



RESEARCH ARTICLE

EDUCATION STAKEHOLDERS' CONTRIBUTION TO SCHOOL QUALITY LEADERSHIP IN
ENHANCEMENT OF QUALITY EDUCATION FOR GIRLS IN SECONDARY SCHOOLS
KENYA: A CASE STUDY OF SIAYA COUNTY

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ABSTRACT

The government of Kenya in Parents Teachers Association partnership with religious sponsors, Parents Teachers Association, politicians, Board of Management and principals provide financial, human and physical resources to enhance education of girls and boys in schools. However with all these measures in place, girls in Siaya County schools performance in Kenya Certificate of Secondary Education Examinations was generally low compared to national where few girls have featured in 100 best students. For the last four years in Siaya County the performance has been average with mean scores of 6.21, 6.90, 6.05 and 6.80 for the years 2011, 2012, 2013 and 2014 compared to the boys schools mean scores of 7.73, 7.73, 7.56 and 8.27 for the same period. The objective of this study was to establish contribution of education stakeholders to school quality leadership in the provision of quality education to girls in public secondary schools in Siaya County. A conceptual framework showing the relationship between independent variables (contribution of stakeholders) and dependent variables (quality leadership was used to guide the study). The study used descriptive survey design. The study population was 155 consisting of principals, Deputy Principals, Directors of Studies, Board of Management chairpersons, Parents Teachers Association rents Teachers Association chairpersons, Sub County Quality Assurance and Standards Officers and Church Education Secretaries. Quantitative data was analyzed using percentages, means and t-test. Qualitative data from interviews and open ended questions was transcribed, analyzed and reported in emergent themes and sub themes according to objectives of the study. The study established that the principals and Board of Managements contributed highly to schools' quality leadership as indicated by means of 4.17 and 3.60 respectively. The areas of contribution included conflict resolution, team teaching and guidance and counseling services. The study recommended that all stakeholders should improve on their contributions to enhance the girls' academic achievement.

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INTRODUCTION

The Ministry of Education (2005) states that the government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. It is in this light that the ministry of education deemed it necessary to improve its inspection wing by restricting it and changing its name from the inspectorate to Directorate of Quality Assurance and Standards (Ministry of Education Science & Technology, 2004). The contribution of the government and other Parents Teachers Association partners in education is the driving force that actualizes provision of quality education. This collaborative effort is highly valued by all Parents Teachers Association partners. The girl child lacks behind the boy child in education as evidenced in enrolment, graduation

rates and quality of grades at form four level (Ministry of Education, 2005). This was the justification for the choice of this study on the contribution of stakeholders to the provision of quality education to girls in secondary schools. Furthermore it is important to note that quality inputs in terms of school leadership, guarantee quality output in terms of learning outcomes measured by performance in Kenya Certificate of Secondary Education examination. This was a further justification for choice this inputs as variables for this study. At school level principals and deputy principals are the designated internal quality assurance officers and at departmental levels the head of departments are the designated internal quality assurance and Standards Officers (Ministry of Education, Science & Technology, 2004). Student councils are mandated to assist school administrators in carrying out duties and responsibilities that enhance quality of education in Kenya. Those duties and responsibilities include supervision of

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curriculum activities such as preps lesson and report on attendants by subject teachers.

According to Bregman and Stallmeister (2001) the struggle to achieve quality education for girls still remains a major concern in many countries in Sub – Saharan Africa and it is overshadowed by other pressing and urgent educational needs. UNESCO (2002) observed that the introduction of modern technology in Egyptian Secondary Schools where each classroom was equipped with computer sets, overhead projectors and high speed internet resulted to improved performance. Since independence the Kenyan government has introduced several measures to ensure provision of relevance and quality in education. For instance the appointment of several commissions and committees such as the Ominde commission (1964), Mackay report (1981) Gachathi Committee (1976), Kamunge report (1988) and Koech reports (1999) were all important initiatives intended to enhance quality in educational institutions. The establishment of the Inspectorate Division (Quality Assurance) at the National, County and Sub County levels was also another move towards achieving quality in education. For example Kamunge report (1988) was intended to raise access to secondary school by increasing gross enrollment rate from 29.4% in 1990 to 70% by the year 2010. It was to improve quality of human resource development by making secondary education part of basic education. All these were meant to improve the quality and relevance of secondary education through curriculum reviews and teacher training which would in turn strengthen the overall management capacity of school Heads and school Board of Management.

Ominde Commission of 1964 advocated for both quantitative and qualitative improvement of African education. One objective of this qualitative improvement was to give Africans academic type of education similar to that available to European and Asian children. Gachathi committee of 1976 was aimed at increasing internal efficiency in schools and to improve quality and relevance by improving management of learning institution. Some of the strategies it intended to employ were allowing girls to go back to school after delivery; strengthening the school feeding programme; provision of textbooks and strengthening Inspectorate with a view to improving the quality of services offered. Studies on quality leadership in schools and education institutions in general revealed that collaborative effort of stakeholders is a necessary requirement. Okoth (2014) in a study on influence of principals' leadership styles on teachers motivation in public secondary schools in Sabatia, Sub-county, Kenya used descriptive and correlational research designs, a study population of 564 respondents and a sample size of 348. Questionnaires, interviews and document analysis guide were used to collect data. Data was analyzed using frequency counts, percentages, means and regression analysis. The findings were that, democratic leadership style had a strong positive influence on teachers' motivation and accounted for 59.6% of teachers' motivation. Autocratic and *Laisser –faire* leadership styles had weak positive influence on teachers' motivation and accounted for 1.9% and 3.8% of teachers' motivation. This study used appropriate research designs and data analysis tools. The study however did not explain how the intervening variables were controlled.

Onyango (2014) in a study titled: Influence of principals' leadership styles on Parents Teachers Association participation

of female students in mixed day secondary schools in Rachuonyo South Sub County, Kenya used descriptive survey design and a population of 7,290 respondents, teachers, principals and students. A sample size of 473 respondents was used. Questionnaires, interview and Focus Group discussion were used to collect data. Quantitative data was analyzed using frequency counts, percentages, means and Analysis of Variance for testing significant differences in the means of the three groups of respondents. The findings were that democratic leadership style had very high influence on female students Parents Teachers Association participation in secondary education- Autocratic and *laissez -Faire* leadership styles had low influence. The Analysis of Variance output revealed that the three groups means were not significantly different meaning that they all agreed in perceptions on the level of influence of principals leadership styles on female students Parents Teachers Association participation in mixed day secondary school education. This study focused on perceptions rather than actual influence which should have been smart. The study should have included correlational design so that the actual influence would have been measured using regression analysis. Nevertheless, the descriptive statistics provided diagnostics on perception on the influence of leadership styles on female students Parents Teachers Association participation in mixed day secondary school education.

Research Objective

The research objective was: To determine Stakeholders' contribution to School quality leadership in enhancement of quality education for girls' in secondary schools.

Synthesis of literature on education stakeholders contribution to school quality leadership in enhancement of quality education for girls in schools

Various authorities have viewed leadership from varied but closely interrelated ways. Head teachers of Secondary Schools are in leadership positions. Massie (2000) defines leadership as a process in which a leader influences the activities of the subordinates towards a certain direction. Issues in democratization, globalization and liberalization have placed leadership in Secondary Schools in a challenging position. The Jomtien Conference held in 1990 in Thailand, (UNESCO, 2002) on "Education for all" underscored the importance of good leadership practices as a crucial factor in improving quality performance in schools. Maria and Meil (2002) carried out a study on the role of leadership in Britain. They observed that it was the responsibility of a head teacher to create and sustain a culture for the school. Their study revealed that strong, focused head teachers laid strong cultures that served for the achievement of quality education. Bush and Bell (2003) carried out research in five European cities. They interviewed 700 teachers, 40% of teachers explained that ineffective head teachers were their main problem. They said such head teachers hindered their work because they failed to handle discipline cases and did not set standards that could be achieved. Lambert (2003) carried out research in three schools in Wisconsin, USA. The study examined the head teachers' leadership behavior that encouraged leadership in teachers and concluded that successful head teachers involved teachers in leadership by motivating and empowering them to carry out tasks through consultative decision making, providing resources to meet teaching and learning requirements and

offering opportunities for in-service training. For example encouraging teachers to attend workshops and invite trainers to the staff in order to improve their skills in content delivery. The study also found that good content delivery by competent teachers lead to quality education. The Teachers Service Commission (2002) expects head teachers to provide quality leadership in their schools. To ensure this, Teachers Service Commission (has conducted a series of workshops on effective performance management for head teachers. It plans to train head teachers on ways of carrying out supervision in schools as it has been realized that the leadership of many head teachers is poor, for example focus on performance of routine tasks and control of teachers and students, often losing sight of attainment of academic achievement. This in most cases lead to management and administrative problems in schools. Maranga (2001) supports the need to identify and train teachers on Secondary school administration because some head teachers do not take their responsibilities seriously. Siringi (2003) reports that many stakeholders in education question the suitability of many head teachers to the posts they hold because they seemed to be managing schools by crisis. He stressed that the unrests reported in many secondary schools of Eastern Province in 2003 exposed poor management skills on the Parents Teachers Association part of the school head teachers. Macharia (2004) argues that head teachers still exhibit leadership styles that are top down and autocratic expecting students and teachers to accept decisions made without them being consulted. The impact of the head teachers' leadership depends on the support from teachers with whom he works (MayHard, 2002).

In research on collaborative school management by Lagat (2001), the researcher notes that a successful head teacher practices collaborative management by involving stakeholders. He reports that autocratic leadership styles were traditional in nature and are not applicable in current school system. According to Lagat, leadership practices of a democratic head teacher are seen through Parents Teachers Association participation of teachers in decision making, designing of resources, goal setting, policy making, budgeting, implementing and evaluating school programmes. In such a case, teachers are treated as colleagues in leadership whose support the head teacher requires in order to succeed. Though not admitting that head teachers were autocratic in their leadership styles, Apiyo (2003) in her research carried out in Nandi district on administrative competencies of head teachers, found that head teachers were perceived to be competent in carrying out administrative tasks by involving teachers with the aim of improving students' academic achievement. Apiyo (2003) cites Taylor's theory of management which emphasized that a leader would focus on attainment of goals and objectives of the organization without necessarily taking into consideration the welfare of the staff. However, Apiyo (2003) says motivating teachers will make them perform their tasks and help students attain better academic standards. Musungu (2007) carried out a study on the contribution of the head teacher to academic achievement in 84 secondary schools with a teaching population of 1280. The study was done in Vihiga district, Kenya. Musungu's study used random sampling techniques to select a sample for high and average performing schools while current study will use saturated sampling techniques. Onyango (2001) conducted a study in Nairobi and Kakamega to determine the competencies needed by head teachers for effective and efficient management and leadership of secondary schools. In his study, variables were the head

teachers' management of curriculum and instruction, physical and material resources, personnel, and school community. The study found out that in order for all these tasks to be performed effectively, head teachers needed prior training in secondary school administration. Onyango (2001) did not address the contribution of the stakeholders in the effective and efficient quality leadership in secondary schools. This is the knowledge gap this study sought to address. Apiyo (2003) study on administrative competencies in Nandi District equally did not address the contribution of stakeholders which assists the principals to be competent and enhance good academic performance for girls in secondary schools. Mobegi (2007) in her study on the challenges and opportunities for head teachers in ensuring quality education in secondary schools in Gucha District asserted that the role of teachers had long been recognized by several authorities as central to the quality of instruction that ultimately determines the quality of education. She argued that the principal has a vital role in ensuring quality education in Secondary schools. Mobegi (2007) employed the following instruments of data collection; in-depth interviews and questionnaires which was quite appropriate. This study also employed questionnaire, interview schedule and Document analysis guide. As much as Mobegi looked at the role of head teachers in enhancing quality education, she did not look at the role of principals and other stakeholders such as religious sponsors in the provision of quality leadership for enhancement of quality education.

Conceptual framework

The conceptual framework (Figure 1) postulates that stakeholders do contribute to quality leadership in enhancement of quality of education for the girl child. These stakeholders include; politicians, religious sponsors, Teachers Service Commission, Principals and Parents Teachers Associations.

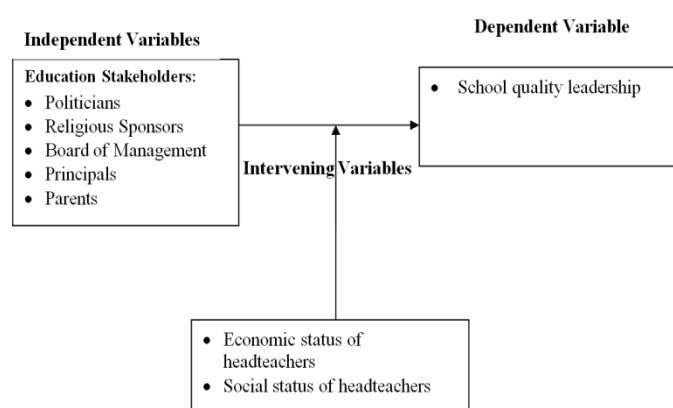


Figure 1. Conceptual Framework on Education Stakeholders' Contribution to School Quality Education in Schools

Politicians have a chance to contribute to integrity of the principals and the deputy principals through advice on prudent management of school resources. Religious sponsors can contribute to quality leadership through advice to the principals on the best ways of solving conflicts among staff and students. For instance, tolerance and providing honesty opinions with regard to the subject of conflict. Boards of Management also have a chance of contributing to teachers and students motivation by availing prizes to performing teachers and students and also sponsoring teachers and students on education tours. The success of this contribution depends on

socio-economic statuses of the stakeholders. If the stakeholders have adequate resources and enjoy high social status, their contribution is bound to have a higher effect than those without economic resources and having low social status in the society.

RESEARCH METHODOLOGY

The study used descriptive survey design. The study population was 155 consisting of principals, Deputy Principals, Directors of Studies, Board of Management chairpersons, Parents Teachers Association rents Teachers Association chairpersons, Sub County Quality Assurance and Standards Officers and Church Education Secretaries. Sample size was 133 consisting of 18 principals, 18 Deputy Principals, 18 Director of Studies, 36 form four class teachers, 18 Board of Management chairpersons, 18 Parents Teachers Association chairpersons, 18 Sub County Quality Assurance Officers and 2 Church Education Secretaries. Data was collected using questionnaires and interview schedules. Validity of the instruments was determined by experts in Educational Administration. Reliability of the instruments was determined by test re-test method and Pearson's r coefficients were .78 and .81 for principals and form four class teachers at p - value of .05. Data collected by questionnaire was analyzed using frequency counts, percentages, means and t -test. Quantitative data was analyzed using percentages, means and t -test. Qualitative data from interviews and open ended questions was transcribed, analyzed and reported in emergent themes and sub themes.

RESULTS

Research question responded to was: What is the contribution of education stakeholders to school quality leadership in enhancement of quality education for girls' in public secondary school in Siaya County? The respondents were asked to rate the contributions of the stakeholders to quality leadership. Their responses were as shown in Tables 1, 2, 3, 4, 5 and 6. From Table 1, it can be noted that principals indicated that the contribution of politicians to quality leadership is low as the mean was 2.12 while teachers indicated that the contribution of politicians to quality leaders was very low as the mean was 1.75. No significant difference was found ($t(51) = 1.128, P > .05$). The mean of the principals ($M = 2.12$) was not significantly different from the mean of teachers ($M = 1.75$). Contribution of politicians to quality leadership was very low as their means were 1.61 and 1.77 respectively. No significant difference was found ($t(51) = .448, P > .05$). The mean of the principal ($M = 1.61$) was not significantly different from the mean of teachers ($M = 1.77$). Contribution of politicians to team teaching in teaching, group work and curriculum is low as their means were 1.35 and 1.03 respectively. There was significant difference found ($t(48) = 2.089, P < .05$). The mean of the principal ($M = 1.35$) was significantly different from the mean of teachers ($M = 1.03$). Principals indicated that contribution of politicians to transfer of non performing heads and deputies was moderate as the mean was 3.47 and teachers indicated that the contribution of politicians to transfer of non

Table 1. Contributions of Politicians to School Quality Leadership in Enhancement of Quality Education for Girls

| Aspects of Contribution by Politicians | Res | n | Mean | t-test |
|--|-----|----|------|----------------------------|
| Integrity by advising Principal and Deputy principal to be honest in management of school resources | P | 17 | 2.12 | $t(51) = 1.128, p = .264$ |
| | T | 36 | 1.75 | |
| Conflict resolution among staff and students, Principal and Deputy principal, principal and staff | P | 18 | 1.61 | $t(51) = -.448, p = .658$ |
| | T | 35 | 1.77 | |
| Team teaching in teaching, group work and curriculum | P | 17 | 1.35 | $t(48) = 2.089, p = .0042$ |
| | T | 33 | 1.03 | |
| Transfer of non performing heads and Deputy i.e. those who fail to lead by example in decision making, organization and co-ordination. | P | 17 | 3.47 | $t(50) = 1.441, p = .156$ |
| | T | 35 | 2.80 | |
| Guidance and Counseling services through communication. | P | 16 | 1.50 | $t(49) = -200, p = .842$ |
| | T | 35 | 1.57 | |
| In-service training in financial management, instructional leadership. | P | 17 | 1.24 | $t(48) = -.575, p = .568$ |
| | T | 33 | 1.39 | |
| Overall mean | | | 1.80 | |

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution

2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

4.45 -5.0 = Very High Contribution

Table 2. Contribution of Religious Sponsors to School Quality Leadership in enhancement of Quality Education for Girls

| Aspects of Contribution by Religious Sponsor | Res | n | Mean | t-test |
|--|-----|----|------|-----------------------------|
| Integrity by advising Principal and Deputy principal to be honest in management of school resources | P | 18 | 4.22 | $t(51) = 2.384, p = 0.021$ |
| | T | 35 | 3.49 | |
| Conflict resolution among staff and students, Principal and Deputy principal, principal and staff | P | 17 | 4.00 | $t(50) = -2.346, p = 0.023$ |
| | T | 35 | 3.49 | |
| Team teaching in teaching, group work and curriculum | P | 17 | 1.82 | $t(47) = 0.869, p = .394$ |
| | T | 35 | 3.11 | |
| Transfer of non performing heads and Deputy i.e. those who fail to lead by example in decision making, organization and co-ordination. | P | 17 | 3.18 | $t(47) = 0.581, p = .564$ |
| | T | 35 | 2.13 | |
| Guidance and Counseling services through communication. | P | 15 | 3.80 | $t(48) = .689, p = .494$ |
| | T | 32 | 3.37 | |
| In-service training in financial management, instructional leadership. | P | 16 | 1.69 | $t(44) = 2.101, p = 0.041$ |
| | T | 30 | 2.60 | |
| Overall Mean | | | 3.08 | |

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size M- Mean

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution

2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

4.45 -5.0 = Very High Contribution

performing heads and deputy was low as the mean was 2.80. No significant difference was found ($t(50) = 1.441, P > .05$). The mean of the principals ($M = 3.47$) was not significantly different from the mean of teachers ($M = 2.80$). Principals and teachers indicated that contribution of politicians to guidance and counseling services through communication was very low as their means were 1.50 and 1.57 respectively. No significant difference was found ($t(49) = .200, P > .842$). The mean of the principals ($M = 1.50$) was not significantly different from the mean of teachers ($M = 1.57$). Contribution of politicians to in-service training in financial management, instructional leaders was very low as their means were 1.24 and 1.39 respectively. No significant difference was found ($t(48) = -.575, P > .05$). The mean of the principals ($M = 1.24$) was not significantly different from the mean of teachers ($M = 1.39$). This meant the principals and teachers indicated that politician's contribution to in-service training in financial management, instructional leadership was very little.

From Table 2, it can be observed that principals indicated that the contribution of religious sponsor on integrity by advising principal and Deputy principal to be honest in management of school resources was high as the mean was 4.22 while teachers indicated that the contribution of religious sponsor to integrity by advising principal and Deputy principal to be honest in management of school resources was moderate as their mean was 3.49. There was significant difference found ($t(51) = 2.384, < .05$). The mean of the principals ($M = 4.22$) was significantly different from teachers ($M = 3.49$). On conflict resolution among the staff and students, principal and Deputy, principal and staff, it can be noted that contribution of religious sponsors is high as the mean was 4.00 while teachers indicated the contribution of religious sponsor to conflict resolution is moderate as mean was 3.11. No significant difference was found ($t(50) = -2.346, P < .05$). The mean of the principals ($M = 4.00$) was not significantly different from the mean of teachers ($M = 3.11$). This means that principals and teachers indicated that religious sponsors contribute to conflict resolutions among staff and students, principal and deputy principal, principal and teachers.

$P > .05$). The mean of principals ($M = 1.82$) was not significantly different from the mean of teachers ($M = 2.13$). Principals and teachers indicated that the contribution of religious sponsor to contribution to transfer of non performing heads and deputies was moderate and low as their means were 3.18 and 2.94 respectively. No significant difference was found ($t(47) = .581, P > .05$). The mean of the principals ($M = 3.18$) was not significantly different from the mean of teachers ($M = 2.94$). Contribution of religious sponsor on in-service training in financial management, instructional leadership was very low and low as their means were 1.69 and 2.60 respectively. No significant difference was found ($t(44) = 2.10, P < .05$). The mean of the principals ($M = 1.69$) was significantly different from mean of teachers ($M = 3.37$). This means that religious sponsor play little role in offering training in financial management and instructional leadership. Overall, principals and teachers indicated that the contribution of religious sponsors to quality leadership in enhancement of quality education for girls was moderate ($M = 3.80$).

From Table 3, it can be noted that both principals and teachers indicated that the contribution of Board of Management to quality leadership by advising principal and deputy principal management of school resources were high and moderate as their means were 4.44 and 3.06 respectively. No significant difference was found ($t(52) = .803, P > .05$). The mean of the principals ($M = 4.44$) was not significant from the mean of teachers ($M = 3.06$). This means both principals and teachers indicated that Board of Management contribute a lot to the integrity in management of school resources. Principals and teachers indicated that the contribution of Board of Management to quality leadership through team teaching, group work and curriculum was moderate as their means were 3.75 and 3.12 respectively. No significant difference was found ($t(48) = 1.554, P < .05$). The mean of the principals ($M = 3.75$) was not significantly different from the mean of teachers ($M = 3.12$). This means that both principals and teachers indicated that Board of Management contributes moderately to quality leadership through promotion of team teaching, group work and curriculum. Principals and teachers

Table 3. Contribution of Board of Management to School Quality Leadership in enhancement of Quality Education for Girls

| Aspects of Contribution by Board of Management | Res | n | Mean | t-test |
|--|-----|----|------|---------------------------|
| Integrity by advising Principal and Deputy principal to be honest in management of school resources | P | 18 | 4.44 | $t(52) = .529, p = .599$ |
| | T | 36 | 3.06 | |
| Conflict resolution among staff and students, Principal and Deputy principal, principal and staff | P | 16 | 4.31 | $t(50) = 2.035, p = .047$ |
| | T | 36 | 3.69 | |
| Team teaching in teaching, group work and curriculum | P | 16 | 3.75 | $t(48) = 1.554, p = .127$ |
| | T | 34 | 3.12 | |
| Transfer of non performing heads and Deputy i.e. those who fail to lead by example in decision making, organization and co-ordination. | P | 15 | 4.00 | $t(49) = 1.503, p = .139$ |
| | T | 36 | 3.44 | |
| Guidance and Counseling services through communication. | P | 17 | 3.29 | $t(48) = .689, p = .494$ |
| | T | 35 | 3.54 | |
| In-service training in financial management, instructional leadership. | P | 16 | 3.69 | $t(48) = 1.831, p = .073$ |
| | T | 34 | 2.88 | |
| Overall Mean | | | 3.60 | |

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size M- Mean

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution

2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

4.45 -5.0 = Very High Contribution

Contribution of religious sponsor to team teaching, group work and curriculum was very low as the mean was 1.82 while teachers indicated that the contribution of religious sponsor to team teaching, group work and curriculum is low as the mean was 2.13. No significant difference was found ($t(47) = .869,$

indicated that the principals and teachers indicated that the contribution of Board of Management to quality leadership by transforming non performing principals and their deputies was high and their means were 4.00 and 3.44 respectively. No significant difference was found ($t(49) = 1.503, p > .05$). The

mean of the principals ($M = 4.00$) was not significantly different from the mean of teachers ($M = 3.44$). This means that both principals and teachers indicated that Board of Management contribute to quality leadership by transferring non performing principals and their deputies. Principals and teachers indicated that the contribution of Board of Management to quality leadership by guidance and counseling services through communication was moderate as their means were 3.29 and 3.54 respectively. No significant difference was found ($t(48) = .689, P > .05$). The mean of the principals ($M = 3.29$) was not significantly different from the mean of teachers ($M = 3.54$). This means that both principals and teachers indicated that Board of Management contribute averagely to quality leadership through guidance and counseling services through communication. Principals and teachers indicated that the contribution of Board of Management to quality leadership by offering in-service training in financial management, instructional leadership was moderate as their means were 3.69 and 2.88 respectively. No significant difference was found ($t(48) = 1.831, P > .05$). The mean of the principals ($M = 3.69$) was not significantly different from the mean of teachers ($M = 2.88$). This means that both principals and teachers indicated that Board of Management contribute moderately to quality leadership by offering in-service training in financial management.

From Table 4, it can be noted that both principals and teachers indicated that contribution of principals to quality leadership through giving advice of being honest in management of school resources was high as their means were 4.76 and 4.11 respectively. Significant difference was found ($t(50) = 2.384, P > .05$). The mean of the principals ($M = 3.69$) was not significantly different from the mean of teachers ($M = 4.76$) was not significantly different from the mean of teachers ($M = 4.11$). This means that both principals and teachers indicated that principals contribute highly to quality leadership by advising the Deputy to be honest in management of school resources. Principals and teachers indicated that the contribution of principals to quality leadership through conflict resolution among staff and students, principal and deputy principal, principal and staff was high as their means were 4.82 and 4.45 respectively. No significant difference was found ($t(48) = 1.983, P > .05$). The mean of the principals ($M = 4.82$) was not significantly different from the mean of teachers ($M = 4.45$). This means that both principals and teachers indicated that principals contribute highly to quality leadership through conflict resolution among staff and students, principal and deputy, principal and staff. Principals and teachers indicated that the contribution of principals to quality leadership by encouraging team teaching, group work and curriculum was high as their means were 4.50 and 4.41 respectively.

Table 4. Contribution of Principals to School Quality Leadership in Enhancement of Quality Education for Girls

| Aspects of Contribution by Principal | Res | n | Mean | t-test |
|--|-----|----|------|---------------------------|
| Integrity by advising Principal and Deputy principal to be honest in management of school resources. | P | 17 | 4.76 | $t(50) = 2.384, p = .021$ |
| | T | 35 | 4.11 | |
| Conflict resolution among staff and students, Principal and Deputy principal, principal and staff | P | 17 | 4.82 | $t(48) = 1.983, p = .053$ |
| | T | 33 | 4.45 | |
| Team teaching in teaching, group work and curriculum | P | 18 | 4.50 | $t(50) = .353, p = .725$ |
| | T | 34 | 4.41 | |
| Transfer of non performing heads and Deputy i.e. Those who fail to lead by example in decision making, organization and co-ordination. | P | 13 | 3.46 | $t(44) = .600, p = .551$ |
| | T | 33 | 3.15 | |
| Guidance and Counseling services through communication. | P | 16 | 4.50 | $t(44) = .742, p = .462$ |
| | T | 30 | 4.23 | |
| In-service training in financial management, instructional leadership. | P | 17 | 4.00 | $t(49) = .610, p = .545$ |
| | T | 34 | 3.74 | |
| Overall Mean | | | 4.17 | |

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution

2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

4.45 -5.0 = Very High Contribution

Table 5. Contribution of Parents Teachers Association to School Quality Leadership in enhancement of enhancement of Quality Education for Girls

| Aspects of Contribution by Parents Teachers Association | Res | n | Mean | t-test |
|--|-----|----|------|---------------------------|
| Integrity by advising Principal and Deputy principal to be honest in management of school resources | P | 17 | 3.18 | $t(51) = -.424, p = .673$ |
| | T | 36 | 3.33 | |
| Conflict resolution among staff and students, Principal and Deputy principal, principal and staff | P | 15 | 3.00 | $t(49) = -.479, p = .634$ |
| | T | 36 | 2.81 | |
| Team teaching in teaching, group work and curriculum | P | 15 | 3.07 | $t(48) = 2.530, p = .015$ |
| | T | 35 | 2.14 | |
| Transfer of non performing heads and Deputy i.e. those who fail to lead by example in decision making, organization and co-ordination. | P | 13 | 2.23 | $t(47) = -.961, p = .341$ |
| | T | 36 | 2.67 | |
| Guidance and Counseling services through communication. | P | 15 | 2.80 | $t(48) = -.371, p = .712$ |
| | T | 35 | 2.97 | |
| In-service training in financial management, instructional leadership. | P | 15 | 2.53 | $t(44) = .856, p = .396$ |
| | T | 31 | 2.16 | |
| Overall Mean | | | 2.74 | |

KEY: Res – Respondents P- Principals, T-teachers n- Sample Size M- Mean

Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution

2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

4.45 -5.0 = Very High Contribution

Table 6. T-test for Determination of the Significant Difference between the means of principals and teachers on education stakeholders Contribution to School Quality Leadership

| Respondents | N | Mean | Standard. Deviation | t- test |
|-------------|------|------|---------------------|-------------------------------|
| Principals | 487 | 3.22 | 1.675 | t (1510) = 2.689, p = .007 |
| Teachers | 1025 | 2.99 | 1.477 | |

No significant difference was found ($t(50) = .353, P > .05$). The mean of the principals ($M = 4.50$) was not significantly different from the mean of teachers ($M = 4.41$). This means that both principals and teachers indicated that principals contribute a lot to quality leader through creation of team teaching, group work and curriculum. Principals and teachers indicated that the contribution of principals to quality leadership by transferring non performing deputies was moderate as their means were 3.46 and 3.15 respectively. No significant difference was found ($t(44) = .600, P > .05$). The mean of the principals ($M = 3.46$) was not significantly different from the mean of teachers ($M = 3.15$). This means that both principals and teachers indicated that principals contributed moderately to quality leadership by transferring non performing deputy. Principals and teachers indicated that the contribution of principals to quality leadership through in-service training in financial management was high and moderate as their means were 4.00 and 3.74 respectively. No significant difference was found ($t(49) = .610, P > .05$). The mean of the principals ($M = 4.00$) was significantly different from the mean of teachers ($M = 3.74$). This means that both principals and teachers indicated that principals contribute highly to quality leadership by training teachers in good financial practices. From Table 4.1.3 it can be noted that both principals and teachers indicated that the contribution of principals to quality leadership with the use of guidance and counseling services through communication was high as their means were 4.50 and 4.23 respectively. No significant difference was found ($t(44) = .742, P > .05$). The mean of the principals ($M = 4.50$) was not significantly different from the mean of teachers ($M = 4.23$). This means that both principals and teachers indicated that principals contribute highly to quality leadership by using guidance and counseling through communication.

From Table 5, it can be noted that both principals and teachers indicated that the contribution of Parents Teachers Association to quality leadership with by advising principal and her deputy to be honest in management of school resources was moderate as their means were 3.18 and 3.33 respectively. No significant difference was found ($t(51) = .424, P > .05$). The mean of the principals ($M = 3.18$) was not significantly different from the mean of teachers ($M = 3.33$). Principals and teachers indicated that the contribution of Parents Teachers Associations to quality education through conflict resolution was moderate as their means were 3.00 and 2.81 respectively. No significant difference was found ($t(49) = .479, P > .05$). The mean of the principals ($M = 3.00$) was not significantly different from the mean of teachers ($M = 2.81$). This means that both principals and teachers indicated that Parents Teachers Associations contribute averagely to quality education through conflict resolution among staff and students. Principals and teachers indicated that the contribution of Parents Teachers Association to quality leadership with by encouraging team teaching, group work and curriculum was moderate and low as their means were 3.07 and 2.14 respectively. Significant difference was found ($t(48) = 2.530, P < .05$). The mean of the principals (M

$= 3.07$) was not significantly different from the mean of teachers ($M = 2.14$). This means that principals rated the contribution of Parents Teachers Associations averagely and teachers rated them low. Principals and teachers indicated that the contribution of Parents Teachers Association rents to quality leadership by transferring non performing principals and deputies was low and moderate as their means were 2.23 and 2.67 respectively. No significant difference was found ($t(47) = -.961, P > .05$). The mean of the principals ($M = 2.23$) was not significantly different from the mean of teachers ($M = 2.67$). This means that both principals and teachers indicated that Parents Teachers Associations contribute little to quality leadership by transferring non performing principals and deputies little.

Principals and teachers indicated that the contribution of Parents Teachers Associations to quality leadership by offering guidance and counseling services through communication was moderate as their means were 2.80 and 2.97 respectively. No significant difference was found ($t(48) = -.371, P > .05$). The mean of the principals ($M = 2.80$) was not significantly different from the mean of teachers ($M = 2.97$). This means that both principals and teachers indicated that Parents Teachers Associations contribute to quality leadership offering guidance and counseling through communication. Principals and teachers indicated that the contribution of Parents Teachers Association to quality leadership through provision of in-service training in financial management, instructional leadership was low as their means were 2.53 and 2.16 respectively. No significant difference was found ($t(44) = .856, P > .05$). The mean of the principals ($M = 2.16$) was not significantly different from the mean of teachers ($M = 2.16$). This means that both principals and teachers indicated that Parents Teachers Associations contribute little to quality leadership through offering in-service training in financial management, instructional leadership.

From Table 6, it can be observed that, there was significant difference between the overall principals' mean and teachers' mean ($t(1510) = 2.689, p = < .05$). This means that the principal's mean ($M = 3.22$) was higher than the teacher's mean ($M = 2.99$).

DISCUSSION

Principals and teachers indicated that politicians contribute little to quality leadership for enhancement of academic achievement. The interview findings indicated that politicians influence the appointment of principals in big schools, or they also play a role in protecting certain principals that may have had problems. The findings concur with the findings of Devkota (2005) who revealed that there is political interference in the appointments of principals. He explained that when local politicians influence the appointment of a principal, it interferes with quality leadership in the school. This is because the open criticism from the local politicians normally split the staff into factions and finally making it difficult for the principal to employ teamwork that enhances unity for quality teaching. One Board of Management chairperson noted; the manner in which the principal is appointed splits the staff into factions. Such divisions greatly compromises the management of teachers which in-turn influences the academic performance negatively. Principals and teachers indicated that politicians contribute very little to quality leadership by solving conflict among staff and students, principal and deputy principal,

principal and staff. This meant that both principals and teachers indicated that politicians contribute very little to conflict solution among staff and students, principal and Deputy principal, principal and staff. The interview findings indicated that politicians take conflicts as Parents Teachers Association part of their politics. They politicize everything hence creating more tension in the school. This in the long run affects the quality of education negatively since no good work can take place Parents Teachers Association particularly without peace. When there is lack of peace, the teachers will not have accountability hence no quality teaching. It may also mean that principal take quality time solving problems instead of concentrating on supervision of teachers' work. Principals and teachers indicated that politicians contribute to transfer of non performing principals and deputies. The interview findings indicated that politicians talk openly about the failures of school administrators. The talks in most cases incite both students and Parents Teachers Association rents against the school. This influences transfer of non-performing teachers, deputy principals and principals.

The interviews findings indicated that politicians do not have time to offer guidance and counseling through communication to teachers and students with the aim of helping to provide quality leadership for quality teaching. One class teacher noted; "Our area MP is always busy to receive our calls and when he respond, he rarely gives a direct answer to the problem." This means that MPs are too busy for guiding and counseling. Furthermore they are not professional counselors. The interviews findings indicated that politicians do not finance the in-service training of teachers in financial management who eventually become principals. However through the bursary the politicians Parents Teachers Association pay for the education of the bright and needy children. This means the bright and needy students are kept in schools Parents Teachers Association particularly day schools with bursaries from Constituency Development Fund and the county government bursaries through the members of County Assembly Principals and teachers indicated that religious sponsors advise the principals and deputies to be honest in management of school resources although the mean for principals was higher than that of teachers. This he explained to them at the time of appointment. One of the Education Secretary asserted; "In choosing principal, social life is considered for respect. We also consider her academic ability and Parents Teachers Association passed performance." This means that the sponsor ensure that principals and deputy principals posted to their schools are persons of high integrity in the service of the schools that enhance girls' quality education. Performing schools are described principals as task (achievement) oriented leaders. Principals with high integrity support quality performance by creating high level of commitment. Such principals put teachers who fail to meet reasonable institutional standards on probation or transfer them.

The principals' instructional leadership was evidenced in the principal as an instructional resource, provider of teaching and learning materials and visible presence in school. Honest principals and deputies were able to be committed and effective in their work. This is supported by Brundrett and Smith (2003) who revealed that effective schools displayed common features, such as strong purposive leadership by principals, dedicated and committed staff. Their study also found out that the impact of principals' leadership styles on

students' academic performance was indirectly mediated through a range of complex issues such as teachers' effectiveness and availability of resources. Religious sponsors solve conflict by preaching peace during their holy masses or during weekend challenge. This creates harmony in the school, the priests help the learners through character formation such as looking at life positively. In Parents Teachers Association pastoral programmes the preachers guide and counsel the learners to confidence in themselves and their work. The sponsor also plays a key role in the formation of Board of Management. One of the church education secretary Reverend Obudho (pseudonym) noted; "The sponsor of the school, we propose the Board of Management chairperson who will spearhead the church's tradition in the school's management." From the respondent, it was also realized that religious sponsors offer guidance to the principals and their deputies wherever there is a conflict that divide the staff. In one of the schools, both the principal and her deputy agreed that the Parents Teachers Association parish Priest counseled them separately to bring peace between them at the time they could not work in harmony. The existence of peace contributes to quality education. Document evidence in visitors' book supported this, where the Reverend had indicated the purpose of the visit. The study further revealed that for quality education, religious sponsors need to put a lot of effort in ensuring happiness and conducive environment is created in the school to keep teachers in school even after working hours. The finding is supported by Kombo (2006) who on his Parents Teachers Association commented that in a school environment, the more students and teachers care about each other, the harder they will work to achieve mutual learning goals. This is because individuals seek out opportunities to work with those they care about, and as caring increases so do feelings of personal responsibility to do one's share of the work, a willingness to take on difficult tasks and persistence in working towards goal achievement and a willingness to endure Parents Teachers Association in and frustration on behalf of the group, hence contributing to group productivity.

Principals and teachers indicated that religious sponsor contribute little to tam teaching, group work and curriculum as an aspect of quality leadership towards enhancement of quality education. The interview findings indicated that religious sponsors do not have much influence in day schools since they rarely come to school. Indeed this falls outside their jurisdiction. However, one Head of Department noted; "Every first Friday of every month, the students attend the holy mass in the church compound and priests underscore the value of education to students." He further explained that going to church in the course of the week interferes with the school routine since students only start performing manual work after church service which interferes with lesson coverage. Class teachers also clarified that such religious activities occupy learners at the expense of academic work. On certain occasions, teachers on duty who fail to take students to church are reprimanded by the principal, a fact that brings division Parents Teachers Association particularly teachers who feel they have nothing to do with the church activities of the sponsor, as they are of different faith based churches.

principals and teachers indicated that religious sponsor contribute moderately to quality leadership by transferring non performing principals and deputies possibly those who fail to lead by example in decision making, organization and coordination. One Sub County Quality Assurance and

Standards Officer Mr. Jeremiah Obondo (pseudonym) clarified; "Sponsor can make a move to advise the principal but if advise is ignored, conflict looms in the school. Such conflicts may even lead to transfer of the principal or demotion back to classroom." One of the Parents Teachers Association chairpersons Mr. Fanuel Wamba (Pseudonym) noted; "The Arch Bishop recommended the transfer of the principal in the middle of the year which seriously affected academic programmes." The quality of education in a school are run and supervised throughout the year. The study therefore revealed that transfer of principal in the middle of the year interfered with academic performance negatively when the Certificate of Secondary Education mean experienced negative deviation. The study established through interviews with the Parents Teachers Association chairpersons that the religious sponsors do overstep in the management of girls' schools as one Parents Teachers Association chairperson asserted; "The church that sponsors this school oversteps by dictating who to head the school. This interferes because some likings of the principal may be of selfish ambition."

The study also revealed that personal interest of the church sponsors in school management board was a problem interfering with quality education negatively. It also came out that personal interest of the religious sponsors in the school management boards once appointed to school management boards used the chance to extort from the schools by taking up the tender of supplies, a contravention of the procurement act. Others used the chance to have some favours from school administrators for their children admissions and school fee Parents Teachers Association payment. One Director of Studies Mr. Parents Teachers Association trick Opondo (pseudonym) commented; "Getting deputy principal from a different school really discourage those who have qualifications. They feel the school does not value their upward growth. At times it causes conflicts with the incoming deputy who may meet hostility from the teaching staff". Still some used the opportunity to gain recognition and rise up in leadership circles both in the church and in community. These findings are in agreement with those of Okumbe (1998) who argues that sponsors demand for admissions of students in form one even with marks below the cut off points. Mbatia (2005) asserts that school church leaders openly undermine the school heads by creating difficult working conditions and even inciting Parents Teachers Association rents and students to reject the principal. This interest impacted negatively to school administration hence interfering with quality education.

The study revealed that there existed a disconnect between the church and school administrators. The church hardly gets to know school programmes and vice versa. For instance, there were many needy students in schools whom the church was not aware of and conversely, the church never approached the school administration for the same information. One Board of Management Mr. Francis Ojwang' (pseudonym) chairperson sited; "The manner in which the head teacher is appointed splits the staff into factions. Such divisions make teacher management difficult which in-turn brings down the school's academic standard". Poor coordination of church activities was another challenge to church sponsored school management. Document analysis guide revealed that the elites and rich followers were not well utilized by the church. In fact the many church academicians /professionals were not involved in school management boards to bring their expertise instead very old and semi illiterate church leaders are the ones who are

used. The finding is inconsistent with Masika and Simatwa (2010) who argued that the religious sponsor use administrators and managers who were not committed church followers in their schools.

The Basic Education Act (Republic of Kenya, 2013) empowers the sponsor to maintain the tone of the school with respect to religious observance. The sponsor is therefore keen with the behavior of people who work in its schools. This is in line with Basic Education Act, which empowers the sponsor to ensure that traditions are enforced. However the findings of this study reveal that most churches who are secondary school sponsors in Siaya County contributed to schools by ensuring harmonious working environments for all staff in their sponsored schools. The churches embrace teachers and staff of all faith without discrimination and do not interfere with their private life. This finding of the study is in agreement The Employment Act 2007 (Republic of Kenya, 2007) which outlaws discrimination among employees. Principals and teachers indicated that religious sponsor contribute satisfactorily to guidance and counseling services through communication. The interview findings indicated that religious sponsor offered guidance and counseling through Parents Teachers Association pastoral programmes. They brought speakers who were quite encouraging to the students to work hard for good academic performance. "Weekend challenge organized by the sponsor helps to raise students' self esteem especially when youthful preachers come to guide and counsel the students." Reverend John Odhiambo (pseudonym). The principals also observed that they usually receive support from the religious sponsor to raise morale of the staff in their schools. Principals also agreed that the sponsor at times threatens teachers who were hard on the students. Principals clarified that religious sponsors have very little contact with the teachers since they visited their schools. They further maintained that religious sponsors do not deal with teachers directly unless they are invited to do so. The study also revealed that Board of Management members use the powers to influence the posting of new teachers to improve performance through good staffing. Through communication, the Board of Management members influence quality performance by informing the teachers their need to good academic achievement. The interview findings indicated that most Board of Management members had the skills to offer resolutions to conflicts facing members of the school community. The study further established that Board of Management members have adequate qualification hence knowledge of institutional administration which otherwise would help them to solve the conflict in school community. In fact the smooth running of an institution rests entirely on the effectiveness of the principal who need to be independent minded when running the school. To avoid multiple conflicts in a school system, the principal only need to involve teachers and Board of Management in the decision making for them to be Parents Teachers Association part of the system. The findings of this study is supported by Mulford and Silins (2003) who on their study on leadership in Britain, found out that stakeholders active Parents Teachers Association participation in their education was a priority to British Government. They established that head teachers ability to support, encourage and involve teachers gave them the opportunity to Parents Teachers Association participate in the school management because the rapport build by the principal gave teachers confidence, trust and hence minimize fear and encourage performance. The interview findings indicated that

Board of Management members do meet to appreciate the teachers immediately Kenya Certificate of Secondary Education examination is announced. During the meetings, the approved funds to be given as instant. This means all the teachers in a department that has met the target are given a token as a group not as individuals. This in the long run created departmental teamwork and early syllabus coverage. Once in a while, the Board of Management members approve the funds for the principal to take or meet teachers outside school in their departments.

This study is in agreement with Nzomo (2003) who observed that the Kenyan society laid emphasis on academic excellence in national examinations. Therefore a principal being an educational leader was expected to build team and group work in the schools. Such team facilitates the shift from poor performance in academics to quality performance by uniting his/her staff. One class teacher noted; Our Board of Management approves many academic programmes which require financial implication. Every term after release of Certificate of Secondary Education examination Director of Studies meet with Board of Management members to present their years programmes." The study revealed that the Board of Management s in the performing schools have a lot of contact with teachers which finally create team work in the school and this also result into quality education. Board of Management on certain occasions made it difficult or disorganized principals to run the school. The study also revealed that Board of Management members sometimes looked out a principal from a meeting appointing one from amongst them to act as the secretary and from the meeting resolutions were Parents Teachers Association passed that the principal failed to lead by example when he failed to produce minutes for the previous meetings for proper financial records and accountability.

In another school, the Board of Management members refused to sign the cheques and it Parents Teachers Association paralyzed the running of the school working with a lot of stress the principal used the County Education Officer as a signatory to the school. However the difference in the means of principals and teachers could mean that some boards of management collaborated with the school resources or make wrong decisions that made the academic performance to go down. This study concurs with the Republic of Kenya (2002) which stated that quality of education programmes, depended upon quality of teaching in the school system. The report also observed that students' performance in examinations enabled stakeholders to assess whether a school was declining or improving and their cause transfer of non-performing principals and deputies. It was also found that some Board of Management members had limited education. This totally interferes with the quality of leadership because when it comes to abstract thinking that involves chatting out the future of the school, the selected members fall sort of the required standard. In effect that compromises school academic achievements.

The interview findings indicated that Board of Management member on many occasions ring the principal to enquire about the running of the school. One principal highlighted; "Your phone calls kept my spirit high even when things seemed so hard." She further explained that running a school together with general administration is a complex that needs encouragement from close people otherwise one may faint. One class teacher clarified; "Our Board of Management chairman is very sober and confidential, a fact that has encouraged many of us to seek guidance from him when things

appear to be difficult." The Director of Studies also agreed with the principals and class teachers that a good Board of Management contributes to schools quality performance. Interview findings indicated that Board of Management members do approve money for heads conferences where the principals learn a lot in the financial management of the school fund. Findings also revealed that schools budget for teachers workshops which are usually approved by Board of Management members. The approval of such funds for both workshops and conferences confirm that Board of Management members value quality leadership that can be improved through taking Parents Teachers Association part in conferences and workshops. However the teachers' mean showed low contribution. This may mean that sometimes principals retain workshop letters, without giving teachers with a feeling that he has little resources for going out.

The principals observed that they usually receive support from their Board of Managements when their financial budget proposals are approved. The findings are in line with the Teachers Service Commission (2002) that expects principals and head teachers to provide quality leadership in their schools. To ensure this, Teachers Service Commission has conducted a series of workshops on effective performance management for principals. It plans to train principals on ways of carrying out supervision in schools as it has been realized that the leadership of many head teachers is poor for example focus on performance of routine tasks and control of teachers and students; often losing sight of attainment of academic achievement. This in most cases lead to management and administrative problems in schools. Overall, principals and teachers indicated that the contribution of Board of Management to quality leadership in enhancement of quality education for girls was high ($M = 3.60$). The interview findings indicated that honest in management of school resources begins with the principal herself otherwise she cannot advise others when she is dishonest. The principal cannot force respect but earn it through her honest management of resources. One Sub County Quality Assurance Mr. Jamal Obunga (pseudonym) observed; "Principals proper management practices lead to discipline, trust and excellent performance in supervision of curriculum to ensure effective teaching and learning." Document analysis revealed that the school mean was constantly going down or declining due to the dishonest principal. Class teacher comments; "money Parents Teachers Association id for holiday tuition does not reach the teachers. Teachers see holiday tuition as only beneficial to the school administration and a waste of time to teachers. The study found out that in schools where principals "owned" all the school resources, teachers were silent but rebellious, the behaviour very dangerous to quality leadership in enhancement of quality education. The study findings differs with Apiyo's who cites Taylor's theory of management which emphasized that a leader would focus on attainment of goals and objectives of the organization without necessarily taking into consideration the welfare of the staff (Apiyo, 2003). The interview findings indicated that for conflict to be solved in a school, a principal has to be effective and ensure time management and good lesson attendance in order to occupy both teachers and students not to develop any conflict. The study found out that schools with high Kenya Certificate of Secondary Education means had fewer conflicts since everyone was committed. The findings of the study revealed that strict and fair principals have no time for problem resolution since she is goal oriented. The findings concur with

the findings of Lambert (2003). He cited a principal of a school in Missouri, USA who thought that he was solving problems adequately while in actual sense was creating more problems by asserting: When I first became a principal, teachers brought many problems to me to which I worked hard to solve in a thoughtful and intelligence manner. Unfortunately however, the more adept I became at solving problems the weaker the school became. We were constantly reacting to difficult situations rather than planning to prevent them. Every problem I solved created three new ones. The study found out that performing schools had principals who were task oriented. They would put teachers who failed to meet reasonable institutional standards on probation or transferred them. The study revealed that in school with high means, principals delegated the duties to teachers but did not stop following to its success. In low achieving schools with Kenya Certificate of Secondary Education means of 3.00 and below, the principals delegated but did not even follow to ensure the correct duties were taking place. One class teacher lamented; "in this school things come and go. We go for bench marking but no one implements what is learnt there."

Still on the weakness or strength of the school one Director of Studies commented; "Buying books is not enough, in this school books are bought and they remain in the office the whole year without reaching the students." The study also revealed that teachers together with Director of Studies were not effective in school where principals were not effective and employed carefree style. The findings concurs with Leigh and Maynard (2002) who observed that for a team to succeed, a principal had to define its purpose, why it had been formed, and what it hoped to achieve. The interview findings indicated that where the principal is indecisive, she was to coordinate the staff well because she relied on consultation from many teachers who would even share what they told her and planned further to disorganize her since she over consulted. Such principals lacked confidence in themselves, hence put blame on others especially when results came out to be bad. The study found out that the principals who over relied on other teachers created a very weak system in their schools which resulted into indiscipline, laziness and absenteeism from the school by both students and teachers. In one school, the mean of the subjects taught by principal and her deputy were very high while other subjects were not well performed. When the deputy principal Mrs. Mary Owaa (pseudonym) was interviewed, stated; "principal and I were not assertive and we were bogged down with many lessons and administrative details that rendered us incapable of engaging in meaningful leadership activities." She explained that they learn in a hard way especially after a drop in Kenya Certificate of Secondary Education examinations mean something that would have been discovered and prevented. The findings of the study agrees with the findings of Maranga (2001) who argued that principals who tend to focus on performance of routine tasks and control of teachers and students often lose sight of attainment of academic achievement.

The interview findings indicate that principals contribute to quality education by offering guidance and counseling to the teachers, students and even Parents Teachers Association rents. This guidance starts from the time a teacher reports into the school, he/she is inducted into the school culture through guidance. Coping with reality, shock and balancing home and school demands need to be given due focus without living the teacher to remain hanging then action being taken. The study

found that through guidance and counseling during induction, the teachers were assisted professionally. However only 8 Director of Studies out of 18 interviewed accepted that principals spare their time for teachers. This was because of perception that the newly appointed teachers would read the available literature on the code of regulation and acquaint themselves with information. The study revealed that many teachers get ruined and stop providing quality education due to small problems that would have been solved through guidance and counseling by the principal. One Director of Studies noted; "The transfer to this school helped me to grow professionally, our principal has been another to teachers had made me enjoy the teaching profession hence my subject mean improves a lot." The study also found out that a teacher can be reformed just through guidance and counseling when he /she develops confidence in the school principal. The interview with the Parents Teachers Association revealed that guidance and counseling is key to the success of the learners. One Parents Teachers Association chairman Mr. John Awuondo (pseudonym) reported; "If it were not for this school, the life of my daughter would have been wasted after she had been expelled from Ngora Girls. The principal understood her problem and gave her time to settle down through counseling." The Parents Teachers Association chairpersons interviewed lauded the contributions of the principals due to their encouragement that made teachers committed, student's hard working and Parents Teachers Association rents supportive hence good academic achievement. Principals share with teachers a lot when it comes to financial management. Before the school budget is made, all Director of Studies write the departmental requirements and forwards to the principal for action to be taken. One Director of Studies Mr. Joel Ongonga (pseudonym) noted; "Every year we start working only after knowing how much money is allocated to each department in order to overspend in one area neglecting another." Document analysis revealed that principals even call departmental meetings to discuss with the teachers the available funds and their sources before the budget is taken to the Board of Management for discussion and approval. This means that when teachers are made aware of the funds available in the school, it reduces resistance which may have come due to ignorance and high expectation from the principal. Overall, principals and teachers indicated that the contribution of principals to quality leadership in enhancement of quality education for girls was high.

Conclusion

The contribution of stakeholders to quality leadership in girls' schools was moderate. The forms of contribution included; pieces of advice to school administrators on integrity, prudent financial management, teamwork and conflict resolution among staff and students for purposes of maintaining peace in schools. The Ministry of education should sensitize all stakeholders of their important roles in promoting school quality leadership. This can be achieved through legislations. Principals of schools should provide conducive environment for education stakeholders to contribute optimally to school quality leadership.

Recommendations

To improve quality education for girls, the religious sponsors and Boards of Management should ensure that principals and

deputy principals posted to their schools are people of high integrity and competent in their administrative duties. This is because the sponsor and Board of Management of a school are consulted on appointment of the principal.

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