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Kenyan Secondary School Managers' Proficiency Dilemma in Job Design

Reginah Cherop

Ph.D. Student, School of Education, Department of Educational Policy and Management,
Mount Kenya University, Kenya

Abstract:

The purpose of the study was to investigate school managers' academic performance on job redesign in public secondary schools in Samia Sub County, Busia County. The objective that guided the study was to determine the skill competence level of school managers in integrating job design on school managers' academic performance in secondary Job production theory was used in the study. Mixed methodology with embedded design enhanced both qualitative and quantitative data collection. 7 schools, 7 BOM, 7 principal, 7 deputy principals and 62 HODs were randomly selected from a target of 14 secondary schools. Questionnaires and interview guides were used in the study. Piloting of research instruments was done in the nearby Marachi Sub-county. Pearson coefficient correlation of 0.6 obtained scored the instruments reliable. Supervisors' comments and suggestions were considered in ensuring content validity of the research instruments. Statistical Package for Social Sciences (SPSS) version 21 was used. Qualitative data was analyzed thematically and discussed in a continuous prose. The quantitative data was analyzed using means and percentiles and presented in form of tables and charts. The study found a high strength of association ($r=0.671$) between the managers skill competence and managers academic performance with a significantly very high correlation of ($p<0.05$), indicating that 45% ($r=0.671$) of the variation of skill competence level of school managers in integrating job design on school managers academic performance in public secondary schools. The policy makers at the Ministry of Education and Teacher Service Commission therefore need to in-service teachers on job design skills as indicated by the study that majority of the school managers had little skill competence in job design.

Keywords: Job design, school managers, skill competence level, academic performance

1. Background

Job design is the ability of the job holder to specify contents, methods and relationship of job in order to gratify the requirements of technology, organization, social, and personal requirements of job holder. It is the proper designation of jobs within the organization to enhance excellent performance. Job design is traced to originate from Fredrick Taylor work. That was at the time of scientific management experiments whose prime aim was to provide solution to workers dissatisfaction on the managers' methods of managing personnel during the work (Mogerson and Campion, 2003). Education plays a greater role in empowering human capital which is a vital determining factor in economic growth (MoE, 2005). Education therefore should be re-shaped to suit existing working needs of the society (United Nations Educational, Scientific and Cultural Organization, 2009). In educational framework job design denotes different methods, skills, characters and tools offered a specific job so as to connect different educational stakeholders collectively during delivery process. This is done by integrating responsibilities, description of duties and working techniques aimed enabling the school managers' attain curriculum objectives through working meaningfully (MOE, 2011). Based on Okufor (2010) there is need to do widespread awareness on instructional and managerial skills of the teacher so as to raise the task standards. To make this a reality the sub-Saharan Africa governments have plans to put emphasis on, policy implementations of using job design to raise the educational standards. For effective introduction of job design to be realized there is need to make sure there is proper designing of job design techniques which include; job enrichment, work reforms, work designs which are motivational; skill competence level, and specifications of job characteristics (Malongo, 2012).

In reference to Kenya context, Sessional Paper No.1 of 2005 recommended for the compilation of a job design policy whose main objective was to address the national objectives. The job design was to equip the managers on the mastery concepts and skills which were embedded in both curriculum and co-curricular activities (KEMI 2011). Studies done on job design in Kenya indicate that, some schools have not integrated job design in the school curriculum in Nakuru and Busia Counties (Achango, 2011; Kamau, 2012). From the District Education Office, Samia Sub County analysis from 2011 – 2013, it was noted that only three secondary schools are regular users of job design in their work.

1.1. Statement of the Problem

Despite the Ministry of Education in Kenya formulating jobs and duties to be undertaken by the school managers it is noted that the ministry is rocked with; inadequate job techniques, skill level competence and unclear guidelines to

implement the policy (Lutz, 2013) The Ministry of education has given out work performance policies which have borne unsatisfying fruits in schools. Busia County secondary schools are noted to face challenges of learning and teaching issues, inadequacy of job design use by key educational managers (Wangata, 2013). Lutz (2013) argued that education policy in Kenya does not provide equitable and quality education in Samia Sub County as witnessed by only three schools properly utilizing job design which has brought disparities in national examination performance. Migao (2013) attributed poor performance of KCSE to failure to use job design as indicated by District Quality Assurance and Standard Officers Standards Assessment Summary Reports of 2011, 2012 and 2013 that only 5 secondary schools out of 14, had attained above a mean of 5.5 (C) in Kenya Certificate of Secondary Education in Samia Sub County. Limited studies have been done to assess the contribution of job design in the county performance. The study therefore sought to investigate the school managers' skill competence level and training level on Job design on school managers' performance.

1.2. General Objective

The purpose of this study was to investigate the effect of job design on school managers' academic performance in public secondary schools.

1.2.1. Specific Objectives

The study was guided by two specific objectives:

- To investigate the School Managers' skill competence level in the integration of job design.
- To find out the sources of school managers' sponsorship in job design training.

1.3. Theoretical Framework

This study was guided by job design theory suggested by Greg and Hackman (1976) and job production performance theory. Job design theory places the designing of work task performance as a crucial aspect in the process of working in an organization. It emphasizes that the process of collaboration between the organization managers and their employees leads to improving satisfaction, which impacts the output, improve quality and to reduce employee problems such as grievances and boredom. In the process, the working environment should be designed to support and challenge the workers working process in order for them to work properly. In education context, this is achievable through collective efforts by the stake holders in the integration of job design in education.

Job production theory is useful in enhancing educational reforms by teachers and school managers. The theory argues that organizational goals are achieved in two ways. Through setting of organizational regulated behaviours and the other is spontaneous set of role behavior. The regulated behaviour aspect will utilize job design techniques in task performance. While the second is also important, it is a situational one where the managers utilize applicable techniques to perform tasks in a given situation. The job production research is expected to make a significant contribution in teachers and school managers' performance output and at the same time be of great help to teachers' management and development practice.

2. Methodology

The study used mixed methodology which involved both qualitative and quantitative analysis.

2.1. Sample size and Sampling Techniques

The target population of 182 respondents consisted of; BOMS, principals, Deputy Principals and HODs whose schools were work-design compliant. Using the fifty percent sample size as recommended by Mugenda & Mugenda (2003), the study selected 7 schools through simple random sampling technique. All the principals and deputy principals participated in the study. The 7 BOMS and 70 HODs were purposely chosen. The total sample size therefore was 91 respondents.

2.2. Research Instruments

The study used questionnaires and interview schedules to collect data. Closed ended questionnaires were self-employed to the Board of Managements (BOM) and Principals. Face to face interview was subjected to both deputy principals and HODs. The interview questions were open and close ended in nature.

3. Results and Discussions

Out of 14 questionnaires distributed, 11 were fully filled and returned hence leading to 78.6% return rate.

The demographics elements of the respondents entailed in the study were gender, level of education, and work experience. From the response to the questionnaire data showed that gender representation across all categories of respondents displayed BOMs were 6 (85.7%) males and 1 (14.3%) females; Principals were 5 (71.4%) male and 2 (28.6%) female; deputy principals selected 5 (71.4%) were male while 2 (28.6%) female and equitable distribution of both gender among the HODs. The findings therefore confirmed the existence of gender disparity amongst the BOM, principals and deputy principals and verified that, consideration on job design need to be done factoring in both male and female stakeholders.

The level of education for the respondents is as displayed in table 1.

| EDUC Level | BOM | | Principals | | D/Principals | | HOD | |
|------------|-----|------|------------|------|--------------|------|-----|------|
| | F | % | F | % | F | % | F | % |
| DIP | 0 | 0 | 1 | 14.3 | 0 | 0 | 0 | 0 |
| B/ART/S | 5 | 71.4 | 0 | 0 | 0 | 0 | 0 | 0 |
| B/EDUC | 0 | 0 | 4 | 57.1 | 6 | 85.7 | 44 | 71.4 |
| M/EDUC | 2 | 28.6 | 2 | 28.6 | 1 | 14.3 | 18 | 28.6 |
| Total | 7 | 100 | 7 | 100 | 7 | 100 | 62 | 100 |

Table1: Educational Qualifications

The data from table 1 shows clearly that there was a balanced academic qualifications cutting across all with majority holding bachelor's degree This is an implication that; BOM, principals, deputy principals, and HODs mthat all the necessary knowledge and understanding to respond to the questions pertaining to job design with reference to school managers' academic performance.

3.1. Job Design Skill Competence Level of School Managers in Integrating Job Design on School Managers' Academic Performance

The objective of the study, sought to find out job design skill competence level of secondary school managers. The results obtained from the respondents were as shown in table 2

| Job Design Level | BOM | | Principals | | D/Principals | | HOD | | Totals | |
|------------------|-----|------|------------|------|--------------|------|-----|------|--------|-------|
| | F | % | F | % | F | % | F | % | F | % |
| Cert | 3 | 42.9 | 3 | 42.9 | 3 | 42.0 | 39 | 62.9 | 48 | 57.83 |
| Dip | 0 | 0 | 2 | 28.6 | 2 | 28.6 | 0 | 0 | 4 | 4.82 |
| Degree | 2 | 28.6 | 1 | 14.3 | 1 | 14.3 | 20 | 32.3 | 24 | 28.96 |
| Masters | 1 | 14.3 | 1 | 14.3 | 1 | 14.3 | 3 | 4.8 | 6 | 7.23 |
| Doctorate | 1 | 4.3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.21 |
| Total | 7 | 100 | 7 | 100 | 7 | 100 | 62 | 100 | 83 | 100 |

Table 2: Skill Competence Level

On general analysis while seeking to find out the skill competence level among the all categories of respondents .The data revealed that out of all the 83 respondents, majority 48(57.83%) had certificates, 4(4.82%) had Diploma, 24(28.96%) had bachelor's degree, 6(7.23%) were masters holders and those with doctorate degree were 1(1.21%). It was apparent therefore that majority of BOM, principals, deputy principals and HODs had lower level training in job design.

While analyzing on skill competence level of school managers in secondary schools in relation to the job design data shown that majority 48(57.83%) had certificates as compared to other levels. That posed a clear indication that there is little knowledge on job design held by BOM, principals, deputy principals and HODs. The findings were in support of sentiments of Mulupi (2011) who posited that little percentage of teaching staff in developing countries had adoptable skills to job design. Majority of the school managers at certificate level is clearly an indication of inadequate skill competence for job performance. It is imperative therefore for all education stakeholders to consider training of school managers so as to equip them with ability to use variety of job techniques therefore bettering job performance among school managers in public secondary schools.

3.2. Job Design Training Sponsorship

The second study objective was to investigate if training cost in Job design could have influence skill competence level of school managers integrating job design in their academic performance. The Response was tabulated as illustrated in Table 3

| Sponsor | BOM | | P | | DP | | HOD | |
|--------------|-----|------|---|------|----|------|-----|------|
| | F | % | F | % | F | % | F | % |
| MOEST | 3 | 42.9 | 2 | 28.6 | 2 | 28.6 | 4 | 6.4 |
| School | 0 | 0 | 2 | 28.6 | 2 | 28.6 | 25 | 40.2 |
| Self | 4 | 57.1 | 3 | 42.9 | 3 | 42.9 | 31 | 50 |
| Well wishers | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3.2 |
| Total | 7 | 100 | 7 | 100 | 7 | 100 | 62 | 100 |

Table 3: School Managers' Mode of Sponsorship

From table 3, data shows that MOESTsponsored 3(42.9%) BOM,2(28.6 %) of Principals, 2(28.6%) Deputy Principalsand 4(6.4%) H.O.D The school sponsored none of the BOM, 2(28.6%) Principals, 2(28.6%) Deputy Principals and

25(40.2%) H.O.Ds. Respondents sponsored themselves as indicated by 4(57.1%, 3(42.9%) principals, 3 (42.9%) of Deputy Principals and 31(50%) H.O.Ds. It was also noted that 2 (3.2%) were sponsored by well-wishers.

Conclusively the findings indicated from the summery of all respondents that huge sponsorship is given by the respondents themselves as indicated by 49% of the respondents who were 41 in number. School was second in offering the managers sponsorship in the training of job design as indicated in figure 1.

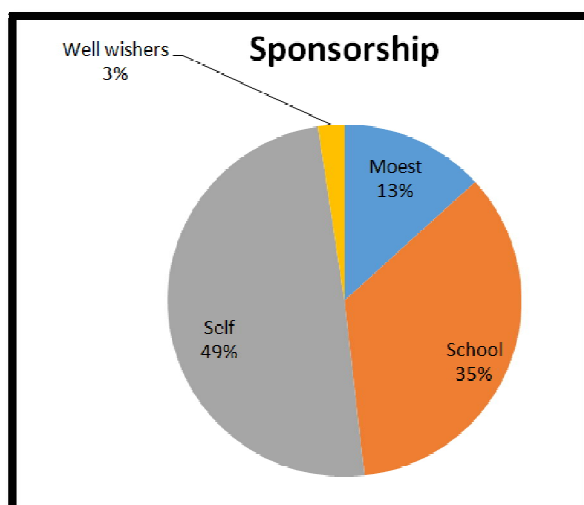


Figure 1: School Managers' Sponsorship Distribution

On respondents' sponsorship therefore, it is noted by statistics that despite the need for training for job design, there was a difficulty in getting funds to equip the school managers with the necessary skills as shown by majority 49% of the respondents who were sponsoring themselves in the training of job design

The findings from the interview showed that, the few Principals who had undergone skill training had lacked support of sponsorship as most sponsored themselves as echoed by the sentiments from one of the principals interviewed who had this to say;

'...most teachers like me have to go deeper into their pockets so as to pay for their training yet I feel it should be done through in-service by Ministry of Education.'

The above were in line with the study conducted by KIM (2011) which acknowledged the integration of job design amongst the school managers' academic performance and had one school funded from the Sub County to improve school managers' performance.

3.3. Extend of Relationship between School Managers' Skill Competence and Their Academic Performance

Pearson correlation was run to establish a relationship between skill competence of school managers and their level of academic performance as they utilize job design. The researcher obtained the results as shown in table 4;

| School Managers acad. Performance | | | |
|---|---------------------|----|------|
| School Managers' skill competence level | Pearson correlation | 1 | .671 |
| | Sig. (2-tailed). | | .000 |
| | N | 83 | 83 |

Table 4: Correlation between School Manager's Skill Competence Level and Academic Performance

**Correlation Is Significant at the 0.05 Level (2-Tailed)

The study established that strength of the association between skill competence level of school managers in integrating job design and school managers academic performance is high ($r=0.671$) and the correlation coefficient is significantly very high ($p<0.05$). The analysis displays a positive direction of the relationship between school managers' skill competence and school managers' academic performance. This designated a positive correlation between the managers skill competence level and managers academic performance. This indicates that 45 % ($r=0.671^2$) increase in a manager's academic performance is associated with an increase in skill competence level of school managers. This finding is in line with Teryima & Abubakar(2018) who found that skill competence level impacted significantly on the bank's performance in Nigeria. Therefore, in reference to this study, the higher the training of school manager on skill competence is done, the higher the manager's academic performance achievement. There is need therefore for the consideration of managers' training on skill competence by the education stakeholder so as to embrace Mulupi (2011) arguments that much should be done in developing countries to address the low percentage of teachers who have skills in job design.

4. Conclusion

Based on the findings the study arrived at the following conclusions;

- Job design skill level of school managers largely influences job design integration. The study established that majority of the school managers were not well equipped with job design knowledge and thus influenced their performance.
- From the findings it was noted that the school managers were positive on job design training but had inadequacy of funding

5. Recommendations

The study made the following recommendation as per the study findings;

- The policy makers at the Ministry of Education and Teacher Service Commission must prioritize in-servicing of science teachers to improve their job design skills as the study found that majority of the school managers had low skill competence in job design
- The government should fund the training of school managers on job design skills to enhance uniformity in academic performance of the school managers.

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