INFLUENCE OF MANAGERIAL SKILLS ON PERFORMANCE OF HEADS OF DEPARTMENTS IN PUBLIC SECONDARY SCHOOLS IN NAIROBI EAST DISTRICT

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DECLARATION

This research project is my original work and has not been presented for examination in any other university.

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DATE

Declaration by Supervisor

I hereby declare that this research project was carried out under my supervision

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Signature

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Approved By Departmental Chairman

This research project has been submitted for examination with my approval as the chairman of the department.

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SIGNATURE:  
DATE:  15/05/012
DEDICATION

I dedicate this to my family, colleagues, and friends.
ACKNOWLEDGEMENT

My special appreciation to my supervisor, Mr. Obere for his guidance, advice, and professionalism. I am grateful to my family and friends, for their help and support throughout. To God almighty, for fulfilling my dreams and aspirations.
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DEFINITION OF OPERATIONAL TERMS

Training In this study, training refers to the systematic development in HOD’s knowledge, skills and attitudes for effective performance of their managerial roles.

Training Needs In this study, training needs refer to the discrepancy between current training and desired training as exhibited by HOD’s.

Competencies In this study, competencies refer to the capabilities, skills, techniques, knowledge and attitudes that HOD’s of secondary schools require for them to effectively discharge their management roles.

Needs Assessment In this study, needs assessment refers to a process of identifying performance requirements and the “gap” between the performance required and what presently exists.

Head of Department In this study, head of department refers to head of a subject or head of group of subjects in secondary schools.

Departmental Management In this study, departmental management refers to the capacity to coordinate the activities and efforts of the members of the departmental towards accomplishment of common goals and objectives.

Pre-Service Training In this study, pre-service training refers to training given before one commences the job of teaching in a secondary school.

In-Service Training In this study, in service training refers to a short training given to those already in a profession with the aim of refreshing or updating participants on a subject or changes in it.
On-the-Job-experience  In this study, on the job experience refers to learning as one performs particular job, largely by trials and error, experimentation and practice.

On-the-Job training In this study, on-the-job training refers to a school based training that requires a carefully controlled and supervised apprenticeship with actual responsibilities increasing with time.

Managerial Challenges In this study, managerial challenges refer to the difficulties experienced by the manager/HOD as he/she executes the task of the job.

Technical Skills In this study, technical skills refer to understanding and being able to perform effectively the specific processes, Practices and techniques required of specific jobs in the department.

Human Relation Skills In this study, a human relation skill refers to the ability to understand the teachers and to interact effectively with them. Human relation skills enable the HOD to act both officially and humanely.

Conceptual Skills In this study, conceptual skills refer to the ability to acquire, analyze and interpret information in a logical manner. The HOD must understand both the internal and external environments in which they operate.

Public Schools In this study, public schools refer to the category of schools where teachers are employed by the Government. (TSC)

Performance Gap In this study, performance gap refers to learning needed to meet performance standards for a current task or job.
ABSTRACT

The purpose of the study was to investigate the influence of managerial skills on the performance of H.O.D's in Nairobi East public secondary schools. The study was aimed at determining the extent to which leadership skills; conceptual skills, human skills and technical skills affected performance of H.O.D's with a view to recommending solutions. The target population was all HODs in public secondary schools in Nairobi East District, Kenya. The study adopted a census survey in which data was collected by means of questionnaires and interview schedules. Data was analyzed using descriptive statistics and inferential statistics generated from Statistical Package for Social Sciences (SPSS). The study findings revealed that managerial skills such as leadership skills, human skills, conceptual skills and technical skills are important in improving performance in secondary schools. The managerial skills are not mutually exclusive thus heads of departments and other administrators in secondary schools must apply different skills for effective leadership. School administrators need to be competent in coordinating departmental activities in the school, have the ability to inspire loyalty among staff, good human relation skills and effective communication skills on matters related to their area of leadership. School administrators can improve performance of their schools through conceptual skills such as the ability to solve problems arising in the course of duty and the ability to analyze situations, determine cause of problems and cultivate good work relationships. Effective management requires good negotiation skills, good listening skills, the ability to solve conflicts and the ability to motivate staff. Effective administrators are those who effectively teach their subject of specialization, keep records of work covered regularly, keep records of schemes of work of subjects in the department and keep records of continuous assessments and external examination.
The study findings indicated that majority of HODs are not technologically updated and have not kept abreast of Educational Management Information Systems (EMIS). The study recommends continuous training of school administrators in managerial skills, effective monitoring and evaluation of implementation of policies that govern adoption of Information Communication Technology (ICT) in schools and continuous in-service training to update managerial skills. The study recommends further investigation on influence of managerial skills in other areas in Kenya, including primary schools, in order to make better generalizations.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Management skills are the various talents that managers need to perform their roles effectively. Within an organization, identifying critical managerial competencies required for effectiveness helps define what skills leaders need (Pernick, 2001).

According to Katz (1955), a skill can be defined as an ability which can be developed, not necessarily inborn, and which is manifested in performance, not merely potential. Similarly, Nahavandi (2000) defined a skill as an acquired talent that a person develops related to a specific task. Skills are necessary for successful leaders to possess, but the amount of each skill may vary depending on position within the organizational hierarchy. An individual manager, however talented, is unlikely to possess all the managerial skills that are required for the successful operation of a complex organization. Managerial skills are acquired through formal training and on-the-job exposure (Armstrong, 2000). In an organization or institution such as schools, some of these basic skills are leadership, conceptual, human and technical skills. These skills will enhance performance. The managers, that is, the headteachers and HODs require these for success in their work.

Training, whether at the management level or at the operative (Subordinate) level, is very important for improving the performance of Employees. A report on world conference on Education management for all held in Jomtein Thailand 1990 indicated that teachers especially those in management carry prime responsibility for creating an effective educational environment in school. The report noted that without the necessary skills, many educationists found themselves overwhelmed by the

In Nigeria the preparation of school managers has three patterns as follows. one year professional training given to holders of first degree in different subject disciplines leading to a Diploma in Education, a composite first degree course which concurrently incorporates education course, and then a masters degree in educational planning and administration. The serving Heads are also offered sandwich programmes to enable them upgrade their professional qualifications (Nwangu, 1991) Buker (1969) established that teachers who employed given principles of learning and had acquired formal training taught their students better.

In Kenya H.O.D. posts were established in 1988 through implementation of scheme of service for graduate teachers. Those who were qualified after the posts were advertised in 1990 were placed in job group ‘L’ and could be deployed as deputy principals in a secondary school with 9-14 classes or principals in a secondary school with 5-8 classes (Republic of Kenya, 1999). Those appointed were not trained in managerial skills which are essential for their performance. According to Gold (2000) a H.O.D. is usually someone who is in a position of curriculum leadership. This may be because of seniority of status, subject knowledge, energy, particular interpersonal or teaching skills, a clear vision about the teaching of their subjects, a strong commitment to developing subjects views of the world through the specific discipline of a particular subjects, a particular understanding of the way organizations work and ability to work within them, the ability to effect change and a combination of these and other resources.
The significance of H.O.Ds in secondary schools cannot be over emphasized. Educationists agree that H.O.D’s in schools play vital roles such as planning, consultation, evaluation of staff, teaching subject of specialization, motivating both staff and learners (D.E.S, 1979, 1983 and Republic of Kenya 1999). According to the Ministry of Education Report (1985), in most schools there exist the following departments:- Guidance and counseling, Humanities (social sciences, mathematics, science, technicals and languages provides the following as the roles of H.O.Ds: departmental management and co-ordination, Human Management. This implies there is need to train H.O.D’s.

Effectiveness of H.O.D’s like that of any other managers can be enhanced through formal training. The performance of HODs is reflected by better departmental management and coordination, better K.C.S.E results, highly motivated and committed staff and better school climate and curriculum implementation. Formal training can be acquired through pre-service and in service training programmes whereas the informal one can be acquired through experience. H.O.Ds in Kenya have been appointed right from the classroom to heading departments without being taken for any formal training such lack of training adversely affects effective management of departments and maintenance of quality and high standards of education and training (republic of Kenya, 1999). Kathryn and David (1991) in support of head teacher/department managerial training observes that it helps trainees to understand their roles and responsibilities enhances managers with better managerial decisions and improves performance. Organizations train their managers in four basic skills which are important at all administrative levels for effective and efficient performance of management roles. These skills as identified by Katz (1955) are technical skills, human management skills, leadership skills and conceptual skills.
Education institutions are on rapid expansion after the free primary education was introduced, to cope with the high number of primary school leavers. The ministry of Education (MoE) has initiated day secondary schools in many of the existing primary schools hence the TSC has continued to appoint teachers from the classroom to manage the newly established secondary schools at principal’s and HOD level. Most of the in service programs, organized by KESI, only cater for head teachers and their deputies, leaving out HODs who are also administrators. Many public secondary schools in Nairobi East District perform poorly in KCSE national exams despite having qualified teachers and a team of HODs (Bochaberi (2000) & Muraguri (2007)).

In Nairobi East District in 2010/11, the best school in KCSE was ranked position 13 and 18 respectively (KCSE Result analysis PDE’s office 2011). Nairobi East District was not an exception in the wave of strikes that rocked the country in 2008 (Daily nation newspaper, July 17, 2008).

1.2 Statement of the Problem

Many public secondary schools perform poorly in K.C.S.E National examinations despite having qualified teachers and a team of H.O.D’s (Bochaberi 2000; Muraguri 2007). These may be attributed to lack of managerial skills of both HODs and the head teachers amongst others. In recognition of the need for managerial skills the government through KESI has organized managerial skills training for heads of schools. Most of the in services programs, organized by KESI, only cater for head teachers and their deputies, leaving out HODs who are also administrators. However, the only training HODs undergo is mainly through workshops run by the Ministry of Education once in a while. This is not sufficient to overcome they face and perform their functions efficiently.
Kalai (1998) noted that, most of the school administrators contacted in his study agreed that they had not had a chance to attend in service course organized by Kenya Education Staff Institute (KESI). This was compounded by lack of professional support from the Ministry during the initial years of service.

From the reviewed literature it is evident that the functions of HOD’s go beyond those of a classroom teacher hence training of HODs is required to enable them perform their departmental roles effectively (Okumbe, 2001). There is limited literature on the influence of management skills on the performance of HODs in public schools in Kenya, yet it is a critical area that will facilitate the development of this important sector. The study will investigate the effects of managerial skills on performance of HODs in Nairobi East public secondary schools.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the influence managerial skills on performance HODs in public secondary schools in Nairobi East District.

1.3.2 Specific Objectives

The study aimed at achieving the following specific objectives.

1. To determine the extent to which management’s leadership skills influence performance of HODs.

2. To establish the extent to which management’s conceptual skills influence performance of HODs.
3. To establish the extent to which management’s human skills influence performance HODs.

4. To establish the extent to which management’s technical skills influence HODs performance.

1.4 Research Questions

The study sought to answer the following questions:-

1. To what extent do management’s leadership skills influence performance of HODs?

2. To what extent do management’s conceptual skills influence the performance of HODs?

3. To what extent do management’s human skills influence performance of HODs?

4. To what extent do management’s technical skills influence the performance of HODs

1.5 Significance of the Study

This study identified the managerial skills and their influence on the performance of HOD’s with the aim of improving their managerial competencies. The findings will also provide feedback to agencies training educational managers such as Universities, KESI, TSC, and Ministry of Education. The findings will further add to the general body of knowledge in the area of education, training, and management that will be of use to other scholars. It will also help the researcher in self reflection in matters of departmental management.
1.6 Scope and Delimitation of the Study

The study was limited to public secondary schools H.O.D’s in Nairobi East District. The findings cannot be generalized given that the study covers one out of 254 districts of the republic of Kenya. There is a need to extend this generalization to other districts or regions, differences in schools in terms of categories like National, Provincial, Districts and private schools have to be considered.

1.7 Assumption of the Study

1. The study assumed that all responses received from H.O.D’s are true reflection of their managerial skills.

2. The study assumed that all the H.O.D’s were sufficiently informed about their managerial roles and therefore in a position to adequately respond to the items in the questionnaire.

3. The study assumed that the respondents would cooperate and give truthful information concerning the managerial skills of H.O.D’s.

4. The study assumed that the respondents were interested in improving the quality of departmental management in Nairobi Public Secondary Schools.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the reviewed literature on influence of managerial skills on the performance of HODs in secondary schools. The chapter explores some sections of evaluated literature that have dealt with the subject matter of the study. This chapter helps to show what other researchers have found out on managerial skills, their findings, and their methodologies. These studies have helped the researcher to identify the knowledge gap and to justify the need to carry out research in Nairobi East public secondary schools.

2.2 Review of Empirical Studies

2.2.1 Leadership Skills

Bullock (1998) carried out a study whose objective was to find out whether the HODs in Hodson High school in Britain had leadership skills in curriculum implementation and management of their respective departments. He used semi-structured interview and observation as instruments for data collection. The study found that HODs at Hodson High school took up their posts without managerial training. The following weaknesses were identified among the HODs interviewed: That the HODs lacked major leadership skills for managing their departments. He found out that not only did they lack positive direction, but also made their departmental colleagues and through them the students of the school suffer; during interviews the HODs shared in confidence their fears, frustrations, ignorance and perceived weakness which were mostly concealed beneath the cloak of professionalism and human trait of pride. One
of the HODs stated the following during an interview session ‘the most difficult task
is handling people’. This demonstrated lack of leadership skills. The study did not
address the influence of leadership skills of HODs in Hodson High school. It only
looked at managerial competencies and challenges. The study only interviewed five
HODs, the head teacher and the teachers in the school were not interviewed in the
study.

According to European journal of social sciences; Volume 14, number 3 (2010). A
study was done on the competencies of secondary school’s HODs, and implications
for their continuous development. Questionnaires were used to collect data from
HODs in 15 secondary schools in Kuching’ division, Sarawak. Majority of HODs
were found to be lacking high skill levels in inter-personal relations and
communication skills which affected their performance negatively. The study
identified the need for further professional development (training) of HODs to
improve their performance.

Kega (2000) conducted a study on the analysis of teachers’ participation in curriculum
decision making at departmental level in Murang’a district. The purpose of the study
was to determine the levels of participation of HODs in curriculum matters. The
researcher used survey research design and applied stratified random sampling. The
study focused on ten schools out of 72 schools in the district. The sample size was too
small to be representative of all schools. The study also used only one research
instrument on all categories of respondents that is the questionnaire with twelve items.
The study found out that rarely did departmental heads convene meetings to discuss
curriculum matters. That even if they held any such meetings, they did not allow for
participatory decision-making. The study however did not address the competencies
required by HODs in undertaking the curriculum implementation roles
Effective leadership is crucial to an organization’s success. There are several common characteristics that effective organizational leaders share. Without these characteristics, initiatives and change can fail. Leaders can take many different steps to help keep projects from failing. Leaders need to be self-aware of how their actions are perceived by those they manage (Moment, 2007). Employees will sometimes mirror the behavior of managers. Aghdaei (2008) discusses about the philosophy of shadow of a leader, where the leader demonstrates the wanted behavior. Leaders should model hard work for staff. He further states that when a leader repeatedly demonstrates meaningful, positive behavior, people are motivated to follow them.

Leaders must have enthusiasm for their work so that it spreads to those whom they supervise. That involves leaders believing in the company in which they work. The ability to inspire loyalty and build relationships is a key component of leadership (Newcomb, 2005). The CEO who wants to be a true leader must be the most vivid example of the culture at work to inspire passion in the rest of the team (Hesselbein, Goldsmith, & Somerville, 2002). To get the best out of workers, leaders need to be able to motivate them (Moment, 2007). Leaders should look to all of their employees for new ideas and solutions (Hesselbein, Goldsmith, & Somerville, 2002). Leaders should also cultivate, champion, and then support new ideas and provide an environment for the development and expression of the entrepreneurial spirit (Hesselbein, Goldsmith, & Somerville, 2002). Leaders create the organizational climate to which followers react (Hrebinia, 2005).

Strategic planning is crucial to guide leadership (Choen, 2008). Leaders must make clear and specific goals and objectives, be able to communicate those, and make sure that the goals are measurable. Planning and having a strategy are important in order to
make initiatives succeed. Managers have to move ideas and initiatives to executable steps that their team can implement (Maddock & Viton, 2008). A leader has to clearly communicate what is needed (Weiss, 2000). If the employee does not understand what to do, then the initiative is set up for failure.

Effective leaders must establish a culture of accountability. Leaders need to be held accountable to the organization for results, and the employees must be accountable for their actions according to the study done by Newcomb (2005). He further recommended that the needs to be measurable goals for which everyone can be held responsible. Without clear responsibility and accountability, execution programs go nowhere (Hrebinik, 2005). Leaders also need to know how to handle and address failure. Hesselbein et al. (2002), states that failure can become the next step of learning, the beginning of another new creative idea. Failure can be a learning experience and should not necessarily be punished. Also by punishing failure, employees may be more reluctant to suggest innovative ideas for fear of failure.

In a study conducted by Hesselbein et al. (2002) leaders must organize and manage employees while staff innovation requires the organized efforts of others to work. He found out that result of not involving everyone is that increased resistance to change can appear (Dooley & O’Sullivan, 2001). Gratton and Erickson (2007), report that a team’s success or failure at collaborating reflects the philosophy of top executives in the organization. Teams do well when executives invest in supporting social relationships, and demonstrate collaborative behavior themselves. Lack of widespread company support can make initiatives fail (Strebel, 1996). Leaders need to be able to adapt to shifting circumstances and cope with those changes (Moment, 2007). Every organization needs leaders who can change as fast as market conditions do
Business needs can change rapidly and employees look to their leaders to guide them through change. Uncertainty in leaders can lead to a lack of faith by employees.

Leaders are important for promoting ethical standards and for modeling ethical behavior and promoting it to employees (Stansbury, 2009). Leaders need to be honest and accountable for their actions (Hesselbein, Goldsmith, & Somerville, 2002). They noted that for employees to practice ethical behavior, they must work in an environment where that behavior is encouraged and supported (Duncan, 2002). Professionals are expected to be truthful and stand accountable for their mistakes and in turn expect the same from their subordinates (Hesselbein, Goldsmith, & Somerville, 2002).

Employees should be treated equally. Managers should not ignore exemplary or poor behavior. Rather, effective leaders should reinforce good behavior and negatively reinforce bad behavior, and should avoid making blanket statements (Weiss, 2000). If employees see unequal treatment and do not get rewarded for their extra effort, that extra effort may disappear. Everyone should be treated the same (Weiss, 2000).

Minnis and Abebe (2005) considered the role of education in developing leadership skills. They argued that business schools needed to reframe their leadership programs with a stronger connection to business and industry environments. In particular the authors stressed that leadership programs have a greater emphasis on ethical and global perspectives (Elmuti, et al., 2005). Elmuti (2004) had earlier suggested management education should adopt further soft skills development in intra-personal and interpersonal skills to complement traditional hard skills development in business analysis to better respond to rapid technological change and impacts from
globalization. In the 1990s Conger (1993) identified the need for new approaches to developing leaders because as he saw it, much of what had been called leadership training was based on the requirements of past decades rather than future challenges. Conger has continued to be involved in the debate on management education over many years advocating a better balance between theory and practice in leadership and management development (Conger & Xin, 2000).

A key issue regarding leadership and management development has been the question of whether leadership and management can be taught. Doh (2003) presented an overview of the key arguments with regard to leadership development inclusive of the key nature versus nurture argument in leadership. This argument considered whether leaders are born with the aptitude and attitude for leadership or whether leaders can be made, that is requisite leadership skills and attitudes can be developed in the individual (Avolio, 2005; Bass, 1990; Doh, 2003; Yukl, 1994). The current position of many scholars on leadership is that both nature and nurture matter. There has been recognition by contemporary researchers that effective leaders are a result of both inherent traits and carefully developed skills (Connaughton, Lawrence & Ruben, 2003). Similarly there has been a considerable effort in leadership and management research to identify models of teachable practices that engender effective leader and manager practice. Such research has resulted in a range of leadership development models in the past decade.

Horne and Jones (2001) found eight key characteristics of leadership. The most commonly desired was inspiration, which was also seen to be the most commonly lacking. Managers rated the quality of leadership more highly if they were in organizations that have a clear and systematic approach to leadership development. There was also a positive association between leadership development and financial
turnover. Where leadership development was recognized as a priority, turnover was likely to be increasing. The primary task for a good leader was seen to be to shape organizational goals and to unlock the potential of others to achieve them. However, it was also recognized that this model of leadership was not always appropriate and in some circumstances there was a need for leaders to be strong and directive.

Leadership lies not only in the quality of the individual but also in the situation. There may be many effective styles of leadership. It follows therefore that in some cases rather than seeking to develop different leadership behaviors in people, a leader can instead be appointed to a position which suits their leadership style (Schein 1985). Organizational culture also matters. Leaders must be able to adapt to change and will be more effective in an organization where the organizational culture responds positively to change than in an organization where change is resisted (Baron, 1995).

Leadership can also be transactional or transformational. In transactional leadership, leaders use power to achieve task completion by followers (Burns 1978). In transformational leadership, the leader motivates followers and engages them in the processes of the work to be completed (Bass, 1985). There is however no single consistent definition of a successful leader arising from the literature. There are no clear answers. There is widespread belief that interventions (training and development activities) will help to develop and improve leadership within organizations. On the other hand, trait theories show that there are significant correlations between personality traits and successful leadership (Stogdill 1974, Bentz 1990). As personality traits are stable over long periods of time, this suggests that innate personality traits are an important part of leadership capability.

Other recent theories suggest that leadership is no longer a process in which leaders are individuals who have followers, in a situation in which dominance and/or
influence are the primary vehicles of leadership. Instead, leadership is seen as a social process where leadership involves coordinating efforts and moving together as a group (Drath & Palus, 1994). Whereas in the past, leaders used to direct and command, it is suggested that now they need to influence and support (Horner, 1997).

Brown M & Rutherford D. (1998) conducted a research on new challenges for heads of department in catholic secondary school in Birmingham in Manchester. As part of the study they investigated initiative and obstacles in improving teaching, learning, and achievement in their departments. The researcher used questionnaires as the only instrument for data collection. The questionnaires were mailed. This could bring about a problem of respondents copying from each other. The result showed that the HOD’s suffered a number of obstacles in improving the quality of education and to raising standards such as lack of time; lack of curriculum stability; lack of opportunities for professional development; lack of direction and vision and lack of communication between them and their senior management teams.

2.2.2 Conceptual Skills

Kega (2000) conducted a research on analysis of teacher’s participation in curriculum decision making at departmental level in secondary schools in Murang’a district. He found out that rarely did the department heads convene meetings to discuss the curriculum matters that even if they held any meetings they did not allow for participatory decision making. This can be attributed to lack of training of the HOD’s which would have equipped them with knowledge, attitudes and conceptual skills that would enable them handle their managerial roles adequately.

Conceptual skills are defined as the ability to see the organization as a whole or to have a systematic viewpoint (Mintzberg, 1973). They are further defined by Katz
Yukl (2002) viewed conceptual skills as skills that focused on ideas and concepts and are considered to be mental capabilities that allow managers to view the organization as part of a larger supra-system. They include the ability to analyze a situation and distinguish between the cause and effect. Conceptual skills are often gained through formal education, reflection, and experience (Jones & George, 2009). They are perhaps most important at top management levels where policy decisions, long-term planning, and broad scale actions are required (Hicks & Gullett, 1975; Katz, 1955).

Conceptual skills include decision-making and problem-solving (Griffith, 1990). They depend on the manager’s ability to think in the abstract. Managers need the mental capacity to understand various cause and effect relationships in the organization, grasp how all parts of the organization fit together and view the organization in a holistic manner. Decision-making is the act of choosing an alternative from among a set of alternatives. The decision making process includes recognizing and defining the nature of a decision situation, identifying alternatives, choosing the best alternative and putting it into practice (Griffin, 1990). Because activities that constitute decision-making occur within a human or social environment, the process is constantly modified by what is perceived or recognized by the decision maker as relevant. What decision makers see as relevant is determined by a combination of their history and their present situation. Thus, decision-making is a dynamic process affected by forces within both the individual decision maker and the environment (Atchison & Hill, 1978).

Managers must make different types of decisions. In general these decisions fall in one of two categories: programmed and non-programmed decisions. Programmed
decisions are those that are repetitive and routine. Managers tend to establish fixed procedures for handling those everyday decisions. Non-programmed decisions, on the other hand, are those made in complex, important, and non-routine situations, often under new and largely unfamiliar circumstances. These kinds of decisions are made less frequently than the programmed decisions. Non-programmed decision-making calls for creative problem solving (Kreitner, 1992).

In the context of management, problem solving is the conscious process of bringing the actual situation closer to the desired situation (Kreitner, 1992). Managerial problem-solving consists of a four-step sequence: i) identifying the problem – as problem finders, managers should probe for the right questions so that they identify the problem correctly and find the right answers. According to Kreitzner (1992) a problem is defined as the difference between an actual state of affairs and where one wants to be. Problem-solving is meant to close this gap; ii) Generating alternative solutions – Alternative solutions are generated after the problem and its most probable cause have been identified. This is a creative step that takes time and patience; iii) Selecting a solution – after alternatives have been generated, they should be screened for the most appealing balance of effectiveness and efficiency, in view of the relevant constraints. The problem is either solved by selecting the best possible solution or the situation is changed so that the problem no longer exists; iv) Implementing and evaluating the solution – until a particular solution has had time to prove its worth, managers can rely only on their judgment to determine its effectiveness and efficiency. If there is still a gap between the actual states of affairs and where one wants to be, another solution that was identified earlier should be considered. When a situation is ambiguous or an unprogrammed decision has to be made, creative
thinking and problem-solving is required. In the next paragraph creativity is explained.

2.2.3 Human Skills

Karker (2000) observes that any self respecting organization will offer induction training to new employees and people preparing for promotion to enhance their productivity. The changing roles of H.O.D’s as middle level managers necessitates that they be trained for instance through in service education to enable them to be effective in discharging their roles. Training of H.O.Ds will enable them to be good human managers so that they will be able to be accommodative of the individual differences in behavior of members of the department, but without sacrificing departmental objectives. The competencies required by H.O.D’s in departmental management are, a high level of communication skills/ capacity, information management skills, store keeping and filing skills and records keeping skills. In human management the competencies required are decision making, problem solving and communication skills, handling meetings motivation, leadership and team working skills, experience professional aspects of teaching and delivery systems. In teaching subjects of specialization the H.O.D needs innovation, creative and critical thinking and interactive teaching techniques.

Iravo (2004) observed that the undergraduate teachers from local universities cover only one unit in education administration (management) which is just an introductory course to administrative tasks and it takes a minimum of five years continuous post qualification experience for one to be appointed as a Head of Department. Therefore most of the knowledge learnt earlier on administration might have been forgotten.
According to Okumbe (2001) all employees regardless of their previous training, education and experience must be given further training and development because competence of employees will never last forever, due to such factors as curriculum changes, technological changes, transfers and promotions. The H.O.D may be trained on-the Job where he learns various aspects of his job while at the same time actually performing the administrative (management) tasks. On -the -job training can be done through job rotation and coaching. The H.O.D’s also need refresher off-the job training which unfortunately is not provided because K.E.S.I only trains Head teachers and their Deputies leaving out the H.O.D’s. H.O.Ds only attend workshops run by the Ministry of Education once in a while which do not offer much apart from teachers exchanging views on challenges they face in their respective schools.

Training can boost the competence of a H.O.D; however competence can be demonstrated only in a work situation by achieving certain practical results or a certain level of performance (Okumbe, 2001). He further observed that in a school situation competence yields good K.C.S.E. performance, high standards of discipline for teachers and students, good financial management, team work and achievements of objectives. Eichinger and Lombardo (2003) outline some guidelines that can be used to assess competence of the H.O.D as follows: H.O.D ought to posses the required functional and technical knowledge and level of accomplishment, demonstrates active interest and ability to enhance and apply new functional skills. Competence can be assessed by the H.O.D’s ability to plan, set clear, realistic, and measurable goals, set priorities and time frame to accomplish tasks and projects.

A study done by Okumbe (1987) in Kiambu District observed that Head teachers and H.O.D’s lacked effective training in education management and administration. Another study done by Munyasya (2008) in Machakos District established that 72%
of all school managers were not trained in management prior to their appointments while 86% had never attended any in service course, hence this creates a gap which needs to be bridged through training. T.N.A identifies the training that will successfully address any identified skills deficits. It does this by surveying the skills that employees already have and those that they need and it helps to think about the ways to deliver the right training at the right time. This supported by According to Griffin (1990), who notes that other things being equal, a manager with good interpersonal skills is more likely to be successful than a manager with poor interpersonal skills. In this section, communication, emotional intelligence, conflict management, motivation, leadership skills and delegation, will be discussed. Managers spend considerable time interacting with people, both inside and outside the organization. Human skills are needed to communicate with, understand, and motivate individuals and groups. These skills are important at all levels in the organization.

Communication can be defined as the transfer of information and understanding from one person to another person by means of meaningful symbols. It is a way of exchanging ideas, attitudes, values, opinions, and facts. It is a process that requires a sender and receiver that completes the communication link (Hellriegel & Slocum, 1989). Managers spend a large percentage of their time communicating with other people inside and outside the organization. In the organization, communication takes place on an upward, downward, and horizontal level. Communication also relates directly to the basic management functions of planning, organizing, leading, and control.

Environmental scanning, integrating planning, time horizons, and decision making all necessitate communication. Delegation, co-ordination and organizational change and
development also entail communication. It can be firmly stated that communication is an important part of all managerial activities (Griffith, 1990). It is also particularly essential during periods of transformation and change. David (1988) suggests that managers can improve their communication skills by considering the right time and place to communicate, recognizing cultural barriers and being aware of non-verbal communication such as body language. For communication to be effective, the message must be sent in such a way that the message received is as close in meaning as possible to the message intended (Griffith, 1980).

Emotional intelligence implies managing your emotions and the emotions of other people in such a manner that constructive relationships and goals are achieved. Whilst managers should ensure that effective communication exists in the workplace, they should be able to develop the correct perception of people and appreciate their diversity so that good relations exist in the workplace for the success of the organization (Schultz, Bagraim, Potgieter, Viedge & Werner, 2003). In this way, managers can be able to separate emotional behaviour from objective behaviour. The manager is able to control his feelings and these results in tolerance, which is much needed in the workplace since it is diverse in most cases. According to Werner (2003) managers with high emotional intelligence are able to motivate and manage people effectively because they are able to channel their energies towards positive behaviour and they also have good listening skills, as well as good negotiation, communication and conflict resolution skills.

According to Huse (1997) conflict is a struggle between two opposing forces because of mutually exclusive impulses, desires, and/or activities. Conflict can either be functional or dysfunctional (Plunkett & Attner, 1994). Conflict is dysfunctional when it limits the organisation’s ability to achieve its objectives. Functional conflict,
however, can support the objectives of the organisation especially when performance is low. For example, people can be motivated to improve performance by means of competition, which is then considered as functional conflict. Effective managers have a balanced view of conflict. They recognize that organizational conflict may be highly desirable and at other times destructive and therefore adopt strategies to maintain conflict at a desirable level. Given that conflict is inevitable, the effective manager recognizes that it must be managed constructively. The manager diagnoses the nature and source of conflict before deciding whether to increase or decrease its level to attain the aims, goals and objectives of the organization (Huse, 1979). If conflict has to be reduced, the manager should work for co-operative rather than competitive conflict resolution.

2.2.4 Technical Skills

Ogembo (2003) carried out a study whose objective was to identify the competencies that HODs have acquired and have put into practice the curriculum implementation. The researcher used survey research design with the questionnaire as the major instrument of data collection. A total of 18 schools were involved. In data collection the researcher used research assistants without indicating how he trained them to undertake material and document observation in the departments. The study found that most HODs (65%) did not fulfil the required standards of performance in curriculum implementation roles. The study also revealed that 63% of the HODs were not clear of their implementation roles. The results of the study showed that most of the HODs lacked the required competencies in performing their curriculum implementation roles.
Ntabo (2005) carried out a study whose objective was to evaluate professional development policies for secondary schools in Nyamira district. The purpose of the study was to examine the problems hindering professional development in the district. The researcher used qualitative research design using a critical policy analysis methodology to analyze the policy documents. This included educational commission reports, presidential working parties, development plans, sessional papers, commissions of inquiry, seminar report, ministerial statements, training sessional reports, books, and calendars. The study found out that although the ministry of education (M.O.E) has initiated professional development, factors such as poor record of reforms at the national level and lack of continuity coupled with poor quality programs and the absence of good induction programs have made it impossible for a strong professional development system in Nyamira district. This study however, did not address the problems of managerial competencies for HODs in the district.

Maranga (1977) conducted a study to develop guidelines for training supervisors in Kenya. The study was in Nyanza, Rift Valley, and Western provinces. The study had two phases; the first phase was concerned with the assessment of the needs of instructional supervisors while the second was concerned with the development of guidelines for training supervisors. The survey research design was used with the questionnaire as the major instrument of data collection. Interviews were conducted on a few respondents. The questionnaire was divided into two parts. The first part aimed at obtaining the background information on the respondents and the nature of contact supervisors make with classroom teachers. Part two was intended to identify competencies pertaining to supervisory practices in Kenya. He used stratified random sampling to select university of Nairobi professors and lecturers in the faculty of
education, and teachers from primary and Secondary schools and primary school teacher colleges in three provinces.

The findings showed that less than 50% inspectors had been exposed to school supervision, supervision of instructional and office management during their pre-service preparation. Slightly more than 50% of respondents indicated having been exposed to curriculum development, school organization and management and education administration and less than 8% of primary and secondary school teachers reported having attended some of the in-service courses. One interviewee revealed that such courses were planned and organized by the ministry of education. The study found a high discrepancy between the current and expected supervisory practices. All the desired competencies in classroom management, continuing education, evaluation, testing, research, human relations, public relations, and rural development were selected for inclusion into the guidelines for training supervisors. The results showed that supervisors in Kenya work and satisfy the needs of their employers rather than the needs of the teachers.

Technical skills are the abilities to use processes, practices, techniques, and tools of the specific area a manager supervises. Though he or she need not be an expert, the manager must have enough technical knowledge and skills to intelligently direct employees, organize tasks, communicate work groups’ needs to others, and solve problems. Technical skills are critical for first-line managers and become less important as the manager moves up in the organization (Plunkett & Attner, 1994). Here, we will look at computer skills and financial management skills as these skills are essential to all managers, irrespective of the field in which they operate. Skilful information and computer management are essential components of organizational strategy, effectiveness, and control. Because information is a strategic tool of
increasing importance, the manager needs to view information as a resource, understand the cost of information, know how to comprehend information and be familiar with the basics of information processing (Kreitner, 1992).

In the current situation, the information requirements for managing organizations are growing rapidly with time. In these circumstances, managers will understandably place a premium on having easy and quick access to high quality information required for decision-making and strategic planning activities. This means that organizations will have to pay a great deal of attention to information resource management (Wilkinson and Cave, 1990). The challenge of effective resource management is to design a system that uses a common base of data capable of delivering appropriate information to meet a range of needs in an organization.

The computer information system can be used for many operations such as staffing requirements, statistical returns, word processing, financial requirements, purchasing orders, and inventory control. Training and support programs are essential to the smooth running of this system. As the need for new information grows and the organization evolves, so too must the ways in which it gathers, processes, stores and disseminates information. The information system must be continually updated to provide what is needed. Computerized information systems perform decision support and programmed decision-making functions. Such a system allows for computer networks where information can be exchanged internally and externally electronically, programs shared and common databases accessed. Workflow automation is also possible as the process of transferring and creating documents is electronic and reduces delays caused by the manual transfer of information (Robbins, 2000).
Managers who do not foresee, read, and react to changes in the organization cannot do their jobs well. Today it is harder to stay abreast of things, due to speed at which changes occur. It is therefore important that managers develop management information systems, to ensure that the right managers get the right information at the right time. Financial control techniques and methods can be thought of as tools that help managers access how effectively they are moving toward goals. These techniques provide performance-related information that managers can compare against standards and determine actions where necessary. Although budgets are the most common means of financial control, other tools are also used. These include financial statements, ratio analysis and financial audits (Griffin, 1990).

A budget is a numerical plan for allocating resources to specific activities. They provide managers with quantitative standards against which to measure and compare resource consumption. The popularity of budgets as a financial control mechanism has increased largely in their applicability across types of organizations, and functions and levels within organizations (Robbins, 2000). Managers need to be able to read and analyze financial statements, the most common being the income statement and balance sheet, so that they can draw up recommendations for the future. Managers also need to understand what is meant by the ratio analysis outcome to the organization. They need to follow liquidity ratios, profitability ratios, debt ratio and activity ratios. The outcome of audits performed need to be analyzed by the managers and implications understood.

2.3 Summary of Reviewed Literature

In the above literature, none has addressed the Managerial skills possessed and applied by HODs in Nairobi East district since most of the studies have been done in
Britain and Singapore. The studies conducted in Kenya have only covered Kiambu, Nyamira, Murang’ a and Machakos and have not revealed the specific skills of HODs. This study hence sets out to analyze the managerial skills of HODs in Nairobi East district and make recommendations on their training programs in order to improve the HODs performance especially in line with the introduction of performance contracts in the management of public service by the Narc Government (Daily Nation, 22/3/2005).

From the reviewed literature it is evident that the functions of HOD’s go beyond those of a classroom teacher hence training of HODs is required to enable them perform their departmental roles effectively (Okumbe, 2001). However, the only training HODs undergo is mainly through workshops run by the ministry of education once in a while, this is not sufficient to enable them performing their functions efficiently. These workshops are not focused on the training needs of HOD’s but, they only remind them of their roles and do not give them the skills required to perform their duties. Any relevant training should be based on the needs of HODs (Sang, 2009).

There is limited literature on the influence of management skills on the performance of HODs in public schools in Kenya, yet it is a critical area that will facilitate the development of this important sector. There is a need to identify the training needs of HODs and also train them to enable them put up good performance. Many public secondary schools perform poorly in K.C.S.E National examinations despite having qualified teachers and a team of H.O.D’s (Bochaberi 2000; Muraguri 2007). Therefore, the study will analyze the influence of managerial skills on the performance of HOD’s in secondary schools in Nairobi East district. By and large, there is limited study on how specific managerial skills of HODs influence their performance thus this study will try to fill this gap.
2.4 Conceptual Framework

The investigation examined the skills, knowledge and attitudes (competencies) required by HODs, compared with what they actually possessed in order to identify the gap which could be bridged through training to improve performance as shown in Figure 2.1 below.

**Figure 2.1: Conceptual Framework**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Skills</strong></td>
<td>• Ability to inspire loyalty.</td>
</tr>
<tr>
<td></td>
<td>• Ability to build relationships.</td>
</tr>
<tr>
<td></td>
<td>• Ability to Communicate</td>
</tr>
<tr>
<td><strong>Conceptual Skills</strong></td>
<td>• Analysis of cause effect relationships</td>
</tr>
<tr>
<td></td>
<td>• Formulation of policies</td>
</tr>
<tr>
<td></td>
<td>• Problem solving.</td>
</tr>
<tr>
<td></td>
<td>• Decision-making</td>
</tr>
<tr>
<td><strong>Human Skills</strong></td>
<td>• Ability to motivate</td>
</tr>
<tr>
<td></td>
<td>• Conflict management</td>
</tr>
<tr>
<td></td>
<td>• Listening skills</td>
</tr>
<tr>
<td></td>
<td>• Negotiation skills</td>
</tr>
<tr>
<td><strong>Technical Skills</strong></td>
<td>• Computer skills</td>
</tr>
<tr>
<td></td>
<td>• Resource management skills</td>
</tr>
<tr>
<td></td>
<td>• Financial management skills</td>
</tr>
</tbody>
</table>

**Performance of Heads of Departments**

- Better departmental coordination
- Better K.C.S.E. results
- Highly motivated & committed staff
- Better school climate & curriculum implementation

Source: Author (2012)

Effective leadership is crucial to an organization’s success. Leaders need to be self-aware of how their actions are perceived by those they manage. This involves leaders
believing in the company in which they work. HODs with leadership skills have the ability to inspire loyalty and build relationships. Ability to communicate. Conceptual skills include decision-making and problem-solving. They depend on the manager’s ability to think in the abstract. Human skills are needed to communicate with, understand and motivate individuals and groups. These skills are important at all levels in the organization in the sense that they enable the HODs in conflict management, negotiation and listening.

Technical skills are the abilities to use processes, practices, techniques and tools of the specific area a manager supervises. Technical knowledge and skills enable HODs to intelligently direct employees, organize tasks, communicate work groups’ needs to others and solve problems. These skills include computer skills, resource management skills and financial management skills among others. Therefore, if HOD’s do not have the required skills, there will be a gap, which must be filled in order to fulfill the performance expectations. The gap can be filled through training which can be on the job or off the job. Once HOD’s have the required managerial skills at the right levels, they can easily meet the performance expectations.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the design and methodology that was employed for this study. It comprises of the target population, description of the sample and sampling procedures. The description of the research instruments, description of data collection and description of data analysis procedures that the researcher used.

3.2 Research Design

The study design was conducted using descriptive survey design. The design was the most appropriate because, according to Kothari (2008), the survey is concerned with describing, recording, analyzing, and reporting conditions that either exist or existed. The information collected was used to answer questions concerning the influence of managerial skills on performance of HODs. Mbwesa (2006) argues that descriptive survey design can be used to describe some aspect of the population such as opinions, attitudes, and beliefs hence; it was the most appropriate since the data collected from the teachers revealed the influence of managerial skills as perceived by the teachers (HODs).

3.3 Target Population

The target population for this study was 19 Principals and 95 HOD’s from all the 19 public secondary schools in Nairobi East District.
Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>HODs</td>
<td>95</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author, 2012

3.4 Sample Size

The researcher studied the whole population of 19 Principals and 95 HOD’s. A census of whole population was preferred because the population of study was small, totaling to 114 respondents. According to Mugenda & Mugenda (1999) a population of 100 or less is practicable to be studied whole. The population above is slightly more than 100. The composition of who makes up the entire population was also well known (Carroll, 2009).

3.5 Data Collection Instruments

Data for this research was collected using questionnaires for the heads of departments and interview schedules for the principals. The questionnaires had both closed ended and open ended items. The questionnaire was preferred because it allowed the collection of comparable data using same set of questionnaires than information obtained through an interview and observation method. They also assisted in the collection of information from the respondents without affecting their schedules in their jobs and answer the questions at their own free time. A distinction was made between open-ended and closed-ended questions (Mugenda & Mugenda, 1999).
Interview results from the Principals reinforced or supplemented the information given by HOD’s on questionnaires adding to reliability of data. According to Fiona (2002), one of the advantages of an open ended question when used on a semi-structured interview is that it offers an opportunity for an individual to respond with the greatest flexibility. An open ended question thus imposes few restrictions on the participant and therefore is likely to reveal each individual’s true thoughts or opinions. Although the question may lead the participant in a particular direction or suggest a specific point of view, individuals are usually free to express their own thoughts.

3.6 Instrument Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the results (Mugenda and Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The pilot study helped to improve face validity of the instruments. A pilot sample of 10 % is adequate as indicated by Mugenda and Mugenda (1999). Therefore, 2 headteachers and 8 HODs were involved in the pilot study. According to Mugenda and Mugenda (1999) content validity of an instrument is improved through experts’ judgement hence, it was done by the researcher and other experts in Educational Management. The researcher after the pilot study modified the research instruments by constructing them in line with the objectives of the study.

3.7 Instrument Reliability

Orodho (2005) and Mugenda & Mugenda (1999) concur that reliability is the degree to which a research instrument yields similar results over a number of repeated trials.
To ascertain the instrument reliability, a pilot study was conducted before the actual research took place. The questionnaires were used in the pilot study. The researcher used test-retest technique. This involved administering the same questionnaire twice to the same group of respondents after a period of two weeks.

After the administration, a correlation co-efficient was calculated to indicate the relationship between the set of scores. A correlation coefficient of about 0.8 should be considered high enough to judge the instrument as reliable for the study (Orodho, 2006). Karl Pearson’s product moment coefficient (r) at was used to determine the reliability coefficient.

The formula for determining r is given below:

\[
r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2} - (\sum x)^2 \sqrt{n\sum xy^2} - (\sum y)^2}
\]

Where \( r \) = reliability coefficient

\( n\) = number of respondents

Where, \( x \) is the score on test 1 while \( y \) is the score on test 2.

### 3.8 Data Collection Procedures

After approval of the research by the University Supervisor, a letter of introduction was obtained from the department. Copies of the letter were presented to relevant authorities including the District Education Officer (DEO) Nairobi East District who further issued a clearance letter to visit schools under the study. The researcher personally visited the sampled secondary schools and made appointment with the head teacher on administration of the instruments. On the day of questionnaire administration, the researcher was introduced to the respondents and assured them of
confidentiality. The researcher personally interviewed the Principals. The questionnaires were given to the respondents who were requested to complete them on the same day.

3.9 Data Analysis and Presentation

Data collected from the questionnaire was coded and organized so as to be processed using statistical package for social sciences (SPSS) software. The coded data was entered into the computer and SPSS software where it was developed into a database and then analyzed. The study generated both quantitative and qualitative data. All the questions were analyzed using descriptive statistics by calculating mean scores, frequencies and percentages that were presented using tables, charts, and graphs. The study used inferential statistics of multiple linear regression to measure the influence of managerial skills on the performance of H.O.D.s in public secondary schools.

The study adopted the following regression model

\[ Y = C + a_1 TS + a_2 HS + a_3 LS + a_4 CS + e \]

Where Y- Performance of HODs

C-constant

TS- Technical skills

HS- Human skills

LS-Leadership skills

CS- Conceptual skills

\( a_1, a_2, a_3 \) and \( a_4 \) are regression coefficients and \( e \) - Standard error
4.1 Introduction

This chapter presents the findings of the study whose main objective was to investigate the influence of managerial skills on performance of HODs in public secondary schools in Nairobi East District. A pilot study was carried out to determine reliability of the questionnaire and Spearman rank order correlation (r) was used to compute the correlation co-efficient to establish the degree to which there was consistency in eliciting similar response every time the questionnaire was administered. Spearman rank order correlation (r) was 0.8 which was within the acceptable range of reliability (0.6-0.9) indicating that questionnaires used were reliable. The research was conducted on a sample of 76 HODs which represent a response rate of 80%. 18 Principals participated in the study representing a response rate of 95%. The recorded response rates were sufficient for statistical reporting. Mugenda and Mugenda (1999) recommended a response rate of 50% and above as for data analysis.

4.2 Analysis of Demographic Information

The study sought to establish the demographic information of the respondents employed in the study with regards to the age, gender, designation, academic qualification and duration of working as Heads of Department. These bio data points at the respondents’ suitability in answering the questions and also looks at the employment demographics in Nairobi East District. This helps to determine whether there is gender balance.
4.2.1 Distribution of Respondents by Gender

The respondents were asked to indicate their gender and the response illustrated in figure 4.1 below.

**Figure 4.1: Gender of the respondents**

From figure 4.1, majority (62%) of the respondents were male while 38% were female. The study findings revealed that both male and female were adequately represented in the study, hence the findings will apply for both male and female H.O.D’s.

4.2.2 Academic Qualification

The respondents were requested to indicate their level of academic qualification. figure 4.2 illustrates the study findings.
The study findings in table 4.2 show that majority of the respondents (58%) were graduates in Bachelor of Education while 34% has Masters Degrees and 8% had Bachelor of Science degree plus Post Graduate Diploma in Education. The study indicate that majority of HODs are qualified hence knowledgeable on the influence of managerial skills on performance of school administrators/ HODs.

4.2.3 Duration of Service as HOD.

The respondents were asked to indicate the duration of time they had worked as HOD in secondary schools. The study findings are illustrated in the figure 4.3 below.
The study finding in figure 4.3 above indicate that majority (42%) of the respondents had been operating for a period between 12 and 14 years. The study findings indicate than majority of the HODs had been operating for periods long enough to be conversant with the influence managerial skills has on performance of school administrators.

4.3 Management’s leadership skills of HODs

In order to assess management’s leadership skills of HODs, the respondents were requested to indicate their level of agreement on the following statements about competency of HODs. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 – I don’t know 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table 4.1 below.
The statements with mean close to 1 were rated as strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. From the study findings in table 4.3 above, majority of the respondents agreed that heads of department have good human relation skills (M=4.293), heads of department are competent in coordinating departmental activities in the school (M=4.264), heads of department have the ability to inspire loyalty among staff (M=4.129), heads of department have good human relation skills (M=4.043), heads of department have got effective communication skills on departmental matters (M=4.036). The study findings reveals that majority of heads of department have good leadership skills.
4.4 Management’s conceptual skills of HODs

The respondents were requested to indicate their level of agreement on the following statements in relation to management’s conceptual skills of HODs. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table 4.2 below.

Table 4.2: Management’s conceptual skills of HODs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of department have adequate problem solving skills</td>
<td>4.017</td>
<td>0.2274</td>
</tr>
<tr>
<td>Heads of department frequently call departmental meetings to discuss curriculum matters and formulation of policies</td>
<td>3.786</td>
<td>0.1501</td>
</tr>
<tr>
<td>Heads of department have the ability to analyze situations and determine cause and effect relationships</td>
<td>3.923</td>
<td>0.0179</td>
</tr>
<tr>
<td>Heads of department have the ability to solve problems arising in the course of duty.</td>
<td>4.064</td>
<td>0.3148</td>
</tr>
</tbody>
</table>

From the study findings in table 4.2 above, majority of the respondents agreed that heads of department have adequate problem solving skills (M=4.017), heads of department have the ability to solve problems arising in the course of duty (M=4.064), heads of department have the ability to analyze situations and determine cause and affect relationships (M=3.923), and heads of department frequently call departmental
meetings to discuss curriculum matters and formulation of policies (M=3.786). The study findings indicate that majority of heads of department possess good management’s conceptual skills.

4.5 Management’s human skills of HODs

The respondents were requested to indicate their level of agreement on leadership statements regarding management’s human skills of HODs and the findings are illustrated in table 4.3 below.

Table 4.3: Management’s human skills of HODs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of department have high capacity for negotiation</td>
<td>4.234</td>
<td>0.2245</td>
</tr>
<tr>
<td>Heads of department have the ability to motivate their staff</td>
<td>3.881</td>
<td>0.4641</td>
</tr>
<tr>
<td>Heads of department have the ability to solve conflicts</td>
<td>4.054</td>
<td>0.3893</td>
</tr>
<tr>
<td>Heads of department have good listening skills</td>
<td>4.169</td>
<td>0.3138</td>
</tr>
</tbody>
</table>

Majority of the respondents agreed that heads of department have high capacity for negotiation (M=4.234), heads of department have good listening skills (M=4.169), heads of department have the ability to solve conflicts (M=4.054) and heads of department have the ability to motivate their staff (M=3.881). The study findings indicate that majority of heads of department have good management’s human skills.

4.6 Management’s technical skills of HODs

The study established the level of respondents’ agreement with the following statements on management’s technical skills of HODs. The responses were rated on a
five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table 4.4.

**Table 4.4: management’s technical skills of HODs**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of department have adequate skills to induct new teachers in their department</td>
<td>4.012</td>
<td>0.6458</td>
</tr>
<tr>
<td>Heads of department have kept abreast of educational management information systems (EMIS)</td>
<td>2.446</td>
<td>0.9652</td>
</tr>
<tr>
<td>Heads of department keep records of work covered regularly.</td>
<td>4.134</td>
<td>0.1245</td>
</tr>
<tr>
<td>Heads of department keep records of schemes of work of subjects in the department</td>
<td>4.033</td>
<td>0.2104</td>
</tr>
<tr>
<td>Heads of department keep records of continuous assessments and external examination</td>
<td>4.029</td>
<td>0.8624</td>
</tr>
<tr>
<td>Heads of department supervise subject teaching in their departments regularly</td>
<td>3.868</td>
<td>0.3021</td>
</tr>
<tr>
<td>Heads of department have got stores and text book inventories which are up to date</td>
<td>3.632</td>
<td>0.9254</td>
</tr>
<tr>
<td>Heads of department are good time managers</td>
<td>4.061</td>
<td>0.1963</td>
</tr>
</tbody>
</table>
Heads of department effectively teach their subject of specialization | 4.235 | 0.4687
Heads of department recommend for the purchases of textbooks, learning equipment and such related things with a properly drawn budget and present to it to the head teacher for approval | 4.136 | 0.3548

From the study findings in table 4.4, majority of the respondents agreed that heads of department effectively teach their subject of specialization (M=4.235), heads of department recommend for the purchases of textbooks, learning equipment and such related things with a properly drawn budget and present to it to the head teacher for approval (M=4.136), heads of department keep records of work covered regularly (M=4.134), heads of department are good time managers (M=4.061), heads of department keep records of continuous assessments and external examination (M=4.029), heads of department have adequate skills to induct new teachers in their department (M=4.012) heads of department keep records of schemes of work of subjects in the department (M=4.033), heads of department supervise subject teaching in their departments regularly (M=3.868) and heads of department have got stores and text book inventories which are up to date (M=3.632). However, majority of the respondents disagreed to the statement that heads of department have kept abreast of educational management information systems (M=2.446)
4.7 Performance of head of departments (HODs)

4.7.1 Performance in KCSE examinations

The head of departments were requested to indicate Kenya Certificate of secondary education performance (KCSE) performance in various subjects. In the previous three years. The study findings are illustrated in table 4.5 below.

Table 4.5: Performance in KCSE examinations

<table>
<thead>
<tr>
<th>Department</th>
<th>MEAN GRADE</th>
<th>Average for the 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>2009 2010 2011</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Geography</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>C.R.E</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Departmental Mean Grade</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Biology</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Departmental Mean Grade</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>TECHNICAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home science</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Business education</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Agriculture</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Departmental Mean Grade</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>
From the study findings in table above, there was a good performance in the department of humanities (Mean Grade A) and technical (Mean Grade B). The study findings revealed average performances in the departments of mathematics, sciences and languages (Mean Grade C).

It can be observed that since H.O.D’s had a high level of education and managerial skills, it contributed to average to good performance in K.C.S.E. However, gender did not influence performance in any way.
4.7.2 Performances in Curriculum activities and school climate

The respondents were requested to indicate their level of agreement to the following statements in relation to school performances in curriculum activities and school climate. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, and 5 - Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in the table below.

Table 4.6: Performances in Curriculum activities and school climate

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching activities are carried out as required</td>
<td>4.093</td>
<td>0.5231</td>
</tr>
<tr>
<td>There are subject related clubs</td>
<td>3.931</td>
<td>0.5037</td>
</tr>
<tr>
<td>Schools participate in drama</td>
<td>3.657</td>
<td>0.5163</td>
</tr>
<tr>
<td>There is team work and team spirit in the department</td>
<td>4.193</td>
<td>0.6124</td>
</tr>
<tr>
<td>The working conditions are conducive</td>
<td>3.836</td>
<td>0.5964</td>
</tr>
</tbody>
</table>

From the study findings in table 4.6, majority of the respondents agreed that there is team work and team spirit in the department (M=4.193), teaching activities are carried out as required (M=4.093), there are subject related clubs (M=3.931), the working conditions are conducive (M=3.836) and schools participate in drama (M=3.657). The study findings reveal that performances in curriculum activities and school climate were good.
4.7.3 Motivation and commitment of staffs

In order to determine employee motivation, the head of departments were requested to indicate the number of transfers in their departments in the previous three years. The percentage of teachers transferred relative to the number of teachers in the department was calculated and results illustrated in table 4.7 below.

Table 4.7: Teachers turnover in sampled schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of teachers transferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>12</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
</tr>
</tbody>
</table>

The study findings in table 4.7 above indicate that turnover of teachers was low as indicated by 10%, 12% and 15% of teachers transferred in the year 2009, 2010 and 2011 respectively. This indicated that teachers in various departments were committed to stay.

The respondents were further requested to indicate the extent to which they agree with the following statements in table 4.8 regarding motivation and commitment of staffs.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in the department are punctual in coming to school</td>
<td>3.774</td>
<td>0.4556</td>
</tr>
<tr>
<td>Teachers are punctual in attending classes</td>
<td>3.965</td>
<td>0.4658</td>
</tr>
<tr>
<td>Teachers meet deadlines in setting, submitting and marking exams</td>
<td>4.098</td>
<td>0.3986</td>
</tr>
<tr>
<td>Teachers continually improve the subject grades</td>
<td>3.812</td>
<td>0.5120</td>
</tr>
</tbody>
</table>

Majority of the respondents agreed that teachers met deadlines in setting, submitting and marking exams (M=4.098), teachers are punctual in attending classes (M=3.965), teachers continually improve the subject grades (M=3.812) and teachers in the department are punctual in coming to school (M=3.774)

### 4.7.4 Departmental coordination

The respondents were requested to rate the departmental coordination on a five point Likert scale on which 1 =not at all, 2=less frequent, 3=I don’t know, 4=frequent and 5=very frequent. The mean and standard deviations were computed and are illustrated in the table below.
Table 4.9: Departmental coordination

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding departmental meetings</td>
<td>4.124</td>
<td>0.2124</td>
</tr>
<tr>
<td>Analysis of departmental results</td>
<td>4.054</td>
<td>0.2351</td>
</tr>
<tr>
<td>Updating records of work</td>
<td>4.148</td>
<td>0.2984</td>
</tr>
<tr>
<td>Inter teaching by different teachers</td>
<td>2.123</td>
<td>0.4578</td>
</tr>
</tbody>
</table>

Majority of the respondents indicated that schools frequently update records of work (M=4.148), hold departmental meetings (M=4.124) and analyze departmental results (M=4.054). However, majority of the respondents indicated that there is a low frequency of inter teaching by different teachers (M=2.123).

4.7.5 Analysis of interview from the principals

The study utilized an interview guide from the principals to establish the competence of the HODs on the for study objective variables. The study established that majority of the respondent agreed that heads of department effectively teach their subject of specialization (M=4.235), heads of department recommend for the purchases of textbooks, learning equipment and such related things with a properly drawn budget and present to it to the head teacher for approval (M=4.136), heads of department keep records of work covered regularly (M=4.134), heads of department are good
time managers (M=4.061), heads of department keep records of continuous assessments and external examination (M=4.029), heads of department have adequate skills to induct new teachers in their department (M=4.012) heads of department keep records of schemes of work of subjects in the department (M=4.033), heads of department supervise subject teaching in their departments regularly (M=3.868) and heads of department have got stores and text book inventories which are up to date (M=3.632).

4.8 Inferential Statistics

This section presents a discussion of the results of inferential statistics. Correlation analysis was used measure the strength of the relationship between the independent variables i.e. the relationship between leadership skills, conceptual skills, human skills and technical skills. Regression analysis established the relative significance of each of the variables on performance HODs.

4.8.1 Correlation Analysis

The Pearson product-moment correlation coefficient (or Pearson correlation coefficient for short) is a measure of the strength of a linear association between two variables and is denoted by $r$. The Pearson correlation coefficient, $r$, can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association, that is, as the value of one variable increases so does the value of the other variable. A value less than 0 indicates a negative association, that is, as the value of one variable increases the value of the other variable decreases.
Table 4.10 Correlation coefficient

<table>
<thead>
<tr>
<th></th>
<th>Leadership skills</th>
<th>Conceptual skills</th>
<th>Human skills</th>
<th>Technical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership skills</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual skills</td>
<td>0.8345</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human skills</td>
<td>0.8507</td>
<td>0.8679</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technical skills</td>
<td>0.7612</td>
<td>0.8163</td>
<td>0.7568</td>
<td>1</td>
</tr>
</tbody>
</table>

The study in table 4.10 indicated that all the predictor variables were shown to have a positive association between them at a significant level of 0.05 and hence included in the analysis. There was strong positive relationship between conceptual skills and human skills (correlation coefficient 0.8679), leadership skills and human skills (correlation coefficient 0.8507), leadership skills and conceptual skills (correlation coefficient 0.8345), technical skills and conceptual skills (correlation coefficient 0.8163) leadership skills and technical skills (correlation coefficient 0.7612) and between human skills and technical skills (correlation coefficient 0.7568).

4.8.2 Regression Analysis

The following are the results of regression analysis.
### Table 4.11: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$0.403^a$</td>
<td>0.142</td>
<td>-0.061</td>
<td>0.42127</td>
</tr>
</tbody>
</table>

Predictors: (Constant), leadership skills, conceptual skills, human skills and technical skills

Dependent Variable: performance of HODs

Analysis in table above shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R square equals 0.142, that is, leadership skills, conceptual skills, human skills and technical skills explain the variance in performance of HODs.

The Analysis of Variance (ANOVA) was used to check how well the model fits the data. The results are presented in table 4.12.

### Table 4.12: ANOVA (Analysis of Variance)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1.045</td>
<td>3</td>
<td>.123</td>
<td>.678</td>
<td>.000^a</td>
</tr>
<tr>
<td>Residual</td>
<td>5.102</td>
<td>28</td>
<td>.177</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5.628</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Predictors: (Constant), leadership skills, conceptual skills, human skills and technical skills

Dependent Variable: performance of HODs

The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). Since the significance value of the F statistic is small (0.000 smaller than say 0.05) then the predictors variables leadership skills, conceptual skills, human skills and technical skills explain the variation in the dependent variable which is performance of HODs. Consequently, we accept the Hypothesis that all the population values for the regression coefficients are not 0. Contrary, if the significance value of F was larger than 0.05 then the independent variables would not explain the variation in the dependent variable, and the null hypothesis that all the population values for the regression coefficients are 0 should have been accepted.

The regression output of most interest is the following table of coefficients and associated output:

| Model | Unstandardized | Standardized | | | |
|-------|---------------|--------------|---|---|
|       | B             | Std. Error   | Beta | t | Sig. |
| 1     | (Constant)    | 0.903        | 0.123 | 7.367 | 0.000 |
|       | Leadership skills | 0.056    | 0.028 | 0.158 | 2.021 | 0.045 |
|       | Human skills (HS) | 0.034   | 0.027 | 0.101 | 1.157 | 0.210 |
|       | Technical skills (TS) | 0.036 | 0.030 | 0.105 | 1.194 | 0.234 |
Table 4.13: Regression Coefficients results

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized</th>
<th>Standardized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unstandardized</td>
<td>Standardized</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.903</td>
<td>0.123</td>
</tr>
<tr>
<td>Conceptual</td>
<td>0.047</td>
<td>0.028</td>
</tr>
<tr>
<td>(CS)</td>
<td>0.036</td>
<td>0.056</td>
</tr>
<tr>
<td></td>
<td>0.034</td>
<td>0.147</td>
</tr>
<tr>
<td></td>
<td>0.056</td>
<td>0.047</td>
</tr>
<tr>
<td></td>
<td>0.123</td>
<td>7.367</td>
</tr>
<tr>
<td></td>
<td>0.093</td>
<td>0.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: performance of HODs

From the Regression results in table above, the multiple linear regression model finally appear as

\[ Y = 0.903 + 0.036 \text{TS} + 0.034 \text{HS} + 0.056 \text{LS} + 0.047 \text{CS} + 0.123 \]

The multiple linear regression model indicates that all the independent variables have positive coefficient. The regression results above reveal that there is a positive relationship between dependent variable (performance of HODs) and independent variables (Leadership skills, Conceptual skills, Human skills and Technical skills). From the findings, one unit change in technical skill results in 0.036 units increase in performance of HODs. One unit change in Human skills, Leadership skills and Conceptual skills cause 0.034, 0.056 and 0.047 changes in performance of HODs.

The t statistics helps in determining the relative importance of each variable in the model. As a guide regarding useful predictors, we look for t values well below -0.5 or above +0.5. In this case, the most important variable was leadership skills followed by conceptual skills, technical skills and human skills respectively.
4.9 Discussion of the findings

This chapter presents the discussion of the study whose main objective was to determine the extent to which management's leadership skills, conceptual skills, human skills and technical skills influence performance of HODs.

4.9.1 Management's leadership and performance of HODs

The study established a positive relationship between Leadership skills and performance of HODs (regression coefficient 0.056). The Pearson product-moment correlation coefficient was used to measure of the strength of a linear association between the independents variables. From correlation results There was strong positive relationship between leadership skills and human skills (correlation coefficient 0.8507), leadership skills and conceptual skills (correlation coefficient 0.8345) and between leadership skills and technical skills (correlation coefficient 0.7612).

The study also established that heads of department have good human relation skills. According to Moment (2007) effective leadership is crucial to an organization's success. He argued that employees sometimes mirror the behavior of managers hence the importance good leadership. The study established that heads of department are competent in coordinating departmental activities in the school, have the ability to inspire loyalty among staff, good human relation skills and effective communication skills on departmental matters. These findings are in tandem with argument by Newcomb, (2005) who posit that the ability to inspire loyalty and build relationships is a key component of leadership. Leaders must have enthusiasm for their work so that it spreads to those whom they supervise. That involves leaders believing in the company in which they work. Hesselbein, Goldsmith, & Somerville (2002) also
argued that leaders should also cultivate, champion, and then support new ideas and provide an environment for the development and expression of the entrepreneurial spirit.

4.9.2 Management's conceptual skills and performance of HODs

A positive relationship was established between conceptual skills and performance of HODs (regression coefficient 0.047). The correlation results revealed a strong positive relationship between conceptual skills and human skills (correlation coefficient 0.8679), conceptual skills and leadership skills (correlation coefficient 0.8345) and between conceptual skills and technical skills (correlation coefficient 0.8163).

The study findings revealed that heads of department have the ability to solve problems arising in the course of duty and the ability to analyze situations, determine cause, and affect relationships. Heads of department frequently call departmental meetings to discuss curriculum matters and formulation of policies. The study findings indicate that majority of heads of department possess good management's conceptual skills. According to Yukl (2002) conceptual skills focus on ideas and concepts and are considered to be mental capabilities that allow managers to view the organization as part of a larger supra-system. Conceptual skills are very important at top management levels where policy decisions, long-term planning, and broad scale actions are required (Hicks & Gullett, 1975). HODs need the mental capacity to understand various cause and effect relationships in the organization grasp how all parts of the organization fit together and view the organization in a holistic manner.

4.9.3 Management's human skills and performance of HODs

The regression analysis revealed a positive relationship was established between human skills and performance of HODs (regression coefficient 0.034). The Pearson
product-moment correlation coefficient was used to measure of the strength of a linear association between the independents variables and the results revealed a strong positive relationship between human skills and conceptual skills (correlation coefficient 0.8679), human skills and leadership skills (correlation coefficient 0.8507) and between human skills and technical skills (correlation coefficient 0.7568).

The study found that heads of department have high capacity for negotiation, good listening skills, the ability to solve conflicts and the ability to motivate their staff. The study findings indicate that majority of heads of department have good management’s human skills. Leadership skills can be enhanced through training which, according to Karker (2000), enhance productivity. The need for training has also been emphasized by Okumbe (2001) who argued that all employees regardless of their previous training, education and experience must be given further training and development because competence of employees will never last forever, due to such factors as curriculum changes, technological changes, transfers and promotions. The H.O.D are trained on-the Job where he learns various aspects of his job while at the same time actually performing the administrative (management) tasks. On -the -job training is done through job rotation and coaching.

4.9.4 Management’s technical skills and performance of HODs

The study established that there is a positive relationship between technical skills and performance of HODs (regression coefficient 0.036). The results of correlation analysis revealed a strong positive relationship between technical skills and conceptual skills (correlation coefficient 0.8163), technical skills and leadership skills (correlation coefficient 0.7612) and between technical skills and human skills (correlation coefficient 0.7568).
From the study findings, heads of department effectively teach their subject of specialization, keep records of work covered regularly, keep records of schemes of work of subjects in the department and keep records of continuous assessments and external examination. The study also established that heads of department are good time managers, have adequate skills to induct new teachers in their department and supervise subject teaching in their departments regularly. The study found that majority of HODs have technical skills which according to Attner (1994) are critical for managers.

However, the study established that heads of department do not keep abreast of Educational Management Information Systems (EMIS). This may be attributed to what Ntabo (2005) termed as poor record of reforms at the national level and lack of continuity coupled with poor quality programs and the absence of good induction programs which hinders strong professional development systems.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary, conclusions and recommendations of the study in line with the objectives that was to determine the extent to which management’s leadership skills, conceptual skills, human skills and technical skills influence performance of HODs.

5.1 Summary

The study established a positive relationship between leadership skills and performance of HODs. There is a strong positive relationship between leadership skills and human skills, conceptual skills and technical skills. Heads of department have good human relation skills. The departmental heads are competent in coordinating departmental activities in the school, have the ability to inspire loyalty among staff, good human relation skills and effective communication skills on departmental matters.

The study found a positive relationship between conceptual skills and performance of HODs. Besides, there was a strong positive relationship between conceptual skills and human skills, leadership skills and technical skills. The study established that majority of heads of department possess good management’s conceptual skills. The heads of department have the ability to solve problems arising in the course of duty and the ability to analyze situations, determine cause, and affect relationships. Departmental meeting are frequently held to discuss curriculum matters and formulation of policies.
A positive relationship was established between human skills and performance of HODs. Similarly, there was a strong positive relationship between human skills and conceptual skills, leadership skills and technical skills. The study findings revealed that majority of heads of department have good management’s human skills. The heads of department have high capacity for negotiation, good listening skills, the ability to solve conflicts and the ability to motivate their staff.

The study established a positive relationship between technical skills and performance of HODs. In addition, a strong positive relationship exists between technical skills and conceptual skills, leadership skills and human skills. The studies found that majority of HODs have technical skills. The findings revealed that heads of department effectively teach their subject of specialization, keep records of work covered regularly, keep records of schemes of work of subjects in the department and keep records of continuous assessments and external examination. The study also established that heads of department are good time managers, have adequate skills to induct new teachers in their department and supervise subject teaching in their departments regularly. However, the study established that heads of department do not keep abreast of Educational Management Information Systems (EMIS).

5.2 Conclusion

The study concludes that managerial skills are important in improving performance of secondary schools. Managerial skills such as leadership skills, human skills, conceptual skills and technical skills are important for successful administration of secondary schools. The managerial skills are not mutually exclusive thus head of departments and other administrators in secondary schools must apply different the skills for effective leadership. With regard to leadership skills, the study concludes
that school administrators need to be competent in coordinating departmental activities in the school, have the ability to inspire loyalty among staff, good human relation skills and effective communication skills on matters related to their area of leadership.

School administrator can improve performance of their schools through conceptual skills such as the ability to solve problems arising in the course of duty and the ability to analyze situations, determine cause of problems and cultivate good work relationships. The study also concludes that human skills are necessary in achieving good performance in secondary schools. Effective leadership requires good negotiation skills, good listening skills, the ability to solve conflicts and the ability to motivate their staff.

The study draws a conclusion that technical skills are important component of effective leadership in schools for good performance. Effective administrators are those who effectively teach their subject of specialization, keep records of work covered regularly, keep records of schemes of work of subjects in the department and keep records of continuous assessments and external examination. Schol administrators must be good time managers, have adequate skills to induct new teachers in their department and supervise subject teaching in their departments regularly. The study however, concludes that majority of school administrators are not technologically updated. This is supported by the study finding which indicated that heads of department do not keep abreast of Educational Management Information Systems (EMIS).
The study recommends continuous training of school administrators in managerial skills. This will ensure that managers are fully informed of various managerial skills necessary for improved performance. Training enables school administrators to adjust to the changing academic environment. Training enables school leaders to exchange views on issues affecting schools and come up with ways of dealing with challenges in school management.

The study recommends effective monitoring and evaluation of implementation of policies that govern adoption of Information Communication Technology (ICT) in schools. Information systems are very important in enhancing effectiveness of school management. The study established that heads of department have not kept abreast of Educational Management Information Systems (EMIS). This calls for review of the ICT policies for schools in order to ensure that all stakeholders are fully involved in the implementation process.

The study recommends participative leadership which encourages all stakeholders in education to fully participate in organizational activities. Participative form of leadership enables managers to gain deeper insight into issues affecting their schools by listening to different perspectives from stakeholders. Participative leadership also enables leaders to communicate organizational vision, mission and objectives thus improving performance in schools.
5.4 Recommendation for further research

Considering all the limitations and delimitations, the study recommends the following:

1. A similar extensive study to be carried out in another area (rural) so as to establish its ability for generalization to all secondary schools in the country.

2. A similar study to be carried out in primary schools to determine whether administrators in primary schools require managerial skills to improve performance.

3. Another study to be carried out to determine why sciences and languages perform poorly despite having qualified H.O.D's.
REFERENCES


UNESCO (1990) *Education for all World Conference*. Paris; UNESCO.
APPENDIX I: RESEARCH QUESTIONNAIRE FOR THE HODs

Kenyatta University
Faculty of Business
Department of M.B.A

Dear Sir/Madam

I am a post graduate student at the above institution partaking an MBA (HR option). I am carrying out a study on “implications of managerial skills on Performance of H.O.Ds in Nairobi Secondary Schools.”

I request you to fill this questionnaire to help me achieve my research objectives. All the information will be treated as confidential and will only be used for research purposes.

Thank you

Yours sincerely

Margaret Ruguru Nguu

SECTION A: DEMOGRAPHIC DATA

Instructions:

Please read and answer the questions by putting a tick within the brackets in front of your response to the question. Some questions require answers to be written down in the space provided.

1. Please indicate your gender
   a) Male [ ]
   b) Female [ ]

2. Please indicate your academic qualifications from the options below
   a) Diploma in Education [ ]
   b) Bachelor of Education [ ]
   c) BA plus PGDE [ ]
   d) BSC plus PGDE [ ]
e) Masters degree [ ]

f) Any other (please specify)

3. How long have you been in the teaching profession?

Less than three years [ ]
3-5 years [ ]
6-8 years [ ]
9-11 years [ ]
12-14 years [ ]
Over 15 years [ ]

4. How many years did you serve as an Assistant teacher before being appointed as Head of Department?

Below 1yr [ ]
1-4yrs [ ]
5-9yrs [ ]
10-14yrs [ ]
15+ yrs [ ]

5. Please indicate the department you are heading in your school

Mathematics [ ]
Languages [ ]
Sciences [ ]
Humanities [ ]
Technical & Applied subjects [ ]
Any other (please specify)

6. For how long have you been Head of Department?

1-3 yrs [ ]
SECTION B: KNOWLEDGE, SKILLS, ATTITUDES AND VALUES OF H.O.D'S

14. How would you rate yourself as a H.O.D?

Very competent [ ]
Competent [ ]
Below average [ ]
Average [ ]
I need a lot of help [ ]
I wish somebody else could handle it. [ ]

What would you say of your knowledge, skills and attitude in department management and coordination?

Excellent [ ]
Very competent [ ]
Competent [ ]
Fairly competent [ ]
Below average [ ]
Poor [ ]

What would you say of your knowledge, skills and attitude in Human management and coordination?

Excellent [ ]
Very competent [ ]
Competent [ ]
What would you say of your knowledge, skills, and attitude in teaching subjects of specialization?

Excellent
Very competent
Competent
Fairly competent
Below average
Poor

SECTION C: COMPETENCIES OF HODs

The following are statements about your competency as the head of department in your school. Please tick (✓) as appropriate using the following terms:

Strongly agree (1)
Agree (2)
I don’t know (3)
Disagree (4)
Strongly disagree (5)

<table>
<thead>
<tr>
<th>Leadership Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have good human relation skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have got effective communication skills on departmental matters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am competent in coordinating departmental activities in the school</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I have the ability to inspire loyalty among staff</td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Skills</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
I have adequate problem solving skills

I frequently call departmental meetings to discuss curriculum matters and formulation of policies

I have the ability to analyze situations and determine cause and effect relationships

I have the ability to solve problems arising in the course of duty.

**Human Skills**

I have high capacity for negotiation

I have the ability to motivate their staff

I have the ability to solve conflicts

I have good listening skills

**Technical Skills**

I have adequate skills to induct new teachers in their department

I have kept abreast of educational management information systems (EMIS)

I keep records of work covered regularly.

I keep records of schemes of work of subjects in the department

I keep records of continuous assessments and external examination

I supervise subject teaching in their departments regularly

I have got stores and text book inventories which are up to date

I am good time manager

I effectively teach my subject of specialization

I recommend for the purchases of textbooks, learning equipment and such related things with a properly drawn budget and present to it to the head teacher for approval
SECTION D: PERFORMANCE OF HODs

1. Indicate the grades scored in K.C.S.E. in your department.

K.C.S.E. RESULTS

<table>
<thead>
<tr>
<th>KEY</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70-100</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
</tr>
<tr>
<td>E</td>
<td>Below 39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>MEAN GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>1. HISTORY</td>
<td></td>
</tr>
<tr>
<td>2. GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>3. C.R.E</td>
<td></td>
</tr>
<tr>
<td>MATHS</td>
<td></td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
</tr>
<tr>
<td>1. PHYSICS</td>
<td></td>
</tr>
<tr>
<td>2. CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>3. BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>TECHNICAL</td>
<td></td>
</tr>
<tr>
<td>1. HOMESCIENCE</td>
<td></td>
</tr>
<tr>
<td>2. BUSINESS EDUCATION</td>
<td></td>
</tr>
<tr>
<td>3. AGRICULTURE</td>
<td></td>
</tr>
<tr>
<td>LANGUAGES</td>
<td></td>
</tr>
</tbody>
</table>
2. Curriculum Activities and School Climate

Please rate the effectiveness of implementation of the following activities by ticking as Appropriate; strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD)

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching activities are carried out as required</td>
<td></td>
</tr>
<tr>
<td>There are subject related clubs</td>
<td></td>
</tr>
<tr>
<td>School participates in games and sports</td>
<td></td>
</tr>
<tr>
<td>School participates in drama</td>
<td></td>
</tr>
<tr>
<td>Tests and exams are administered regularly</td>
<td></td>
</tr>
<tr>
<td>There is team work and team spirit in the department</td>
<td></td>
</tr>
<tr>
<td>The working conditions are conducive</td>
<td></td>
</tr>
</tbody>
</table>
3. MOTIVATION AND COMMITMENT OF STAFF

i) Indicate the number of transfers in your department as appropriate.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in the department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers in the department</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii) Indicate as appropriate; Strongly Agree (SA), Agree (A), I don’t know (□), Disagree (4) and Strongly Disagree (SD)

Teachers in the department are punctual in coming to school (□)
Teachers are punctual in attending classes (□)
Teachers meet deadlines in setting, submitting and marking exams (□)
Teachers continuously improve the subject grades (□)

4. DEPARTMENTAL CO-ORDINATION

Choose the statement that best describes departmental co-ordination activities

Very frequent (1)
Frequent (2)
I don’t know (3)
Less frequent (4)
Not at all (5)

<table>
<thead>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Hold department meetings</td>
<td></td>
<td></td>
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<tr>
<td>Analyze departmental results</td>
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<td>-------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Updating record of work covered book</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Inter teaching by different teachers</td>
<td></td>
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</tbody>
</table>

Thank you for your cooperation
APPENDIX II: INTERVIEW GUIDE

Kenyatta University
Faculty of Business
Department of M.B.A

Dear Sir/ Madam,

RE: INTERVIEW GUIDE FOR PRINCIPALS

I am a post graduate student at the above institution. I’m carrying out a research on Implication of managerial skills on the Performance of H.O.D’s in Nairobi Secondary schools.

I will greatly appreciate your support in this exercise. The information you give will provide crucial knowledge about the training needs of Heads of Department. I would like to assure you that all the information provided will be confidential and will only be used for research purposes.

Thank you.

Yours sincerely

Margaret Ruguru Nguu.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male [ ]
Female [ ]

2. What is the category of the school you are heading?

Boy’s secondary school [ ]
Girls’ secondary school [ ]
Mixed boarding secondary school [ ]
Mixed day secondary school [ ]

3. How many Heads of Department does the school have in the following categories?

TSC confirmed HOD’s [ ]
Head teacher / BOG appointed [ ]

4. How long have you been the head in this school?
Below 2 years [ ]
2 to 4 years [ ]
5 to 7 years [ ]
8 to 10 years [ ]
Over 10 years [ ]

SECTION B: COMPETENCIES OF HODs

The following are competency statements about heads of department in your school. Please tick (✓) as appropriate using the following terms:

| Strongly agree | (1) |
| Agree | (2) |
| I don’t know | (3) |
| Disagree | (4) |
| Strongly disagree | (5) |

<table>
<thead>
<tr>
<th>Leadership Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Heads of department have good human relation skills</td>
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<tr>
<td>Heads of department have got effective communication skills on departmental matters</td>
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<tr>
<td>Heads of department are competent in coordinating departmental activities in the school</td>
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<tr>
<td>Heads of department have the ability to inspire loyalty among staff</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of department have adequate problem solving skills</td>
<td></td>
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</tr>
<tr>
<td>Heads of department frequently call departmental meetings to discuss curriculum matters and formulation of policies</td>
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<tr>
<td>Heads of department have the ability to analyze situations and determine cause and effect relationships</td>
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<tr>
<td>Heads of department have the ability to solve problems arising in the course of duty.</td>
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<tr>
<td>Human Skills</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Heads of department have high capacity for negotiation</td>
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<tr>
<td>Heads of department have the ability to motivate their staff</td>
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<td></td>
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<tr>
<td>Heads of department have the ability to solve conflicts</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Heads of department have good listening skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of department have adequate skills to induct new teachers in their department</td>
</tr>
<tr>
<td>Heads of department have kept abreast of educational management information systems (EMIS)</td>
</tr>
<tr>
<td>Heads of department keep records of work covered regularly.</td>
</tr>
<tr>
<td>Heads of department keep records of schemes of work of subjects in the department</td>
</tr>
<tr>
<td>Heads of department keep records of continuous assessments and external examination</td>
</tr>
<tr>
<td>Heads of department supervise subject teaching in their departments regularly</td>
</tr>
<tr>
<td>Heads of department have got stores and text book inventories which are up to date</td>
</tr>
<tr>
<td>Heads of department are good time managers</td>
</tr>
<tr>
<td>Heads of department effectively teach their subject of specialization</td>
</tr>
<tr>
<td>Heads of department recommend for the purchases of textbooks, learning equipment and such related things with a properly drawn budget and present to it to the head teacher for approval</td>
</tr>
</tbody>
</table>

Thank you for your cooperation
## APPENDIX III: TIME SCHEDULE

<table>
<thead>
<tr>
<th>Activities</th>
<th>Month</th>
<th>Duration (in weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of study concept</td>
<td>October 2011</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Development of proposal</td>
<td>Nov – Dec. 2011</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Submission of proposal and</td>
<td>Feb. 2012</td>
<td>4 weeks</td>
</tr>
<tr>
<td>presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td>March 2012</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Submission of the project</td>
<td>April 2012</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Total</td>
<td>6 months</td>
<td>24 weeks</td>
</tr>
</tbody>
</table>
## APPENDIX IV: FINANCIAL BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing proposal</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Proposal copies</td>
<td>6 copies</td>
<td>7,000</td>
</tr>
<tr>
<td>Binding</td>
<td>6 copies</td>
<td>1,200</td>
</tr>
<tr>
<td>Flash disk</td>
<td>1 No. plus 2 backup</td>
<td>3,000</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>114 copies</td>
<td>4,000</td>
</tr>
<tr>
<td>Report</td>
<td>1 copy</td>
<td>1,500</td>
</tr>
<tr>
<td>Computer time</td>
<td>180 hrs</td>
<td>20,000</td>
</tr>
<tr>
<td>Duplicate copies of report</td>
<td>4 copies</td>
<td>1,500</td>
</tr>
<tr>
<td>Travel and entertain</td>
<td></td>
<td>25,000</td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>78,200</strong></td>
</tr>
</tbody>
</table>
APPENDIX V: LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI EAST DISTRICT

1. Buru buru Girls
2. Huruma Girls
3. Our Lady of Mercy, South B
4. Ofafa Jericho
5. Aquinas high school
6. The Komarock school
7. Muhuri Muchiri
8. Ruai Girls
9. Embakasi Garrison
10. Utawala
11. St. anne’s Jogoo road
12. Highway Boys
13. St. Patrick’s
14. Jogoo road Girls
15. Dandora High
16. Peter Kibukosya
17. Mwangaza
18. Drumvale
19. Embakasi Girls