

**FACTORS INFLUENCING PERFORMANCE OF TEACHERS IN
MANAGERIAL POSITIONS IN PUBLIC SECONDARY SCHOOLS IN MERU
COUNTY, KENYA**

BY

PATRICIA KARIMI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS
IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF
NAIROBI**

DECLARATION

I declare that this research project is my original work and has not been submitted for a degree in any other university or college for examination or academic purposes.

Signature:**Date:**.....

Patricia Karimi

L50/70376/2008

This research project has been submitted for examination with my approval as the University Supervisor.

Signed..... **Date**

Amos K. Gitonga

Lecturer

University of Nairobi

DEDICATION

To my late father and my loving mother who instilled in me the spirit of hard work and discipline as growing child .God bless you abundantly and am proud of you.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisor Amos Gitonga who helped me realize my vision for this project. I wish to mention his great guidance and patience in perusing and criticizing various drafts of this study.

Special thanks to my immediate family members, for encouraging me especially when i felt discouraged. God bless you all.

TABLE OF CONTENT

DECLARATION..... Error! Bookmark not defined.

DEDICATION..... 2

ACKNOWLEDGEMENT..... 4

TABLE OF CONTENT..... 5

LIST OF TABLES 9

LIST OF FIGURES 10

ABSTRACT..... 11

CHAPTER ONE 12

INTRODUCTION..... 12

 1.1 Background to the Study 12

 1.2 Statement of the Problem 13

 1.3 Purpose of the Study 14

 1.4 Objectives of the Study 14

 1.5 Research Questions 15

 1.6 Significance of the study **Error! Bookmark not defined.**

 1.7 Delimitation of the Study 16

 1.8 Limitations of the Study 16

 1.9 Basic Assumptions of the Study 16

 1.10 Definition of Significant Terms Used In the Study 16

 1.11 Organization of the Study 17

CHAPTER TWO 18

LITERATURE REVIEW 18

 2.1 Introduction 18

 2.2 Training of Teachers in Secondary Schools..... 18

 2.3 Leadership Traits and Managerial Performance of Teachers..... 18

2.4 Empowerment and Managerial Performance of Teachers	22
2.5 Resources and Managerial Performance of Teachers	24
2.6 Managerial Performance of Teachers	27
2.7 Empirical Review	30
2.8 Theoretical Review	32
2.8.1 Human Capital Theory	34
2.8.2 Reinforcement Theory	34
2.8.3 Expectancy Theory	35
2.9 Conceptual Framework	35
2.10 Summary and Research Gaps.....	37
CHAPTER THREE	40
RESEARCH METHODOLOGY	40
3.1 Introduction	40
3.2 Research Design.....	40
3.3 Target Population	40
3.4 Sampling Technique and Sample Size.....	41
3.5 Data Collection Methods.....	41
3.6 Data collection Procedures.....	42
3.7 Validity of the Instruments.....	42
3.8 Reliability of the Instruments.....	43
3.9 Data Analysis and Presentation.....	43
3.10 Ethical Considerations.....	44
3.13 Operationalization of Variables	45
CHAPTER FOUR.....	47
DATA ANALYSIS, INTERPRETATION AND PRESENTATION	47
4.1 Introduction	47
4.2 Response Rate	47

4.3 Data Reliability	47
4.4 Demographic Information	48
4.4.1 Gender	48
4.4.2 Age Bracket	48
4.4.3 Level of Education.....	49
4.5 Factors Influencing Performance of Teachers in Managerial Positions	49
4.5.1 The Role of Empowerment.....	49
4.5.2 The Role of Leadership Trait.....	52
4.5.3 The Role of Managerial Training	54
4.5.4 The Role of Resources.....	55
4.5.5 Managerial Performance.....	56
4.6 Regression Analysis	57
4.6.1 Model Summary	58
4.6.2 Analysis of Variance	58
4.6.3 Regression Coefficients	58
CHAPTER FIVE	60
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	60
5.1 Introduction	60
5.2 Summary	60
5.2.1 The Role of Empowerment.....	60
5.2.2 The Role of Leadership Trait.....	60
5.2.3 The Role of Managerial Training	61
5.2.4 The Role of Resources.....	61
5.3 Discussion of findings.....	62
5.3.1 The Role of Empowerment.....	62
5.3.2 The Role of Leadership Trait.....	63
5.3.3 The Role of Managerial Training	64

5.3.4 The Role of Resources.....	65
5.4 Conclusion.....	65
5.4.1 The Role of Empowerment.....	65
5.4.2 The Role of Leadership Trait.....	66
5.2.3 The Role of Managerial Training	66
5.2.4 The Role of Resources.....	67
5.5 Recommendations	67
5.6 Recommendations for Further Studies.....	68
REFERENCES.....	68
APPENDICES	74
Appendix I: Letter of Introduction to the Respondents.....	74
Appendix II: Questionnaire	76
Appendix III: Table For Determining Sample Size From A Given Population.....	83
Appendix IV: Research Work Plan.....	Error! Bookmark not defined.
Appendix V: Research Budget.....	Error! Bookmark not defined.

LIST OF TABLES

Table 3. 1: Target Population.....	41
Table 3. 2: Sample Size	41
Table 3.3: Operationalization of variables.....	45
Table 4. 1: Summary of Cronbach Alpha Reliability coefficients.....	47
Table 4. 2: Gender.....	48
Table 4. 3: Age Bracket	48
Table 4. 4: Level of Education.....	49
Table 4. 5: Extent of Agreement with Various Statements on Empowerment Effect	49
Table 4. 6: Extent of Agreement with Various Statements on Role of Leadership Trait.....	52
Table 4. 7: Extent of Agreement with Various Statements on Role of Training Effect	54
Table 4. 8: Extent of Agreement with Various Statements on Resources Effect	55
Table 4. 9: Effectiveness of Teachers in Management	56
Table 4. 10: Model Summary	58
Table 4. 11: Analysis of Variance.....	58
Table 4. 12: Regression coefficients	58

LIST OF FIGURES

Figure 2. 1: Conceptual Framework	37
---	----

ABSTRACT

The importance of training and development of teachers cannot be neglected for it enhances productivity and efficiency in management of secondary school's institutions through value additions to performances. The education policy makers need to embrace the training and development needs of the teachers with the seriousness it deserves as exposure, training and experience is a comprehensive system approach that works horizontally across an organization involving all departments and employees and extending backwards and forward to include all the stakeholders. The main purpose of this study was to establish the determinants of managerial performance of teachers in public Secondary Schools in Kenya with a case study of Public secondary schools in Meru County. Descriptive survey was adopted to study a target population of 624 respondents. The study sampled 136 respondents using proportionate stratified random sampling technique. Questionnaires were used as the data collection instrument. The data was then analysed through descriptive statistics and regression analysis was used to obtain a measure of degree of correlation that exists between the study variables. The data was presented using frequency tables. The findings revealed that the school gives teachers a chance to be leaders through weekly duties at the school, that respondents were allowed to instigate major actions in decision making and that the management of the school have put in place feedback systems that handle effectively queries and challenges. The study shows that the school management share power with followers rather than exercise power over followers, that the school management are value driven and committed to the creation of learning communities, that the school administration create organisational conditions in which employees can develop their own leadership capabilities and that whenever they deliver quality services are appraised and given a commendation letter to that effect. The study assessed the role of management training and empowerment and concluded that they positively and significantly influence performance of teachers in public secondary schools in Meru County. The study identified the effect of leadership traits and concluded that it positively and significantly affects performance of teachers in public secondary schools in Meru County. The study further established the effects of empowerment and concluded that it affects managerial performance of teachers in Public secondary schools in Meru County positively. The study identified the effect of leadership traits and concluded that it positively and significantly affects performance of teachers in public secondary schools in Meru County. The study further established the effects of empowerment and concluded that it affects managerial performance of teachers in Public secondary schools in Meru County positively. The study recommends that the principals should enrol for leadership training to upgrade their leadership skills and avoid leading the schools on trial and error basis. The study recommends that the government through the ministry of education should conduct regular evaluation on how principals' leadership role in school management. This will help in identifying the emerging leadership needs and appropriate measures will be implemented. The study recommends that the government through the ministry of education should conduct regular leadership training for the head teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Deployment of teachers has been carried out gradually by the Teachers' Service Commission and it's done in a systematic and organized manner through interviews and subsequent promotion from one job group to another. Deployment in this study means assignment of managerial duties and responsibilities within an institution or from one institution to another with more powers in special reference to teachers, hence the deployment to Heads of Department, Deputy Principals or deployment to be a head of institutions. This can be horizontal or vertical within the same organization or to different organization altogether. Therefore, due to the change to managerial positions the teachers need to have the basic managerial skills so as to be enable them handle the managerial challenges forthwith (Lisa 2014).

The concern of the study is to establish whether the teachers who are deployed to managerial positions have the basic managerial skills to run the organizations and make a comparative study with the performance of the teachers who have the basic skills in management. According to Lawler (2003), performance is accomplished through all the stakeholders in an organization who are being committed to achieving results, have a passion for quality service and make decisions based on performance data. Performance is a customer oriented processes, an organization climate which supports continuous improvements towards perfection and quality management functions. According to Okumbe (2014), client satisfaction or dissatisfaction is based on the degree to which output meets specifications of perceived quality. Satisfaction comes from everyone working for the organization and mainly dependent on top management.

There has been serious need to train and expose educational administrators to continue in development in professional activities. Ndung'u (2014) aimed at analyzing the managerial skills gaps or newly appointed head teachers in public secondary schools in Kiambaa Division, Kiambu Sub-county. The objectives the study aimed at achieving included need for financial management skills for the newly appointed head teachers, their students management skills needs, staff management skills needs, co-curriculum organization skills needs which require this newly appointed headteachers to undergo in-service training. The

study sampled 22 head teachers out of whom 18 filled and returned the questionnaires. The data was analysed and reported using frequencies and percentages. The study likewise found that there was an aptitudes crevice for the recently designated head instructors on co-appointment of co-curricular exercises. The head instructors recommended that there was have to consolidate the learners in arranging the courses offered by KESI. The investigation presumed that there was have to prepare the recently selected head instructors on money related administration. Understudy administration and designation of obligations to instructors. The investigation likewise presumes that there was have to include the student head instructors in arranging of the courses to be offered amid the KESI in-benefit programs.

1.2 Statement of the Problem

The position of a manager in the present day involves a lot of responsibility and stress (Nickols, 2012). Managers today are expected to produce results irrespective of whether the situation are in favour of them are not. Managers need to think of solutions for the various challenges that crop up every now and then. Challenges like limited budget, reassignment of staff, reorganization of units, withdrawal of finance, lack of availability of resources and government policies keep cropping up every now and then.

The importance of training and development of teachers cannot be neglected for it enhances productivity and efficiency in management of secondary school's institutions through value additions to performances. The education policy makers need to embrace the training and development needs of the teachers with the seriousness it deserves as exposure, training and experience to all the stakeholders (Sen &Saxena, 2009).

Ndabise (2009) argues that an immediate relationship exists between the nature of school offices, instructing and learning materials, showing staff and the training procedure. The above will in the long run decide the instructional projects and execution of the school. Rono (2014) stated that financial mismanagement includes abnormal state authorities and government officials, and appropriation of back, may pull in theft of assets by instruction officers at various levels of the organization chain of importance: focal, provincial, nearby and school lever. Be that as it may, this could be because of the reality the instructors didn't know about their parts as relating to class organization and monetary administration. Further, Ndung'u (2014) watched that there is requirement for in-benefit preparing with a specific end goal to empower school headteachers to incorporate' new learning and oblige changes in the administration of establishments in order to make them important to the general public. The

investigation uncovered that enhanced administration of school couldn't be acknowledged without tending to the issue of absence of assets, mentality and preservation assessment.

Nationally there has been a trend to appoint senior administrative officers irrespective of their preparedness for such jobs, sometimes with disastrous results. A study by Ngware (2013) shows that the schools with well written down strategic plans rarely implements them. Such a problem can be alleviated by use of proper training techniques of all the stakeholders and training then can become an annual event to the organization that hopes to achieve the set organizational objective. It is imperative to note that most of the literature reviewed in Kenya, (Government of Kenya, 2012; Galabawa, 2003) seems to be limited and mostly view performance in secondary school in terms of quality of the inputs, notably the quality of the learners, teachers' qualification and their enthusiasm to work and perform physical and financial resources. This therefore needs to fill the gap of the determinants of managerial performance of teachers in public Secondary Schools in Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish the determinants of managerial performance of teachers in public Secondary Schools in Kenya with a case study of Public secondary schools in Meru County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To assess how management training influence managerial performance of teachers in Public secondary schools in Meru County.
- ii. To identify how leadership traits influence managerial performance of teachers in Public secondary schools in Meru County.
- iii. To establish how empowerment, influence managerial performance of teachers in Public secondary schools in Meru County.
- iv. To investigate how resources, influence managerial performance of teachers in Public secondary schools in Meru County.

1.5 Research Questions

The research study was guided by the following research questions:

- i. How does management training influence managerial performance of teachers in management of Public secondary schools in Meru County?
- ii. To what extent do leadership traits influence managerial performance of teachers in Public secondary schools in Meru County?
- iii. To what extent does empowerment influence managerial performance of teachers in Public secondary schools in Meru County?
- iv. To what extent do resources influence managerial performance of teachers in Public secondary schools in Meru County?

1.6 Significance of the Study

This study is on the determinants of managerial performance of teachers in public Secondary Schools in Kenya. Administrators are realizing more and more that empowering teachers requires more than providing opportunities to act to achieve school goals. Participation in decision making may not increase teachers' power to improve schools. Faculty empowerment is a critical component to improve managerial achievement conditioned by collective competence levels of the teachers involved.

The findings of the study will benefit the government in ensuring that the teachers who are deployed to managerial positions have the basic managerial skills for effective management of the institutions they are entrusted in. The lack of training for teacher managers at all levels is concerning. Bennell and Akyeampong (2014) found that out of 12 countries studied only one country provided training that is of good quality and is provided to all education managers. Bad practice from previous untrained managers is therefore replicated and embedded in an endless cycle that will never be broken until comprehensive management training is provided for all education managers.

The teachers' training colleges will get to know the areas in which much emphasis should be put in so as to ensure that the teachers in managerial positions have the right quality and applicable skills. The individual teachers who will be going for interviews for promotions to management levels will be aware of the expectations from the government, the teaching and non-teaching staff and as well as the employer who is the Teachers Service Commission. This will help the T.S.C. in identifying the managerial gap and work towards bridging the gap. The T.S.C. will be able to assess the implications of different teachers' policy choices on staff supply and innovation improvement strategies.

1.7 Delimitation of the Study

This study was on the determinants of managerial performance of teachers in public Secondary Schools in Kenya. Specifically, the study was conducted in Public secondary schools in Meru County. Data was collected from the Principals, Deputy principals and the HODs.

1.8 Limitations of the Study

The respondents targeted in this study were reluctant in giving information fearing that the information being sought was used to intimidate them or print a negative image about them. The researcher hoped to handle this by carrying an introduction letter from the University to assure them that the information they gave was treated with confidentiality and was used purely for academic purposes.

The other limitations that the study was based in Meru County and the study didn't include more counties owing to the amount of time and resources available. This study therefore suffered from generalizability of the results if the performance of teachers in public Secondary Schools was significantly different from those in Meru County.

In addition, the findings of this study were limited to the extent to which the respondents were willing to provide accurate, objective and reliable information. The researcher checked for consistency and tested the reliability of the data collected.

1.9 Basic Assumptions of the Study

The study was based on the assumptions that the principals and deputy principals whether consciously or unconsciously practiced managerial skills with or without the basic training in the relevant skills and to some extent are expected to perform. Thirdly the study was based on the basic assumptions that the principals and the teachers in managerial positions were able to identify management skills practised in their schools and that the responses were a true reflection of situations of their schools.

1.10 Definition of Significant Terms Used In the Study

Empowerment – This implies giving power or ability to perform. The term is used to refer to the idea of giving the needed resources to enable a person or employee perform task effectively (Somech, 2014).

Leadership: According to Mbambo (2009), is the overall ability to take the right steps and leading others towards accomplishing a goal or set of objectives.

Managerial performance - Armstrong and Baron (2009) define managerial performance as a process contributing to the efficient administration of people and teams in order to reach high levels of performance in an organization. In other words, performance management should be strategic and integrated.

Skills they are talents or abilities to carry out a task or deliver on a given duty. Skills vary from one person to another but through training, they are reinforced.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one contains the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions of the study and the organization of the study. Chapter two is the literature review and the chapter will also present a theoretical and conceptual framework showing the variables and the various indicators. Chapter three outlines the research methodology which will be used in the study and includes research design, target population, sample size and sampling techniques, sample size, sampling techniques, research instruments, questionnaires, validity of the instruments, reliability of the instruments, and finally piloting of the research instruments. The study will also present the Operationalization of variables table. Chapter four shall present analysis, presentation and interpretation of data while chapter five will entail summary of findings, discussions of findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will assist the researcher to explore on the research study that needs urgent solving by use of unique approaches. In addition, the researcher will assess the present situation, previous and the expectations to come from the sources such as publications, reports, books, journals and the internet. These facilitate the provision of intensive information, which make the study reach a successful end.

2.2 Managerial Training of Teachers and managerial performance

Despite the fact that a few people are directors and other individuals are pioneers, numerous people as of now rehearse both authority and administration aptitudes in their lives. Hedge keeps up that on account of abberations in training, it is indispensable to outfit principals with a 'toolbox' of aptitudes and the information "to know which methodologies ought to be connected in various circumstances (Dodd, 2014) which are mandatory to organization. The "instruments" in the 'toolbox' that Bush alludes to, is that both initiative and administration aptitudes be given keeping in mind the end goal to prepare the vital to runs his/her school effectively.

Preparing is an arranged procedure to alter states of mind, information or aptitude conduct through learning knowledge to accomplish viable execution in a movement or scope of exercises, as characterized in the glossary of preparing terms (Burnes, 2010). The accentuation is on arranged process and successful execution. Preparing likewise alludes to the techniques used to direct new or present workers on the abilities they have to play out their occupation. It may hence mean demonstrating to a workman best practices to work his new machine, another salesperson how to offer his organizations items, or another administrator how to meet and evaluate representatives (Maeroff, 2012). Preparing and advancement in this way involves a purposely arranged process that is conveyed in a methodical manner and went for achieving successful execution. The execution of any association is reliant on the nature of its workforce. The general view is that preparation and advancement prompts enhanced representatives execution and that associations ought to along these lines put resources into preparing and improvement.

Preparing and advancement of principals is suggested as one of the methods for taking care of issues on execution of educators openly auxiliary schools. This will empower educators to get the right stuff, information and qualities (Oduro, 2010) to run schools in an expert and successful way to guarantee great instructing and learning hones.

Kayiwa (2011) did an examination to build up the connection between administration preparing of head instructors and school execution in auxiliary schools in Mubende locale, Uganda. Spellbinding correlational research configuration was utilized. Six schools out of 32 were chosen and the specimen size of head instructors, educators and understudies pioneers was 287 out of 302 target populace. Both meeting and poll were utilized to accumulate information. Information was gathered on the autonomous variable - preparing, and four ward factors - instructor administration, instructional authority, school teach and scholarly execution, and it was examined utilizing clear measurements, specifically, frequencies, rate, and mean. Discoveries demonstrate that 83.3% of the tested head instructors were over 40 years old. 66.7% were graduates and 33.3% had experts, 67.3 % took administration and administration courses at college. 66.7% of the head instructors went to an acceptance course and 83.3% had gone to no less than one authority short course. 83.3% had taken an interest in 10 or more workshops and classes. 56% had more than 8 years of experience as head educators. The examination demonstrated great execution of head instructors separated from scholastics. Chi-square and relapse examination were utilized to decide the relationship of preparing and execution and the discoveries demonstrate that there is no critical connection between head educators' preparation and optional school execution in Mubende, since $P = 0.228$ more noteworthy than 0.05, suggesting that there are different variables that incredibly influence execution. Be that as it may, the four factors were discovered critical to execution of schools, in light of the fact that the p - esteem was under 0.05 ($P=0.000$ under 0.05/0.01 and Head educators' preparation shared 33.5 % of its inconstancy to execution of schools, since P esteem was (0.000), not as much as the level of importance 0.05. The examination reasoned that dominant part of the head instructors were all around prepared and had considerable experience. Their execution was great separated from scholarly which requires additionally inquire about. Notwithstanding, since lacking preparing of head educators diminished school execution, though administration preparing contributed 33.5% to class execution, the investigation suggests that. The Ministry of Education and Sports ought to stress and advance useful initiative for school heads. Head Teachers ought to want for

consistent inclining to be all around outfitted with authority information and abilities. Instructors ought to guarantee quality educating to enhance scholastic execution. Scientists ought to research promote on the variables in charge of the poor scholastic execution of auxiliary schools in Mubende District, for example, nature of understudies enlisted.

There is a connection amongst preparing and advancement and execution in optional schools. This is on the grounds that, preparation allows the make a beeline for take a gander at the occupation, it persuades them and furthermore it displayed somenew thoughts and methodologies. Along these lines, it can prompt accomplishment of the objectives and destinations of instruction which incorporates enhanced learning results (Master Plan on Education and Training, 1997-2010). The Koech (2014) Reports underscore that; preparation of principals will realize quality and bring principles of training up in Kenya.

Jimenez (2009) express that school administration has turned out to be more perplexing as curricular requests have developed, parental, government desires and interest for more prominent school adequacy have been raised (p. 41). Elmore (2011) concur that expanding open desires of schools and their pioneers and the responsibility requests, likewise makes it unavoidable that principals and trying principals should feel that they have a privilege to fitting preparing and support (p. 3). Principals in Kenya are not all around arranged to manage difficulties and issues emerging from Kenya's ethnic assorted variety. Information and critical thinking aptitudes are not inborn, yet rather learnt through preparing and improvement. Boddy (2012) emphasize the significance of preparing and improvement saying that in managing an extensive variety of issues, and overseeing associations with a wide range of gatherings inside and outside the school, principals should have the capacity to approach an ensuing store of ability and experience, to recognize answers for what are regularly mind boggling issues.

Most research and writing on authority preparing and advancement is generally in light of the created world. Odden and Kelley (2014) contend that, hypotheses of instructive preparing exchanged from America and received in African research and preparing establishments may not work due to the national and social contrasts between these two settings which are

extremely one of a kind in themselves. Onyeachu (2013) expand that; this is because of various political, social, and expert settings and presumes that thus "what functions admirably in one nation may not succeed somewhere else. The particular information and guideline abilities are being raised through preparing that is progressed efficiently by the each leading group of instruction in light of the individual educator's life arrange.

William Hartman, creator of School District Budgeting (2014), characterizes instruction planning as a working apparatus for the effective operation of states and nearby school regions, and as a huge chance to design the mission, enhance their operations, and accomplish their training destinations. All things considered, the planning procedure enables different levels of government to settle on better budgetary and program choices, enhance operations, and upgrade relations with subjects and different partners.

There are different sorts of planning utilized as a part of Schools, for example, Line-thing planning. Stroh (2011) characterize line-thing, or customary, planning as a method in which line things, or objects of consumptions for instance work force, supplies, legally binding administrations, and capital outlays—are the concentration of examination, approval, and control. Capacity/question planning is spending around the fundamental elements of the framework, for example, direction, understudy bolster, operations, organization, and transportation. What's more, capacities are subdivided (case into rudimentary direction, secondary school operations), while the question being acquired (illustration basic course readings, secondary school cleaning hardware) is additionally determined. Work force administrations or pay rates and advantages might be taken care of by work; that is, for instructional, support, or plant upkeep staff, for instance.

While these general classes, protests, and procedures are by and large the same for instruction planning the nation over, a key endeavor has likewise been made to decide the best and effective employments of assets. These endeavors have prompted such advancements as zero-based, program-arranging, and site-based planning, which endeavor to be more mission-driven and constituent-accommodating than conventional sorts of planning in instruction.

Zero-based planning (ZBB) has been prominent in the 1960s, ZBB started with the suspicion that the educational system begins yearly with a fresh start. In this manner, each capacity, program, and office needs to legitimize its consumptions every year, relating all expenses to framework objectives and goals to evade periodic spending. Since such a large number of costs, for example, tenured educators' pay rates and advantages, are settled crosswise over

yearly spending plans, and in light of the fact that the projects are so mind boggling, zero-based planning turns out to be more an activity than a viable reality. As Buchner (2014) clarifies, ZBB strengths examinations of and decisions among projects and exercises that are regularly hard to look at satisfactorily. Moreover, most projects are not up for gets on a yearly premise, since, for instance, schools can't take out their primary school classes, making such a prerequisite hard to legitimize

2.3 Leadership Traits and Managerial Performance of Teachers

Authority consolidates the achievement of the undertaking, which is the hierarchical prerequisite and the fulfillment of representatives, which is the human asset necessity (Okumbe, 2012). Aiping (2014) fights that, without a legitimate authority style, compelling execution can't be acknowledged in schools. Headteachers vary in the styles they use to do every one of these errands. Ngure (2013) express that a few pioneers utilize a totalitarian administration style; some utilization a majority rule style, while others utilize the free enterprise initiative style. Boleslaw (2009) trusts that authority styles are the same number of as identity sorts that exist.

Shrubbery & Middlewood (2009) contend that, Effective "administration" is similarly as imperative as visionary initiative if instructive associations are to be fruitful. In this way, for a man to wind up plainly a pioneer or a director he/she should have every one of the aptitudes and information of authority and administration. In a participative school, the vast majority of the obligations of the foremost are assigned to the staff and at the most minimal conceivable level, and not as indicated by any progressive structure. Copland keeps up that "participative initiative can possibly facilitate the weight on the vital" on the grounds that power and duties are shared among the working gathering (Bush, 2003, p.79). Thus, Bush (2014) proposes that an association of such nature makes an open type of administration where representatives have a solid basic leadership part. In this hypothesis, workers are propelled to contribute by the administrator who effectively looks for a solid agreeable association with his/her representatives.

A school which hones participative administration builds profitability, enhances cooperation and teach, and lessens costs, as a result of the great air that exists among the staff. As per Branch (2014, p. 6), participative administration "builds administration and item quality and empowering "higher profitability and yield". Be that as it may, many looks into debate these

discoveries as there is no ebb and flow investigated inquire about which uncovers such results of expanded yield (Somech, 2014).

Appointment is otherwise called the dispersion of obligations to subordinates in an association. So when you are assigning obligations, you are additionally decentralizing, appropriating and decaying energy to your associates. Stoner, et al., characterize appointment as "the task to someone else of formal specialist (honest to goodness power) and responsibility for doing particular exercises (Choi, 2014). In schools, designation is one of the key spurring factors for development if specialists are conveyed all through the authoritative structure and whatever remains of staff individuals.

Instructor initiative is the procedure by which educators, separately or all in all; impact their partners, principals, and different individuals from the school groups to enhance educating and learning hones with the point of expanded students learning and accomplishment. Such group authority work includes three deliberate advancements for instance: singular improvement, joint effort or group improvement, and authoritative advancement.

The likelihood of educator authority in any school is needy upon whether the head and the senior administration group inside the school surrenders energy to instructors and the degree to which educators acknowledge the impact of associates who have been assigned as pioneers in a specific zone. All together for instructor authority to end up plainly installed, heads will subsequently need to end up 'pioneers of pioneers' endeavoring to build up a relationship of trust with staff, and empowering initiative and self-governance all through the school.

To produce and support instructor administration with respect to transformational initiative in administration of auxiliary schools will require: Empowerment and consolation of educators to wind up pioneers and to give chances to educators build up their authority abilities. Time to be put aside for educators initiative work, including time for proficient improvement and community oriented work, arranging together, building instructor systems, and heads of various divisions leading assessments to see if the smooth administration of the school is kept up.

In the present investigation, we make the speculation that the effect of the central's transformational initiative on instructors' administrative capabilities can likewise be intervened by culture quality, since the fortification of the standard attachment by the chief's transformational authority brings up in bunch peculiarity and makes recognizable proof and sense of duty regarding the gathering simpler (Branch, 2014).

There is have to present new rules for guaranteeing the more successful arrangement and utilization of instructors sending to administrative positions including extended multi-review educating, educators prepared in school administration courses, and working crosswise over more than one school. Present quickened advancement for school head instructors in view of initiative projects, arranged execution evaluation, acceptance programs and new head-educator stipends. To empower heads to execute solid administration, they themselves require direction on the administration of money related, human and material assets.

2.4 Empowerment and Managerial Performance of Teachers

Bush (2014), defines tutor empowerment as an attempt to build up educators' ability for educational programs wrangle about, create mindfulness and a feeling of expert development, increment instructor capacity and inspiration to participate in educational programs basic leadership, increment their ability for genuine self-assessment, build up an evaluate of instructive strategies at both nearby and national levels, and increment their capacity to manufacture and test hypotheses about educating and learning.

This is the main open door for the workers to demonstrate that they are competent or that they have the right stuff and learning to carry out the occupation all alone and face whatever comes their direction. Thusly, a law based pioneer is relied upon to have a solid identity keeping in mind the end goal to motivate and enable his subordinates, moving with them in a specific bearing for school advancement, and accomplishment of objectives. Mabuku (2009) accentuates that contemporary instruction patterns have consolidated strengthening techniques as a methods for enhancing school adequacy. In this system, the path forward for instruction viability is through engaging educators who are the operators and the parts of a motor of schools. It in this way winds up plainly vital for a pioneer to be solid and to have strengthening abilities, and, in the meantime, share control adequately with his/her adherents (Steyn et al,2009).

Botha contends that the present position of the principalship is to give specialist, as well as initiative. Khoza (2010) characterizes educator strengthening as "the exchange of the basic

leadership expert of key school issues to individuals who in the past had looked to a specialist figure to decide. In this way, strengthening is the procedure in which educators access basic leadership, accomplish status, wind up plainly esteemed and trusted, and increment their abilities and information in site based-administration.

Mabuku (2009) proposes that strengthening "includes entrusting specialists with expert and obligation. On the off chance that individuals are counseled about school issues, and allowed to be required in the basic leadership process, they may feel engaged and thusly wind up noticeably dedicated to and responsible for the institutional objectives. Along these lines, keeping in mind the end goal to develop the approach of initiative, schools need to set out upon profession way improvement. Future pioneers ought to be developed from educators, center instructors, and head of offices/collaborator principals to class principals (Bush, et al, 2009).

Strengthening of instructors is a going worry for administrative execution, understanding the enlistment procedure for staff and educators for compelling administrative execution. The pioneer ought to support interest of all the staff that thus gives quality administration and administrative execution achievement. Research features that associations create supported upper hand through administration of rare and important assets. The human asset empowers associations to accomplish enhancement of asset, viability, and nonstop change reliably. An association sets aside opportunity to sustain and create human capital as learning, aptitudes, capacities, inspiration, state of mind, and relational relationship, and makes it troublesome for contenders to mirror. Becker and Gerhart (2013) focused on that human asset has been crucial for firm managed execution. In information economy, the human asset has been perceived as a key instrument, fundamental to authoritative benefit and maintainability. This acknowledgment has prompted the new part of human asset chiefs as key accomplices in detailing and executing authoritative methodology. Therefore, the part of human asset administration ends up plainly vital and proactive to make more powerful work environment situations.

There are different perspectives towards the advancement procedure for instructors to administrative positions that have been directed by different specialists. The execution based framework has been evaluated as more viable advancement and complete, however it has turned out to be less proficient for administrative positions. Where educators and the

instruction framework are ineffectively dealt with, this will negatively affect instructor assurance and inspiration (Choi, 2014).

Human Resource Management has developed as one such territory with the conviction that administration of individuals gives a forefront for setting up an upper hand for a firm. Powerful HR hones result in conferred workforce, which can contribute towards firms' development. It is contended that HRM rehearses upgrade workers' competency and inspiration that influence hierarchical execution. Mong'are (2012) fought that HRM hones in view of value enlisting, advancement, and maintenance helps firms' ability. Scientists (Bennell and Akyeampong, 2014) have built up that HRM practices of broad enrollment and determination, preparing and advancement, and remuneration frameworks have positive relationship with firms' execution. In accordance with this, motivating forces assume a huge part in every single human attempt. So as to build profitability in various employments, and specialists should be spurred. A few callings pull in the consideration of individuals because of the advantage got from the work. Altogether in the showing calling, duty of educators is an element of the motivational elements they appreciate. Consequently some examination discoveries have demonstrated that individuals can just put in their best when their requirements are fulfilled and they are motivated. In support to this, Nickols (2012) contended that inspiration is a wilful yearning to coordinate ones practices towards accomplishing certain objectives. Inspiration is worried about how specialists get stimulated, supported, coordinated and the sort of responses that are available in them.

Adequacy is the "what of progress" while change is the "how of progress" (Nickols, 2012). Instructors have both inborn and outward needs. Accordingly, the point of the association ought to be to expand on and upgrade the characteristic inspiration for educators to instruct adequately and in the meantime, to supply some outward inspiration en route for school change.

It is purposive, assigned and objective arranged conduct that includes certain powers following up on or inside the person keeping in mind the end goal to start, maintain and coordinate conduct (Bush & Oduro, 2013). Inspiration could in this manner be seen as any compel that would decrease strain, stress, stresses and disappointment emerging from a hazardous circumstance in a man's life. Where such frequency of pressure, stress and stresses are traceable to a work circumstance it may be alluded to as negative hierarchical inspiration. Educator inspiration could along these lines be alluded to as those components that work

inside the educational system which if not made accessible to the instructor could hamper execution, cause stress, dissatisfaction and disappointment all of which would consequently lessen administrative adequacy.

Walter and Dimmock (2013) checked on late research and encounter and inferred that individual legitimacy and motivating force pay programs don't work and, truth be told, are frequently adverse. Various examinations have recommended that legitimacy pay designs regularly partition resources, set educators against their managers, are tormented by lacking assessment strategies, and might be wrong for associations, for example, schools that require agreeable, communitarian work.

Evaluation is a study or appraisal of activity with a view to decide worth or esteem. Great and Brophy (2012) consider assessment to be importance evaluating or decide the degree of progress or disappointment in regard to the accomplishment of set goals. Assessment is taken to allude to judgment. Assessment as here comprehended, is critical in human movement as it decides qualities and shortcomings. Up to this point, the view is that the part of the primary is indispensable to the accomplishment of goals of the optional school. Olivia (1976) states that input from the "troops" is the most ideal approach to see if or not the specialist is really achieving the mission. The instructors are in a genuine sense the customers of the managerial item, which the foremost expedite the school.

Acknowledgment and criticism have been referred to as essential inspirations for educators, so no doubt assessment is an undeniable vehicle for utilizing these motivators to coordinate the instructors on the way towards proficient development and change (Alexander, 2009). Therefore, new bearings in participatory school change, far reaching and important staff improvement, and steady educator assessment hold incredible guarantee for enhancing educators' expert inspiration through strengthening.

2.5 Resources and Managerial Performance of Teachers

Ndabise (2009) contends that there is a cozy connection amongst prizes and employment execution. He takes note of that if effective execution does in truth prompt authoritative prizes, such execution could be a motivational factor for representatives. Under such conditions, they can see that their endeavors result in rewards. Therefore, they might be roused to apply more elevated amounts of exertion on the job. Incentive projects have been in presence since the start of the nineteenth century. From that point forward what a motivating force program is for both the business and the worker has changed. Motivator programs used

to be basically a technique for instalment, which means the more one delivers the more one makes. Today the meaning of a motivation program has expanded to incorporate a method for paying workers as well as a method for decreasing expenses for the business, while in the meantime compensating the representative for trying.

Performance-based reward frameworks have a long history in instruction, especially in the United States of America (Owen, 2003). The reward framework in an association comprises of its incorporated approaches, procedures, and practices for compensating its workers as per their commitment, abilities, skills and market worth, as indicated by Harvey-Beavis (2003). This infers execution based reward relates intimately with representatives' genuine encounters.

Mong'are (2012) did an examination on the Management of Physical assets and its effect on KCSE execution openly auxiliary schools in Kisii Central District, Kenya. Physical asset administration is an essential part of the general administration of a school. The Physical assets assume a key part in the accomplishment of the school's proposed goals. An immediate relationship exists between nature of school offices gave and execution in National examinations. This examination surveyed the effect of administration of physical assets on KCSE execution. A graphic study configuration was utilized. The exploration instruments were polls for the head educators, instructors and students. A meeting plan for the District Education Officer (DEO) and a perception calendar to survey the status of physical offices out in the open auxiliary schools in Kisii Central District were utilized. The objective populace included head educators, instructors and understudies of all the 56 open optional schools in Kisii Central District. Stratified irregular inspecting was utilized to choose 15 head educators, comfort examining to choose 60 instructors and efficient arbitrary testing to choose 300 students from the 15 optional schools. Legitimacy and unwavering quality of the examination instruments was resolved through pilot-testing before utilize. The investigation discovered that because of deficient financing, greater part of the schools endured blockage in offices, a poor learning condition, absence of sufficient educating and learning assets, restricted syllabus scope, and constrained instructor students cooperation. The investigation likewise discovered that down to earth situated subjects were most exceedingly awful influenced considering that they are asset escalated. The investigation reasoned that school supervisors require creative abilities as far as procurement, use and support of physical and material assets. For powerful administration of the rare physical and material assets, participatory administration through designation and set up strategies were observed to be

basic to guaranteeing that school assets are very much figured out how to accomplish school destinations. The investigation prescribed that the administration expands subsidizing to schools, fortifies in-benefit preparing of school heads in all parts of asset administration and to screen strategies that encourage viable and effective administration of physical and material assets.

Ngure (2013) did an examination on the effect of asset usage in instruction as saw by educators in optional schools in Mathioya District, Muranga County. Asset usage is a fundamental piece of the general administration of the school. Instruction in a school is dictated by arrangement of assets, their most extreme usage and administration. Advances in science and innovation requires that the school supervisor ought to embrace modern techniques for offices administration keeping in mind the end goal to enhance the nature of educating and learning. An immediate relationship exists between the nature of school offices, instructing and learning materials, showing staff and the training procedure. The above will in the long run decide the instructional projects and execution of the school. This examination researched the effect of asset use in training in auxiliary schools as saw by essential and instructors in Mathioya District of Murang'a County. This incorporated the utilization of instructional materials in the educating/learning process, human asset usage, school building configuration, effect of physical offices and school measure on students accomplishment. The specialist utilized ex present facto examine configuration on direct the investigation. The objective populace comprised of all the 27 open auxiliary schools in the area. The example comprised of 10 auxiliary schools; the chief of the inspected school was consequently incorporated into the investigation while one educator was haphazardly chosen. The Data was gathered through a meeting plan from the school principals and instructors by methods for polls. The instruments were guided in two schools that were excluded in the investigation. Information was dissected utilizing unmistakable insights utilizing Statistical Package for Social Sciences (SPSS). The broke down information was then spoken to utilizing recurrence tables, implies, rates, pie diagrams and visual charts. The examination discovered that showing learning assets are accessible in many schools and are legitimately used. Specifically materials identified with classroom direction are satisfactory. However research centers, libraries, PC rooms, agribusiness/home science rooms are deficient in many schools. The investigation set up that the quantity of educators in many schools was horribly deficient. It was additionally discovered that .the physical offices and recreational offices

were insufficient. Most educators did not stick to clerical rules and neglected to make utilization of expert archives throughout their instructing. The discoveries of the examination gave exact information about the effect of asset usage on instructional projects, execution and in the end the degree of utilization of assets in instructional projects. In light of these discoveries, the investigation in this way prescribes more finances be assigned to prepare the labs, PC rooms, science rooms and farming rooms. More prominent consideration be given to help offices, work of more instructors and educators should plan and make utilization of expert reports. These discoveries may empower the legislature and other partners to make fitting move to guarantee there are sufficient offices keeping in mind the end goal to enhance the nature of instruction in optional schools in Mathioya District.

2.6 Managerial Performance of Teachers

Drucker (2013) considers that the fundamental administration errand is to make the general population competent to cooperate productively, offering them common goals and qualities, relating association, constant direction, and the improvement they require. A perfect Japanese chief as per Rarieya (2014) are characterized as far as both execution and upkeep introductions, in particular, a supervisor who drives the gathering towards objective accomplishment as well as jam its social dependability.

As indicated by Armstrong (2012) a supervisor's occupation spins around three noteworthy measurements of specialized, theoretical and human elements. Successful administration of all these three components, particularly the applied and human measurements can help expand the profitability of an association. Also, since all supervisors so as to expand profitability need to work through, and with a great deal of subordinates require some behavioral abilities so as to be effective chiefs. These creators likewise express that the execution of a supervisor can likewise be evaluated by the way they make utilization of their assets.

Fitzgerald and Thirsk (2010), states that Research features that associations create supported upper hand through administration of rare and important assets. The human asset empowers associations to accomplish enhancement of asset, viability, and nonstop change reliably. An association sets aside opportunity to sustain and create human capital as learning, aptitudes, capacities, inspiration, state of mind, and relational relationship, and makes it troublesome for contenders to mirror. Becker and Gerhart (2013) focused on that human asset has been

crucial for firm managed execution. In information economy, the human asset has been perceived as a key instrument, fundamental to authoritative benefit and maintainability.

As per one investigation directed by Schmidt and Hunter (2012), thinking tests have been found to help foresee a man's execution in proficient/administrative parts. They likewise express that thinking tests help evaluate if a preparation program is advantageous to the staff or not. Their exploration expresses that staffs with higher thinking capacity advantage more from a preparation program than the individuals who have low thinking capacity. The climate of schools from the perspective of an administration procedure has pressures because of the bureaucratic frameworks and the expert self-governance. As schools have administration units in view of their structures and size, these units are performing in light of administration obligations.

As per Taylor (2014), schools are operators of the legislature that can be regulated by various leveled basic leadership and controls. Standards and methodology are formed and exchanged in light of strategies, and educators and deans are the key work force to actualize these guidelines and techniques. In this regard, the work involvement of instructors and deans assumes an extraordinary part in overseeing standards and methodology inside basic leadership process.

Hafizi, Rahbar and Rowshan (2010) asserted that crossing over any barrier between the measurements of execution administration. These are the arranging of individual execution objectives, the reflection on perception reports, execution estimation, the reward-discipline and the connection between singular execution and the way of life of the association and work involvement, which gives constructive outcome to roll out improvements in frameworks and procedures by distributing and organizing assets inside shared objectives.

2.7 Empirical Review

Deployment in this study means assignment of managerial duties and responsibilities within an institution or from one institution to another with more powers in special reference to teachers, hence the deployment to Heads of Department, Deputy Principals or deployment to be a head of institutions. Management performance of teachers in public secondary schools according to the past studies mainly depends on the training and development on those teachers in managerial positions.

Ndabise (2009) did a study of initiative styles and their impacts on the administration of instructors' universities in Tanzania. The curricular exercises of educators are not at all like the antiquated circumstances when there were modest bunch of understudies or it was balanced premise of guideline. Becker and Gerhart (2013) focused on that human asset has been crucial for firm managed execution. In information economy, the human asset has been perceived as a key instrument, fundamental to authoritative benefit and maintainability.

Ngure (2014) did an examination on the effect of in-benefit preparing on optional school head educators' administrative abilities in Nyeri region, Kenya. He showed that instruction is an imperative device in numerous countries since it is fixing to all parts of advancement. Specifically, the instruction of instructors is vital since they are the ones accused of overseeing instructive establishments. This in this manner requires their kept preparing and retraining through consistent in-benefit causes all through their whole working period. In an attempt to maintain their polished skill proceeding with educator training has been one the significant worries of the legislature through the Ministry of Education and different partners. The examination uncovered that enhanced administration of school couldn't be acknowledged without tending to the issue of absence of assets, state of mind and preservation assessment. The disclosures prompted the suggestions that there ought to be enhanced money related administration through concentrating on the school measure, presentation of in-benefit courses for non-showing staff, guiding for head educators, procuring of specialists and adjustment of business sort bookkeeping. The investigation likewise prescribed the presentation of motivational systems for staff and legitimate appointment of obligations. Additionally inquire about was prescribed on operational research on INSET. Assist regions proposed for exhaustive research incorporate assessing the best performing organization versus poor entertainers with a specific end goal to decide bow to blend INSET to cook for administration requirement for all schools.

Ozigi (2014) underscore that preparation of principals will achieve quality and bring guidelines of instruction up in Kenya. . One of the methods for guaranteeing that such a part is adequately helped out is through get ready and ceaselessly building up those principals. Ho (2010) did an investigation on the prospects for the usage of school-based budgetary administration in Taiwan. He found that human asset empowers associations to accomplish enhancement of asset, viability, and nonstop change reliably. An association sets aside opportunity to sustain and create human capital as learning, aptitudes, capacities, inspiration, state of mind, and relational relationship, and makes it troublesome for contenders to mirror.

Becker and Gerhart (2013) focused on that human asset has been crucial for firm managed execution. In information economy, the human asset has been perceived as a key instrument, fundamental to authoritative benefit and maintainability.

Human asset strengthening supports the instructors and the staff to embrace preparing through sorted out in benefit courses, classes, instructive workshops and self supported projects. Rothwell (2011) found that principals in exceptionally collective expert societies support many types of staff improvement, including spread of expert writing. Staff advancement recognizes that one's own associates and in addition outer specialists have valuable data for directing school administrative accomplishments.

Great and Brophy (2012) clarify that school change may require more prominent decentralization, a stage in which groups of people who really give the administrations are given basic leadership expert and considered responsible for comes about (p. 5). Under site-based planning, regions must figure out who will serve on SBB advisory groups; which choices and assets are regressed to schools and utilizing what recipes; how much self-governance is allowed to spend for neighborhood school needs; precisely how to break down the financial plan at each school; and what preparing and bolster are expected to make SBB work viably.

Alexander (2009) watched that overseeing bunches is a critical factor in school administration by the headteacher. Schools and universities are only students assembled in classrooms and educators impact this gathering. However it winds up plainly fundamental that the educator connects with the students independently. Instruction in a school is dictated by arrangement of assets, their most extreme usage and administration. Advances in science and innovation requires that the school supervisor ought to embrace modern techniques for offices administration keeping in mind the end goal to enhance the nature of educating and learning. An immediate relationship exists between the nature of school offices, instructing and learning materials, showing staff and the training procedure. The above will in the long run decide the instructional projects and execution of the school.

Great and Brophy (2012) showed that other than instructing, academician themselves handle the work which by definition is administrative in instructive organizations. They are obviously not prepared directors. Solid academician who indicate great bore in multi-entrusting and keep up great advertising are frequently given such administrative obligations. It has been seen in the institutional setting that a scholarly accepting administrative capacity

frequently gets diverted from scholastic exercises. In this manner it is essential that the academician comes back to unique field and enhance scholastic abilities.

2.8 Theoretical Review

2.8.1 Human Capital Theory

Human capital theory as formalized by Becker and Gerhart (1996) is the prevailing point of view on at work preparing. This theory sees preparing as a speculation; it raises expected future efficiency yet at a cost. The key recognizing highlight of a human capital venture instead of an interest in capital concerns property rights. Accordingly, if the general population in administration are prepared, this is relied upon to bring about superior. A machine can be sold, yet in present day society, men can't. As instructors in broad daylight auxiliary schools have the prudence over the arrangement of their own human capital, specialists and firms should concede to a trade in the work advertise. Advances in science and innovation requires that the school supervisor ought to embrace modern techniques for offices administration keeping in mind the end goal to enhance the nature of educating and learning. An immediate relationship exists between the nature of school offices, instructing and learning materials, showing staff and the training procedure. The above will in the long run decide the instructional projects and execution of the school. There is no vital collaboration amongst laborers and firms (Weiss, 1995).

In the start of the 1990s, the new field of financial aspects of data brought about applications to at work preparing. These current improvements in the preparation writing center around the vital association amongst businesses and workers, and accordingly stands separated from life-cycle speculations of income. The emphasis is on advertise defects and data asymmetries. This survey limits itself deeply of private area preparing theory. The explanation behind this concentration is the scattered idea of this writing. The investigations in this field contrast in many demonstrating suspicions that muddle correlation. However, some basic topics can be recognized. Along these lines, at work preparing will bring about competency of staff at last prompting better execution.

Subsequently, compelling guideline ought to conjure just right reactions. He was condemning of customary showing strategies since they frequently induce mistakes in learning, and on the grounds that they neglect to fortify conduct viably. On his hypothesis, negative support (e.g. feedback, discipline) was to be evaded. Just uplifting feedback is hypothetically stable, and this must be administrated by particular timetables to guarantee compelling learning. For

example, as new reactions are gotten down to business, fortification ought to be pulled back. Mechanical introduction of the educational programs appeared a perfect path for instructing since an ideal calendar of molding and support could be incorporated with the showing program (Yukl, 2014). This point on the requirement for educator's strengthening with a specific end goal to improve their performance.

2.8.2 Reinforcement Theory

This theory was created by the behaviorist school of brain science, remarkably by Skinner (Burnes, 2010). Skinner trusted that conduct is a component of its results. The student will rehash the coveted conduct if uplifting feedback (a lovely outcome) takes after the conduct. In this way, uplifting comments, for example, motivations for the instructors in administrative positions will go far in upgrading their profitability.

Fullan (2011) argues that guidance in a school setting is dictated by arrangement of assets, their most extreme usage and administration. Advances in science and innovation requires that the school supervisor ought to embrace modern techniques for offices administration keeping in mind the end goal to enhance the nature of educating and learning. An immediate relationship exists between the nature of school offices, instructing and learning materials, showing staff and the training procedure. The above will in the long run decide the instructional projects and execution of the school. The feedback of this approach is that it is unbending and mechanical.

2.8.3 Expectancy Theory

Expectancy Theory recommends that a man will choose to carry on or act unquestionably in light of the fact that they are roused to choose a particular conduct over different practices because of what they expect the aftereffect of that chose conduct will be (Vroom, 1964). Instruction in a school is dictated by arrangement of assets, their most extreme usage and administration. Advances in science and innovation requires that the school supervisor ought to embrace modern techniques for offices administration keeping in mind the end goal to enhance the nature of educating and learning. An immediate relationship exists between the nature of school offices, instructing and learning materials, showing staff and the training procedure. The above will in the long run decide the instructional projects and execution of the school.

The Expectancy hypothesis helped the examination to see how people are attracted to settle on choices as respects different behavioral options and perceptual contrasts among

individuals. It likewise recommends that inspiration depends on the amount one needs something and how likely he/she could get it (Bodden, 2012). This is on the grounds that the motivational drive of each individual is impacted by his or her hopes, valances all of which rely upon an individual method for recognition.

The Expectancy hypothesis clarifies that in any given circumstance, the more noteworthy the number and assortment of prizes that are accessible to the instructors in administrative positions, the more prominent is the likelihood that additional exertion will be applied in accomplishing the define objectives or focuses in the expectation of getting the coveted prizes. Cole (2014) concurs with this and clarifies that Vroom concentrated particularly on the variables that are included in invigorating a person to put an exertion in accomplishing something since this is the premise of inspiration.

2.9 Conceptual Framework

A conceptual framework can be described as a set of broad ideas and principles taken from relevant fields of inquiry and they are used to structure a subsequent presentation. Management performance of public secondary schools in this case is a dependent variable which would mainly depends on the training and development of those in managerial positions, leadership qualities, human resource empowerment skills, strategic human resource management and the school financial management skills of the teachers in managerial positions.

Independent variables

Dependent Variable

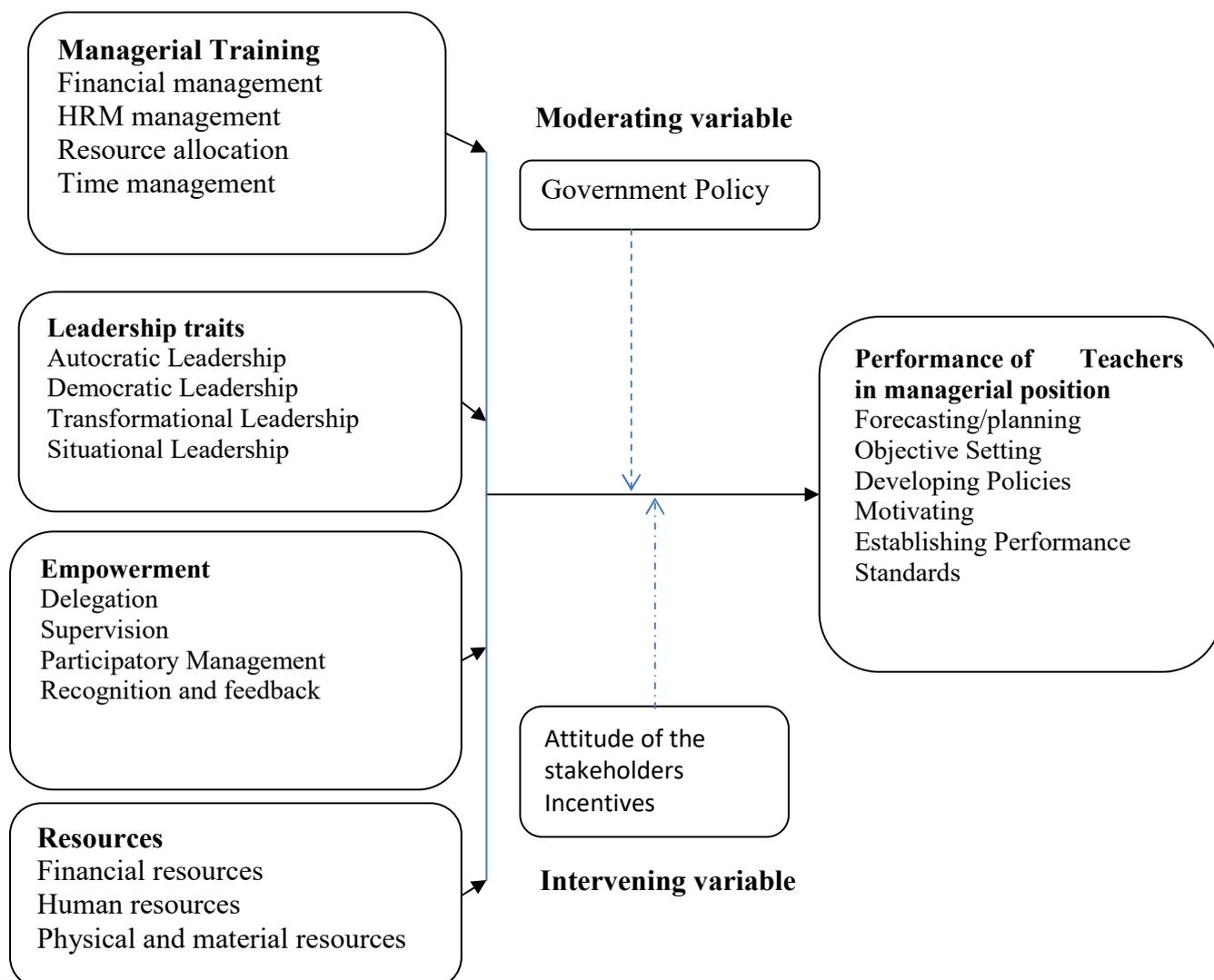


Figure1: Conceptual Framework

2.10 Summary and Research Gaps

For effective deployment transition on performance of teachers in public secondary schools the newly deployed heads of departments, deputy heads and principals acquires the managerial skills through training, leadership human resource empowerment, competence for effective management practices of public secondary schools

The Koech (2009) Reports underline that; preparation of principals will achieve quality and bring measures of training up in Kenya. One of the methods for guaranteeing that such a part is successfully helped out is through planning and ceaselessly building up those principals. There is requirement for readiness and improvement of principals for school administration. On arrangement, principals are given a considerable measure of duties as school pioneers (Teachers' Service Commission (TSC). TSC, a body accused of work of instructors in Kenya, plot a portion of the duties of a key just like the bookkeeping officer of the school, translating

and actualizing approach choices relating to preparing, general association, coordination and supervision of exercises in the foundation and also keeping up high preparing and learning gauges. These duties can be completed all the more successfully with preparing and improvement for school initiative if instruments for the same are set up.

There is a connection amongst preparing and advancement and execution in auxiliary schools. This is on the grounds that, preparation allows the make a beeline for take a gander at the employment, it spurs them and furthermore it introduced some new thoughts and methodologies. The preparation additionally is fitting to the head educators needs and furthermore the preparation helped in enhancing their execution.

For genuine school change to happen, the two instructors and heads must see hypothetically and essentially the idea of authority and the mind boggling frameworks in which initiative is practiced the ramifications of educator administration for schools exists around a mutual authority show in an engaging learning group. Nonetheless, the nonappearance of an unmistakable idea of educator administration limits aggregate activity to adequately change schools and enhance understudy learning. Instructor initiative has been progressed as a fundamental part of effective school change and the professionalization of educators. With a specific end goal to boost understudy learning, instructors must expect parts of authority and assume on greater liability for school wide change (Katzenmeyer& Gayle, 2013).

Empowerment of teachers is through concern for managerial performance, understanding the recruitment process for staff and teachers for effective performance, teachers' motivation, professional development and growth and maintenance o professional documents in schools. There are ways in which a leader should develop others that may include team work, delegation role modelling coaching and mentoring. Teams are sustained by motivation which is an inner state that moves individuals towards the satisfaction of a specific need. The leader should encourage participation of all the staff that in turn provides quality service and managerial performance success.

A budget is one of the most critical tools of resource management, which ensures rationality in spending of the available yet limited resources. The education sector reform process emphasizes consultative decision-making in the budgetary process for schools in order to ensure objective spending and enhance transparency and accountability.

Most of the studies reviewed have concentrated on the developed countries whose strategic approach and financial footing is different from that of Kenya. Therefore, there exists a research gap on how deployment transition on performance of teachers in public secondary schools in Kenya. This study seeks to fill this gap by reviewing how training, leadership trait, empowerment and resources in managerial performance of teachers in Public secondary schools in Meru County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methods to be used by the researcher to find out answers to each research question. The research methodology is presented in the following order, research design, and target population, sampling procedures, data collection methods instruments of data collection, pilot study and finally data analysis.

3.2 Research Design

A research design is the scheme, outline or plan that is used to generate answers to research problems (Dooley, 2014). This research study employed a descriptive survey to establish the determinants of managerial performance of teachers in public Secondary Schools in Kenya. The specific descriptive area of study was on training and development, human resource empowerment, financial budgeting and preparedness and leadership qualities of the teachers. The descriptive survey was used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purposes of clarification (Orodho, 2004). Mugenda and Mugenda (2003) noted that descriptive survey is intended to produce statistical information about aspects of the population that is interest policy makers without manipulating any variables. The choice of descriptive survey research design was made based on the fact that in the study, the researcher was interested on the state of affairs that exist in the Public secondary schools in Meru County and no variable was manipulated.

3.3 Target Population

According to Ngechu (2004), a population is a well-defined set of people, services and elements, group of things or households that are being investigated. In Meru County, there are a total population of 108 public secondary schools which are registered with the Ministry of Education. For the purposes of this study, the researcher studied all of the public secondary schools with 108 Principals, 97 Deputy Principals and 419 heads of departments. This was because these are the people in managerial positions in the schools. Mugenda and Mugenda, (2003) explains that the target population should have some observable characteristics to which the researcher intends to generalize the results of the study.

Table 3. 1: Target Population

Categories	Frequency	Percentage
Principals	108	17.3
Deputy principals	97	15.5
HODs	419	67.1
Total	624	100.0

3.4 Sampling Technique and Sample Size

A sample is a small portion of the target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population (Orodho, 2004). From the population frame, the required number of subjects, respondents, elements or institutions was selected in order to make a sample size. Sekaran (1975) proposed the rules of thumb for determining sample size where sample size larger than 30 and less than 500 are appropriate for most research.

From the target population of 624 respondents within Meru County, the study sampled 234 respondents using the Krejcie and Morgan (1970) sampling table. Proportionate stratified random sampling technique was used on the heterogeneous samples after which simple random sampling technique was used to pick the specific respondents samples.

Table 3. 2: Sample Size

Categories	Frequency	Sample size
Principals	108	41
Deputy principals	97	36
HODs	419	157
Total	624	234

3.5 Data Collection Methods

The researcher used a questionnaire as a primary data collection instruments. According to Bell (2012), a self-administered questionnaire is the only way to elicit self-report on people's

opinion, attitudes, beliefs and values. The questionnaire was designed to give a brief introduction of the respondent. The questionnaire was divided into sections representing the various independent variables adopted for the study. The questions were designed to collect quantitative data. The researcher used research assistants to distribute the questionnaires to be completed by the selected respondents. Upon completion, the researcher and the assistants collected the questionnaires from the respondents after a week and ensure that there is a high completion rate and return the entire collected questionnaires for data analysis, tabulation and interpretation.

3.6 Data collection Procedures

The researcher sought permission to carry out the study from the relevant authorities such as the Ministry of Education through the County Director of Education Meru County and another from the University of Nairobi as well as an introductory letter to school management seeking permission to collect data. The questionnaires were administered through drop and pick method and each respondent was given a maximum of seven days to fill in the questionnaire.

3.7 Validity of the Instruments

Mugenda and Mugenda (2003) termed validity as the precision and significance of derivations which depend on the examination comes about. Legitimacy is how much the outcomes got from the investigation of the information really speaks to the wonders under examination. As indicated by Borg and Gall (1989), legitimacy is how much a test measures what it implies to gauge.

The pilot consider enhanced face legitimacy and the substance of the instruments. The legitimacy of the instruments was enhanced through master judgment. In that capacity, the specialist looked for help from the administrator, instructors, partners who have embraced Master's Degree in other fields' with a specific end goal to help enhance the substance legitimacy of the instruments utilized.

The pilot study helped to improve face validity and the contents of the instruments. The validity of the instruments was improved through expert judgement. As such, the researcher sought assistance from the supervisor, lecturers, colleagues who have undertaken Master's Degree in other fields' in order to help improve the content validity of the instruments used.

3.8 Reliability of the Instruments

Reliability of a study instruments is its level of consistency and reliability. A solid instrument in this manner is one that continually creates the normal outcomes when utilized more than once to gather information from two specimens haphazardly drawn from a similar populace.

Preceding going to the schools for information gathering, the analyst was pre-tried the questionnaire utilizing 20 respondents from two schools in South imenti County which was excluded in the genuine investigation. The reason for this pilot consider was to empower the analyst to enhance the dependability and legitimacy of the instruments and additionally to acquaint with the organization of the questionnaires to verify the unwavering quality of the instruments. A measure of variety was utilized to decide the unwavering quality and inconstancy of the information. The allot of variety focuses how far a normal is a delegate of the whole information gathered. This is utilized as a way to decide consistency and consistency of the information gathered. Keeping in mind the end goal to test the unwavering quality of the instruments, inside consistency procedures was connected utilizing Cronbach's Alpha. The alpha esteem extends in the vicinity of 0 and 1 with dependability expanding with the expansion in esteem. Coefficient of 0.6-0.7 is a generally acknowledged dependable guideline that demonstrates worthy unwavering quality and 0.8 or higher showed great dependability (Mugenda, 2012).

3.9 Data Analysis and Presentation

Before preparing the responses, the questionnaire was altered for culmination and consistency, mistakes and coded for examination utilizing factual bundle for sociology. The examination produced both quantitative and subjective information because of the idea of the instruments received which comprises of both semi-structured questionnaire and perception procedures. After the analyst gets the questionnaire from the respondents, they were arranged and afterward organized by various classes. The questionnaires were coded to each set to give a simple manual for gathering the data. The gathered information was prepared which included gathering the information into classes of various offices, at that point blend information from different littler orders to greater orders. For the information gathered to be important, it was investigated in a way that is straightforward. Clear insights was utilized to dissect information, for example, frequencies, rate, mean and standard deviation.

Regression analysis was used to obtain a measure of degree of association or correlation that exists between the variables involved in the study. This included a summary of essential

features and the relationships of data in order to generalize from the analysis to determine the patterns of behaviour and particular outcomes. The data was presented using frequency tables.

The regression equation was: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$

Where: Y = Managerial Performance of Teachers

β_0 = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = coefficients of determination

X_1 = Managerial Training

X_2 = Leadership traits

X_3 = Empowerment

X_4 = Resources

ε = Error Term

3.10 Ethical Considerations

Voluntary participation: all that participated were not coerced into participating in the research as the researcher wrote notifications in advance for any of the participant's thus promoting informed consent for all involved. First, the consent of the participants was sought out to ensure that they understood the reason for taking part in the study. The respondents were informed the reasons for the study and thus make it legal and ethical. The researcher did obtain information from the participants by force and thus maintained the high integrity when conducting the questionnaires and the interviews. During the study, the participants were allowed to quit taking part in the study if they wished to stop. The study also gathered data on ethical means by only asking questions that reflect the nature and purpose of the study.

3.13 Operationalization of Variables

The operationalization of variables is shown in Table 3.3.

Table 3.3: Operationalization of variables

Objectives	Type of Variable	Indicator	Measuring of Indicators	Scale	Tools of analysis	Type of analysis
To assess how management training influence managerial performance of teachers in Public secondary schools in Meru County.	Independent	Managerial Training	Financial management People management Resource allocation Time management	Ordinal	Percentages Mean score	Descriptive statistics Regression analysis
To identify how leadership traits, managerial influence performance of teachers in Public secondary schools in Meru County.	Independent	Leadership traits	Autocratic Leadership Democratic Leadership Transformational Leadership Situational Leadership	Interval	Percentages Mean score	Descriptive statistics Regression analysis
To establish how empowerment, managerial influence	Independent	Empowerment	Delegation	Ordinal	Percentages	Descriptive

performance of teachers in Public secondary schools in Meru County.			Supervision Participation Management Recognition and feedback		Mean score	statistics Regression analysis
To investigate how resources influence managerial performance of teachers in Public secondary schools in Meru County.	Independent	Resources	Financial resources Human resources Physical and material resources	Interval	Percentages Mean score	Descriptive statistics Regression analysis
	Dependent	Performance of Teachers in managerial position	Forecasting/planning Objective Setting Developing Policies Motivating Establishing Performance Standards	Ordinal	Mean score	Descriptive statistics Regression analysis

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The purpose of this study was to establish the determinants of managerial performance of teachers in public Secondary Schools in Kenya with a case study of Public secondary schools in Meru County. This chapter will present the data analysis and interpretation based on the following objectives: To assess the role of management training in the managerial performance of teachers in Public secondary schools in Meru County, To identify the effect of leadership traits on managerial performance of teachers in Public secondary schools in Meru County, To establish the effects of empowerment on managerial performance of teachers in Public secondary schools in Meru County, To investigate the effects of resources on managerial performance of teachers in Public secondary schools in Meru County.

4.2 Response Rate

The study targeted 234 principals, deputy principals and heads of departments. Only 168 of them returned fully filled questionnaires. This gives us a response rate of 72.79%. This conformed to Burnes (2010) who argued that for a sample size to be representative enough there should be a response rate of at least 50%.

4.3 Data Reliability

Table 4. 1: Summary of Cronbach Alpha Reliability coefficients

Variable	Cronbach's alpha	No. of items
Managerial Training	0.792	17
Leadership traits	0.737	11
Empowerment	0.744	9
Resources	0.814	4

Based on the Cronbach alpha test results summarized in table 4.1, managerial training which had 17 items had a reliability coefficient of 0.801, leadership traits with 11 items had a coefficient of 0.737, empowerment with 9 items had a coefficient of 0.744 and resources with 4 items had a coefficient of 0.814. The reliability coefficients for all the study variables were above 0.7, which is acceptable according to George and Mallery's criteria (2003). The range of the coefficients was between good and excellent which signifies a high level of internal consistency of the data collection instrument.

4.4 Demographic Information

The initial part of the study sought to enquire information on various aspects including gender, age bracket and level of education. The information was sought to test the appropriateness of the respondent in answering the questions regarding the effect of managerial training, leadership traits, empowerment and resources seems pivotal in determining the performance of teachers in managerial positions under study.

4.4.1 Gender

The questionnaire required respondents to indicate their gender in order to explore the gender distribution of those who responded to them. Table 4.2 shows the gender distribution.

Table 4. 2: Gender

	Frequency	Percent
Male	102	60.7
Female	66	39.3
Total	168	100

Gender distribution analysis in table 4.2 shows that majority of the respondents were male (Percentage=60.7) while females were less (Percentage=39.3). This shows that the researcher had more males responding to questionnaires than females although valid and accurate information for the study was obtained.

4.4.2 Age Bracket

It was of interest for the researcher to explore the respondent's age bracket. Results are as shown in table 4.3.

Table 4. 3: Age Bracket

	Frequency	Percent
30-35 years	23	13.7
36- 39 years	58	34.5
40-45 years	67	39.9
46- 49 years	14	8.3
50 years and above	6	3.6
Total	168	100

The analysis of age bracket show that most of the respondents were aged between 40 and 45 years (Percentage=39.9). There were other respondents aged between 36 and 39 years

(Percentage=34.5), aged between 30 and 35 years (Percentage=13.7), aged between 46 and 49 years (Percentage=8.3) and aged between above years (Percentage=3.6). This infers that majority of the respondents were relatively young to be familiar with the information the researcher sought.

4.4.3 Level of Education

The questionnaire required respondents to indicate their level of education which was summarised in table 4.4.

Table 4. 4: Level of Education

	Frequency	Percent
Diploma	37	22
Bachelor degree	98	58.3
Master's degree	29	17.3
Doctorate degree	4	2.4
Total	168	100

For those who had bachelor's degree were the majority (Percentage=58.3). Others had diploma (Percentage=22), master's degree (Percentage=17.3) and doctorate degree (Percentage=2.4). This implies that majority of the respondents were familiar with the subject under study.

4.5 Factors Influencing Performance of Teachers in Managerial Positions

The effect of managerial training, leadership traits, empowerment and resources seems pivotal in determining the performance of teachers in managerial positions. This section gives the findings the researcher came up with on their effects.

4.5.1 The Role of Empowerment

The study assessed the extent to which the respondents were in agreement with various statements on empowerment effect on managerial performance. The respondents gave their opinions which were tabled in table 4.5.

Table 4. 5: Extent of Agreement with Various Statements on Empowerment Effect

	Mean	Std. Dev.	Coefficient of Variation	Rank of Cov.

The management of the school have put in place feedback systems that handles effectively queries and challenges	4.387	0.637	0.145	15
The school has reward and appreciation systems in place to reward outstanding performance	2.113	0.687	0.325	1
The management of the school have put in place feedback systems that handles effectively queries and challenges	3.476	0.717	0.206	6
The school trains its staff to match job leadership demands and for capacity building	2.292	0.651	0.284	2
The school gives teachers a chance to be leaders through weekly duties at the school	4.560	0.498	0.109	17
The school conducts appraisals to determine the teachers worth from time to time	4.066	0.702	0.173	8
I feel free to take risks in an effort to improve the quality of my work performance	2.321	0.660	0.284	3
Changes have been made in my organizational structures to facilitate employee's empowerment	3.619	0.587	0.162	10
The school reorganizes itself based on the structure and responsibilities of the teachers	4.077	0.599	0.147	14
Team innovative and initiative by employees are encouraged in my school	4.220	0.583	0.138	16
Collaboration among the teachers is encouraged to improve the quality of service delivery in my school	3.685	0.639	0.174	7
Am fully involved in all decision-making process in my school	3.357	0.572	0.170	9
Am allowed to instigate major actions in decision making	4.524	0.734	0.162	11
I am recognized for the achievement of quality goals and objectives	3.536	0.568	0.161	12
My job has changed significantly as a result of redirection in management	3.542	0.840	0.237	4
The school recruitment program is comprehensive	3.863	0.826	0.214	5

and dedicated to hiring the best fit candidate

Teachers in my school have the basic managerial skills so as to be enable them handle the managerial challenges.

Analysis of the responses to the statements concerning the empowerment effect on managerial performance revealed that the school gives teachers a chance to be leaders through weekly duties at the school as indicated by a mean of 4.560, that respondents were allowed to instigate major actions in decision making as shown by a mean of 4.524 and that the management of the school have put in place feedback systems that handles effectively queries and challenges as indicated by an average of 4.387.

They also implied that team innovative and initiative by employees are encouraged in the respondent's school as shown by an average of 4.220, that the school reorganizes itself based on the structure and responsibilities of the teachers as illustrated by a mean of 4.077 and that the school conducts appraisals to determine the teachers worth from time to time as shown by a mean of 4.066.

It was also clear that teachers in the respondent's school have the basic managerial skills so as to be enable them handle the managerial challenges as depicted by a mean of 3.958, that the school recruitment program is comprehensive and dedicated to hiring the best fit candidate as shown by a mean of 3.863, that collaboration among the teachers is encouraged to improve the quality of service delivery in my school as indicated by an average of 3.685 and that changes have been made in organizational structures to facilitate employees empowerment 3.619

Respondents further agreed that their job has changed significantly as a result of redirection in management as illustrated by men of 3.542, that they are recognized for the achievement of quality goals and objectives as shown by a mean of 3.536.

Respondents also made it clear that the management of the school have not put in place feedback systems that handles effectively queries and challenges as shown by a mean of 3.476, that they are not fully involved in all decision making process in my school 3.357, that they don't feel free to take risks in an effort to improve the quality of my work performance as shown by a mean of 2.321, that the school don't trains its staff to match job leadership demands and for capacity building as indicated by mean of 2.292 and that the school don't

have a reward and appreciation systems in place to reward outstanding performance as indicated by a mean of 2.113. It was further revealed that the school don't have a reward and appreciation systems in place to reward outstanding performance as illustrated by the coefficient of variation.

4.5.2 The Role of Leadership Trait

The researcher sought to uncover the extent of agreement with various statements on the role of leadership trait on managerial performance. Their opinions are shown in table 4.6.

Table 4. 6: Extent of Agreement with Various Statements on Role of Leadership Trait

	Mean	Std. Dev.	Coefficient of Variation	Rank of Cov.
The school administration create organisational conditions in which employees can develop their own leadership capabilities	4.018	0.688	0.171	6
Am always given directions on what is expected of me at all times	2.351	0.710	0.302	1
Decisions are made with collaboration and consultations in my school	3.643	0.622	0.171	7
Whenever I deliver quality services am appraised and given a commendation letter to that effect	4.101	0.616	0.150	10
The school management are value driven and committed to the creation of learning communities.	4.196	0.571	0.136	11
The school management foster staff development and to help teachers to tackle problems together more effectively	3.708	0.632	0.170	8
The school management create organisational conditions in which followers can develop their own leadership capabilities	3.387	0.628	0.185	5
The school management share power with followers rather than exercise power over followers	4.500	0.766	0.170	9
The school management demands compliance with orders without explaining the reason behind them	3.470	0.674	0.194	4

The school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning	2.274	0.616	0.271	3
The principal does not have confidence in his subordinates	2.286	0.649	0.284	2

When the responses to the statements in regard to role of leadership trait on managerial performance were analyzed it was revealed that the school management share power with followers rather than exercise power over followers as shown by a mean of 4.500, that the school management are value driven and committed to the creation of learning communities as illustrated by a mean of 4.196, that the school administration create organisational conditions in which employees can develop their own leadership capabilities as shown by a mean of 4.018 and that whenever they deliver quality services am appraised and given a commendation letter to that effect as shown by a mean score of 4.101.

The analysis also found that the school management foster staff development and to help teachers to tackle problems together more effectively as indicated by an average of 3.708 and that decisions are made with collaboration and consultations in my school as shown by a mean of 3.643.

Analysis again showed that the school management demands compliance with orders without explaining the reason behind them as shown by the mean score of 3.470 and that the school management create organisational conditions in which followers can develop their own leadership capabilities as shown by a mean of 3.387. Finally the respondents disagreed that they are always given directions on what is expected of me at all times as shown by a mean score of 2.351, that the principal does not have confidence in his subordinates as indicated by a mean of 2.286 and that the school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning as shown by an average of 2.274. As per the coefficient of variation, it was revealed that teachers are not always given directions on what is expected of them at all times.

4.5.3 The Role of Managerial Training

On the extent to which the respondents were in agreement with various statements on the role of training effect on managerial performance, their responses were as shown in table 4.7.

Table 4. 7: Extent of Agreement with Various Statements on Role of Training Effect

	Mean	Std. Dev	Coefficient of Variation	Rank of Cov.
Managerial training in the school offers great satisfaction and enhances creativity for better decision making	3.643	0.582	0.160	6
People managerial training is offered in the school for the teachers to align the capacity of the teachers with the school needs	4.119	0.627	0.152	8
My school provides time and resources to upgrade the teachers in managerial skills	4.256	0.599	0.141	9
Teamwork is encouraged in the school for better problem solving skills and to develop management skill among teachers	3.726	0.616	0.165	5
Central to management training conducted in the school is time management skills and therefore enhances planning	3.357	0.602	0.179	2
Management training offered in school gives the teachers confidence to perform their resource allocation roles effectively	4.536	0.757	0.167	4
Managerial training among the teachers have increased their ability to forecast future performance and therefore helps them to put in place policies to enhance performance	3.589	0.562	0.156	7
Managerial training among teachers have helped to review outcomes in school and guide improvement planning	4.095	0.720	0.176	3
Financial management have been enhanced by managerial training among the teachers	2.286	0.649	0.284	1

Response analysis to the questions concerning the role of training effect on managerial performance showed that management training offered in school gives the teachers confidence to perform their resource allocation roles effectively (Mean=4.536), that respondents school provides time and resources to upgrade the teachers in managerial skills (Mean=4.256), that people managerial training is offered in the school for the teachers to align the capacity of the teachers with the school needs (Mean=4.119) and that managerial training among teachers have helped to review outcomes in school and guide improvement planning (Mean=4.095) and that teamwork is encouraged in the school for better problem solving skills and to develop management skill among teachers (Mean=3.726).

The analysis also showed that managerial training in the school offers great satisfaction and enhances creativity for better decision making (Mean=3.643) and that managerial training among the teachers have increased their ability to forecast future performance and therefore helps them to put in place policies to enhance performance (Mean=3.589). Again it was revealed that central to management training conducted in the school is time management skills and therefore enhances planning (Mean=3.357) and that financial management have not been enhanced by managerial training among the teachers (Mean=2.286). As shown by coefficient of variation the respondents indicated that financial management have not been enhanced by managerial training among the teachers.

4.5.4 The Role of Resources

Responses for what extent do the respondents agree with the various statements on resources effect on managerial performance were used to come up with findings in the table 4.8.

Table 4. 8: Extent of Agreement with Various Statements on Resources Effect

	Mean	Std. Dev	Coefficient of Variation	Rank of Cov.
The school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning	2.345	0.599	0.256	1
Low staffing in the school leading to overworking of the available teachers and therefore reducing their	4.066	0.639	0.157	3

managerial performances

Management of the school provide resources as required by the teachers for their managerial performance 4.232 0.568 0.134 4

The school has inadequate physical and material resources to meet all the managerial functions 3.637 0.704 0.194 2

When the responses to level of agreement with various statements concerning the resources effect on managerial performance were analyzed, it was found that management of the school provide resources as required by the teachers for their managerial performance as shown by a mean score of 4.232 and that low staffing in the school leading to overworking of the available teachers and therefore reducing their managerial performances as shown by a mean score of 4.066. It was also found that the school has inadequate physical and material resources to meet all the managerial functions as shown by a mean of 3.637 and that the school management don't use threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning as shown by a mean score of 2.345. Coefficient of variation indicates that the school management dont uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning.

4.5.5 Managerial Performance

Finally the respondents were questioned on how effective teachers are in management on the various activities related to managerial performance. Their opinions were presented in table 4.9.

Table 4. 9: Effectiveness of Teachers in Management

	Mean	Std. Dev.	Coefficient of Variation	Rank of Cov.
Gathering information regarding work at hand for better forecasting/planning	3.357	0.572	0.170	3
Analyzing historical records to avoid previous management pitfalls	4.601	0.727	0.158	6
Putting in place strategies and programs to attain work objectives	3.619	0.556	0.154	8

Ability to carry out a work with the budget allocated	4.012	0.666	0.166	5
Establishing procedures / policies to better performance in the school	2.399	0.783	0.326	1
Makes own policies aside from general policies of the school	3.667	0.654	0.178	2
Encourages staff members to coordinate with each other in undertaking their assignments	4.030	0.633	0.157	7
Makes sure that performance standards are met	4.220	0.583	0.138	9
discussing performance of subordinates with them, ostensibly to suggest remedial measures	3.696	0.626	0.169	4

When the responses to the statements regarding how effective teachers are in management were analysed, it was revealed that the respondents have been effective in analyzing historical records to avoid previous management pitfalls (Mean=4.601), in making sure that performance standards are met (Mean=4.220), in encouraging staff members to coordinate with each other in undertaking their assignments (Mean=4.030), in ability to carry out a work with the budget allocated (Mean=4.012) and in discussing performance of subordinates with them, ostensibly to suggest remedial measures (Mean=3.696). Effectiveness was also evidenced in making own policies aside from general policies of the school (Mean=3.667) and in putting in place strategies and programs to attain work objectives (Mean=3.619).

However teachers have neither been ineffective nor effective in gathering information regarding work at hand for better forecasting/planning (Mean=3.357) while being ineffective in establishing procedures / policies to better performance in the school (Mean=2.399). Further it was revealed by coefficient of variation that establishing procedures / policies to better performance in the school teachers have been ineffective.

4.6 Regression Analysis

Regression analysis will help us understand how the performance of teachers in managerial positions (dependent variable) changes with changes in managerial training, leadership traits, empowerment and resources. In other words what happens to performance of teachers in managerial positions when managerial training, leadership traits, empowerment and resources are varied? The study used a regression model to test the hypothesis between managerial

training, leadership traits, empowerment and resources and performance of teachers in managerial positions.

4.6.1 Model Summary

The model summary was set out to establish the model's goodness of fit. The results are shown in Table 4.10.

Table 4. 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.827	0.684	0.676	1.879

The outcome of table 4.3 found that R-Square value (coefficient of determination) is 0.676, which indicates that the independent variables (managerial training, leadership traits, empowerment and resources) explain 67.6% of the variation in the dependent variable (performance of teachers in managerial positions). This means that 32.4% of performance of teachers in managerial positions is influenced by other factors apart from the considered research variables.

4.6.2 Analysis of Variance

Analysis was done to establish whether the model was significant in giving an explanation on the effect of (managerial training, leadership traits, empowerment and resources) on performance of teachers in managerial positions. The results are shown in Table 4.11 below which found that the model had predictive value and thus it was significant. This was because its p-value was less than 5%, $p=.000$ and F calculated was significantly larger than the critical F value.

Table 4. 11: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1268.88	4	317.220	88.187	0.000
	Residual	586.33	163	3.597		
	Total	1855.21	167			

4.6.3 Regression Coefficients

Model coefficients provide unstandardized and standardized coefficients to explain the direction of the regression model and to establish the level of significance of the study variables. The results are captured in Table 4.12.

Table 4. 12: Regression coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.053	0.217		2.889	0.0050
Managerial Training	0.682	0.149	0.613	5.309	0.0000
Leadership Traits	0.701	0.181	0.149	3.210	0.0020
Empowerment	0.599	0.196	0.234	4.255	0.0002
Resources	0.763	0.091	0.138	3.989	0.0001

As per the SPSS generated table above, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$$Y = 1.053 + 0.682X_1 + 0.701X_2 + 0.599X_3 + 0.763X_4$$

As per the findings, at 95% confidence level, all the variables were significant as the p-value was less than 0.05. The study infer that resources had the greatest effect on the performance of teachers in managerial positions, followed by leadership traits, then managerial training while empowerment had the least effect to the performance of teachers in managerial positions. Further from the regression equation it was clear that if all factors (managerial training, leadership traits, empowerment and resources) were held constant at zero performance of teachers in managerial positions will be 1.053. The findings presented also show that taking all other independent variables at zero, a unit increase in the managerial training would lead to a 0.682 increase in the scores of performance of teachers in managerial positions and a unit increase in the scores of leadership traits would lead to a 0.701 increase in the scores of performance of teachers in managerial positions. Further, the findings shows that a unit increases in the scores of empowerment would lead to a 0.599 increase in the scores of performance of teachers in managerial positions. The study also found that a unit increase in the scores of resources would lead to a 0.763 increase in the scores of performance of teachers in managerial positions.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter five outlines the summary of this research, discussion of the findings, conclusions and recommendations based on research findings as well as suggestion of areas which may require further consideration as far as future research is concerned.

5.2 Summary

This section contains a summary of the findings for the independent variables in chapter four.

5.2.1 The Role of Empowerment

The findings revealed that the school gives teachers a chance to be leaders through weekly duties at the school, that respondents were allowed to instigate major actions in decision making and that the management of the school have put in place feedback systems that handle effectively queries and challenges. The findings also implied that team innovative and initiative by employees are encouraged in the respondent's school, that the school reorganizes itself based on the structure and responsibilities of the teachers and that the school conducts appraisals to determine the teachers worth from time to time. It was also clear that teachers in the respondent's school have the basic managerial skills so as to be enable them handle the managerial challenges, that the school recruitment program is comprehensive and dedicated to hiring the best fit candidate, that collaboration among the teachers is encouraged to improve the quality of service delivery in my school and that changes have been made in organizational structures to facilitate employees empowerment. The study found that their job has changed significantly as a result of redirection in management, that they are recognized for the achievement of quality goals and objectives. It was also clear that the management of the school have not put in place feedback systems that handles effectively queries and challenges and that they are not fully involved in all decision making process in my school. It was also revealed that they don't feel free to take risks in an effort to improve the quality of my work performance that the school don't trains its staff to match job leadership demands and for capacity building and that the school don't have a reward and appreciation systems in place to reward outstanding performance.

5.2.2 The Role of Leadership Trait

The study shows that the school management share power with followers rather than exercise power over followers, that the school management are value driven and committed to the

creation of learning communities, that the school administration create organisational conditions in which employees can develop their own leadership capabilities and that whenever they deliver quality services are appraised and given a commendation letter to that effect. Respondents also agreed that the school management foster staff development and to help teachers to tackle problems together more effectively and that decisions are made with collaboration and consultations in my school. Respondents were again neutral on the facts that the school management demands compliance with orders without explaining the reason behind them and that the school management create organisational conditions in which followers can develop their own leadership capabilities. Finally the respondents disagreed that they are always given directions on what is expected of me at all times, that the principal does not have confidence in his subordinates and that the school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. As per the coefficient of variation, it was revealed that teachers are not always given directions on what is expected of them at all times.

5.2.3 The Role of Managerial Training

The findings show that management training offered in school gives the teachers confidence to perform their resource allocation roles effectively, that respondents school provides time and resources to upgrade the teachers in managerial skill, that people managerial training is offered in the school for the teachers to align the capacity of the teachers with the school needs and that managerial training among teachers have helped to review outcomes in school and guide improvement planning and that teamwork is encouraged in the school for better problem solving skills and to develop management skill among teachers. The results also show that managerial training in the school offers great satisfaction and enhances creativity for better decision making and that managerial training among the teachers has increased their ability to forecast future performance and therefore helps them to put in place policies to enhance performance. Again it was revealed that central to management training conducted in the school is time management skills and therefore enhances planning and that financial management have not been enhanced by managerial training among the teachers. As shown by coefficient of variation the respondents indicated that financial management have not been enhanced by managerial training among the teachers.

5.2.4 The Role of Resources

The results show that management of the school provide resources as required by the teachers for their managerial performance and that low staffing in the school leading to overworking

of the available teachers and therefore reducing their managerial performances. The results also show that the school has inadequate physical and material resources to meet all the managerial functions. The study also showed that the school management don't use threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. Coefficient of variation indicates that the school management don't uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning.

5.3 Discussion of findings

In this section, the study links the findings of this study with past studies.

5.3.1 The Role of Empowerment

The findings revealed that the school gives teachers a chance to be leaders through weekly duties at the school, that respondents were allowed to instigate major actions in decision making and that the management of the school have put in place feedback systems that handle effectively queries and challenges. These concur with Khoza (2010) who argue that in education, policies are made by school governing bodies, administrators and politicians, but teachers are rarely part of the processes and their voices are missing.

The findings also implied that team innovative and initiative by employees are encouraged in the respondent's school, that the school reorganizes itself based on the structure and responsibilities of the teachers and that the school conducts appraisals to determine the teachers worth from time to time. These are similar with Mabuku (2009) who suggests that empowerment "involves entrusting workers with authority and responsibility.

It was also clear that teachers in the respondent's school have the basic managerial skills so as to be enable them handle the managerial challenges, that the school recruitment program is comprehensive and dedicated to hiring the best fit candidate, that collaboration among the teachers is encouraged to improve the quality of service delivery in my school and that changes have been made in organizational structures to facilitate employees empowerment. These correlate with Becker and Gerhart (2013) who stressed that human resource has been vital for firm sustained performance.

The study found that their job has changed significantly as a result of redirection in management, that they are recognized for the achievement of quality goals and objectives.

These were in line with Bush, et al (2009) who said that future leaders should be grown from teachers, middle teachers, and head of departments/assistant principals to school principals.

It was also clear that the management of the school have not put in place feedback systems that handles effectively queries and challenges and that they are not fully involved in all decision making process in my school. These correspond to Walter and Dimmock (2013) reviewed recent research and experience and concluded that individual merit and incentive pay programs do not work and, in fact, are often detrimental.

It was also revealed that they don't feel free to take risks in an effort to improve the quality of my work performance that the school don't trains its staff to match job leadership demands and for capacity building and that the school don't have a reward and appreciation systems in place to reward outstanding performance. These are in line with Nickols (2012) who argued that motivation is a wilful desire to direct ones behaviors towards achieving certain goals where motivation is concerned with how workers get energized, sustained, directed and the kind of reactions that are present in them.

5.3.2 The Role of Leadership Trait

The study shows that the school management share power with followers rather than exercise power over followers, that the school management are value driven and committed to the creation of learning communities, that the school administration create organisational conditions in which employees can develop their own leadership capabilities and that whenever they deliver quality services am appraised and given a commendation letter to that effect. These were similar to Ngure (2013) who state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the *laissez-faire* leadership style.

Respondents also agreed that the school management foster staff development and to help teachers to tackle problems together more effectively and that decisions are made with collaboration and consultations in my school. This was in line with Bush & Middlewood (2009) who argue that, effective 'management' is just as important as visionary leadership if educational organizations are to be successful.

Respondents were again neutral on the facts that the school management demands compliance with orders without explaining the reason behind them and that the school management create organisational conditions in which followers can develop their own

leadership capabilities. These concur with Bush (2014) who suggests that an organization of such nature creates an open form of management where employees have a strong decision-making role.

Finally the respondents disagreed that they are always given directions on what is expected of me at all times, that the principal does not have confidence in his subordinates and that the school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. As per the coefficient of variation, it was revealed that teachers are not always given directions on what is expected of them at all times. This was similar to York-Barr and Duke (2010) who describe informal teacher leadership roles as coaching peers, working in teams, modelling reflective practice and/or communicating a vision for improvement.

5.3.3 The Role of Managerial Training

The findings show that management training offered in school gives the teachers confidence to perform their resource allocation roles effectively, that respondents school provides time and resources to upgrade the teachers in managerial skill, that people managerial training is offered in the school for the teachers to align the capacity of the teachers with the school needs and that managerial training among teachers have helped to review outcomes in school and guide improvement planning and that teamwork is encouraged in the school for better problem solving skills and to develop management skill among teachers. This was similar to Drucker (2013) who considers that the main management task is to make the people capable to work together efficiently, offering them mutual objectives and values, corresponding organization, continuous instruction, and the development they need.

The results also show that managerial training in the school offers great satisfaction and enhances creativity for better decision making and that managerial training among the teachers has increased their ability to forecast future performance and therefore helps them to put in place policies to enhance performance. These concur with Fitzgerald and Thirsk (2010) who states that the performance of a manager can be measured by his ability to meet the group and organizations goals.

Again it was revealed that central to management training conducted in the school is time management skills and therefore enhances planning and that financial management have not been enhanced by managerial training among the teachers. As shown by coefficient of variation the respondents indicated that financial management have not been enhanced by

managerial training among the teachers. These conforms to Parsons (2009) who suggested an effective and successful manager is one who makes constructive use of authority, thus having the ability to formulate clear goals and taking the necessary steps to achieve them, and getting people to do what is necessary for achieving the targets.

5.3.4 The Role of Resources

The results show that management of the school provide resources as required by the teachers for their managerial performance and that low staffing in the school leading to overworking of the available teachers and therefore reducing their managerial performances. These were similar to Ndabise (2009) who argues that there is a close relationship between rewards and job performance.

The results also show that the school has inadequate physical and material resources to meet all the managerial functions. This correspond to Drucker (2013) who considers that the main management task is to make the people capable to work together efficiently, offering them mutual objectives and values, corresponding organization, continuous instruction, and the development they need.

5.4 Conclusion

5.4.1 The Role of Empowerment

The study assessed the role of management training and concluded that it positively and significantly influences performance of teachers in public secondary schools in Meru County. The study deduced that the school gives teachers a chance to be leaders through weekly duties at the school, that respondents were allowed to instigate major actions in decision making and that the management of the school have put in place feedback systems that handle effectively queries and challenges. It was also deduced that teachers in the respondent's school have the basic managerial skills so as to be enable them handle the managerial challenges, that the school recruitment program is comprehensive and dedicated to hiring the best fit candidate, that collaboration among the teachers is encouraged to improve the quality of service delivery in my school and that changes have been made in organizational structures to facilitate employees empowerment. It was also revealed that they don't feel free to take risks in an effort to improve the quality of my work performance that the school don't trains its staff to match job leadership demands and for capacity building and that the school don't have a reward and appreciation systems in place to reward outstanding performance.

5.4.2 The Role of Leadership Trait

The study identified the effect of leadership traits and concluded that it positively and significantly affects performance of teachers in public secondary schools in Meru County. The study deduced that the school management share power with followers rather than exercise power over followers, that the school management are value driven and committed to the creation of learning communities, that the school administration create organisational conditions in which employees can develop their own leadership capabilities and that whenever they deliver quality services are appraised and given a commendation letter to that effect. Respondents also agreed that the school management foster staff development and to help teachers to tackle problems together more effectively and that decisions are made with collaboration and consultations in my school. The study also deduced that the school management demands compliance with orders without explaining the reason behind them and that the school management create organisational conditions in which followers can develop their own leadership capabilities. Finally the deduced that teachers are not always given directions on what is expected of me at all times, that the principal does not have confidence in his subordinates and that the school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning.

5.2.3 The Role of Managerial Training

The study further established the effects of empowerment and concluded that it affects managerial performance of teachers in Public secondary schools in Meru County positively. The findings deduced that management training offered in school gives the teachers confidence to perform their resource allocation roles effectively, that respondents school provides time and resources to upgrade the teachers in managerial skill, that people managerial training is offered in the school for the teachers to align the capacity of the teachers with the school needs and that managerial training among teachers have helped to review outcomes in school and guide improvement planning and that teamwork is encouraged in the school for better problem solving skills and to develop management skill among teachers. Again it was deduced that central to management training conducted in the school is time management skills and therefore enhances planning and that financial management have not been enhanced by managerial training among the teachers.

5.2.4 The Role of Resources

The study finally investigated the effects of resources and concluded that it positively and significantly affects managerial performance of teachers in Public secondary schools in Meru County. The study deduced that management of the school provide resources as required by the teachers for their managerial performance and that low staffing in the school leading to overworking of the available teachers and therefore reducing their managerial performances. The study also deduced that the school management don't use threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning.

5.5 Recommendations

Based on the findings of the study, the following were the recommendations

1. Since the study found that the management of the school have not put in place feedback systems that handle effectively queries and challenges, the school principals should search for ways of providing feedback to teachers in good time so that the teachers may develop a positive attitude towards performance appraisal. The principals should also embrace communication skills in providing such results. Also the school principals and teachers should analyse and come up with friendly rating scales that the teachers should feel that they are being rated positively. The key performance indicators under the performance contracts should be clearly defined to distinguish them from routine tasks.
2. Also since the study found that low staffing in the school leads to overworking of the available teachers and therefore reducing their managerial performances, the study recommends that enough teaching staff should be acquired so as to relieve the teachers in managerial positions of their teaching roles or the number of lessons taught by teachers in managerial positions be reduced so as to provide them ample time so as to effectively execute their managerial functions. This would lead to improved work relations, effective time management, service delivery and improved academic results.
3. Further the study found that central to management training conducted in the school is not time management skills and therefore does not enhances planning. therefore the study recommends that training on time management should be carried out to pass skills to the teachers who are in managerial positions on how to coordinate between their positions with other duties as far as time is concerned.

4. The study recommends that the principals should enrol for leadership training to upgrade their leadership skills and avoid leading the schools on trial and error basis. The study recommends that the government through the ministry of education should conduct regular evaluation on how principals leadership role in school management. This will help in identifying the emerging leadership needs and appropriate measures will be implemented. The study recommends that the government through the ministry of education should conduct regular leadership training for the head teachers.

5.6 Recommendations for Further Studies

Having explored the factors influencing performance of teachers in managerial positions in public secondary schools in Meru County, Kenya, a similar study is recommended in other counties of the country to assess the validity of the research findings. This would also include a comparison of urban and rural schools. In addition, a larger sample to include students would enhance more opinions from a wide scope of respondents. Further a similar study is recommended in private schools since the present study focussed on public schools.

REFERENCES

- Aipinge, L. P. (2014). Cluster Centre Principals' perceptions of the Implementation of the School Cluster System in Namibia. Unpublished master's thesis. Grahamstown: Rhodes University.

- Alexander, R. (2009). *Culture, Dialogue and Learning*, Robin Alexander DfES Primary National Strategy: Excellence and Enjoyment: learning and teaching in the primary years: Professional Development Materials. DfES.
- Armstrong M. and Baron, A. (2009). *Managing performance: performance management in action*, CIPD, London.
- Armstrong, M. (2012). *A Handbook of Personnel Management and Practice*, Tenth Edition, Philadelphia PA 19147 USA.
- Becker B. and Gerhart, B. (1996). The Impact of Human Resource Management on Organizational Performance: Progress and Pros-pects, *Academy of Management Journal* 39.
- Bennell, B. and Akyeampong, H. (2014). Missing pieces of the education reform agenda: *Education Administrative Quarterly*, 24,416-437.
- Bodden, J. (2012). From bureaucratic organization to learning organizations: An evolutionary roadmap. *Journal of Education*, Vol. 13(4), 337-352.
- Boddy, D. (2012). *Management: An introduction*, fourth edition, Prentice Hall
- Boleslaw, R. (2009). Ethical context of the participative leadership model: taking people into account. *Corporate Governance Journal*, Vol. 9(4), 461-472.
- Branch, K. M. (2014). Chapter 10. Participative management and employee and stakeholder involvement. Retrieved 2011/10/24.
- Buchner, T. W. (2014). Performance management theory: A look from the performer's perspective with implications for HRD, *Human Resource Development International*, 10: 1, 59 — 73.
- Burnes, B. (2010). Kurt Lewin and Approach to the Planned Change: A Re-appraisal Manchester School of Management. *Journal of Management Studies*, Vol. 46(6), 22-23.
- Bush, T. (2003). *Theories of educational leadership and management* (3rd Ed.). London: Sage.

- Bush, T. (2014). Educational leadership and management: theory, policy, and practice. *South African Journal of Education*. Vol. 27(3), 391-406.
- Bush, T. and Middlewood, D. (2009). *The principal of Educational Leadership & Management* (2nd Ed.) London: Sage.
- Cole, G A (2014). *The administrative theory and workers motivation*, Zante institute of administration press Ltd, ABU Zaria, Nigeria
- Cutler, T. and Waine, B. (2010). Mutual Benefits or managerial control? The role of appraisal in performance related pay for teachers, *British Journal of Educational Studies*, 48 (2), pp 170-182.
- Davies, B. (2014). *School Leadership* .Nairobi: Nairobi University Press.
- Dodd, G. (2014). *Canadian employees moving towards total rewards approach to Compensation*. Retrieved February 27, 2009, from <http://www.watsonwyatt.com/canada> Employee Reward, London.
- Dooley, T. (2014). *Research Methods: A conceptual Approach*. Boston: Allyn and Bacon.
- Drucker, P. (2013). *Despreprofesia de manager*, Meteor Press, București
- Dunkin , M. J. (2014). Assessing Teachers' Effectiveness. *Issues in Educational Research*, 7(1), 37
- Elmore, R. F. (2011). *Leadership and Learning: Principal*. Enugu: Optimal Computer Solution Ltd.
- Fitzgerald, J., & Thirsk, J. (2010). *Communicating the Importance of Work-life Balance*. Retrieved April 15, 2009, from <http://www.iveybusinessjournal.com>.
- Fullan, M. (2011). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Galabawa, J.C.J. (2003). *Enhancing Efficiency, Improving quality and relevance in Education and training*, Report on the national Conference on Education and Training held at Kenya International Conference Centre, Nairobi, November 27-28
- Good, T. L. & Brophy J, E. (2012). *Looking in Classrooms*. USA: Macmillan Publishing House.

- Government of Kenya (2009b). Kenya Education Support Sector Programme 2005-2010:
- Hafizi, R. , Rahbar, A. H., &Rowshan, S. (2010). Studying performance management in Iran using an adapted performance management analysis. *Journal of Transnational Management*, 15: 3, 246 — 264.
- Ho, H. (2010). The prospects for the implementation of school-based financial management in Taiwan.*International Educational Studies*. 3(1): 145-150.
- Jimenez, R., (2009). Managing Employee Retention Through Recognition. *T+D*, 53 (10). 53-55.
- Kayiwa, B. (2011). Assessment of Leadership Training of Head Teachers and Secondary School Performance in Mubende District, Uganda. M.A. Thesis, Bugema University.
- Krejcie, Robert V., Morgan, Daryle W., (1970). Determining Sample Size for Research Activities, *Educational and Psychological Measurement*.
- Lawler, E.E. (2003). *Treat people right*. San Francisco: Jossey-Bass Inc.
- Mabuku, R. N. (2009). Democratic leadership and management practices in a rural Namibian secondary school. Unpublished master's thesis. Grahamstown: Rhodes University.
- Maeroff, G.I. (2012). *Blueprint for empowering teachers*. Phi Delta Kappan.
- Mbambo, M. S. (2009). The role of teachers' resource centres from the perspective of school managers and teachers. Unpublished Master's thesis. Grahamstown: Rhodes University.
- Mong'are, E. (2012). Management of Physical resources and its impact on KCSE performance in public secondary schools in Kisii Central District, Kenya. Department of Educational Management, Policy and Curriculum Studies: 136p. The LB 3219 .K4M6.
- Mugenda, O. M. &Mugenda, G. A. (2003). *Research Methods –Qualitative and QuantitativeApproaches*. Nairobi: Acts Press.
- Ndabise, D.M. (2009). A study of Leadership Styles and their Effects on the Management of Teachers' Colleges in Tanzania.MA (Education) Dissertation.University of Dar es Salaam.

- Ndung'u, J. W. (2014). Managerial skills gap analysis of newly appointed headteachers in public secondary schools in Kiambaa Division, Kiambu District. Unpublished MED thesis, University of Nairobi.
- Ngechu, M. (2004). *Understanding the Research Process and Methods*. An introduction of Research Methods, Acts Press, Nairobi.
- Njure, S. M. (2013). Impact of resource utilization in education as perceived by teachers in secondary schools in Mathioya District, Muranga County, Kenya. Unpublished MED project. University of Nairobi.
- Ngware, M. W., Wamukuru, D. K. & Odebero, S. O. (2013). *Total Quality Management in Secondary Schools in Kenya: extent of practice*. Quality Assurance in Education.
- Nickols, F. (2012). *Managerial Performance*. Retrieved December 16, 2009, from <http://home.att.net/~essays/managerialperformance.pdf>.
- Odden, A. and Kelley, C. (2014). *Paying Teachers For What They Know And Do: New And Smarter*.
- Oduro, G. K. T. (2010). Distributed leadership in schools: *what English head teachers say about the pull and push factors*. An unpublished paper presented at the British Educational Research Association Annual Conference, University of Manchester, 16-18 September 2010.
- Okumbe, J. A. (2012). *Educational Management*. Theory and Practice. Orodho J.A. (2009). *Elements of Education and social sciences research methods*. Nairobi; Masola publisher.
- Onyeachu, A. (2013). Relationship Between Working Conditions and Teacher Effectiveness in Secondary Schools in Abia Educational Zone of Abia State. M.Ed. Dissertation, Unpublished, Port Harcourt: University of Port Harcourt, Nigeria.
- Orodho, J. A. (2004). *Technique of Writing Research Proposals and Reports in Education and social sciences*, Nairobi; Masola publisher
- Owen, M. (2003), *Performance-Based Rewards for Teachers: A Literature Review*, UK

- Ozigi, A. O (2014). *A Handbook on School Administration and Management*. London: Macmillian Education Ltd.
- Rono, J. K. (2014). Assessment of Leadership Styles among Secondary School Heads and its Effects on National Examination Performance Index: A case Study of Selected Schools in UasinGishu District.
- Rothwell, W. (2011). *Effective Succession Planning: Ensure Leadership Continuity and Building Talent from Within* (2nd ed.). AMACOM, New York. NY.
- Sarvadi, P. (2009). *The best way to reward employees. Solutions for growing Business*. Retrieved February 27, 2009, from <http://www.entrepreneur.com>
- Schmidt, F, L. & Hunter, J, E. (2012). The Validity and Utility of Selection Methods in Personnel Psychology: Practical and Theoretical Implications of 85 Years of Research Findings. *Psychological Bulletin*, Vol. 124, No. 2, 262-274.
- Sen, S. & Saxena, S. (2009). Managerial Effectiveness: Managing with a Difference, *Personnel Today*, 20(2), 5-11.
- Sergon, D. (2009). *School Success Depends on the Head Teacher's Ability*. The Standard. Nairobi: The Standard Group.
- Skinner, B. F. (1968). *The technology of teaching*. New York: Appleton-Century-Crofts, Inc.
- Somech, A. (2014). Explicating the complexity of participative management: an investigation of multiple dimensions. *Educational administration quarterly*, vol. 38(3), 341-371.
- Steyn, J. C., de Klerk, I., & Du Plessis, W, S. (2009). *Education for Democracy (4th Ed)*. Durbanville: Wacha Publishers.
- Stroh, E.C. (2011). Personnel motivation: Strategies to stimulate employees to increase performance. *Politeia*, 20(2), 59–74.
- Sukirno, U. and Sonunta S. (2010) Does participative decision making affect lecturer performance in higher education. *International Journal of Educational management*, Vol. 25(5), 494-508.
- Swazi-Land. *Working Paper Series 71*, Washington DC: World Bank.

- Taylor, D.J. L. (2014). *Effective School Governing Bodies: The misnomer of the idea of a balance between governance and management*. Department of Educational Policystudies. University of Stellenbosch.
- Weiss A. (1995). *The Effect of Job Complexity on Job Satisfaction: Evidence From Turnover and Absenteeism*. NBER Working Papers 1597, National Bureau of Economic Research, Inc.
- York-Barr, J. and Duke, K. (2010). What Do We Know About Teacher Leadership? Findings From Two Decades Of Scholarship. *Review of Educational Research*, 74(3), 255–316. American Educational Research Association, Washington, DC.
- Yukl, G. (2014). *Leadership in Organizations, 6th Ed.* uppersaddle river, NJ: Prentice-hall.

APPENDICES

Appendix I: Letter of Introduction to the Respondents

PATRICIA KARIMI

University OF NAIROBI

P.O Box 848

Meru

January 2017

Dear Respondent,

RE: REQUEST TO COLLECT SURVEY DATA

I am a student at the University of Nairobi. As a partial requirement in fulfillment of the master's program requirements; I am undertaking a research survey on DETERMINANTS INFLUENCING PERFORMANCE OF TEACHERS IN MANAGERIAL POSITIONS IN PUBLIC SECONDARY SCHOOLS IN MERU COUNTY, KENYA and your school has been selected to form part of this study. Therefore, I kindly request you to assist me collect data by filling out the attached questionnaire. The information provided will absolutely be used for academic purposes and will be treated with confidentiality. Thank you.

Yours faithfully,

Patricia Karimi

Appendix II: Questionnaire

INSTRUCTIONS

Please respond to all the questions as briefly as possible by ticking the appropriate answer for your or by filling in the blank spaces. The information provided will be only used for the purposes of this study.

SECTION A: DEMOGRAPHIC INFORMATION

1) What is your gender? (Please tick appropriately)

Male Female

2) What is your age bracket

30-35 [] 36-39 [] 40-45 [] 46-49 [] 50 and above []

3) Level of education?

Doctorate degree [] Masters degree [] Bachelor degree [] Diploma []

SECTION B: THE ROLE OF EMPOWERMENT

4) To what extent do you agree with the following statements on empowerment effect on managerial performance? Use a scale of 1 to 5, where 1 = Strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree and 5 = Strongly agree

	1	2	3	4	5
The school is run on a climate that supports continuous improvements towards perfection and quality management functions					
The school has reward and appreciation systems in place to reward outstanding performance					

The management of the school have put in place feedback systems that handles effectively queries and challenges					
The school trains its staff to match job leadership demands and for capacity building					
The school gives teachers a chance to be leaders through weekly duties at the school					
The school conducts appraisals to determine the teachers worth from time to time					
I feel free to take risks in an effort to improve the quality of my work performance					
Changes have been made in my organizational structures to facilitate employees empowerment					
The school reorganizes itself based on the structure and responsibilities of the teachers					
Team innovative and initiative by employees are encouraged in my school					
Collaboration among the teachers is encouraged to improve the quality of service delivery in my school					
Am fully involved in all decision making process in my school					
Am allowed to instigate major actions in decision making					
I am recognized for the achievement of quality goals and objectives					
My job has changed significantly as a result of redirection in management					
The school recruitment program is comprehensive and					

dedicated to hiring the best fit candidate					
Teachers in my school have the basic managerial skills so as to be enable them handle the managerial challenges.					

SECTION C: THE ROLE OF LEADERSHIP TRAIT

5) To what extent do you agree with the following statements on the role of leadership trait on managerial performance? Use a scale of 1 to 5, where 1 = Strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree and 5 = Strongly agree

Leadership traits	1	2	3	4	5
The school administration create organisational conditions in which employees can develop their own leadership capabilities					
Am always given directions on what is expected of me at all times					
Decisions are made with collaboration and consultations in my school					
Whenever I deliver quality services am appraised and given a commendation letter to that effect					
The school management are value driven and committed to the creation of learning communities.					
The school management foster staff development and to help teachers to tackle problems together more effectively					
The school management create organisational conditions in which followers can develop their own leadership capabilities					
The school management share power with followers rather than exercise power over followers					
The school management demands compliance with orders					

without explaining the reason behind them					
The school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning					
The principal does not have confidence in his subordinates					

SECTION D: THE ROLE OF MANAGERIAL TRAINING

- 6) To what extent do you agree with the following statements on the role of training effect on managerial performance? Use a scale of 1 to 5, where 1 = Strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree and 5 = Strongly agree

	1	2	3	4	5
Managerial training in the school offers great satisfaction and enhances creativity for better decision making					
People managerial training is offered in the school for the teachers to align the capacity of the teachers with the school needs					
My school provides time and resources to upgrade the teachers in managerial skills					
Teamwork is encouraged in the school for better problem solving skills and to develop management skill among teachers					
Central to management training conducted in the school is time management skills and therefore enhances planning					
Management training offered in school gives the teachers confidence to perform their resource allocation roles effectively					
Managerial training among the teachers have increased their ability to forecast future performance and therefore helps them to put in place policies to enhance performance					
Managerial training among teachers have helped to review outcomes in school and guide improvement planning					
Financial management have been enhanced by managerial training among the teachers					

SECTION E: THE ROLE OF RESOURCES

- 7) To what extent do you agree with the following statements on resources effect on managerial performance? Use a scale of 1 to 5, where 1 = Strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree and 5 = Strongly agree

	1	2	3	4	5
Inadequate financial resources limits teachers to take managerial training					
Low staffing in the school leading to overworking of the available teachers and therefore reducing their managerial performances					
Management of the school provide resources as required by the teachers for their managerial performance					
The school has inadequate physical and material resources to meet all the managerial functions					

SECTION F: MANAGERIAL PERFORMANCE

- 8) In your own opinion, how effective are the teachers in management on the following activities related to managerial performance. Use a scale of 1 to 5 where 5 = very effective and 1= ineffective

	1	2	3	4	5
Gathering information regarding work at hand for better forecasting/planning					
Analyzing historical records to avoid previous management pitfalls					
Putting in place strategies and programs to attain work objectives					
Ability to carry out a work with the budget allocated					
Establishing procedures / policies to better performance in the school					

Makes own policies aside from general policies of the school					
Encourages staff members to coordinate with each other in undertaking their assignments					
Makes sure that performance standards are met					
discussing performance of subordinates with them, ostensibly to suggest remedial measures					

Thank you

Appendix III: Table For Determining Sample Size From A Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.

Source: Krejcie and Morgan (1970).