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## Relationship between Head Teacher Leadership and Resource Mobilization in Secondary Schools in Baringo County, Kenya

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### Abstract:

The purpose of this study was to establish the effect of head teacher's leadership on resource mobilization in schools in Baringo County. The study was based on the transformational theory articulated by Bass. The study targeted head teachers and District Education Officers who constituted the respondents. Stratified, simple random and purposive sampling was used to select the sample size. A qualitative and quantitative survey design was adopted for the study. A questionnaire and interview schedules was used to collect data. Data was coded and analysed by descriptive and inferential statistics and presented by use of percentage tables, graphs and charts. From the model, ( $R^2 = .736$ ) shows that all the predictors account for 73.6% variation in resource mobilization. The leadership strategy ( $\beta_2 = 1.18$ ) had significant relationship with resource mobilization, however leadership skills ( $\beta_1 = -0.070$ ) was not significant. The leadership strategy had significant influence on resource mobilization, while leadership skills do not influence resource mobilization. The delegation as a leadership skill was found to be the best in resource mobilization. The head teachers should provide effective leadership for academic staff, non-academic staff and students since the extent at which head teachers are able to steer school activities in the right direction would determine the level of resource mobilization. All major stakeholders should be involved in the strategic planning to guide the process of resource mobilization, allocation and utilization according to priorities set in schools.

**Keywords:** Head teacher, leadership, strategies, resource, mobilization

### 1. Introduction

Most important educational decisions are concerned with the educational costs. According to Tsang (2005), informed decision-making contribution in education involves employing cost analysis to a diversity of setting and issues. The consistent defining of protest (political in nature) outside the state structures as well as resource mobilization's transitory nature, has led to emergence of two predominant schools. According to Brennen (2007), there are three facets of administrative practice that a principal must integrate so as to accomplish the goals, mission and objectives of a school, which comprise of management, administration and leadership. According to Brennen, administration is defined as the universal process of efficiently organising, planning, leading as well as controlling people and resources. Dulewicz and Young (2008) characterised management as planning, organizing, staffing, controlling and directing, where maximization of organization's output is the chief aim of the manager through the administrative implementation. Brennen (2007) further explained management as an executive function which puts into actions the plans, policies and decisions within the administrative framework. On the other hand, leadership is defined as the exercise of high-level decisiveness and conceptual skills, developing strategy, mission changing culture and inspiring people. Leaders let goals, vision, values and strategy be the guide post for behaviour and action rather than controlling others. In order to deserve authority and power inherent in the administration function, leaders should have problem solving and analytical skills (Wango, 2009; Brennen, 2007).

Leadership is oriented towards building systems, driving change and empowering others to support organizational goals (Dulewicz & Young, 2008). Educational leadership and its development is important in resource mobilization; therefore raising the standards of education (Wango, 2009). Wango (2009), concluded by citing the importance of viewing management and leadership as the main determining factors of quality education which result to school performance. O'Neill (2002) stated that it is important for a school as a formal organization to have a principal with excellent leadership skills to manage school operations, organization as well as resources for an orderly as safe learning environment.

Souls (2005) concurred that providing sound school leadership towards improving performance in school is the main task of a secondary school principal. In most cases, it takes the intervention of a powerful leader to turn around troubled schools though there is no virtual documentation of such instances. Leadership is the catalyst of school achievement, though there may be other factors that may influence the achievement. A prudent head teacher who is also a good resource mobilizer will use teamwork as a working plan, hence sets up smaller groups and committees of members of staff to research strategies or ideas for a more consolidated resource mobilization exercise. The appraisal of resource mobilization of a school is important rather than appraisal of the performance of the person who manages it.

A closer investigation reveals that proper resource mobilization happens as a result of good leadership and overall effective Networking and competence (UNICEF, 2009). The difference between failure and success of resource mobilization for any school arise from the quality of leadership (Millette, 2000). The extent of the quality of leadership is important to resource mobilization is clarified by the inspection. In schools where there have successfully reversed the trend of declining achievement as well as the highly effective schools, the head teacher always sets the pace motivating and leading school management committees (SMCs), staff as well as the stakeholders to perform to their highest potential. The success or failure as a contributing factor of head teacher's leadership prowess contributes teachers' productivity, students' achievement and parents' satisfaction. It is on the basis of the above background that this study aimed at investigating the sustainable leadership that can be adopted by school managers in order to effectively mobilise the necessary physical, human and financial resources.

### *1.1. Statement of the Problem*

Kwakwa (2007) describes the head teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations, the instructional administrator and the resource mobilization leader. He takes care of the resource mobilization needs of the school in which he or she is the head. His role cannot be taken for granted if he is expected to give the right kind of direction to staff, hence this sets the focus of the study. Because of poor resource mobilization, schools are left barren with downtrodden infrastructure, low morale and poor performances which prompted the current research in Baringo County.

In less developed countries, the national development goals aimed at making education effective vehicle through its educational reforms. The growing concerns about the status of Kenyan education by various stake-holders motivated this study. Parents, donors, government and non-governmental organizations recognise that there are serious shortcomings in education system in Kenya, despite of many major quantitative steps being made in education. Gender and regional disparities and declining gross enrolment ratios has characterise enrolment at different levels, regardless of heavy investment in the education system (8-4-4). Also, questions have been raised on the relevancy and quality of education at all levels.

The slow rate of economic growth the country has experienced is likely to limit resources available for education. Therefore, the government and its partners should ensure efficient management of education systems both at school and national levels in order to improve education and training. Basically, there is need to examine operations so as to monitor effectiveness and efficiency in the delivery and provision of training and education through resource mobilization. The purpose of the study was to discuss the influence of head teachers' leadership, experiences and challenges and possible solutions in resource mobilization.

### *1.2. Theoretical Framework*

This study was built on the transformational leadership theory as articulated by Bass (1990). The transformational leadership according to Bass is the effects of a leader on his/her followers who are intended to admire, respect and trust the transformational leader. There are three ways of transforming followers by the leader as identified by Bass: first getting them focused on organizational or team goals; increasing awareness of the value and task importance and activation of their high-order needs. Authentic transformational leadership as recently noted by Bass is grounded in moral foundations that are established on four mechanisms: Inspirational motivation, Idealized influence, Individualized consideration and Intellectual stimulation. Further he asserts that transformational leadership has three moral facets: the ethical values entrenched in the leaders' articulation, vision and program (which either rejected or embraced by the followers), the moral character of the leader and the morality of the procedures of social ethical action and choice those followers and leaders engage in and jointly purse. This is in distinct with pseudo-transformational leadership, where, for instance, out-group/in-group's and them' games are utilised to link followers to the leader. Similarly contrast to (Burns (1990), who view transformational leadership as being indivisibly associated with higher order values, Bass views it as an attributed, and moral transformational skills to people such as Jim Jones and Adolf Hitler. This theory puts the head teachers influence on resource mobilization to sharp focus as it involves the qualities of a leader that includes motivation teamwork and supervision to get the work done.

## **2. Literature Review**

There are several effects that has come up as a result of leadership on students for instance, helping the school as well as influencing members to set and move defensible set of direction. Moreover, student's leadership focused on a particular set of studies of leadership practices for example, identifying and articulating a vision, nurturing the acceptance of group goals as well as establishing high expectations on performance. Youngman (2004), observed that few studies on the leadership and management preparedness in secondary school into the changing nature of head teacher's role. According to Hammond (2007), the aims of the efforts to reform all current schools are to improve teaching and learning. However, a huge difference transpire when implementation comes in. one of the reforms for instance, is an attempt to improve all schools across the country. However the affirmation by Hammond (2007), that the dependence on motivation and capabilities of local leadership stand out despite school reforming approaches having huge difference.

According to Cunningham and Cordeiro (2000) and Tirozzi (2001), the head teacher plays an important role in improvement initiatives in the school and thus, he/she acts as an agent who bring about change for the success of the school, therefore, he/she is required to utilize and explore, explore and judiciously the resources for constant improvement on the performance of the organization. However, the improvement success of a school will continue for a long time to be a dream if the head teacher is not vision-oriented and productive with respect to his/her responsibilities. In addition to leadership styles, other leadership aspects include best practice, adequacy of resource, priorities, cost and skills which determine mobilization of resources.

If only instruction given in classrooms among school-related aspects contributing to what students learn at school comes before the leadership, the reforms at school will bring success as argued by school leaders. Owing to confusing interpretations on evidence about leadership, the effects on student learning has actually been underestimated by the existing research.

The guide to the strategic planning process for a national response to resource mobilization carries enough literature on resource mobilization. Resource mobilization is a factor of school leadership that hinders school performance (Hallack, 1990). Leithwood and Jantzi, (2005) further emphasize the need for leadership and team work to facilitate work plan and strategies. A closer investigation reveals that proper resource mobilization happens as a result of good leadership and overall effective Networking and competence (UNICEF, 2009). The quality of leadership makes the difference between the success and failure of resource mobilization for any school (Millette, 2000). Financial resources may come from a wide variety of sources: Government budget; Grants from international development agencies (IDAs), Education Foundations etc; NGO budgets; and Private sector. Finally, an important resource that is often overlooked and is best included here is the time that people may contribute voluntarily to various important aspects of the educational institutions.

### 3. Research Methodology

The study adopted a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Surveys are used to systematically gather factual quantifiable information necessary for decision making. The study was carried out in Baringo County. Baringo County is from the larger Rift Valley Province of Kenya. The researcher was undertaken in selected schools within the county. The county borders Uasin Gishu County to the south and Nakuru to the East. Baringo County has 64 public schools with 64 head teachers. The study targets the 64 head teachers and 6 DEOs who formed the sample respondents.

The study employed Stratified sampling, simple random sampling and purposive sampling. Schools were stratified in terms of Boys, Girls and mixed. Simple random technique was used to select 26 schools which were 40% of the schools to represent the rest of schools in the County. This type of sampling provides a representative sample eliminating biasness. The method ensured that each member of the target population had an equal and independent chance of being included in the sample. The choice of 26 schools represented 40% of the total number of schools which is a universally acceptable proportion for a sample (Saunders et al., 2008). Simple random sampling was employed to select 26 Head teachers and purposive sampling for the 6 DEOs.

The data was collected by use of structured questionnaire and interview schedule. This method has the advantages of being versatile and it is faster and cheap. Both closed and open ended questions were used in order to maximize on the respondents' views on the variables. Questionnaires are preferred because they enable the researcher to collect data from a larger number of respondents within limited time and they are also free from researcher's biasness. One set of questionnaire was made for the head teachers and interview schedules for the DEOs. The questionnaire was structured into sections in accordance with the objectives. Interviews were also used to gather qualitative data from the respondents. An interview schedule was administered to the DEOs. The interviews sought to clarify issues of prioritization of projects.

The construct validity of research instrument was ascertained by discussing with the experts from the department of educational psychology. Content validity was employed to determine the validity of instruments. The qualified experts rated the instruments as per their relevance to the study and indicate their judgement concerning them. In this exercise, the supervisors and fellow students were instrumental. Using their judgement, necessary modification and adjustment were made.

The reliability of the instrument determined using the test- retest method. It was used to test the stability evidence of the questionnaire. The retest involved a sample of individuals from the two schools in the pilot study and those participants were not involved in the final study. The pre-test form of the questionnaire provided a space for respondents to make criticism or indicate what could be improved in the questionnaire. The items were revised and pre tested until the participants in the pre-test sample understand them accurately. A reliability coefficient was calculated using Karl Pearson's product moment coefficient of correlation. If the correlation coefficient is computed at  $\pm 0.5$ , then the questionnaire is deemed reliable. A positive correlation ( $r$ ) of  $>0.5$  was realised and questionnaires were deemed to be reliable. The quantitative and qualitative data analytical techniques were utilized. Data from questionnaires were analyzed in frequencies, means and percentages using Statistical Package for Social Sciences (SPSS V22). Qualitative data from the questionnaires were analyzed in themes and categories identifying similarities and differences that emerged. Qualitative analysis included presentation of quotes from different respondents. The themes emerging from secondary data were identified and used to augment the primary data. Inferential statistics was employed in the study to determine the relationship between variables.

### 4. Results

#### 4.1. Correlations between Head teacher Leadership and Resource Mobilization

The influence of influence of leadership and resource mobilization was established using Pearson product-moment correlation coefficient as shown in Table 1. There was a positive influence of leadership and resource mobilization ( $r = .556, p < 0.05$ ), which implies that the more head teachers adopt a proactive leadership the more the resource mobilization.

		Resource Mobilization	Leadership
Resource Mobilization	Pearson Correlation	1	.556**
	Sig. (2-tailed)		.000
Leadership	Pearson Correlation	.556**	1
	Sig. (2-tailed)	.000	

Table 1: Correlations between Leadership and Resource Mobilization

\*\* Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=23

From the findings there is a positive relationship between leadership and resource mobilization. This agrees with Hammond (2007) that different approaches to school reform depend on the motivations and capacities of local school leadership. This implies that there is a significant relationship between leadership and resource mobilization. We can conclude by deducing that proper leadership positively influences resource mobilization.

#### 4.2. Regression on Head teacher Leadership and Resource Mobilization

A multiple linear regression model was used to predict classroom instruction in the study. The prediction was carried out based on the independent variable leadership.  $R^2$  represented the values of correlation coefficients between the predictors used in the model and resource mobilization. From the model, ( $R^2 = .736$ ) shows that all the predictors account for 73.6% variation in resource mobilization. The model caused adjusted  $R^2$  to change from zero to .710 and this change gave rise to an F-ratio of 27.87, which is significant at a probability of .05. The results are presented in table 2.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858 <sup>a</sup>	.736	.710	.525

Table 2: Model Summary

a. Predictors: (Constant), Strategy, Leadership

b. Dependent Variable: resource mobilization

From the finding the study has revealed that effective resource mobilization is determined by strategy put in place and head teacher's leadership skills. The F-ratio was 27.87 and significant ( $P < .05$ ) as shown in Table 3. The model significantly improved the ability to predict the resource mobilization. Thus the model was significant leading to rejection of the null hypotheses.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.359	2	7.679	27.872	.000 <sup>a</sup>
	Residual	5.511	20	.276		
	Total	20.870	22			

Table 3: ANOVA

a. Predictors: (Constant), Strategy, Leadership skills

b. Dependent Variable: resource mobilization

From the study the  $\beta$  coefficients for independent variable was generated from the model. The  $t$ -test was used as a measure to identify whether the predictors were making a significant contribution to the model. Table 4 showed the estimates of  $\beta$  value and gave the contribution of the predictor to the model. The  $\beta$  value explains the relationship between resource mobilization and the predictor's leadership strategy and skills. The  $\beta$  value for leadership strategy had a positive coefficient thus positive relationship with resource mobilization, while skills had negative coefficient thus negative relationship with resource mobilization.

From the findings the independent variable leadership strategy ( $\beta_2 = 1.18$ ) had significant relationship with resource mobilization, however leadership skills ( $\beta_1 = -0.070$ ) was not significant. This indicated that the leadership strategy had significant influence on resource mobilization, while leadership skills do not influence resource mobilization. From the observation we can conclude that implementation depends on strategies used rather than the leadership skills in the county.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.859	.702		-1.224	.235
	Leadership skills	-.070	.086	-.099	-.813	.426
	Strategy	1.180	.162	.885	7.278	.000

Table 4: Coefficients

a. Dependent Variable: resource mobilization

This agrees with Cordeiro and Cunningham (2000) and Tirozzi (2001) emphasized that, all the school improvement initiatives the head teacher play a key role and thus, he/she is an agent who bring about change for the success of the school, and he/she is required

to judiciously and explore, mobilize and utilize the resources for constant organizational performance improvement. In a case where the head teacher is not productive and vision-oriented in relation to his/her responsibilities, the improvement of school successes will continue to be a dream for a long time.

On leadership and level of resource mobilization, the study revealed that resource mobilization is solely about securing additional or new resources and for this to happen there is need for leadership skills. Delegation kind of leadership skill was found to be the best in resource mobilization. Further it was observed that the level of resource mobilization was low because it is affected by various factors within and outside the school. Therefore the study reveals that there is a relationship between leadership and resource mobilization. The head teacher was seen to be the key figure in resource mobilization yet a majority of them had not been trained. However, short courses and workshops on resource mobilization are provided for head teachers though not regularly. This agrees with Millette, (2000) that the difference between failure and the success of mobilization of resources for any school arise due to the quality of leadership.

## 5. Conclusion

The delegation as a leadership skill was found to be the best in resource mobilization. This was followed by motivation which was seen to boost the morale of the leader as they believe that they are recognized. The head teachers were expected to facilitate in-service training of teachers and professional development, oversee the allocation of resources and organization departments within the units in school as well as monitor how assessment and teaching of students is effectively managed and conducted; this therefore confirms that head teachers are involved in resource mobilization.

## 6. Recommendation

Based on the findings, the study made the following recommendations;

- The head teachers should provide effective leadership for academic staff, non-academic staff and students since the extent at which head teachers are able to steer school activities in the right direction would determine the level of resource mobilization.
- The government should step up their way of availing resources to schools. The Ministry of education should provide enough finance to enable regular monitoring and evaluation by the Quality Assurance and Standard Officers in the schools.
- All major stakeholders should be involved in the strategic planning to guide the process of resource mobilization, allocation and utilization according to priorities set in schools.

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