

Head Teachers' Socio-Demographic Factors Influencing Job Performance in Public Primary Schools in Suba South Sub – County Homa, Kenya

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ABSTRACT

Administrators, including all head teachers, are expected to achieve organizational goals through efficient job performance. The purpose of the study was to establish the personal factors influencing head teachers' job performance in public primary schools. The study adopted a mixed method approach with a descriptive survey research design. The study sample was selected by saturated sampling. Findings indicate that a combination of personal factors influence different aspects job performance. Age of head teachers alone was not a significant factor influencing maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision. Gender of the head teachers was also not seen as being key in influencing job performance of head teachers while the level of education was significant in influencing of maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision. It is recommended that the level of educational attainment of a head teacher in considering promotion of primary teachers to headship. Further, consistent on job training and good remuneration package of head teachers should be considered as a motivating factor in job performance

Key words: Job performance, personal factors, management, Gender, Productivity

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1. Introduction

Work productivity has been an issue of concern in recent years as a result of the changing work environment and stakeholders' expectations (Boon, Fern and Sze, 2012). Employers today are focusing more on the job performance of their employees so as to trigger the overall organizational performance. Job performance is considered to be the actions, behaviors and outcomes that individual employees engage in that contribute to the goals of the organization (Farh, Seo & Tesluk, 2012). Job performance of employees has developed into a topical issue in organizational management in recent times. The development could be attributed to the fact that organizational outcomes and successes are, to a large extent, determined by the performance of their human resources (Hedge, Borman & Lammelein, 2012).

Coelho Jr. (2011) noted that at the level of individual job performance, characteristics beyond the task such as motivation, job satisfaction, level of competence and experience, effort and work environment were considered for the purpose of performance measurement. These were because individual job performance referred to the intentional acts of an individual resulting in action guided by results, and were influenced by diverse factors such as social, cultural, or demographic conditions as well as job conditions (Bendassolli, 2016; Sultana et al., 2018).

Assertions by Bendassolli (2016) and Alan and Wordman (2018) on the influence of social, cultural, or demographic conditions have been alluded to in different studies done on employees globally. Studies done by Shilpah and Udgaonkar (2018) and Bodheet al. (2015) on the influence of teachers' age on teaching, research findings indicated that age or sex was not a barrier to effective teaching; however, with increased experience a teacher was deemed to be more composed and able to handle many job performance dynamics at the work station. Additionally, a study done by Alufohai and Ibhafidon (2015) on the influence of teachers' marital status and gender on the academic achievement of secondary school students in Nigeria revealed that students' academic achievement was significantly influenced by teachers' marital status.

In the USA, the findings of a study done by Ng and Feldman (2013) on the effects of education level on job performance revealed that there were two ways in which education level influenced job performance. First, it enhanced employee ability between education and dimensions of job behaviors such as task, citizenship, and counterproductive performance, and also positively relates to creativity and citizenship behaviors. Another American study by Podolsky and Kini (2019) on the relation between teachers work experience and teaching, showed that for most teachers, effectiveness increased with experience.

In Europe, Inelga and Imran (2013) carried out research on the relationship between the training aspect of an employee and job performance. The findings showed that training impacts organizational competitiveness, revenue and performance. A study conducted in Jordan by Al-Mzary, Al-rifai, and AlMomany (2015) showed that there was a significant relationship between effective training and employees' job performance, while in Pakistan Sultana et al. (2012) conducted a study whose findings revealed that 50.1% of variation in employee's performance was brought about by training programs and that training was a good predictor of job performance. Similar results were attained by Farooq and Babirye (2011) who indicated a positive correlation between training and employees performance.

It is evident that the highlighted studies have paid attention to teachers' job performance. In addition, few researchers have empirically studied job performance in public sector organizations (Caillier, 2010). It is therefore observed that there is inadequate research on head teachers. Furthermore, little attention has been paid to primary school head teachers who were the prime subject of the study. According to various guidelines and policy documents, head teachers had various roles that they needed to perform effectively (Education Act 2013; TSC Code of Regulations 2014 and Heads Manual) in order to attain efficiency and hence better job outcomes. They included maintenance of physical infrastructure, financial management and curriculum supervision.

According to Sessional paper No. 14 of 2012, the provision of basic and compulsory education was provided for by implementing automatic transition and transfer between grades and across levels of basic education. As administrators, head teachers in primary schools should ensure that it was achieved. Among the key roles identified by the Teacher Service Commission (TSC) Code of Regulations (2015) for the primary school head teacher to perform were: the management and control of resources and all institutional assets entrusted to him by virtue of the office, to ensure strict adherence to the public finance and management guidelines, to ensure proper management and maintenance of the financial, human and physical resources of the institution, and to ensure the maintenance of teaching standards and professional records as well as paying regular visits to the classroom to evaluate delivery of the curriculum.

The study was carried out in Suba South Sub-County in Homa-Bay County, Kenya. Economic activities within Suba South included farming, trade and fishing. The study area was chosen because it consisted of head teachers with different socio-demographic characteristics such as gender roles, family characteristics, rural and urban residence among others. It had also been chosen because it had experienced a consistent decline in physical infrastructure for the last five years.

The 2019 report by Quality Assurance and Standards Officer shows that 59% of schools have dilapidated classrooms and toilets and general school grounds were in a state of disrepair with a few exceptions, even when funds for such activities are provided for by the government. Additionally, financial mismanagement has been reported by auditors in 10 schools, where the school head teachers were confronted by parents on grounds of financial mismanagement and 6 head teachers were later transferred. (The 4 others were demoted and delocalized to other counties.) Furthermore, a 2019 CSO report shows that 25% of the head teachers do not effectively carry out curriculum supervision, especially on class delivery and professional records, the report had been corroborated by auditors. The main objective of this study was to determine personal factors influencing head teachers' job performance in public primary schools in Suba South Sub-County.

Literature review

Job performance has emerged to be one of the contemporary relevant topics among many organizational scholars (Karatepe and Karadas, 2015). Hiring, orienting, and training new employees in the long run is proving to be expensive for administrators. On the other hand, work stress leads to physical and emotional exhaustion (Ursula and Schinke, 1998). Increased competition between organizations and the need to respond to the rapidly changing work environments has escalated the urgency to investigate those factors that affect employee performance (Anastasio & Prodromos, 2019). There are several factors that affect job performance in one way

nor the other. A number of scholars for instance attribute job performance to motivation, job satisfaction, unclear roles, and employee personal variables (Alonso & Lewis, 2001; Bright, 2007). There are three key variables that can affect job performance: diversity climate, personality traits, and self-esteem (Tunio, Agha, Salman, Ullah and Nisar, (2021). According to Lewis (2017), personal factors that influenced job performance included age, gender, and marital status. Others included race, color and ethnicity. This study explored age, gender, level of education and marital status because the latter factors were uniform to the study population.

Age and job performance

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

Chung et al. (2015) carried out a study in Korea to examine the correlation of age, work experience, cognition and work ability among older employees in heavy industry. The findings showed a significant positive correlation between work ability and age, and work experience. Oyewole (2015) stated that age and work performance were determinants of the job performance among library employees in colleges in Nigeria; the study showed that demographic factors like age was very important for an organization to achieve its goals.

In a related study by Bertolino, Truxillo, and Fraccaroli (2013) on how older and younger workers were perceived in terms of task and contextual performance, findings showed a significant positive correlation between work ability, age and job performance. While the three studies agreed that age was a determinant of job performance and showed its importance, they differed from the current study because they were carried out in an industrial environment while the present study was done in public primary schools.

Similarly, a study by Von (2018) showed that age affected productivity. The results showed that people were more likely to change their organization and occupations when they were young/within the age range of being strong and that certain tasks may differ over one's life-cycle as the work forced ages. The findings agreed with Anumaka and Ssemugenyi's (2013). Their study showed that the age of majority workers in academic schools was likely to affect productivity level in education using descriptive statistics; the present study was to seek and address the influence of head teachers' age and to interrogate whether age influences job performance using inferential statistics.

Gender and job performance

Gender means being male or female as the personal conception of oneself. According to Hussan and Agunkoya (2014) women were as able as men if given similar opportunities. They also cited that men were more powerful than women and were seen to be good performers as a stereotypical male behavior. However, their results observed that the students preferred female teachers as they thought they were easy to interact with; many students felt that female teachers are compassionate, hardworking and sincere enough. There was a controversy about gender because another study done by Kevin (1991) on how females performed their jobs revealed that females tended to demonstrate higher job performance than males. It also found similar results for subjective task performance like supervision in an organization.

While the two studies employed self-administered questionnaires for data collection, it was the only tool used. In the present study, male and female head teachers in a whole sub county are to respond to a questionnaire used to obtain information with regard to the influence of gender on head teachers' job performance in primary schools in Suba South Sub-County, hence filling the apparent gap in the literature. It was further clarified the mixed results of the studies cited with respect to the influence of gender on job performance.

Green, Jegadeesh and Tang (2009) also studied the relationship between gender and job performance among brokerage firm equity analysts. Their study found significant gender-based differences in performance on various dimensions. It added that women are significantly more likely than men to be designated as "all-stars," indicating that they outperformed men in other aspects of job performance.

In a different study, Aguinis (2013) studied male and female employees' job performance in Argentina. The findings of the study suggested that gender can cause differences in job attitudes, job satisfaction and intent-to-leave, showing that low- and high-performed employees left their jobs for different reasons. Critical mass theory and the tokenism hypothesis purposed that females' job performance was adversely affected by perceptions and experienced that stem from females comprising a smaller portion of organs than males. Although belief in the gender token effects appears widely held, empirical evidence of the effect is relatively scarce; furthermore, the evidence that does exist was somehow inconsistent. It was supported by Anumaka (2013) who sought to

determine the influence of gender on staff or employee productivity in selected private Universities in Kampala, Uganda, to determine whether males and females performed significantly and differently. The null hypothesis used was that there was no significant difference in performance between males and females. The study established that there was a difference, albeit one that was too insignificant to pose a significant difference between the two categories of employees. The study recommended that employers should consider employees' ability to work and how the expected energies of the same are utilized to realize expected results since gender has almost nothing to do with one's productivity, an interest area that the study seek to explore and understood whether the stand hold for head teachers in Suba South Sub-County.

Level of education and job performance

The practice of acquiring new knowledge and skills through training correlates very well with job performance (Dermol and Cater, 2013). Level of education is a continuous variable which is frequently measured categorically in research studies (Ng & Feldman, 2013). Richter and Schmidt (2006) defined education as the knowledge and abilities, development of character and mental power resulting from intellectual training. It can therefore influence attitude both positively and negatively towards work and commitment. Educational prepares an individual towards acquiring knowledge, skills and capacities that will make him productive (Regina, 2014). Thus, many organizations use educational attainment as a selection criterion not only because education level reflects higher levels of values associated with good citizenship behaviors but also because education levels reflects lower levels of values associated with counterproductive behaviors.

According to Shah and Udgaonkar (2018) an effective teacher is one who is competent, has knowledge and skill and is a performer who can articulate his or her knowledge and skill in a classroom to accomplish a teacher's goal. Knowledge and skill have a positive effect on teaching both in and outside class.

Ng and Feldman (2013) carried out a study on the effects of education level on job performance. Results showed that, in addition to positively influencing core task performance, education level was also positively related to creativity and citizenship behaviors and negatively related to on-the-job substance use. The present study was, to explore the significance of this further by using inferential as opposed to descriptive statistics. Similarly, a study carried out by Ritcher and Schmit (2006) using both qualitative data suggested that both the level and type of education and experience were important for performance. The study was done based on client ratings of the performance of 50 senior management consultants engaged in 100 consulting projects. In the study, the sample size of 50 selected for respondents was small and purposively selected as unlike that of the present study.

In Namibia, a study done by Kasika (2015) also investigated employees' qualifications. The findings indicated that employees were hired and placed in various positions based on educational qualifications required by the job and good performance expected of them. However, that had not necessarily been the case, raising concerns over the ability of employees with educational qualifications to perform on the job. The findings also confirmed that educational qualifications and competencies of employees improved job performance and had significant bearing on their job: the higher the education level, the more the effects of education and skill on job performance.

According Iwuagwu, Okogbo and Okonta, (2016) age, education, job position and work experience were found to be significant predictors of librarians' task-based and contextual performance with education being the most significant predictor contributing as much as 56% while the remaining 44% could be explained by other factors. They thus recommended that deployment of staff for their task and extra roles leading to increased job performance should be based on educational qualifications, age, work experience and job ranks. They had set to determine the relationship between demographic variables and the job performance of librarians in university libraries in South East Nigeria. The study was based on correlational research design involving 100 librarians working as supervisors in the university libraries that participated in the study. The instrument for data collection was the questionnaire only, meaning that triangulation was not done; on the contrary, the use of an interview guide in the present study was enhanced, in-depth exploration of data making it richer.

Methodology

Research Design

The study employed a descriptive survey research design. The descriptive survey design was considered appropriate for the study because it facilitated data collection at one point in time. It also enabled the researcher to understand the variables under study without any manipulation (Kothari, 2010). The target population

consisted of 97 head-teachers, 97 deputy head-teachers, 4 Curriculum Support Officers (CSOs) and 1 Sub-County Director of Education (SCDE) yielded a total of 199. This, however, was a census study as all members of the population were included in the study. A likert scale questionnaire was used to gather data from both head teachers and deputy head teachers. To facilitate collection of in-depth data, interview guide was used to gather data among CSOs and the SCDE.

The questionnaire had four sections. The first section of the questionnaire addressed the general information of the head teachers, deputy head teachers and the school. The items in the section were closed-ended items, including age, sex, and years of service. Each of the subsequent sections addressed the objective of the study. Using a test-retest method, to establish the reliability of the questionnaire, a Pearson's product moment correlation coefficient of 0.773 was obtained at the set p-value of .05.

Data Collection and analysis

Data was collected by making appointments with the respondents two weeks before data collection days. On the agreed days, serialized self-administered questionnaires were delivered to the respondents and completed questionnaires collected within one week after delivery. The researchers also booked appointments with the CSOs and the SCDE to conduct interviews on scheduled dates within the data collection period.

Quantitative data from close-ended items were analyzed using descriptive statistics in the form of frequency counts, percentages, scores and mean ratings. Statistical difference between perceptions of head teachers and deputy head teachers on the personal factors influencing head teachers' job performance were determined by the use of Independent Two Samples t-test. The data was analyzed through the use of Statistical Package for Social Sciences (SPSS) Version 24, at the set 0.05 level of significance and the results presented in form of Tables. Qualitative data from interviews were transcribed and analyzed through thematic content analysis. They were paraphrased and also reported verbatim.

In the study, research ethical procedures were followed by ensuring that the respondents were informed about voluntary participation as per the consent letter and were treated with respect and dignity (Hakim, 2000). Written consent was obtained from the respondents. Information provided by the respondents was treated as confidential and their responses were respected. Anonymity was observed by serializing the questionnaires.

Results and discussions

To achieve the objective of the study, views of head teachers and deputy head teachers were sought on statements assessing the influence of head teachers' personal factors on job performance. The factors under consideration included age, gender, and level of education.

Age of Head Teacher and Job Performance

Views of head teachers and deputy head teachers were sought on statements assessing influence of age on head teachers' job performance under 5-point Likert scale rating. Their responses were analyzed and presented in table 1.

Table 1 indicates that 82 (46.6%) head teachers and deputy head teachers agreed and strongly agreed to the statement that maintenance of school physical infrastructure improves with age of head teacher, while 84 (47.7%) head teachers and deputy head teachers disagreed and strongly disagreed, with the statement.

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

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

The independent two sample t-test result indicated that age influenced performance of head teachers with significant difference, in the responses between head teachers and deputy head teachers, $t(174) = 1.573$, $p = .117$.

Since the observed P value ($\alpha = .117$) is greater than the critical p value ($p = .05$), there is enough statistical evidence that age of head teachers was significant factor in positively influencing curriculum supervision, maintenance of physical infrastructure and implementation of financial management, which are indicators of job performance.

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

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

CSO 2 supported while saying that;

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

From the sentiment of Curriculum Support Officers, age of head teacher is an important factor influencing job performance not only in isolation but when based on the fact that age of head teacher could reflect years of service, which in turn point out experiences acquired in management. Furthermore, it is noted that there is a natural tendency to easily take instruction from an older person rather than a younger one. People feel that older people have more wisdom hence older head teachers find more loyalty than younger ones who have older teachers in their staff. This finding agrees with the findings of Oyewole (2015) who found out that age was a determinant of job performance among library employees in colleges in Nigeria; the study showed that demographic factors like age are very important for an organization to achieve its goals. Similarly, a study by Bertolino, Truxillo, and Fraccaroli (2013) on how older and younger workers are perceived in terms of task and contextual performance, findings showed a significant positive correlation between age and job performance as shown over a period of time

Gender of Head Teacher and Job Performance

Views of head teachers and deputy head teachers were sought on statements assessing influence of gender on head teachers' job performance. Their responses were analyzed and presented in table 2.

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

On the issue of "gender of head teacher is not significant in management of school financial resources", 77.3 percent of head teachers and deputy head teachers admitted that gender of head teacher is not significant in management of school financial resources, whereas 17.6 percent of head teachers and deputy head teachers disagreed and only 5.1 percent of the respondents neither agreed nor disagreed to the statement.

In table 2, on the construct, "male head teachers maintain school physical infrastructure better than female head teachers", 30.1 percent of head teachers and deputy head teachers agreed to the construct while majority 59.7 percent of the head teachers and deputy head teachers disagreed and only 10.2 percent of the respondents neither disagreed nor agreed to the construct.

The t-test results analysis shows that there is a slight variation between the views of head teachers and that of the deputies. This is evident since there is marginal significant differences, $t(174) = 2.460$, $p = .015$, at .05 significant level. The variation could be attributed to human beings view gender as a social cultural point of view.

Whereas there were mix up in the comparative views of head teachers and deputy head teachers, findings from the analysis of qualitative data showed more forecast results. For instance, CSO 3 made the following observation;

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

CSO 2 supported this by saying;

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

It is apparent from the excerpts that by their very nature as heads of households, the male head teachers have divided attention that hamper their performance in school. Also, by nature of socialization, the staff sometimes finds it hard to obey female head teachers as they are looked down upon. In addition, by their own physiological makeup, the males are able to do some physically challenging work when it comes to maintaining physical infrastructure hence have results based on their personal input, but despite this, the female head teachers are found to perform better in overall. Green, Jegadeesh and Tang (2009) while studying the relationship between gender and job performance, concurred with the findings of this study that women are significantly more likely than men to be designated as “all-stars,” indicating that they outperform men in other aspects of job performance. This is also supported by Anumaka (2013) who studied influence of gender on staff or employee productivity to determine whether males and females perform significantly differently. The study established that there was a difference, however was not too insignificant to pose a significant difference between the two categories of employees.

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

Level of Education of Head Teacher and Job Performance

Views of head teachers and deputy head teachers were sought on statements assessing influence of level of education on head teachers’ job performance. The results are as in table 3.

From Table 3, it can be noted that majority (79.0%) of the respondents strongly agreed and agreed that level of education was an important factor in curriculum supervision by head teachers whereas only 15.9 percent of the respondents strongly disagreed and disagreed, and 5.1 percent of the respondents neither disagreed nor agreed to the statement. Majority of the respondents (64.8%) head teachers and deputy head teachers concurred that level of education helps head teachers to perform better in financial management, yet, 30.1 percent of head teachers and deputy head teachers held contrary opinion that “level of education helps head teachers perform better in financial management”.

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

Overall, the average mean rating for head teachers was higher (3.67) than that for the deputy head teachers (3.27) clearly indicates some variance. The t-test results analysis gave statistical evidence of, $t(174) = 2.11$, $p = .037$, in responses of head teachers and deputy head teachers, at .05 significant level. Since the observed p value ($\alpha = .015$) is smaller than the set p value (.050), there is no statistical evidence that level of education influences head teachers job performance.

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

CSO 2 asserted by saying;

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

SCDE agreed by saying;

Level of education is so critical. A functionally illiterate head will attract disrespect. A situation where somebody has P1 certificate and is providing leadership over people with degrees, there is an inherent complex, I think inferiority complex. If it's not manifested by uncertainty, it is manifested by being too extreme. So the level of education is so important.

On the other hand, CSO 1 disagreed while asserting that;

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

While the last respondent seems to disagree on pursuance of higher education, what seems clear is that basic education influences performance; however, seeking further education to degree level and above does not necessarily improve performance of head-teachers. A study by Ritcher and Schmit (2006) affirmed that both the level and type of education is important for performance based on client ratings of the performance of 50 senior management consultants engaged in 100 consulting projects. Also, Ng and Feldman (2013) showed that, in addition to positively influencing core task performance, education level is positively related to creativity and citizenship behaviors and negatively related to on-the-job substance use.

Conclusion

The analysis and interpretations of findings from the head teachers, deputy head teachers, Curriculum Support Officers and Sub County Director of Education established that selected personal factors significantly influence job performance of head teachers in public primary schools. It is clear that age of head teachers alone was not a significant factor influencing maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision. Since it is difficult to isolate age with experience, the combined effect of the two do however influence job performance.

Gender of the head teachers was also not seen as being key in influencing job performance of head teachers but it emerged from the analysis of qualitative data that the female head teachers tend to out-do their male counterparts using the same measurements of job performance indicators. On the other hand, the level of education of head teachers was significant in influencing of maintenance of school physical infrastructure, management of school finances, and effectiveness in curriculum supervision. Based on the conclusion of the study, it is recommended that the level of educational attainment of a head teacher in considering promotion of primary teachers to headship. Further, consistent on job training and good remuneration package of head teachers should be considered as a motivating factor in job performance.

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Table 1
Influence of Age on Job Performance of Head Teachers'

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

Table 2
Influence of Gender of Head Teacher on Job Performance

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

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

Table 3
Influence of Level of Education of Head Teacher on Job Performance

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

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