

ROLES OF PRINCIPALS AS MANAGERS OF TEACHERS EMPLOYED BY BOARDS IN PUBLIC SECONDARY SCHOOLS IN BONDO SUB-COUNTY, KENYA

Emmah Awuor Owiti, Henry Onderi and Jack Ajowi

School of Education, Jaramogi Oginga Odinga University of Science and Technology, Kenya

Corresponding Author's Email: emmahqueen@gmail.com

Abstract

The existence of board teachers to curb teacher shortage in public secondary schools is common in Kenya. There is however scanty empirical evidence on the particular roles of principals towards these cadre of teachers. This study thus focused on assessing the roles of principals as managers of board teachers. It employed a survey research design and the target population was 216 respondents: comprising of 23 principals, 23 board chairpersons and 170 board teachers. Sample size was calculated using Krejcie and Morgan's Sample size table and thus a sample of 20 principals, 20 board chairpersons and 118 board teachers was obtained giving a study population of 158. Simple random sampling was used to select study samples. Data was collected using structured questionnaires administered to board teachers and structured interviews administered to principals and board chairpersons. Reliability analysis was done using Cronbach's Alpha Coefficient found to be 76.4%. Validity was ascertained through expert judgement where the computed Content Validity Index was at 0.9. Responses were coded using Statistical Package for Social Science for windows version 25. Quantitative data was analyzed using descriptive statistics while qualitative data was subjected to content and thematic analysis. Analysed data was presented in form of frequency tables. The study findings showed that principals' roles in relation to teachers employed by school boards include recruitment, induction and monitoring availability of funds to pay salaries. However, the approaches of performing these roles differ from one school to the other depending on the school system and availability of resources. The study recommended that the Ministry of Education at the sub-county level should have a database that tracks the number of board teachers and their salary scales.

Key Words: Board teachers, Principals, Public secondary schools, Teacher management

Introduction

The principals in today's public mixed day secondary schools are constantly multitasking and shifting roles in a moment's notice in order to cope with teacher shortage, which is seen as an emerging issue evolving around the quest to achieve Sustainable Development Goal 4 (SDG 4), which aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (Izuagba, 2017). This has elevated the roles of principals in teacher management since teachers are seen as strategic assets that facilitate acquisition of the 21st century skills in learners (Harris, 2016).

Majority of public mixed day schools have a low teacher – student ratio brought by escalated enrollment due to the introduction of Free Day Secondary (FDS) education programs (Onesmus, 2015), thus, school boards have hired teachers to curb teacher shortage. The move, which Emily (2014) in a study indicated, has increased the responsibilities of the principals ranging from recruitment, empowerment to dealing with a range of social and economic issues of teachers employed by the board. Chiwela (2015) argues that management

of board teachers is silent in the principals' roles and yet the existence of board teachers is a reality that cannot be assumed, with principals having to play the role as their sole managers.

In Nicaragua, the roles of principals as managers of teachers employed by the board have expanded to include providing active support in the selection and recruiting of board teachers, preparing information and input for the salary budgets (Duthilleul, 2014). In the United Kingdom, the use of teachers employed by the Board to curb teacher shortage has become a popular phenomenon. The roles like team work management, career development and ensuring proper remuneration, are being carried out by the principals as managers of teachers employed by the Board (Rees, 2018). In the United States, Alvarez (2015) asserts that principals normally focus on developing partnership between the school community and teachers employed by the board.

A survey research on selected schools in Kebbi state, Nigeria, showed that principals are regarded as Chief Executive Officers of a school and are responsible for hiring and evaluation of teachers employed by the school board (Onyeike, 2018). In South Africa, Collins, Naidoo and Vusi (2015) assert that the principal links the teachers employed by the board and the community into a cohesive group that works effectively towards achievement of mutually established goals. It is by working together that teachers from different ethnic groups get to know and accept the school community. A different study in Malawi carried out by Beytekin, Chipala and Toprak (2016) indicated that principals are charged with streamlining positive working spirit in teachers employed by the board to ensure teachers are devoted to teaching and show interest and respect for students.

In Kenya, Abdou (2012) argued that management of teachers employed by the board is not tracked by the Teachers Service Commission, thus the principals have to ensure that recruitment is done, salaries paid and other social welfare taken care of. There is scanty empirical evidence on research done to analyse these roles. It is against these background that this study was carried out to explore the roles of principals in the management of teachers employed by boards of management in public secondary schools in Bondo sub-county, Siaya County in Kenya.

Study Objective

To determine the roles played by school principals in management of board teachers in public secondary schools

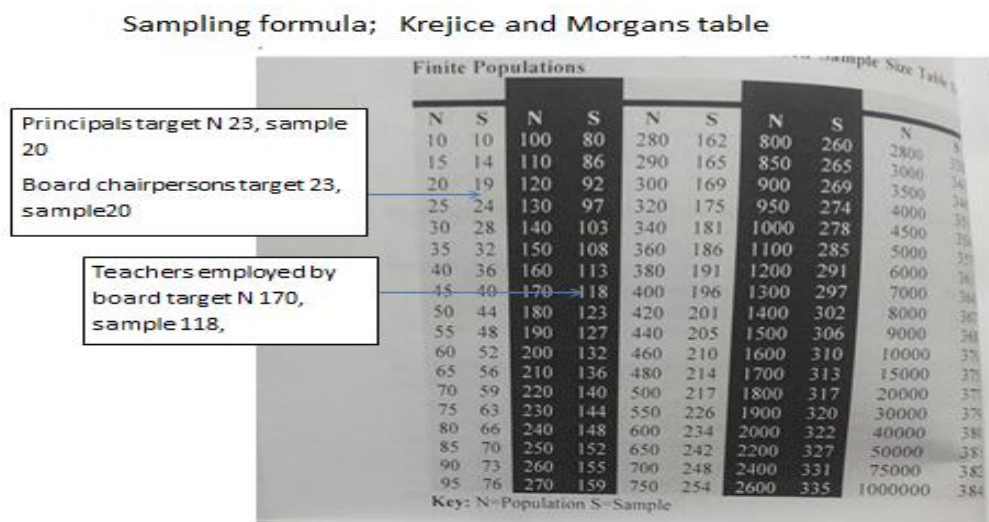
Methodology

The study used Survey Research Design. Creswell (2012) explains a survey research design as a research design in which the researcher administered questions to a sample or to the entire population to describe the attitudes, opinions, behaviours or characteristics of the population. Survey on roles played by principals in managing board teachers was carried out by use of questions to collect data through structured questionnaires administered to board teachers and interviews administered to principals and board chairpersons (Creswell, 2014). The survey Research designed employed in this study used Mixed Research Approach where both Qualitative and Quantitative research strategies were engaged in a sequential manner (Lyons & Doueck, 2010). This was done to build on the synergy and strength that exists between qualitative and quantitative methods so as to gain better insights on phenomena

(Gathii, Wamukuru, Karanja, Murithii & Maina, 2019).

The Target population was 216 which consisted of 23 principals, 23 board chairpersons and 170 board teachers. Sampling formula used was Krejice and Morgan’s table (Gathii et al, 2019).

Figure 1: Sampling formula



From figure 2: sample size obtained for principals was 20, board chairpersons 20 and board teachers 118. Simple

random sampling was used to select the sample from the target population giving a Study population of 158 all drawn from twenty public mixed day secondary schools in Bondo sub-county. Though, obtaining the exact number of teachers employed by the board was a challenge as there was no available information either at Teachers Service Commission office or at the Ministry of education office. Therefore, the researcher had to make inquiries directly to individual schools within the study area; the numbers from all schools were summed up to get the target population.

Validity of the measurement tools was done by the researcher involving five psychometricians; experts on questionnaire construction. The psychometricians checked the survey for common errors like double-barreled, confusing and leading questions. Thereafter, the questionnaires were rated as either good or bad. The Content Validity Index (CVI) was calculated as;

$$CVI = (G - N / 2) \div (N / 2)$$

Where N= total number of questions in the questionnaires checked, G=number of questions rated ‘good’. The total numbers of questions were forty out of which thirty eight were rated as good. This means; G=38, N=40. Therefore;

$$CVI = \left(38 - \frac{40}{2} \right) \div \left(\frac{40}{2} \right) = (38 - 20) \div 20 = 18 \div 20 = 0.9$$

The content validity index (CVI) was found to be 0.9, therefore, 90% of the questions were considered valid and so was the questionnaire (Gadsboell & Tibaek, 2017). Reliability was tested using Cronbach’s alpha coefficient which was found to be 0.76 indicating the instruments were reliable (Sharma, 2016).

Qualitative data was analysed thematically while Quantitative data was analysed using descriptive statistics (Nowell, Norris, White, & Moules, 2017). Data interpretation was done by relating the responses obtained to the objective of the study which was on roles played by principals as managers of board teachers.

Results and Discussion

The study sought to establish the roles carried out by the Principals as managers of teachers employed by the board in public mixed secondary schools. From the interviews, the roles of the Principals identified include employment of the teachers and looking into their terms and condition of service. Also they are charged with the responsibility of inducting the newly recruited board teachers into the system, carrying out instructional supervision and appraisal of board teachers, fostering teaching staff relation, managing changes that occur in the school in case a teacher employed by the board quit, looking into matters of remuneration and sensitizing these teachers on the school employment law and professional ethics. These findings concurred with findings of Leu (2012) that school administrators are charged with the responsibility to ensure that all systems are put in place, and that all staff abide with rules in schools in order to avoid a dysfunction in the school daily running of the school programs.

During an interview, a principal said;

“In my school, deputies and I are the only TSC teachers; I have to ensure all classes are attended to by employing board teachers and also look unto their welfare during the time of their service within the school.”(Principal 7).

The findings of principal 7 concurred with those of Kahera (2010) that a number of young schools have few teachers employed by TSC with the majority of teachers employed by the board. This has made any element of multi-tasking on the principal side a daily routine.

A chairperson of board quoted that;

*‘We charge the principal with the task of ensuring the teachers employed by the board are well orientated by offering them the kind of exposure they need in line with their duties.’
(Board chairperson 3).*

The findings of board chairperson 3 concurred with the findings by Kingdom (2013) that principals play a big role in providing a favourable environment for teachers’ exposure and a single professional development career path in order to improve their usefulness.

From the questionnaires, the responses on the roles of principals carried out in the management of teachers employed by the board were indicated on the basis of agreement on a five point Likert-scale. The primary roles identified included recruitment of teachers to be paid by board, encouraging teamwork among these teachers, empowering and encouraging them in developing their career. The responses obtained were analysed and presented in Table 1.

Table 1: Rating of the extent to which principals perform their roles as managers of board teachers (Scale 1-5, where 1 is least extent of performance, 5 is best extent of performance)

Role	Scale	Frequency	Percent (%)
Recruiting of teachers employed by board	1	11	10.9
	2	15	14.9
	3	03	2.9
	4	30	29.7
	5	42	41.6
	Total		101
Monitor availability of funds to pay salaries	1	02	2.0
	2	02	2.0
	3	12	11.9
	4	50	49.5
	5	35	34.6
	Total		101
Staff empowerment	1	09	8.9
	2	11	10.9
	3	01	01.0
	4	42	41.6
	5	38	37.6
	Total		101
Encourage career development	1	47	46.5
	2	44	43.6
	3	02	2.0
	4	03	3.0
	5	05	4.9
	Total		101

From Table 1, In recruitment of board teachers, forty one point six percent (41.6%) gave performance rating of 5 and twenty nine point seven percent (29.7%) rated it at 4 this implies that Principals are charged with the responsibility of recruiting teachers employed by the board. Those who gave rating of 3 were two point nine percent (2.9%) while those who rated it at 2e fourteen point nine percent (14.9%) and those who gave least rating of 1 were ten point nine percent (10.9%). This clearly indicates that recruitment of the teachers employed by the board remains the core role of the Principals in public mixed day secondary school. Perhaps what may vary are the procedures the Principal has to follow when doing so.

Therefore the principals should be very keen on the recruitment process so as to enable them to select qualified and competent teachers. This will boost the performance and development of the school. This finding agreed with those of Mutuva (2009) who argued that inadequate staffing by TSC has made schools employ teachers paid directly by board and whose contracting employment processes are left in the hands of the principals.

Similarly, the Principal is also charged with monitoring the availability of funds to pay salaries of board teachers. In the findings in **Table 1** indicated forty nine point five percent (49.5 %) –majority-gave rating of 4 indicating being in agreement that the Principal is charged with the responsibility of monitoring the availability of funds to pay salaries of teachers employed by the board. Thirty four point six percent (34.6%) rated it at 5, eleven point nine percent (11.9%) rated at 3, two percent (2%) rated at 1 and another two percent (2%) rated at 2. This implies that the principals should ensure that the board teachers are paid the agreed amount in good time and regularly. These findings concurred with those of Cody (2016) who argued that the principal champions school-community relations with the goal to encourage financial support for school and teacher subsidies.

Further the Principals are charged with the responsibility of empowering the board teachers. Some of the ways in which a Principal can empower teachers is by giving them the opportunity to make key decisions. In the study (Table 1), majority of the respondents, forty one point six percent (41.6%) gave a rating of 4 and thirty seven point six percent (37.6%) rated it at 5 while ten point nine percent (10.9%) rated it at 2. This implies that the principal has a duty of creating an empowering environment for their teaching staff employed by the board. This will make the staff feel comfortable and secure in their place of work. When someone is comfortable in his or her working place, then there is no hindrance on performance. Therefore the principal should ensure that he or she has that knowledge and skills on empowering people so that they can empower the teachers employed by board staff professionally. The finding is supported by Thomas (2017) who argued that administrators are to provide support to teachers and empowerments over a decision to make them feel valuable and increase their productivity.

As to whether the Principals are charged with the responsibility of encouraging career development among the board teachers, the research findings indicated that this is a role that the Principals are not keen to. A larger number, forty six point five percent (46.5%- majority) of the respondents (**table 1**) gave the least rating of 1. This implies that in public mixed day secondary schools, some of the Principals do not encourage career development. Therefore the teachers who are not encouraged stagnate in one level as long as they remain to be employees of that school. This will make the school to have some deficiency which will hinder development. There will be neither development nor progress in such a school

especially where the numbers of teachers employed by the board are more than the TSC employees because the staff is not embracing new changes. These findings are supported by those of Sangeeta (2013) that teachers employed by board on temporary basis are not easily accessible to formal training while on duty due to financial challenges schools experience; schools are unable to sponsor them for such training, at the same time their salaries too small to allow them to sponsor themselves.

Other additional principals' roles indicated by the respondents include induction of board teachers, supervision of instructional deliveries and facilitation of teachers to benefit from appraisal processes.

Conclusion

In conclusion, the result findings clearly indicated that the primary roles of principals identified included recruitment of board teachers, encouraging teamwork among them, empowering and encouraging board teachers in developing their career. Other roles include remuneration, instructional supervision, appraisal, induction/sensitizing teachers employed by the board on school employment laws and professional ethics and fostering the relationship between teachers employed by the board and the school community. Recruitment, if done effectively, leaves all the teaching staff in harmony and satisfied. This also equips the staff with qualified teachers because the right procedure is followed when doing the recruitment process. In most of the public mixed day secondary schools, it is only exercised by principals who are presumed to be the managers of teachers employed by the board.

Amid other perceived facts is that by empowering the teachers employed by the board, it would motivate them. Encouraging teamwork among teachers employment by the board ensures that all work together for achievement of the common goal of the school. Career development in teachers if encouraged by the principals will enable the teachers to be up to date with the current educational affairs thus be useful to 21st century learners. Therefore the principals should have a knowhow on how to carry out the above roles to boost the performance and development of the institution. In the majority of public mixed secondary schools, the performance of these roles normally depends on the school system and financial status of the school.

Recommendations

In relation to the study, there is a clear indication that roles played by principals in managing teachers employed by schools boards is a crucial and important aspect in public mixed day secondary school. Therefore the study recommends that:

1. Skills related to management of teachers employed by the board should be made a mandatory requirement in the appointment of principals.
2. The Ministry of Education and Teachers Service Commission should come up with guidelines on the salary scale that schools should offer to the board teachers.
3. The Ministry of Education should introduce a specific vote head on money sent to schools to cater for facilitation of induction, empowerment and career development of board teachers.

4. Database on the number of teachers employed by school boards in each school should be availed by MoE at zonal/sub-county level in a given locality.

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