, p = .048$		
	DHT	3.46	.90			

*KEY:*N=176;Percentage rounded to 1decimal place in parenthesis ( )**1**=Strongly Disagree**2**=Disagree **3**=Undecided **4**=Agree **5**=Strongly Agree  
*M*=Mean *SD*=Standard Deviation

In view of training; Table 4.11 indicates that majority 147 (83.6%) agreed to the statement that training of head teachers influence how they carry out curriculum supervision, although, 13 (7.3%) disagreed. Only 16 (9.1%) of the respondents were undecided. Table 4.11 shows that 83.0 percent admitted that training influences ability of head teachers in maintenance of school physical infrastructure, even though, 11.4 percent disagreed. On the other hand, 5.6 percent were undecided.

It can be observed that majority (82.4%) of the head teachers and deputy head teachers agreed while 12.5 percent of head teachers and deputy head teachers disagreed and only 5.1 percent of the respondents were undecided on the construct that training influences head teachers' financial management abilities (an aspect of job performance).

The overall mean rating on on-job training of head teachers as influencing job performance was 4.01 by head teachers and by deputy head teachers 3.46. However, the t-test analysis of the comparative mean rating shows a significant difference,  $t(174) = 1.99$ ,  $p = .048$ , in the responses of head teachers and deputy head teachers. This can be attributed to the variation in the positive views held by both respondents.

It emerged from the data collected from interviews that, respondents especially focused on the INSETS that are periodically done as opposed to basic training of teachers. This could be because the basic training for teachers is uniform, however what varies is the INSETS that they attend once they are deployed.

CSO 1 said;

INSETS are mounted from time to time for teachers are not mounted for monetary gain for teachers but these are meant to improve their work performance. The INSETS that are mounted i.e. CBC, Tusome. For example right now trainings are mounted to improve curriculum delivery where head

teachers are in thus in a better place oversee the curriculum due to their improved competence and capacity.

CSO 2 underscored this by saying;

These trainings are very important. They are offered at different periods during the school calendar and when head teachers, and teachers are taken through this training, they update their pedagogy, their methodology, and their approaches of handling learning different areas. On financial management, head teachers are given some training so that they are able to prepare some of these financial records, and how they are supposed to maintain books of accounts. Majority of them are not accountants by profession if they are taken through the training they will be able to prepare these financial records. They will also take care of the physical infrastructure. So it is very important.

SCDE added that;

Level of training is important. Somebody may have not gone to the University but he has attended a number of capacity building workshops. So that training is important. So in fact I think it may be useful for periodic compulsory training for all those in management

Similarly, Farooq and Sultana et al. (2012) show a positive association between employee performance and training. Therefore, one can infer from this result that it is impossible to increase profits without utilizing the human resource. The only way to identify an employee's unmet needs is through training, which then raises that employee's needed level of competence, enabling them to perform well and meet corporate objectives. The findings of the Sultana et al. (2012) study also show that training is a good predictor of employee performance and that variations in employee performance are caused by training programs.

Al-Mzary, Al-rifai, and Al-Momany (2015) studied administrative leaders' and staff perspectives on training courses' impact on employee performance. These conclusions are supported by the current study's findings. The results of this study are reflected, despite the fact that it was not conducted among regular instructors and head teachers.

Head teachers should regularly take note of the training gaps among their staffs and cease any available opportunities for further retraining of their staffs. This, they can do by creating the awareness and providing financial assistance towards this. For example, the head teachers should ensure that their teachers are given further retraining as national examiners. They should also sponsor their teachers to attend relevant workshops and all these will enhance job performance.

Overally, findings of this study shows that professional factors strongly influence job performance with a mean rating of 3.67

#### **4.6 Head Teachers' Social Factors Influencing Job Performance**

The third objective was to establish the head teachers' social factors influencing job performance. Table 4.12 to 4.15 presents the results of analysis on the social factors influencing head teachers' job performance in schools with regard to curriculum supervision, physical infrastructural development, and management of financial resources. The social factors considered for the study included; marital status, work family balance, recognition and social status of head teachers.

##### **4.6.1 Marital Status and Job Performance**

Views of the respondents were sought on statements of assessing influence of marital status of head teachers on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.12.

**Table 4.12:*****Views on Influence of Marital Status of Head Teachers on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Married head teachers maintain physical infrastructure better	HT	12(6.8)	16(9.1)	25(14.2)	26(14.8)	5(2.8)
	DHT	11(6.3)	22(12.5)	23(13.1)	31(17.6)	5(2.8)
Married head teachers with children perform better in financial management	HT	21(11.9)	18(10.2)	13(7.4)	27(15.3)	5(2.8)
	DHT	21(11.9)	29(16.5)	14(8.0)	20(11.4)	8(4.5)
Married head teachers who spend a lot of time at work have better performance in curriculum supervision	HT	9(5.1)	13(7.4)	11(6.3)	35(19.9)	16(9.1)
	DHT	12(6.8)	12(6.8)	16(9.1)	29(16.5)	23(13.1)
<b>Inferential Statistics</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	3.05	1.04	$t(174) = .35, p = .72$		
	DHT	2.99	1.04			
<p><i>KEY:</i> N=176; Percentage rounded to 1 decimal place in parenthesis ( ) <b>1</b>=Strongly Disagree <b>2</b>=Disagree <b>3</b>=Undecided <b>4</b>=Agree <b>5</b>=Strongly Agree  <b>M</b>=Mean <b>SD</b>=Standard Deviation</p>						

The results in Table 4.12 reveals that 67 (38.1%) head teachers and deputy head teachers agreed and strongly agreed to the statement, “married head teachers maintain school physical infrastructure” while 61 (34.7%) disagreed and strongly disagreed, and 48 (27.2%) neither agreed nor disagreed to the statement.

From these results, it can be seen that 33.5 percent of combined head teachers and deputy head teachers admitted that married head teachers with children perform better in financial management, 51.1 percent of them disagreed and strongly disagreed, and only 15.4 percent were undecided on this matter.

Majority, 103 (58.5%) head teachers and deputy head teachers agreed and strongly agreed that married head teachers who spent a lot of time at work have better

performance in curriculum supervision while 46 (26.1%) head teachers and deputy head teachers disagreed and strongly disagreed, and 27 (15.4%) neither disagreed nor agreed.

Overall, but from the comparative rating of the influence of marital status on job performance, the head teachers gave a mean of 3.05, while the deputy head teachers gave 2.99. The t-test results analysis did not give sufficient statistical evidence that marital status of head teachers' influence job performance in curriculum supervision, maintenance of infrastructural development and efficiency in financial management, since the observed  $t(174) = .35$ , at ( $\alpha = .05$ ) was less than the critical value (1.960). There is no sufficient statistical evidence that a relationship exist between the two variables. It could have been due to chance. There was need to verify this by doing further qualitative data analysis. From the analysis of qualitative data, CSO 2 explained that;

Marital status of our school administrators especially of the head teachers has a lot of bearing on their work performance. You find that a single head teacher whether male or female has issues especially the single male head teachers. They have more problems that even the single female head teachers. And this problem of being a single parent or person has a lot of bearing on their work performance. You will find that there are people who are withdrawn. They have emotional and psychological issues. There are people who cannot settle. So this is more common among the female head teachers than male head teachers.

The CSO 2 added;

Now the marital status is key. Take e.g. unmarried head of the institution who is now in-charge of the married group. Now it may bring some social challenges because the way we look at married couple, a married partner, a married teacher in the school, when this married person will be explaining some of the challenges they are going through, depending on the marital status of the head teacher. The head teacher may or may not understand.

The SCDE said;

Marital status is a big factor. Teachers who have conflicts in their relationships, teachers who have issues with their marriages, they have such a problem. It tends to infiltrate to their places of work. Single ladies have issues, its more issues of judgment. The men who are single, either they are widowers or something they otherwise also have some gap. One who has a secure marriage have some support, I think there is some assuredness. But if somebody has issues with marriage, you would see it. In fact there is a lot of displaced anger where people have either dysfunctional relationships or have been divorced depending on how it is. If there is a conflict in the marriage, it's really a factor. In fact there is a time we even suggested that The Commission could send to every counter some counseling psychologist. Because if there is a conflict in marriage, people tend towards alcoholism, or you will find depression, and you know this affects, it becomes very toxic.

According to Abadina and Mba (2014), a person's social standing within the social and economic spheres includes their occupation and level of schooling. According to their findings, there are no appreciably different levels of work-life balance across the four employee types: single, married without children, married with children under 18, married with children beyond 18 years. This finding is a departure from the current study, however, Alufohai and Ibhafidon (2015) supported the findings of the present study. Their study's conclusions showed that instructors' age and marital status have a substantial impact on pupils' academic ability, but teachers' gender did not have a significant impact.

Odanga, Aloka, and Raburu (2015) looked into how teachers' levels of efficacy were impacted by their marital status in Kisumu County's public secondary schools. The quantitative findings contradicted the qualitative findings, which indicated that teachers' self-efficacy was influenced by their marital status, and they found no statistically significant link between these variables. The research finding therefore gives a more focused revelation as relates to how the marital status of head teachers influences their job performance.

The performance of insurance salesmen was compared to their socioeconomic origins in Banjo and Olufemi's (2014) study. It was discovered that the demographic parameters examined, such as marital status and employment history, were largely predictive of job performance. The number of children one had and their ages, burnouts experienced in the long service hours in the jobs, job satisfaction desires that needed to be balanced with the family time demands to integrate them within the busy schedules of work and individuals' marital status were deemed to be influential demographics which affect job performance across the world and in most industries.

Generally, the marital experience and the skills gained out of it can be very useful in enhancing job performance. The experience of raising children in a family is also useful in enhancing job performance. Head teachers with these two virtues are therefore likely to perform better in their management duties than those without or less experience.

#### **4.6.2 Work Family Balance and Job Performance**

Views of the respondents were sought on statements of assessing influence of work family balance of head teachers on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.13.



**Table 4.13:*****Influence of Work Family Balance of Head Teacher's on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Head teachers with good time balance between work and family maintain school infrastructure better	HT	8(4.5)	11(6.3)	2(1.1)	42(23.9)	21(11.9)
	DHT	7(4.0)	11(6.3)	10(5.7)	49(27.8)	15(8.5)
Size of the family of the head teacher leads to improved school financial management	HT	26(14.8)	19(10.8)	7(4.0)	17(9.7)	15(8.5)
	DHT	25(14.2)	28(15.9)	13(7.4)	14(8.0)	12(6.8)
Work family conflict of head teachers influence curriculum supervision	HT	6(3.4)	7(4.0)	5(2.8)	41(23.3)	25(14.2)
	DHT	14(8.0)	13(7.4)	6(3.4)	38(21.4)	21(11.9)
<b>Mean average</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	3.42	.96	$t(174) = 1.67, p = .096$		
	DHT	3.19	.82			

*KEY:* N=176; Percentage rounded to 1 decimal place in parenthesis ( ) **1**=Strongly Disagree **2**=Disagree **3**=Undecided **4**=Agree **5**=Strongly Agree  
**M**=Mean **SD**=Standard Deviation

From Table 4.13, it can be noted that majority 127 (72.2%) head teachers and deputy head teachers agreed and strongly agreed that head teachers with good time balance between work and family maintain school physical infrastructure better whereas 37 (21.0%) head teachers and deputy head teachers disagreed and strongly disagreed, and only 12 (6.8%) head teachers and deputy head teachers neither agreed nor disagreed.

Table 4.13 shows that 55.7 percent of the respondents disagreed and strongly disagreed to the statement, “size of the family of head teacher leads to improved financial management, 32.9 percent of the respondents agreed and strongly agreed. It can be noted that only 11.4 percent of the respondents were undecided on this matter.

As regards the construct, “work family conflict of head teachers influence curriculum supervision”, 125 (71.0%) head teachers and deputy head teachers agreed and strongly agreed to the construct while 40 (22.7%) head teachers and deputy head teachers disagreed and strongly disagreed, and only 11 (6.3%) were undecided on this matter.

The descriptive statistics from the respondents reveal that head teachers had a higher mean rating ( $M = 3.42$ ) compared to that of deputy head teachers ( $M = 3.19$ ) on the fact that 'family balance influence the head teachers job performance'. The inferential statistics t-test result analysis, show that 'work family balance of head teachers' does not statistically influence job performance in curriculum supervision, maintenance of infrastructural development and efficiency in financial management. There is no significant statistical evidence since the observed  $t(174) = .35$ , in the responses of head teachers and deputy head teachers at ( $\alpha = .05$ ) value is smaller than the critical value (1.960). The results could have been due to chance. To verify this, there was need to do further qualitative data analysis. This gave very informative results like:

Work-family related factors such as time normally affects. Based on the family size, the head of the institution and the demand of the family; the head of the institution may have a challenge say for example, he had some challenges with the finance. He may not be very regular, he may not be very effective, and he may not timely in attending to for duties just to meet some other family factors. So time discharging the curriculum, time of managing the school may be a problem.

CSO1

The SCDE agreed saying;

To some degree, family commitment can be a factor. Family commitments, for example, if have a family and like you have a patient; you know those are expected things. And about time it has nothing to essentially do with that. You know people who are committed to work, will surface even when they have to deal with something else.

When family circumstances interfere with work life, such as the presence of small children and unsupportive family members, or when parents take time off of work to care for a sick kid, family-work conflict results (Kiini & Podosky, 2015). Numerous family needs and resources that are connected to home-to-job conflict have been discovered by prior studies. For instance, having more kids or having young kids at

home is linked to higher friction between the home and the workplace (Nomaguchi, 2012).

Maeran, (2013) reported that lack of work family balance causes stress and stress-related illness which reduce life, family and job satisfaction this then reduce a worker's productivity. According to certain research, however, women who combined family and work responsibilities reported improved physical and mental health and, as a result, performed better at work than women who stayed at home or are single (Iwuagwu, 2016).

In contrast, Hatam, Jalali, Askarian, and Kharazmi (2016) showed that work–family conflict was the cause of or led to the intention to desert work among nurses and paramedics, especially among the married staff. Family-work conflict and marital status were highly correlated, with family-work conflict being much higher in married participants. Additionally, there was a significant inverse association between organizational dedication and work-family conflict, which could have an adverse effect on the staff members' ability to do their jobs.

#### **4.6.3 Recognition and Job Performance**

Views of the respondents were sought on statements of assessing influence of recognition of head teachers on head teachers' job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.14.

**Table 4.14:*****Influence of Recognition of Head Teachers on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Maintenance of physical infrastructure improves when the head teacher is recognized	HT	14(8.0)	15(8.5)	10(5.7)	31(17.6)	14(8.0)
	DHT	14(8.0)	25(14.2)	8(4.5)	33(18.8)	12(6.8)
Recognition of head teacher by the community is of little consequence in maintenance of physical infrastructure	HT	15(8.5)	13(7.4)	11(6.3)	26(14.8)	19(10.8)
	DHT	13(7.4)	24(13.6)	7(4.0)	28(15.9)	20(11.4)
Recognition of head teachers by curriculum support officers (CSOs) influences curriculum supervision	HT	13(7.4)	14(8.0)	3(1.7)	40(22.7)	14(8.0)
	DHT	21(12.0)	21(12.0)	7(4.0)	24(13.6)	19(10.8)
<b>Mean average</b>		<b><i>M</i></b>	<b><i>SD</i></b>	<b>Independent t test</b>		
Average mean	HT	3.26	1.19	$t(174) = 1.04, p = .298$		
	DHT	3.08	1.12			

*KEY:*N=176;Percentage rounded to 1decimal place in parenthesis ( )**1**=Strongly Disagree**2**=Disagree **3**=Undecided **4**=Agree **5**=Strongly Agree  
*M*=Mean *SD*=Standard Deviation

As regards the construct, “maintenance of physical infrastructure improves when the head teacher is recognized”, table 4.14 indicates that majority - 90 (51.2%) head teachers and deputy head teachers agreed and strongly agreed that maintenance of physical infrastructure improves when the head teacher is recognized whereas 68 (38.6%) head teachers and deputy head teachers disagreed and strongly disagreed to the statement and only 18 (10.2%) were undecided on this matter.

Table 4.14 shows that 52.9 percent of head teachers and deputy head teachers agreed and strongly agreed that recognition of head teacher by the community is of little consequence in maintenance of physical infrastructure, while 36.9 percent of the head

teachers and deputy head teachers disagreed and strongly disagreed. Only 10.2 percent of the respondents were undecided on this matter.

From table 4.14, 55.1 percent of head teachers and deputy head teachers agreed and strongly agreed that their recognition by curriculum support officers influences curriculum supervision, while 39.2 percent disagreed and strongly disagreed. Only 5.7 percent of the respondents were undecided on this matter.

This was also observed by the SCDE, who expressed that;

Most of these head teachers are recognized by our office. And when we recognize them we tend to give them more support than those who are not recognized. The support comes in form of promotion, maybe being moved from a small school to a bigger one or maybe from one job group to another. This encourages them when this recognition is done to them they get encouraged, and they get motivated so much.

Additionally, head teachers perform better and become more motivated when they receive recognition and support from their office. Amoatema and Kyeremeh (2016) also pointed out that a lot of businesses were utilizing their staff members more frequently to achieve high performance and productivity. The advantages of employee recognition as well as the various kinds of employee recognition programs were investigated by the researcher. It also attempted to imply that employee appreciation may motivate workers to assure good performance in Gananian Universities when seen from formal, informal, and daily views. This was also consistent with Ndungu's (2017) research on employee recognition programs, which showed that these programs had gained popularity and acceptance in most firms due to the inadequacy of awards on their own to inspire excellent performance. Although the study was undertaken at Kenyatta University to ascertain the effects of rewards and recognition on employee work performance, the conclusions apply equally to teachers and head teachers.

Generally, both the two categories of the respondents endorsed the construct that ‘recognition of head teachers influences job performance positively – where head teachers had a mean of 3.26 and the deputy head teachers 3.08. T-test result analysis also gave a significant statistical confirmatory evidence that recognition and better remuneration motivates head teachers’ in the performance of curriculum supervision, physical infrastructural development and financial management,  $t(174) = 1.04$ ,  $p = .298$ ), in responses of head teachers and deputy head teachers. The head teachers should put in place policies and occasions for recognizing their work force. Any little achievement in work place should not pass unrecognized publicly.

#### **4.6.4 Social Status of Head Teacher and Job Performance**

Views of the respondents were sought on statements of assessing influence of social status of head teachers on head teachers’ job performance under 5 point Likert scale rating. Their responses were analyzed and presented in table 4.15.

**Table 4.15:*****Influence of Head Teacher's Social Status on Job Performance***

<b>Statement</b>	<b>Res</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Acceptance of social status of head teachers by the community is of a little consequence in maintenance of physical infrastructure	HT	12(6.8)	15(8.5)	10(5.7)	32(18.2)	15(8.5)
	DHT	9(5.1)	34(19.3)	10(5.7)	21(11.9)	18(10.2)
Support of head teachers by the local community improves their financial management performance in school	HT	12(6.8)	3(1.7)	5(2.8)	35(19.9)	29(16.5)
	DHT	8(4.5)	13(7.4)	4(2.3)	38(21.6)	29(16.5)
Maintenance of physical infrastructure increases due to social support given to head teachers by local community	HT	9(5.1)	4(2.3)	5(2.8)	41(23.3)	25(14.2)
	DHT	6(3.4)	15(8.5)	7(4.0)	41(23.3)	23(13.1)
<b>Mean average</b>		<b>M</b>	<b>SD</b>	<b>Independent t test</b>		
Average mean	HT	3.63	1.05	$t(174) = .98, p = .331$		
	DHT	3.48	.97			

*KEY: N=176; Percentage rounded to 1 decimal place in parenthesis ( ) 1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree*  
**M**=Mean      **SD**=Standard Deviation

With regards to the construct, “acceptance of social status of head teachers by the community is of a little consequence in maintenance of physical infrastructure”, Table 4.15 indicates that majority 86 (48.9%) of head teachers and deputy head teachers were in agreement that acceptance of social status of head teachers by the community is of a little consequence in maintenance of physical infrastructure whereas 70 (39.8%) of head teachers and deputy head teachers disagreed to the statement and only 20 (11.3%) of the respondents were undecided on this matter.

Table 4.15 shows that 74.4 percent of head teachers and deputy head teachers were of the same view that support of head teachers by the local community improves their financial management performance in school, while 20.5 percent of head teachers and

deputy head teachers disagreed. Only 5.1 percent of the respondents were undecided on this matter.

From table 4.15, majority- 130 (73.9%) of head teachers and deputy head teachers agreed that maintenance of physical infrastructure increases due to social support given to head teachers by local community while 34 (19.3%) head teachers and deputy head teachers disagreed and only 12 (6.8%) of the respondents were undecided on the construct.

The analyzed findings of the qualitative data, underscored that;

We find that there is always regard given based on their social status regarding social and economic factors or class. So it's a problem to the extent of say, a head teacher who is of low social status is now in charge of a group of teachers who have economic muscle or socially they have another class of their own. It will be challenge to control this group because people look at the head-teacher in terms of your lifestyle, people look at you in terms of the bracket where you belong to, people look at you in terms of how are you considered in the society. In a way, this influences how the head-teacher relates to this member of staff, when it comes to allocation of duties or supervision.CSO1

SCDE agreed stating;

Yes, everybody deserves recognition. So it does not matter who the person is, whether it's a teacher or anybody. If he is recognized, you pull out the very best from each one of them, but if somebody feels demeaned then the possibility of being negative will increase. So you know this of social status, teachers have it. Now because they already have status in the society, that of honors, they need to be respected. They are supposed to be treated with respect. Now if that is done, then the very best will come out of us.

According to Anastasiou and Papakonstantinou (2014), one of the environmental factors that were found to have a favorable impact on teachers' performance was the provision of rewards. These rewards were effective at motivating teachers, which led to better performance. Amoatema and Kyeremeh (2016) also pointed out that an



increasing number of firms use employee appreciation to inspire staff members to improve their performance and productivity.

Generally, both the two categories of the respondents endorsed the construct that 'social status of head teachers influences job performance positively – where head teachers yielded a mean of 3.63 and the deputy head teachers gave a rating of 3.48. T-test result analysis did not however give significant statistical confirmatory evidence that social status of head teachers' influence the performance of curriculum supervision, physical infrastructural development and financial management. This is because the observed t value ( $t(174) = .98, p = .331$ ), at .05 significant level is smaller than the critical value (1.960). The head teachers should strive to have good social status in the society. This will motivate such teachers to perform well in their jobs.

Overall, Social factors were found to be moderately influencing Head teacher's job performance with a mean rating of 3.6.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

In light of the study's objectives, this chapter offers a summary of the findings, judgments, and recommendations. Additionally, it highlights concepts that merit more research.

#### **5.2 Summary of the Findings of the Study**

The findings of the study were summarized based on the objectives as follows;

##### **5.2.1. Head Teachers' Personal Factors Influencing Job Performance**

The first objective of the study was to determine the head teachers' personal factors influencing job performance in Public Primary Schools. The analysis and interpretations of findings from the head teachers, deputy head teachers, Curriculum Support Officers and Sub County Director of Education established that selected personal factors significantly influence job performance of head teachers in public primary schools.

There were mixed opinions from the respondents on the effect of age of head teachers as influencing job performance (46.6% agreeing vs 47.7% not agreeing). It was however; clear that age of head teachers' alone was not a significant factor influencing maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision. Since it is difficult to isolate age with experience, the combined effect of the two do, however influence job performance.

The analysis of quantitative data did not consider gender of the head teachers as being key in influencing job performance of head teachers (39.9% endorsing, while 51.6% not endorsing from table 4.6), but it emerged from the analysis of qualitative data that

the female head teachers tend to out-do their male counter parts using the same measurements of job performance indicate

Level of education of head teachers was significant in influencing of maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision with 79% agreeing to that.

### **5.2.2. Head Teachers' Professional Factors Influencing Job Performance**

The second objective of the study was to determine the head teachers' professional factors influencing job performance. The analysis and interpretations of findings from the head teachers, deputy head teachers, Curriculum Support Officers and Sub County Director of Education established that selected professional factors significantly influence job performance of head teachers in public primary schools.

The study established that over 52 percent of respondents endorsed work experience of head teachers as being significant in influencing curriculum supervision, soundness in management of school finances and maintenance of school physical infrastructure.

It was also established that leadership styles as well as promotional prospects and remuneration of head teachers as being significant in influencing curriculum supervision, soundness in management of school finances and maintenance of school physical infrastructure .with over 53% in agreement to that.

Over 82% agreed that on job training of head teachers was significant in influencing of maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision.

### **5.2.3. Head Teachers' Social Factors Influencing Job Performance**

The third objective of the study was to establish the head teachers' social factors influencing job performance in Public Primary Schools. The analysis and interpretations of findings from the head teachers, deputy head teachers, Curriculum Support Officers and Sub County Director of Education established that selected social factors significantly influence job performance of head teachers in public primary schools.

The social factors considered for the study included; marital status, work family balance, recognition and social status of head teachers. The study noted that except for marital status (with only 38.1% endorsement), the others like work family balance (over 55% endorsement), recognition (Over 51% endorsement), and social support of the school community by locals (over 70% endorsement) do influence effectiveness in curriculum supervision, soundness in management of school finances and maintenance of school physical infrastructure.

### **5.3 CONCLUSION**

Job performance of primary school head teachers were indicated by curriculum supervision, soundness in management of school finances and maintenance of school infrastructure and according on the study's findings, the following conclusions were drawn:

- 1.** The personal factors of head teachers that influence head teachers' job performance are: Level of education, gender and Age, respectively in the order of influence.

2. Professional factors of head teachers that influence head teachers job performance are; Work experience, on job training, Leadership Style and Promotional prospects and remuneration, respectively in the order of influence.
3. Social factors of head teachers that influence head teachers job performance are: Social status, Work family balance, Recognition and Marital Status, respectively in the order of influence.

#### **5.4 RECOMMENDATIONS**

The practice suggestions are as follows based on the study's findings;

- i. Teachers Service Commission should consider level of educational attainment of a head teachers in considering promotion of primary teachers to headship.
- ii. Consistent on job training and good remuneration package of head teachers should be carried out by TSC to ensure sustained improved performance of head teachers.
- iii. All the stakeholders of public primary schools (MoE, TSC & local community) should encourage and support the primary school head teachers to have family work balance and improved job performance.

The following suggestions can be used for further research:

- i. A comparable research be carried out in other Sub-counties within Homabay County for comparison of findings.
- ii. A study to establish the extent to which Community-School relationship can be used to develop school infrastructure.

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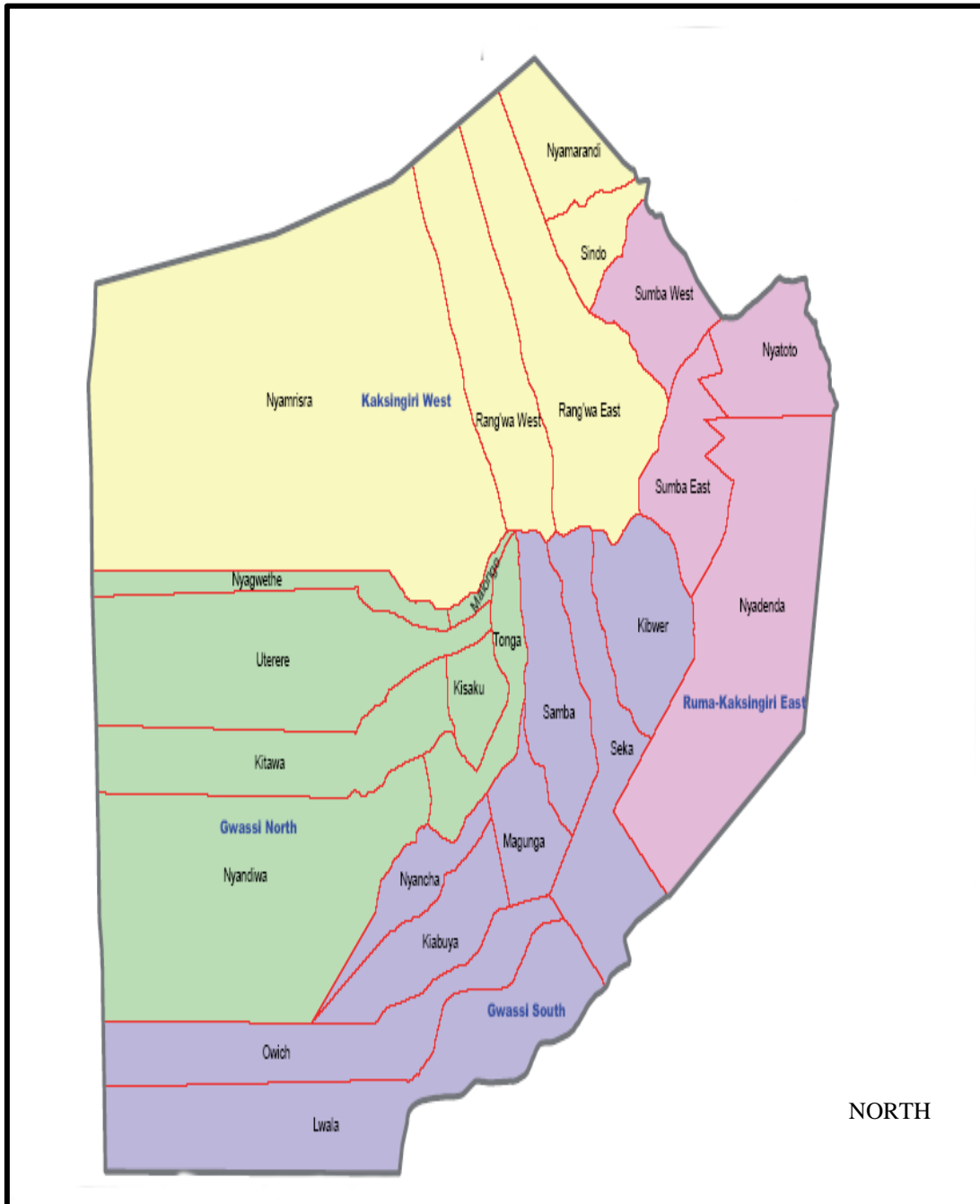
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## APPENDICES

### APPENDIXA: MAP OF SUBA SOUTH SUB COUNTY IN HOMA-BAY COUNTY



Source: Independent Electoral and Boundaries Commission, 2020.

**APPENDIX B: CONSENT LETTER**

Muo A. Pamela,  
Rongo University  
P.O BOX 403-40404,  
RONGO

**Dear Sir/Madam,**

**RE: CONSENT LETTER.**

I am a student at Rongo University, School of Education, pursuing a master’s degree in Education in Leadership and Policy Studies. I intend to carry out research on “*Head teachers’ Socio-demographic factors influencing job performance in public primary schools in Suba South Sub-County, Kenya.*”

I request you to respond to the attached questionnaire. Your participation is voluntary. You will remain anonymous in the final report. Your response will be treated with confidentiality and used purely for academic purposes

Thank you.

Yours faithfully,

Muo A. Pamela

Respondent’s signature.....

Date.....

## APPENDIXC: QUESTIONNAIRE FOR HTs AND D/HTs

The purpose of this questionnaire is to collect information on “*Head teachers’ socio-demographic factors influencing job performance in public primary schools in Suba South Sub-County, Homa-Bay County*”. The researcher requests you to respond to the questions below for research purposes only. Do NOT write your name or any other personal information on this questionnaire:

INSTRUCTIONS: Tick (✓) appropriate responses in the boxes, and write down the answers in the spaces provided.

### SECTION A: DEMOGRAPHIC INFORMATION

1. Age

- Below 30 years ( )                      31 to 40 years ( )  
41 to 50 years ( )                      50 years and above ( )

2. Gender

- Female ( )                      Male ( )

3. Marital Status

- Single ( )                      Married ( )                      Divorced ( )                      Widowed ( )

4. Level of Education

- Certificate ( )                      Diploma ( )  
B. Ed ( )                      M. Ed ( )                      PhD ( )

5. For how long have you been in the teaching profession?

- 1 – 5 yrs ( )                      6 – 10 yrs ( )                      11 – 15 yrs ( )  
16 – 20 yrs ( )                      21 – 25 years ( )                      Over 25 yrs ( )

6. State your leadership position in this school.

- (a) Head-teacher ( ); for how long? .....  
( ) 0-2 yrs                      ( ) 3-4yrs                      ( ) 5-7yrs                      ( ) 8yrs and above  
(b) Deputy Head teacher ( ); for how long? ( )  
0 – 2 yrs ( )                      3 – 4 yrs ( )                      5 – 7 yrs ( )                      8yrs and above ( )



**SECTION B: PERSONAL FACTORS AND JOB PERFORMANCE**

Based on your work experience at school, tick (√) one appropriate response to each of the statements given below using the Likert Scale provided, where; SD= Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
Maintenance of school physical infrastructure improves with age of head teacher					
Elderly head teachers implement financial decisions better.					
Curriculum supervision improves with increase in age of head teacher					
Female head teachers demonstrate better curriculum supervision than male head teachers.					
Gender of head teacher is not significant in management of school financial resources					
Male head teachers maintain school physical infrastructure better than female head teachers.					
Level of education is an important factor in curriculum supervision by head teachers.					
Head teachers level of education helps them perform better in financial management.					
Maintenance of physical infrastructure in schools depends on level of education of the head teacher.					

Any other personal factor influencing HTs job performance on:

- i) Maintenance of physical infrastructure.....
- ii) Curriculum supervision.....
- iii) Financial management.....

**SECTION C: PROFESSIONAL FACTORS AND JOB PERFORMANC**

Based on your work experience at school tick(√) one appropriate response to each of the statements given below using the Likert Scale provided, where; SD= Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

Statement	SD	D	U	A	SA
Head teachers improve their effectiveness in curriculum supervision as they gain experience in leadership.					
Head teachers leadership style influences maintenance of physical infrastructure.					
Training of head teacher can influence how they carry out financial management.					
Head teachers yields better results in curriculum supervision depending on their leadership style.					
Promotion of head teachers improves their level of financial management.					
Remuneration of head teachers increases their performance in maintenanceof school physical infrastructure.					
Promotion of head teachers improves their ability in curriculum supervision.					
Increase in head teacher pay improves their level of financial management.					
Training influences head teacher’s ability in maintenance of physical infrastructure in school.					
Training influences head teacher’s performance in financial management in school.					
Head teachers training programs help them to carry out curriculum supervision in school better.					
Maintenance of physical infrastructure improves by experience of head teacher					

Any other personal factor influencing HTs job performance on:

- i) Maintenance of physical infrastructure.....
- ii) Curriculum supervision.....
- iii) Financial management.....

**SECTION D: SOCIAL FACTORS AND JOB PERFORMANCE**

Based on your work experience at school tick (√) on appropriate response to each of the statements given below using the Likert Scale provided, where; SD= Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree.

Statement	SA	A	U	D	SD
Married head teachers maintain physical infrastructure better.					
Married head teachers with children perform better in financial management.					
Married head teachers who spend a lot of time at work have better performance in curriculum supervision.					
Head teachers with good time balance between work and family maintain school physical infrastructure better.					
Size of the family of the head teacher leads to improved school financial management.					
Work family conflict of head teachers can influence their financial management in school.					
Maintenance of physical infrastructure improves when the head teacher is recognized.					
Recognition of head teacher by the community improves their performance in financial management.					
Recognition of head teachers by CSOs influences curriculum supervision					
Acceptance of Social status of head teachers by the community is of a little consequence in maintenance of physical infrastructure.					
Support of head teachers by the local community improves their financial management performance in school.					
Maintenance of physical infrastructure increases due to support given to head teachers by local community.					

Any other personal factor influencing HTs job performance on:

- i) Maintenance of physical infrastructure.....
- ii) Curriculum supervision.....
- iii) Financial management.....

## **APPENDIX D: INTERVIEW SCHEDULE FOR CSOs AND SCDE TSC**

1. In your work experience, do the following head teachers' personal factors influence job performance in terms of curriculum supervision, financial management and maintenance of physical infrastructure?
  - a) Age
  - b) Gender
  - c) Level of education
  
2. In your work experience how do the following head teachers' professional factors influence job performance in terms of curriculum supervision, financial management and maintenance of physical infrastructure?
  - a) Leadership experience
  - b) Leadership style
  - c) Salary increment and promotion
  - d) Level of training
  
3. In your opinion, how do the following head teachers' social factors influence job performance in terms of curriculum supervision, financial management and maintenance of physical infrastructure?
  - a) Marital status
  - b) Work family related factor e.g. time
  - c) Family size
  - d) Social status and recognition

## APPENDIX E: RONGO UNIVERSITY RESEARCH APPROVAL LETTER



OFFICE OF THE DEAN  
SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404  
RONGO

Our Ref: **MED/6004/2018**

Date: Tuesday, April 20, 2021

The Chief Executive Officer,  
National Commission for Science, Technology & Innovation,  
off Waiyaki Way, Upper Kabete,  
P.O Box 30623-00100,  
Nairobi-KENYA.

Dear Sir,

**RE: RESEARCH PERMIT FOR MS. PAMELA ATIENO MUO-MED/6004/2018**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a Master degree in Educational leadership and Policy Studies. She has been authorized by the University to undertake research titled; ***"Socio-Demographic Factors Influencing Head Teachers' Job Performance in Public Primary Schools in Suba South Sub-County, Kenya"***.

This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.






Thank you.

Dr. Edward Anino  
**DEAN, SCHOOL OF GRADUATE STUDIES**

Copy to: Vice Chancellor  
Deputy Vice Chancellor (Academic and Student Affairs).  
Dean, School of Education  
HoD, Educational Management and Foundation



**APPENDIX F: NACOSTI RESEARCH LICENSE**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>321267</b>	Date of Issue: <b>06/May/2021</b>
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Miss. Pamela Atieno Muo of Rongo University, has been licensed to conduct research in Homabay on the topic: <b>HEAD TEACHERS' SOCIO-DEMOGRAPHIC FACTORS INFLUENCING JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN SUBA SOUTH SUB-COUNTY, KENYA.</b> for the period ending : <b>06/May/2022.</b></p>	
License No: <b>NACOSTI/P/21/10314</b>	
321267 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation  
off Waiyaki Way, Upper Kabete,  
P. O. Box 30623, 00100 Nairobi, KENYA  
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077  
Mobile: 0713 788 787 / 0735 404 245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) / [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)



## APPENDIX G: COUNTY DIRECTOR OF EDUCATION AUTHORIZATION



### MINISTRY OF EDUCATION

#### STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING" Homa Bay

Telephone

When replying please quote

[cdehomabay@gmail.com](mailto:cdehomabay@gmail.com)

COUNTY DIRECTOR OF EDUCATION

HOMA BAY COUNTY

P.O BOX 710

HOMA BAY

DATE: 20<sup>TH</sup> MAY, 20201

REF: MOE/CDE/HBC/ADM/11/VOL.II/135

Miss. Pemala Atieno Muo  
Rongo University  
P.O. BOX 103 – 40404  
RONGO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Head Teachers' Socio-Demographic Factors Influencing Job Performance in Public Primary Schools in Suba South Sub County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending 06<sup>th</sup> /May/ 2022

Kindly note that, as an applicant who has been licensed under Science, Technology and Innovation Act 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the County Director of Education Office after completion both the soft copy and hard copy.

Thank you in advance.

COUNTY DIRECTOR OF EDUCATION  
HOMA BAY COUNTY  
P.O. BOX 710-40300, HOMA BAY  
MILLICENT M. NYABUNGA  
FOR: COUNTY DIRECTOR OF EDUCATION

Cc.

1. County Commissioner – Homa Bay



**APPENDIX H: SUB COUNTY DIRECTOR OF EDUCATION  
AUTHORIZATION**

MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION



SUB-COUNTY DIRECTOR OF EDUCATION OFFICE  
SUBA SUB- COUNTY  
P.O. BOX 71  
MAGUNGA.

Telephone: 059-22380

When reply Fax: 059-21286

REF NO. SBA/ADM/GEN/VOL 1/05

E-mail: subadistricteducation@gmail.com


DATE: 13/07/2021

Miss Pamela Atieno Muo  
Rongo Univesity  
P.O. BOX 103-40404  
RONGO

**RE: RESEACH AUTHORITY**

This is to confirm that the bearer of this letter Madam Pamela Atieno Muo from Rongo University is authorized to carry out Research on **"Head Teachers' Socio-Demographic Factors Influencing Job Performance in Public Primary schools in Suba South Sub County, Kenya.**

Kindly assist her where necessary.

  
Thank you.

COSAMAS WANJALA KIMATUNI

**SCDE-SUBA.**

DISTRICT EDUCATION OFFICER  
SUBA  
P.O. Box 71 - 40307  
MAGUNGA