

**INDIVIDUAL FACTORS INFLUENCING HEADTEACHERS'
COMPETENCE IN HUMAN RESOURCE MANAGEMENT IN PUBLIC
PRIMARY SCHOOLS IN KAYOLE NORTH DIVISION, KENYA**

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for the Award of the Degree of Master of Education in Corporate
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DECLARATION

The research project is my original work and has not been submitted for a degree
in any other university

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DEDICATION

I would like to dedicate this project to my family; my husband Mr. Daniel Kagacha and children Sam and Njeri.

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Sincere thanks to my supervisors Dr. Rose Obae and Mr. Edward Kanori for their enabling guidance, patience, constructive criticism and personal interest in the progress of my study. Their availability in reading through the project and preparations is highly appreciated. I will always remember their humbling remarks and academic input towards this project. I thank God for bringing me this far and providing me with strength, wisdom and focus that has helped me to make the project a reality. I would like to thank my beloved family and husband Mr. Daniel Kagacha and children Sam and Njeri for giving me moral support, financial support and encouragement, were it not for them I wouldn't have made it this far. I also thank the headteachers and teachers in public primary schools in Kayole North Division for their response through filling the questionnaires. I am grateful to my school colleagues and friends who encouraged me in working on this project.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
List of abbreviations and acronyms	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Research objectives.....	6
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Limitations of the study	8
1.8 Delimitations of the study.....	8
1.9 Assumptions of the study.....	8

1.10 Definition of significant terms	9
1.11 Organization of the study	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.2 The concept of human resource management.....	11
2.3 Level of education and headteachers competence in human resource	13
management	13
2.4 Administrative experience and headteachers competence in human.....	15
resource management.....	15
2.5 Professional qualification and headteachers competence in human	16
resource management.....	16
2.6 Influence of attendance of seminars and workshops on human resource	18
management	18
2.7 Summary of literature review	19
2.8 Theoretical framework.....	20
2.9 Conceptual framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	24
3.2 Research design	24
3.3 Target population	24

3.4 Sampling techniques and sample size.....	25
3.5 Data collection instruments.....	25
3.5.1 Instrument’s validity	26
3.5.2 Instrument’s reliability.....	27
3.6 Data collection procedures.....	29
3.7 Data analysis techniques	29

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	31
4.2 Response rate	31
4.3 Demographic information.....	32
4.4 Level of education of the headteachers.....	37
4.5 Administrative experience of the headteachers	41
4.6 Professional qualification of headteachers.....	47
4.7 Attendance of seminars/workshops by headteachers.....	53

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	60
5.2 Summary of the study	60
5.3 Conclusion	63
5.4 Recommendations.....	65
5.5 Suggestions for further research	65

REFERENCES.....	67
APPENDICES	71
Appendix I: Letter of introduction.....	71
Appendix II: Questionnaire for teachers.....	72
Appendix III: Interview schedule for headteachers	79
Appendix IV: Research authorization.....	81
Appendix V: Research clearance permit.....	82

LIST OF TABLES

Table	Page
Table 4.1 Response rate	32
Table 4.2 Gender of the respondents	33
Table 4.3 Age of the respondents	34
Table 4.4 Level of education of the respondents	35
Table 4.5 Years of service of the respondents	36
Table 4.6 Cross tabulation between head teachers level of education and human resource management practices	38
Table 4.7 Cross tabulation between administrative experience and Human Resource Management practices.....	42
Table 4.8 Cross tabulation between professionally qualified headteachers and the Human Resource Management practices.....	49
Table 4.9 Cross tabulation between unprofessionally headteachers and Human Resource Management practices.....	50
Table 4.10 Cross tabulation between headteachers having attended seminars/workshops and the rate of human resource management....	54
Table 4.11 Cross tabulation between headteachers having not attended seminars/workshops and human resource management practice.....	56
Table 4.12 Extent to which attendance of seminars/workshops influence headteachers competence in human resource management.....	57

LIST OF FIGURES

Figure	Page
Figure 4.1 The headteacher possess high education level	37
Figure 4.2 Headteachers plays his HRM roles satisfactorily	39
Figure 4.3 Headteachers are knowledgeable of their HRM duties	40
Figure 4.4 Headteachers applies professionalism in HRM duties	41
Figure 4.5 Headteachers should possess 5 years and above of administrative Experience to enhance Human Resource Management.....	44
Figure 4.6 Headteachers administrative experience is observed in their recruitment practices	45
Figure 4.7 Headteachers attendance of seminars enhances their administrative experience	46
Figure 4.8 Headteachers professional qualification in Human Resource Management.....	48
Figure 4.9 Headteachers should be knowledgeable in human resource management	51
Figure 4.10 Headteachers show no biasness in solving problems related to Human Resource Management	52
Figure 4.11 Headteachers attendance of seminars/workshops in human resource management practices	53

LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
HRM	Human Resource Management
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission

ABSTRACT

Human Resource Management is considered as headteachers' management of recruitment procedures, contracts and salaries for teachers' by School Management Committees and including also a strong developmental and strategic approach. The purpose of this study was to investigate the individual factors influencing headteachers' competence in human resource management in public primary schools in Kayole North Division, Nairobi County, Kenya. The objectives were to identify the influence of level of education, administrative experience, professional qualification and attendance of seminars/workshops by headteachers on Human Resource Management in public primary schools in Kayole North Division. The study targeted 12 public primary schools, 12 headteachers and 216 primary school teachers in Kayole North Division. The sample size was 120 respondents comprising; 12 headteachers and randomly sample 12 teachers from each school to involve 108 teachers. Data was gathered using questionnaires for the teachers and interview schedule for headteachers. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using (Statistical Package for Social Sciences) SPSS. Descriptive statistics and thematic analysis were used. The findings showed majority 88% indicated that human resource management is influenced by the head teachers' education level. Majority 78% of the headteachers' indicated that administrative experience influences his competence in human resource management. Majority 82% indicated that headteachers professional qualification influences their competence in human resource management. The study may be significant in that it may give recommendations to the schools on the necessity of competence among the headteachers in Human Resource Management in public primary schools. The education stakeholders like Teachers Service Commission, Kenya Education Management Institute and Ministry of Education, Science and Technology at district level may see the need for training and get information that may assist their headteachers grow in terms of knowledge, skills and productivity in human resource management. Other researchers too might get data from the research and get reference points. The head teachers should attend seminars to enhance their human resource management skills. There should be further research on the influence of team work development among the school stakeholders in human resource management in primary schools. There should be a study on the influence of policies on the appointment of headteachers as human resource managers in primary schools. This study focused only on public primary schools; therefore a study on other school categories can be done in relation to headteachers human resource management. There should be a study on other factors influencing head teachers human resource management in primary schools since this study only focused on four factors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a systematic instruction for the development of character or mental power. Rao (2001) noted that there is an immediate and urgent need for giving education to the people in order to build up our future. Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. The success of every educational system depends on the quality and quantity of its factors of production – human and material resources. Human resource appears to be the most important because without human efforts, all other factors are inept (Lai & Janvry, 2009). This is why it is necessary to train and re-train the staff of any organization for better production (Peretomode & Peretomode, 2001).

Individuals differ in their ability to perform a specific type of work in terms of potential, knowledge and skills, or in other words, in competence. Any organization's success depends largely on the competence of its managers and therefore, the organization's leadership positions must be occupied by competent professionals (Jacob & Lefgren, 2004). The effects of headteacher competence in human resource management outcomes in public schools in Beijing, found significant impact on pupils academic performance and school discipline, possibly due to the systematic nature of the training programs. Head teachers competence can be indicated by schools performance and discipline (Lai & Janvry, 2009).

Blandford (2007) declared that the headteacher as a resource manager is required to have knowledge and understanding of whole school issues and of all operational aspects of the school. As the leader of a school, a headteacher is considered as a manager who simultaneously performs two roles-that of an educational leader and a chief executive officer (manager).

García (2002) indicated that human resource management in Mexico and other Latin American countries document the importance of training in addressing motivational problems affecting headteachers as human resource managers facing extremely low levels of education and limited development opportunities. Frequent problems result, however, from poor formalization of training structures, mismatches between training and promotion, enhanced independence, authority and responsibility (Samstad & Pipkin, 2005).

The efficiency of human resource management in Nigerian schools in financial management is being called to question both within and outside the profession (Nwikina & Nwanekezi 2010). Consequently, many educationists in all institutions are seriously in demand of dynamic headteachers who are competent to search for professional growth. This growth coupled with development becomes necessary in order for school administrators to understand the rudiments of proper human resource management. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Also, as a power catalyzing agent, it provides mental, physical,

ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose (Blandford, 2007).

The success of organization depends on education level of staff; there cannot be replacement of trained staff with any other type of instructional material (Hanif and Saba, 2002). Vinding (2006) suggests that the extent, level and quality of knowledge available in organizations' personnel are positively correlated with HRM of the headteachers in primary schools.

Sashkin (2003) say that globally, the majority of school leaders were not trained as school leaders but they assume offices because of their experience. In United Kingdom and Switzerland, future and serving head teachers are trained in management of schools, also specific leadership training and or certification is required in countries like Slovenia, Estovenia and Catelonia. Performing head teachers are trained in different institutions and in varying curriculum. The authors however, advocate for a higher degree of autonomy, coupled with curriculum of: distributed leadership, supporting, evaluating and developing teacher quality, goal setting, assessment and accountability, strategic finance and human resource management, and networking with other institutions (Sashkin, 2003).

Okafor (2006) emphasized that the useful aspects in HRM are professional qualification, administrative experience, training and development of staff. Training is not however, a separate activity that can be limited to the training school. Majority of education managers and supervisors lack adequate competence to utilize available information for management purposes. The headteachers and other school level managers have not been exposed to adequate management training. As a result many institutional heads lack the capacities to oversee and account for the utilization of human resources under them (Republic of Kenya, Sessional paper No. 14 of 2012). This study therefore sought to investigate individual factors influencing headteachers competence in Human Resources Management in public primary schools in Kayole North Division, Embakasi District, Kenya.

Academic performance in public primary schools in Kayole North Division has always been below average. Information provided by the DEOs offices indicates that Kayole North Division has hardly attained a mean score of 250 for the last three years. This performance is the worst in the divisions in Embakasi district. This performance is below compared to that of Umoja Division, Kayole Central and Kayole South. Table 1.1 shows the academic performance for the district from 2011 – 2013. This average academic performance might be an indication of incompetence in human resource management by the headteachers in primary schools in Embakasi district in terms of their level of education, administrative experience, professional qualification and attendance of seminars.

Table 1.1 Performance of public primary schools in Embakasi District from 2011 – 2013

Division	Mean score	Mean score	Mean score
	2011	2012	2013
Umoja	257	267	268
Kayole North	234	245	229
Kayole Central	312	287	356
Kayole South	298	312	351

Source: District Education Office Embakasi District (2014)

1.2 Statement of the problem

Despite the important role of headteachers on human resource management, there have been no empirical studies or formal impact evaluations on the individual factors influencing headteachers competence in human resources management. Among studies employing non-experimental or natural experiment approaches, no unanimous conclusion has been reached so far. Ouya and Mweseli (2009) found out that headteachers’ competence in Human Resource Management in public primary schools have a direct influence on pupils academic performance.

Academic performance of pupils is a result of a number of factors which includes headteachers’ competence in human resources management (Blandford, 2007). The average academic performance in Kayole North Division might be an indication of incompetence in human resource management by the headteachers

in primary schools in Embakasi district in terms of their level of education, administrative experience, professional qualification and attendance of seminars. The study investigated the individual factors influencing headteachers competence in Human Resource Management in public primary schools in Kayole North Division, Embakasi District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the individual factors influencing headteachers' competence in Human Resource Management in public primary schools in Kayole North Division, Embakasi District, Kenya.

1.4 Research objectives

The objectives of the study were:

- i. To identify the influence of level of education on headteachers' competence in human resource management in public primary schools in Kayole North Division.
- ii. To establish the influence of administrative experience on headteachers' competence in human resource management in public primary schools in Kayole North Division.
- iii. To examine the influence of professional qualification on headteachers' competence in human resource management in public primary schools in Kayole North Division.

- iv. To determine the influence of attendance of seminars/workshops by headteachers on human resource management in public primary schools in Kayole North Division.

1.5 Research questions

The research questions of the study were:

- i. To what extent does level of education influence headteachers' competence in human resource management in public primary schools in Kayole North Division?
- ii. What is the influence of administrative experience on headteachers' competence in human resource management in public primary schools in Kayole North Division?
- iii. How does professional qualification influence headteachers' competence in human resource management in public primary schools in Kayole North Division?
- iv. What is the influence of attendance of seminars/workshops by headteachers in human resource management in public primary schools in Kayole North Division?

1.6 Significance of the study

The study findings may be significant in that they may be used to highlight the necessity of competence among the headteachers in Human Resource Management in public primary schools. The education stakeholders like Teachers

Service Commission, Kenya Education Management Institute and Ministry of Education, Science and Technology at district level will be enlightened about the need for training and get information that may assist their headteachers grow in terms of knowledge, skills and productivity in human resource management. Other researchers too might get data from the research and get reference points.

1.7 Limitations of the study

The answering of questionnaires relied heavily on the honesty of the respondents. Some respondents were fearful to give information. The respondents were assured of confidentiality to make them open up. Some gave answers that sounded most acceptable hence affecting reliability of the data. To counter this, the researcher assured the respondents that the data was only to be used for academic purposes.

1.8 Delimitations of the study

Kathori (2004) asserts that delimitation is a process of reducing the study population and areas to be surveyed to a manageable size. This study was conducted in Kayole North Division involving only public primary schools headteachers and teachers.

1.9 Assumptions of the study

The following assumptions were used in the study;

- i. The respondents responded well to the questions by giving the required information and will adequately represent the public primary schools in the whole district.

- ii. The data collected and the available records were accurate to give a true reflection of the situation on the ground.

1.10 Definition of significant terms

The following definition of significant terms was used in the study;

Administrative experience refers to the time the headteachers have spent in handling managerial position in schools in terms of human resource management. This study's adequate administrative experience was deemed to be 5 years and above.

Competence refers to a set of defined headteachers qualification in terms of human resource management that enables him to professionally handle human resource management in primary schools. This study defines head teacher competence in human resource management in terms of their level of education, administrative experience, professional qualification and attendance of seminars.

Headteacher refers to the overall manager of a primary school.

Human resource management refers to that part of the management process that specializes in the management of workers in school.

Professional Qualification refers to an attribute given to the headteachers ability to handle human resource management.

1.11 Organization of the study

The study is organized in five chapters. Chapter One consists of the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations, delimitations, Basic assumptions, definitions of significant terms and organization of the study. Chapter two consists of literature review related to the study. These includes the review of research carried out on headteacher competence and its impact on human resource management in other parts of the world other than Kenya, summary of literature review, theoretical framework and conceptual framework.

Chapter three describes the research methodology that was employed in carrying out the study. It includes the research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedure and data analysis techniques. Chapter four presents data analysis, interpretations and discussion of data obtained from the respondents. Chapter five consists of the summary of the findings, conclusions, recommendations of the study and area for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the concept of human resource management, influence of level of education, administrative experience, professional qualification, and challenges faced by headteachers in human resource management, theoretical framework and conceptual framework.

2.2 The concept of human resource management

Human Resource Management is considered as headteachers' management of recruitment procedures, contracts and salaries for teachers' by School Management Committees and including also a strong developmental and strategic approach (Desimone, 2002). Issues such as training schemes, incentives and rewards, evaluation and staff development support and systematic planning of future staffing needs are all part of what is considered "human resource management. At the same time, most of the countries investigated in the framework of this study have a slightly more restricted understanding of the concept of human resource management and concentrate often on technical aspects related to hiring and management of staff (Vinding, 2006). While institutions within countries may have taken more proactive roles in developing more comprehensive strategies to human resource management, countries with national strategies aiming explicitly at the development and reinforcement of staff are very few.

According to Samstad and Pipkin (2005), the objectives of Human Resource Management (HRM) in school is to obtain maximum individual development, desirable working relationships between teachers, subordinate staff and pupils and to affect the moulding of human resources as contrasted with physical resources. The headteachers as HRM professionals need to determine that compensation is fair, meets schools standards, and is high enough to entice school employees. Compensation includes anything the employee receives for his or her work. In addition, HRM professionals need to make sure the pay is comparable to what other people performing similar jobs are being paid. This involves setting up pay systems that take into consideration the number of years with the organization, years of experience, education, and similar aspects (Rao, 2001).

In other countries, such as Egypt and Georgia, human resource management is considered an important area of school institutional autonomy and as such, not interfered with by national authorities (Blandford, 2007). However, as human resource management is often understood in a rather restricted sense, the fact that in most countries, national authorities set the framework for contracts, salaries and recruitment, may have led countries to opt for 'shared responsibility', even in cases where human resource development is not part of the tasks of one or both levels (Blandford, 2007).

A number of studies have indicated that effective principals have a number of notable characteristics. Such principals involve themselves in the instructional life

of the school; they are more in the class and less in the office; they devote themselves to teaching and learning than on financial business; they are a visible presence and they use achievement data for planning further. It is important to note that school principals need to strike a reasonable balance in management of curriculum and instruction and general school management. A principal who has no hands-on- experience with teaching and learning may soon lose touch with the students as well as the teachers who may tend to see the administrator as an armchair bureaucrat (Angrist & Lavy, 2001).

2.3 Level of education and headteachers competence in human resource management

Vinding (2006) suggests that the extent, level and quality of knowledge available in organizations' personnel are positively correlated with HRM of the headteachers in primary schools. This, in turn allows for better judgment as to the search for and selection and analysis of even newer internal and external information. Education is one of the key inputs for building individuals' expertise, some of which can be codified into articles, books, drawings or other forms of storable figurative communication.

Human resource management is a system, a philosophy, policy and practices that can influence headteachers working in a school. An effective and competitive human resource manager is the key strength of a school in facing the challenges of education today. Successful organizations recognize the significance of human

element in the schools' success and emphasize on their development, satisfaction, commitment, education and motivation of the headteachers in order to attain desired objectives. Sustainable development of school depends upon effective management of human resources. According to Odhiambo (2001), educational attainment of the headteachers determines the extent to which they are effective in their roles. For individuals to be appointed as headteachers, not only should they have high level of education but also be trained in educational management.

Despite the importance of teacher training in most primary schools, there is little evidence on the effect of teacher training on student achievement. Indeed, as Angrist and Lavy (2001) pointed out, there seems to have been more research on the impact of teachertraining in developing countries than in developed countries. Early research on teacher training presents a rather pessimistic view of the effectiveness of staff development for increasing student performance.

The wealth and vitality of a nation rest ultimately upon the development of their people and upon the effective commitment of human energies and talents. Without human resources teaching and learning will not take place effectively, especially in Science, Technology and Mathematics (STM), where the teachers must always be around to guide and direct students in the learning process.⁶⁾ The teacher holds the key to meaningful education which is vital to nation building; consequently any nation desirous of transformation into a great country must be

committed to making teachers available to meet the requirement of the school system (Sotonwa, 2003).

2.4 Administrative experience and headteachers competence in human resource management

Koskei (2004) pointed out that lack of formal training in management skills and administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that the best way of improving headteachers in their management role is to strictly consider their administrative experience and education levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with management skills.

Administration experience of headteachers whether in leadership, management or education, equips them with relevant knowledge, skills and training necessary for human resource management (Iravo, 2002). Normally people are promoted to positions of management and as such this pose new challenges that one was not accustomed to at the lower level. Again even at the management levels, managers need administration experience and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations (Okumbe, 2001).

Republic of Kenya report, commission of 1999, attributes weak performance by headteachers to lack of administrative experience. Similarly, Glassman and Sullivan, (2008) point out that headteachers do not always possess the required management experience. The Ministry of Education (2003) agrees with the argument that headteachers are weak and can hardly manage their mandates. In a sector review report, the Ministry said, the School Management Committee which includes headteachers has inadequate managerial skills leading to poor implementation of decisions. It continues that the situation is further exacerbated by insufficient legal authority to enable them carry their mandate effectively. These studies have shown that the headteachers administrative experience influences human resource management in primary school. This study will therefore seek to investigate the individual factors influencing headteachers competence in Human Resource Management.

2.5 Professional qualification and headteachers competence in human resource management

Professional qualification and development have often been confused and therefore loosely used as meaning the same thing. From the human resources management perspective, training means an exploration of job related skills, while development often denotes the broad scope of training. Thus, development is a follow-up activity to training and is embarked upon at a higher level of management (Marlow, 2003).

Odubaker (2007) conducted a study to investigate the influence of the headteachers' management competence on the management of primary schools in North Western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the principals or headteachers' management professional qualification was critical to the human resource management of the school.

Okafor (2006) indicated that the useful aspects in Human Resource Management are professional qualification, training and development of staff. Training is not however, a separate activity that can be limited to the training school. It must be closely connected with the work places of those that are to be trained. There are a number of advantages to drawing on outside sources for training, as it provides a range of skills that very few organizations can maintain in – house and means that the training personnel needs only think of what is needed to provide good training. Training provision by organizations is largely focused on the development of managerial talent in this case the headteachers.

Training of managers in government or school education, help them gain relevant knowledge, skills and administrative experience necessary for Human Resource Management (Iravo, 2002). Staff is usually promoted to positions of management and this might pose new challenges that one staff was not accustomed to at the lower level. Again even at the management levels, managers need training and retraining due to organizational transformation, growth, technological

advancement, task complexity and dynamism of human relations. Education level and experience must be given further training and development. Normally people are promoted to positions of management and as such this possesses new challenges that one was not accustomed to at the lower level. Again even at the management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations (Okumbe, 2001).

2.6 Influence of attendance of seminars and workshops on human resource management

Kapkiyai (2007) indicated that the head teachers can facilitate human resource management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation.

There is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in human resource management in secondary schools (Iravo, 2002). Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them

with the human resource management and familiarizing on how management has been initiated and how it can be implemented.

Human Resource Management skills among other tasks by the head teachers can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006).

To meet the demands of work activities, people need certain skills. For head teachers, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership. Research by Mutai (2003) concluded that managers need three essential skills to do their activities. According to him top head teachers need conceptual skills, middle managers need human skills and lower level managers need technical skills. Therefore, the managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively and efficiently. The classical management theory by Henri Fayol et al (1841-1925) France emphasizes how managers and supervisors relate to their organizations in the knowledge of this goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard.

2.7 Summary of literature review

From the literature reviewed, the researcher found studies on individual factors that influence headteachers human resource management in primary schools.

Okafor (2006) indicated that the useful aspects in Human Resource Management are professional qualification, administrative experience, training and development of staff. Training is not however, a separate activity that can be limited to the training of staff in schools. It must be closely connected with the work places of those that are to be trained. There is a gap since the study did not cover the influence of attending seminars/workshops in human resource management by the head teachers. Research by Mutai (2003) concluded that managers need three essential skills to do their activities. According to him top head teachers need conceptual skills, middle managers need human skills and lower level managers need technical skills. This study did not investigate other factors like level of education, administrative experience, and professional qualification that this study focused on. This study therefore sought to investigate the individual factors influencing headteachers competence in human resource management in primary schools in Kayole North Division in Embakasi District.

2.8 Theoretical framework

This study was guided by three skill theory by Robert Katz in 1955. He suggested that effective administration or leadership depends on three basic personal skills: technical, human, and conceptual. He identified these three skill areas as the most important skills that the executives have in common and used on a regular basis. This can be related to the head teachers' administrative skills, level of education, professional skills and attendance of seminars/workshops that enhances their skills in human resource management.

As defined by Katz in 1955, 'Technical skill is knowledge about and proficiency in a specific type of work or activity. It includes being competent in a specialized area, analytical ability, and the ability to use appropriate tools and techniques'. This can be related to headteachers' professional skills in human resource management. Technical skills play an essential role in producing the actual products a company is designed to produce. Having appropriate technical skills signify that the person is competent and knowledgeable with respect to the activities specific to an organization, the organization's rules and standard operating procedures, and the organization's products and services (Vinding, 2006). This can be related to head teacher's competence in human resource management of the school.

Human skills relates to the ability to work with people. Human skills can be related to headteachers skills which enable the leader to work effectively with subordinates, peers, and superiors. It is the leader's expertise in interacting with others in a way that will enhance the successful completion of the task at hand. Consequently, leaders with higher levels of interpersonal skills are better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving organizational goals more quickly and efficiently (Okafor, 2006). These leaders are more sensitive and empathetic to what motivates others, create an atmosphere of trust for their followers, and take others needs and motivations into account when deciding what to do to achieve organizational goals.

The strength of the theory includes it being a first approach to conceptualize and create a structure of the process of leadership around skills. Describing leadership in terms of skills makes leadership available to everyone. Provides an expansive view of leadership that incorporates wide variety of components; (problem-solving skills, social judgment skills) and provides a structure consistent with leadership education programs (Northouse, 2007).

The weakness are highlighted by (Northouse, 2007) who indicated that breadth of the skills approach appears to extend beyond the boundaries of leadership, making it more general/less precise. Weak in predictive value; does not explain how skills lead to effective leadership performance Skills model includes individual attributes that are trait-like (Northouse, 2007).

2.9 Conceptual framework

A conceptual framework is a graphical or diagrammatic depiction of the proposed relationships between the stated variables in a research study (O'Leary, 2010). It is a hypothesized model identifying the concepts so that the reader can have a quick mental overview of the relationships which the researcher wants to articulate.

The conceptual framework illustrates the perceived relationship between the independent variables of the study and the dependent variables. Independent variables consist of individual factors while dependent variable is head teachers competence in human resource management.

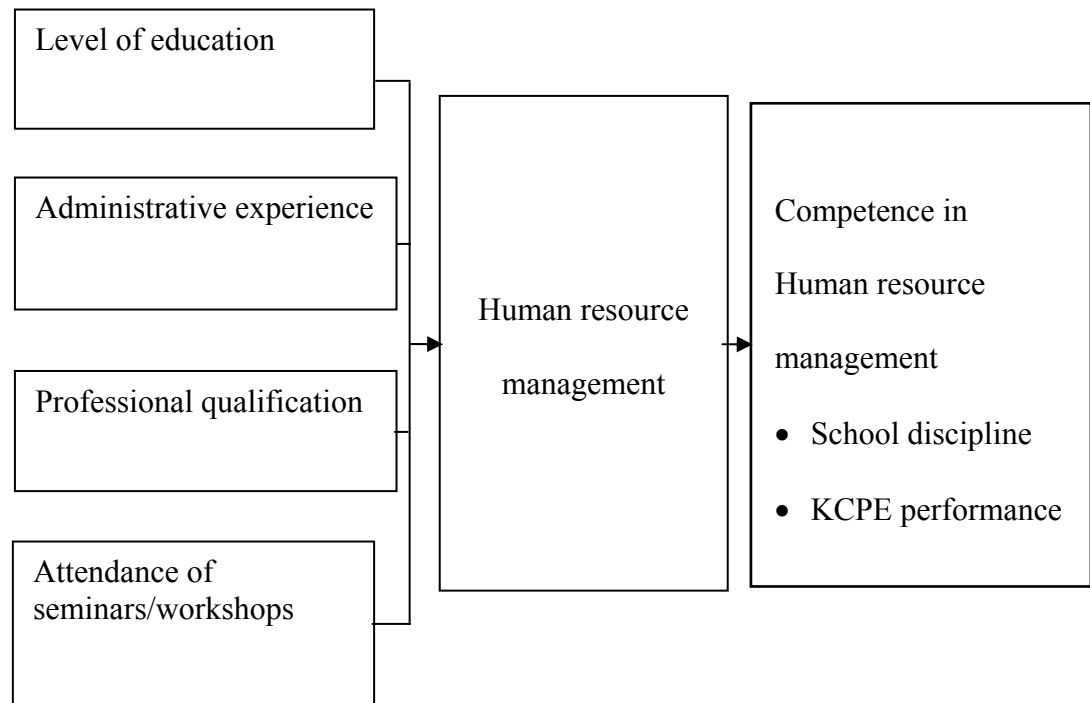


Figure 2.1: Conceptual framework on headteachers’ competence in human resource management

The head teachers’ competence was shown by the school discipline. The discipline is both from teachers, pupils and subordinate staff. A competent head teacher ensures school discipline and this influences the academic performance which is indicated in KCPE performance. The better performing primary schools indicates a competent type of leadership in Human Resource Management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that the researcher adopted in the study. The areas to be discussed included research design, target population, sample size and sampling procedure, data collection instruments, data collection procedure, validity of instruments, reliability of instruments and data analysis techniques.

3.2 Research design

The study used descriptive survey design which is not only restricted to fact findings, but also result in the formation of important principles of knowledge and solutions to significant problems. The study therefore involved measurements, classification, analysis, comparison, and interpretation of data. According to Orodho (2004) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey design was a valid method for researching specific subjects and as a precursor to more quantitative studies.

3.3 Target population

A population refers to a universal set of all elements in which the characteristics under consideration are present; a population is a homogeneous congregation (Thomas, Nelson, & Silverman, 2010). It is the total membership of a defined class of people, objects, or events. Kothari (2004) asserts that a target population

is the group of individuals who have one or more common characteristics which are of the same interest to the research. The target population of this study was the 12 public primary schools, 12 headteachers and 216 primary school teachers in Kayole North Division (DEO Kayole North Division, Education article, 2014).

3.4 Sampling techniques and sample size

The sample size was all the headteachers and 50% of the 216 teachers in the selected schools since Neuman (2000) indicated that 50% is an adequate sample in a descriptive study. The study applied census sampling for the 12 headteachers in the public primary schools in the Kayole North Division who were involved in the study. The total sample size was 120 respondents comprising; 12 headteachers and randomly sample 12 teachers from each school to involve 108 teachers. The summary of the sample population was summarized in the Table 3.1.

Table 3.1: Sample size

Population	Target	Sample size	%
Headteachers	12	12	100
Teachers	216	108	50
Total	228	120	53

3.5 Data collection instruments

Data for this study was gathered using questionnaires for the teachers and interview schedule for headteachers. According to Orodho (2005) questionnaires

are more efficient, require less time, are less expensive and permits collection of data from a wide population. The questionnaire comprised of both open and closed ended items which requires the respondents to select one response from given alternatives and open-ended items which requires the respondents to express their personal views about the questions asked. The questionnaire had five sections. Section I consisted questions on general information and demographic data of the respondents. Section II consisted of questions on influence of level of education of headteachers on performance in human resource management, section III had questions on influence of administrative experience in human resource management, section IV formed questions on influence of professional qualification on human resource management, section V consisted questions on challenges of headteachers in Human Resource Management.

The interviews were used to obtain in-depth information on the headteachers competence in Human Resource Management. This provided the respondent with an opportunity to produce more information.

3.5.1 Instrument's validity

According to Patton (2001) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. Validity therefore refers to the extent to which an instrument can measure what it ought to measure. It

therefore refers to the extent to which an instrument asks the right questions in terms of accuracy. Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences which are based on research results.

The validity of the study was obtained through content analysis of the research instruments; questionnaire and interviews to establish the content which will be used and to improve questions, format and the scales. The researcher tested validity through consulting and discussing with the supervisor and experts to ascertain the validity of the instruments. The suggestions and comments were incorporated in the questionnaires before the final administration of the instruments on the respondents of this study.

3.5.2 Instrument's reliability

Reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, a test- retest method was carried out in two schools in Kayole Central Division, this was 10% of the 12 targeted schools that Paton (2002) advocates for pilot study. The two schools were omitted in the main study. Pilot-testing of a research instrument is aimed at ensuring credibility, weeding out subjectivities, entrenching methodological consistency, capturing the “truth”, and ensuring applicability and accountability (O'Leary, 2010). This was chosen to avoid the participants from influencing each other and may be interfering with the findings. The instruments were administered

at an interval of one week on two occasions through in accordance with the test-retest method of determining reliability. Computation of reliability coefficient helped the researcher establish the extent to which the instruments elicited the same responses every time it was administered. The coefficient was determined using SPSS (Statistical Package for Social Sciences) program.

Borg and Gall (1996) say that Pearson's Product moment coefficient of correlation is one of the best-known measures of association.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where r = Pearson r

Σx = The sum of raw X scores

Σy = The sum of raw Y scores

Σxy = The sum of the product of each X times each Y

ΣX^2 = The sum of the square of each X- score

ΣY^2 = The sum of the squares of each Y – score.

N = The number of paired x & y scores

Jwan (2010)

The study used Statistical Package for Social Sciences (SPSS) to run Pearson Product moment coefficient of correlation for closed questions in the questionnaires. The open ended responses were coded then Pearson Product moment coefficient of correlation was performed to test for reliability. A

correlation coefficient of 0.6 was arrived at this was considered reliable for study (O’Leary, 2010).

3.6 Data collection procedures

The researcher applied for a permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher proceeded to the area of study where she obtained permission from the University of Nairobi and DEO office Kayole North Division before commencing the study. The purpose and details of the study was stated in the letter which also assured the confidentiality of their respondents.

3.7 Data analysis techniques

The questionnaires were checked for completeness and consistency of information at the end of every field data collection day and before storage. Data capturing was done using Microsoft excel software. The data from the completed questionnaires were cleaned, coded and captured using excel. The data was analyzed descriptively through the facilitation of SPSS (Statistical Package for Social Sciences).

Qualitative data analysis seeks to make general statements on how categories or themes of data are related by describing events and occurrences (Mugenda & Mugenda; 2003). Thematic analysis was used to analyze qualitative data. Pre-processing was carried out and information for coding and storing from the semi – structured interview was identified. After correcting any errors that may influence

data analysis, the data was coded in order to create codes and scales from responses which was analyzed and summarized. Collected data was checked and relevant information to the research questions and objectives identified. Once the themes, categories and patterns have been identified, the researcher then evaluated and determined the adequacy of information and the credibility, usefulness, consistency and validation.

Quantitative data analysis is assigning numerical values from responses in the questionnaire that are close – ended (Mugenda & Mugenda; 2003). The researcher thus grouped collected raw data from questionnaire items which involved scrutiny of the completed questionnaire. This ensured that the data collected was accurate, consistent with gathered facts, uniformity entered and facilitate coding and tabulation. Data was represented using pie charts, percentages, bar graphs and tables for interpretation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented includes general information of the respondents, the influence of level of education, administrative experience, professional qualification and the influence of attendance of seminars/workshops by headteachers on human resource management in selected public primary schools in Kayole North Division. The data analyzed and presented is based on responses to the items in questionnaires.

In order to analyze the structured sections of the questionnaires, content analysis technique was used. The researcher read through the responses in this section as given by 10 head teachers and 108 teachers classified them into categories according to the study objectives. Each of the responses given fell under one of the categories.

4.2 Response rate

A total of 108 questionnaires were given out to the teachers who were units of analysis and 10 interviews conducted on the 10 headteachers. A total of 95 questionnaires were returned giving a response rate of 88 percent as shown in Table 4.1.

Table 4.1 Response rate

Respondents	Issued	Return
Head teachers	10	10
Teachers	108	95
Total	118	105

According to Mugenda and Mugenda (1999) a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This implies that basing on this assertion; the response rate in this case of 88 percent is very good.

4.3 Demographic information

For the researcher to investigate the individual factors influencing headteachers' competence in Human Resource Management in public primary schools in Kayole North Division, Kenya, it was considered important to establish the general information of the respondents which included: gender, age, level of education and teaching experience. The distribution of the respondents according to the above demographic characteristics was as shown in tables and graphs.

The researcher sought to study the gender of the respondents. This was in order to determine whether gender is an issue in carrying out duties by headteachers given that perception of the stakeholders can be a factor in effective Human Resource Management.

Table 4.2 Gender of the respondents

Gender	Headteachers		Teachers	
	Frequency	%	Frequency	%
Female	4	40	33	35
Male	6	60	62	65
Total	10	100	95	100

From the above table, majority (60%) of the headteachers respondents were male. Majority (65%) of the teachers were male. It can therefore be deduced that the population of the headteachers and teachers in the district was male dominated at time of study. This finding is reflected by Dobbin and Jung (2007) who indicated that gender diversity at the board level brings different perspectives to the table and improves communication. This means that the headteachers and teachers should be of different gender since it brings about diversity of ideas and therefore positively influences human resource management in schools.

After finding out the gender of respondents, the researcher found it important to determine the age of the teachers. The researcher wanted to establish whether the age has any significance in headteachers' competence.

Table 4.3 Age of the respondents

Age (years)	Headteachers		Teachers	
	Frequency	%	Frequency	%
20 – 30	0	0	29	31
31 – 40	2	20	23	24
41 – 50	6	60	42	44
51 and above	2	20	1	1
Total	10	100	95	100

From the above table, majority (60%) of the headteachers and (44%) of the teachers lay between age of 41 – 50 years. This shows that the teachers were reasonable enough to understand the factors affecting headteachers' competence in Human Resource Management.

The researcher sought to establish the level of education of the teachers. This was in order to get the education that the teachers had. The findings are presented in the Table 4.4.

Table 4.4 Level of education of the respondents

Level of education	Headteachers		Teachers	
	Frequency	%	Frequency	%
Secondary	0	0	2	2
Diploma	0	0	19	20
Degree	6	60	48	51
Masters	4	40	26	27
Total	10	100	95	100

The majority (60%) of the headteachers had degrees while (78%) of the teachers had first degrees and above as their highest level of education by the time of study. This means the teachers were knowledgeable enough to understand the individual factors that influence headteachers competence in Human Resource Management.

The researcher then sought to establish the experience the teachers had in terms of years worked in the schools. The teachers had worked in the schools as illustrated below in the Table 4.5.

Table 4.5 Years of service of the respondents

Years	Headteachers		Teachers	
	Frequency	%	Frequency	%
Below 5 years	3	30	14	15
5 – 10 years	6	60	60	63
Above 10 years	1	10	21	22
Total	10	100	95	100

Majority 6 (60%) of the headteachers had worked for between 5 – 10 years while majority 60 (63%) of the teachers had also been in the field for 5 – 10 years which was long enough to understand the headteachers competence in Human Resource Management. This implies that the teacher respondents were knowledgeable about the headteachers’ human resource management in schools and pointed out the individual factors influencing their headteachers’ competence in human resource management.

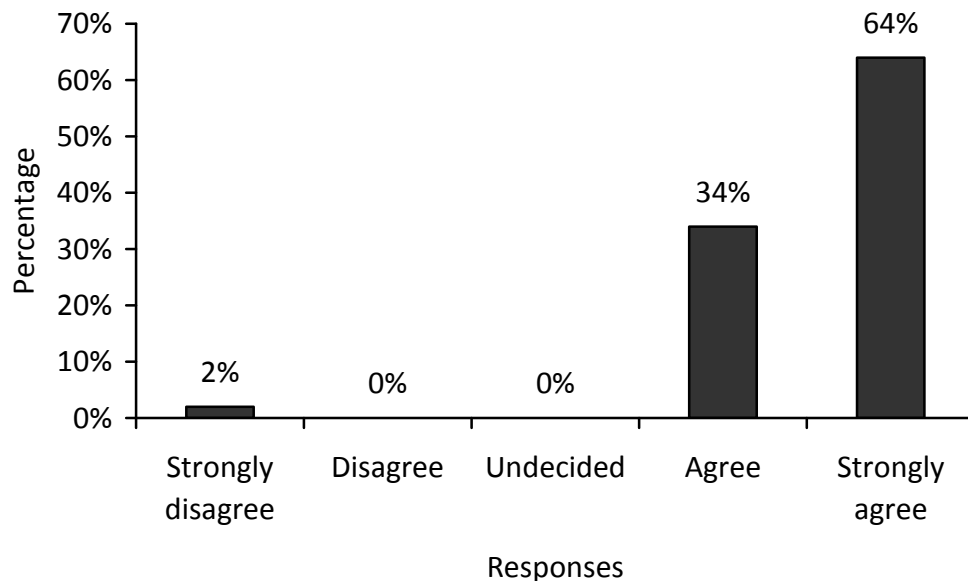
The researcher studied the influence of head teachers’ level of education on human resource management. The findings from the study are presented in the tables and figures below.

4.4 Level of education of the headteachers

This section determines how the level of education of the head teacher influences human resource management in schools. The researcher sought to know if the headteacher possess high education level, if human resource management is influenced by the head teachers' education level, if the teachers felt that the headteacher plays his HRM roles well, if the headteacher is knowledgeable of his HRM duties and if the headteacher applies professionalism in their HRM duties.

The study then investigated the if headteachers possess high education level. The findings are summarized in the Figure 4.2.

Figure 4.1 Headteacher possess high education level



The researcher established that the majority, 64% of the teachers' respondents indicated that they strongly agreed that the headteacher possess high education level. It can be deduced from this that the headteachers competence depends on

the educational level and this might be affecting the human resource management in school. This is because the lowest qualification for one to become a headteacher is a P1 certificate.

The study then investigated teachers' response on cross tabulation between head teachers level of education and human resource management practices. The findings from the teachers are summarized in the Table 4.6.

Table 4.6: Cross tabulation between head teachers level of education and human resource management practices

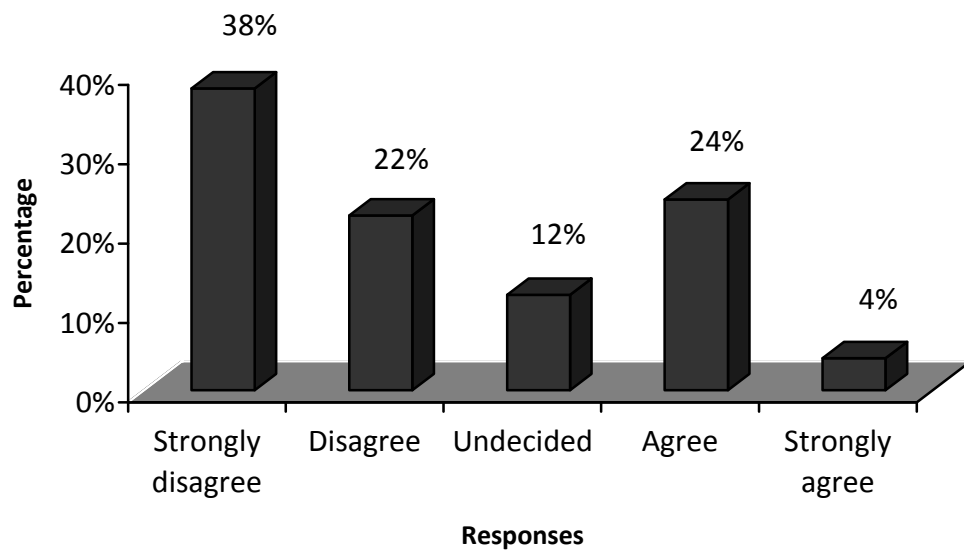
Level of education	Human resource management practices	Very effective	Effective	Fairly effective	Ineffective
Secondary	Recruitment and selection	24 (25%)	7 (8%)	22 (23%)	42 (44%)
Diploma	Staff induction	13 (14%)	16 (17%)	46 (48%)	20 (21%)
Degree	Staff discipline	35 (37%)	33 (35%)	15 (16%)	12 (12%)
Masters	Staff development	40 (42%)	34 (36%)	19 (20%)	2 (2%)

Many 42% of the teachers indicated that headteachers who had masters as their highest level of education were effective in practicing staff development than those who had first degrees. Many 44% of the respondents indicated that those with secondary level of education were ineffective in staff recruitment and

selection. This therefore implies that the level of education of headteachers influences human resource practices in primary schools. High education level enhances headteachers knowledge in human resource management skills and therefore makes him competent in handling his management duties in school.

The researcher investigated if the headteacher plays his HRM roles well. The findings are shown in the Figure 4.2.

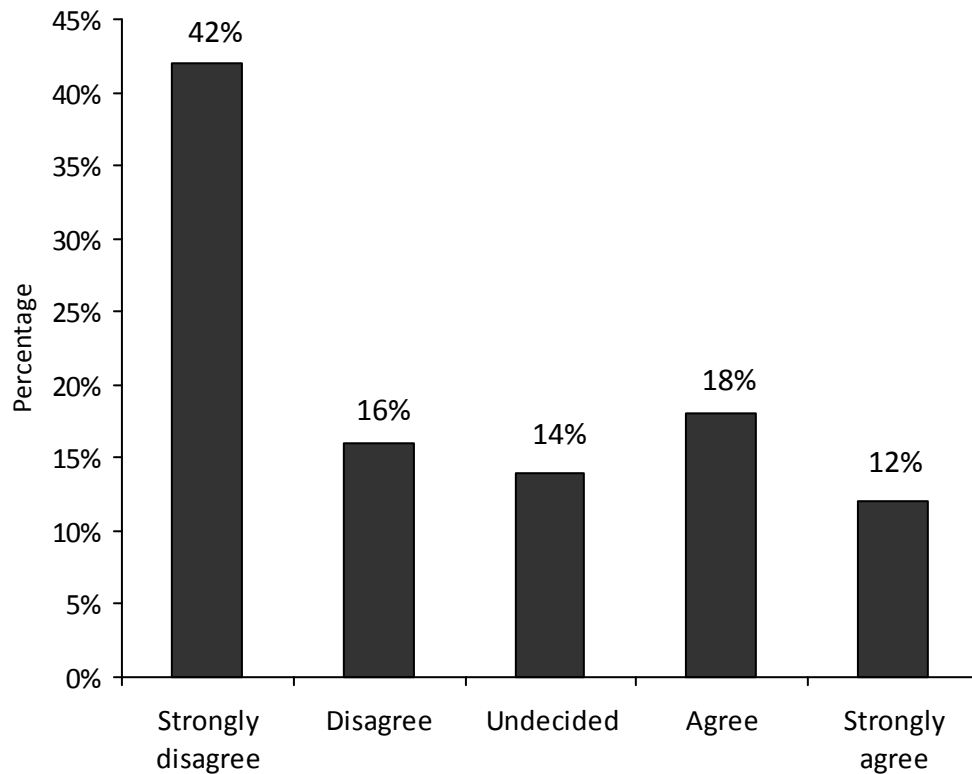
Figure 4.2 Headteachers plays his HRM roles satisfactorily



Many 38% of the teachers respondents indicated they disagreed that the headteacher plays his HRM roles well. It can be deduced from this that the headteacher might not be playing his role well as a human resource manager in school.

The researcher then sought to know if the headteacher is knowledgeable of his HRM duties. The findings are shown in the Figure 4.3.

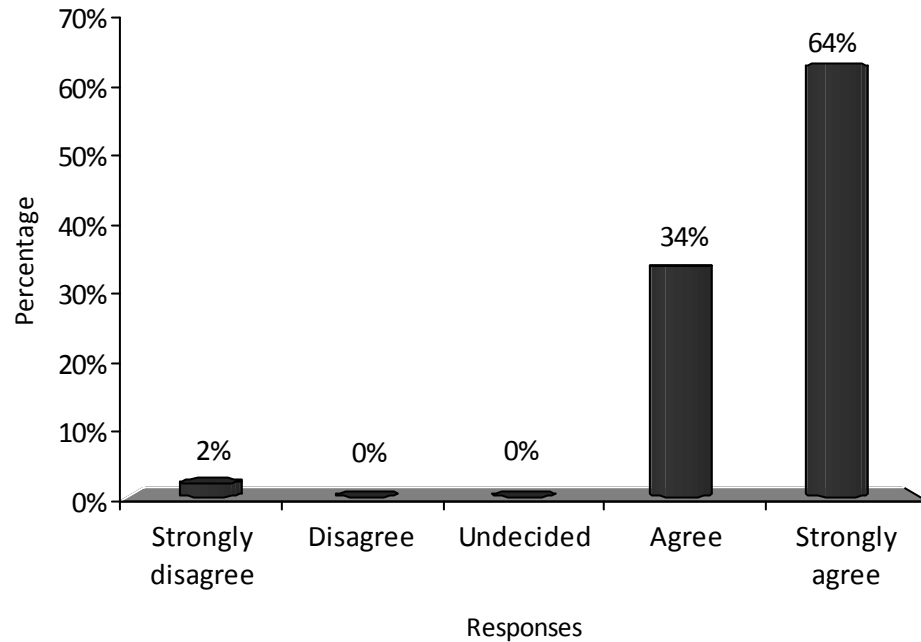
Figure 4.3 Headteachers are knowledgeable of their HRM duties



Many 42% of the teacher respondents strongly disagreed that the headteacher is knowledgeable of his HRM duties. This implies that the headteacher is not competent enough to handle their duties as human resource managers of the schools.

The researcher sought to know if the headteacher applies professionalism in their HRM duties. The findings are shown in the Figure 4.4 below.

Figure 4.4 Headteachers applies professionalism in HRM duties



Majority 64% of the teachers strongly agreed that the headteachers apply professionalism in their HRM duties. The headteachers also indicated that professionalism is important in Human Resource Management in primary schools. This mean that the headteachers are competent in carrying out their duties as the schools human resource managers. According to Okumbe, (2001) at the management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations (Okumbe, 2001).

4.5 Administrative experience of the headteachers

This part establishes the roles of head teachers administrative experience on Human Resource Management. The researcher sought to find out if headteachers’

administrative experience influences his competence in human resource management, if the headteachers should possess the required administrative experience, if headteachers administrative experience is observed in recruitment

The researcher sought to study the cross tabulation between Administrative experience and Human Resource Management practices. The findings are shown in the Table 4.7.

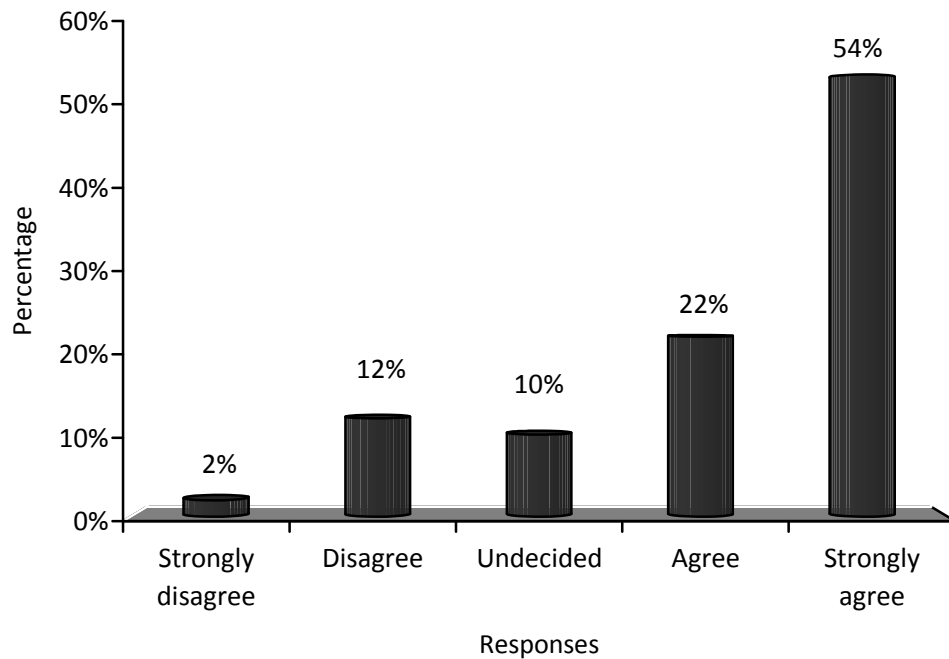
Table 4.7 Cross tabulation between administrative experience and Human Resource Management practices

Administrative experience of 5 years and above	Experienced		Inexperienced	
	Effective	Ineffective	Effective	Ineffective
Rate of Human resource management practices				
Recruitment and selection	38 (41%)	7 (7%)	21 (22%)	29 (30%)
Staff induction	50 (53%)	5 (5%)	6 (6%)	34 (36%)
Staff discipline	43 (45%)	12 (13%)	10 (11%)	30 (31%)
Staff development	40 (42%)	15 (16%)	9 (9%)	31 (33%)
Staff motivation	41 (43%)	14 (15%)	19 (20%)	21 (22%)
Staff compensation	39 (41%)	16 (17%)	11 (11%)	29 (31%)

From Table 4.7, many 38 (41%) of the teachers indicated that headteachers who had administrative experience were effective in recruitment and selection of staff. Many of the teachers also indicated that the headteachers who had administrative experience were effective in staff induction, maintaining staff discipline, staff development, staff motivation and staff compensation. As indicated by Koskei (2004) lack of formal training in management skills and administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that the best way of improving headteachers in their management role is to strictly consider their administrative experience and education levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with management skills. This means that administrative experience positively affects the headteachers competence in handling their duties as human resource managers.

The researcher then sought to investigate if the headteachers should have the required administrative experience. The findings are shown in the Figure 4.5.

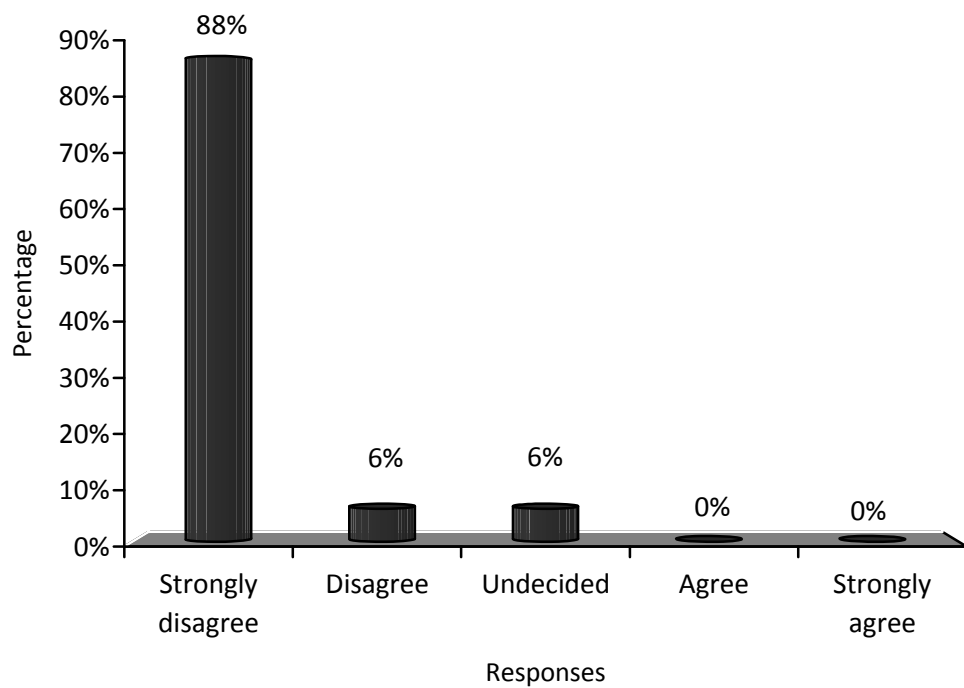
Figure 4.5 Headteachers should possess 5 years and above of administrative experience to enhance Human Resource Management



From the Figure 4.5, majority (54%) of teachers respondents agreed that the headteachers should possess 5 years and above of administrative experience to enhance Human Resource Management. This ensures the headteachers competence in carrying out their duties as human resource managers in primary schools. Training of headteachers whether in government, business or education, equips them with relevant knowledge, skills and administrative experience necessary for human resource management (Iravo, 2002). This implies that the headteachers need to possess the required administrative experience to develop their competence in human resource management.

The researcher then sought to establish if headteachers administrative experience is observed in recruitment practices. The results are shown in the Figure 4.7.

Figure 4.6 Headteachers administrative experience is observed in their recruitment

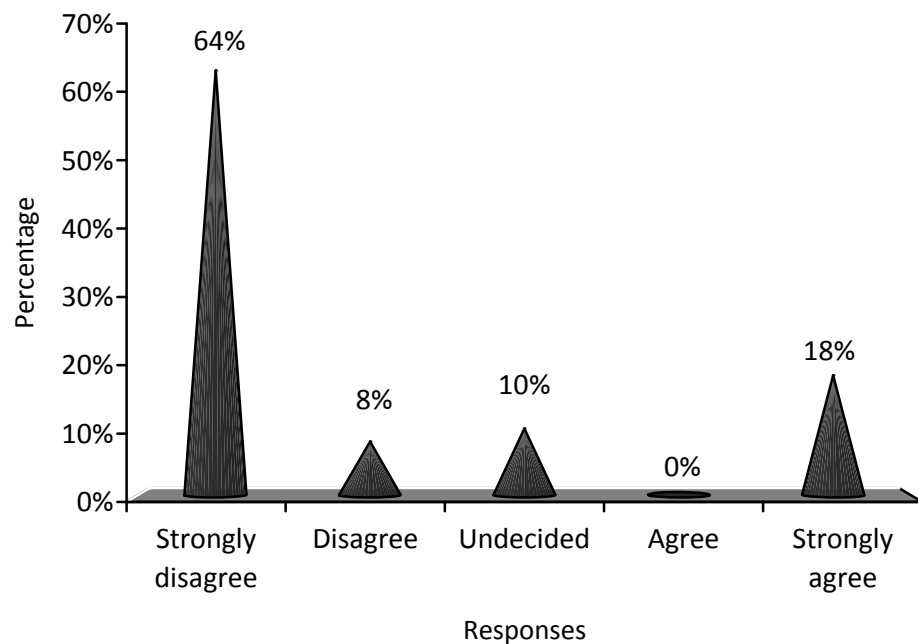


It is shown that a majority (88%) of teachers strongly disagreed that headteachers administrative experience is observed in their recruitment. It can be deduced from this that the headteachers are lacking the required administrative experience to perform their duties as human resource managers in primary schools. Republic of Kenya report, commission of 1999, attributes weak performance by headteachers to lack of administrative experience. Similarly, Glassman and Sullivan, (2008)

point out that headteachers do not always possess the required management experience.

The researcher then sought to establish if headteachers attend seminars to possess more administrative experience in HRM. The results are shown in Figure 4.7.

Figure 4.7 Headteachers attendance of seminars enhances their administrative experience



Majority (64%) of the teachers strongly disagreed that the headteachers attendance of seminars enhances their administrative experience in HRM. This implies that the headteachers can not gain much in terms of human resource management skills through attending of seminars and therefore compromises their competence in human resource management in schools.

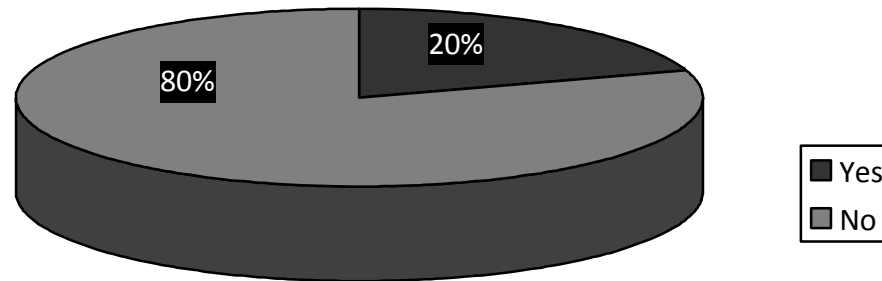
The Ministry of Education (2003) in a sector review report, the Ministry said, the School Management Committee which includes headteachers has inadequate managerial skills leading to poor implementation of decisions. It continues that the situation is further exacerbated by insufficient legal authority to enable them carry their mandate effectively. These studies have shown that the headteachers administrative experience influences human resource management in primary school in terms of managerial and administrative skills.

4.6 Professional qualification of headteachers

The researcher studied the influence of headteachers' professional qualification on Human Resource Management by investigating if headteachers professional qualification influences their competence in human resource management, if the headteachers should have right knowledge in human resource management, if the headteachers should have the right knowledge about human resource management and if there should be no biasness by headteachers in solving the HRM problems.

The researcher then sought to investigate headteachers professional qualification in Human Resource Management practices. The results are shown in the Figure 4.8.

Figure 4.8: Headteachers professional qualification in Human Resource Management practices



From Figure 4.8, majority 8 (80%) of the headteachers indicated that they had no professional qualification in Human Resource Management courses. This implies that the few headteachers' were professionally qualified to handle human resource management practices in primary school therefore this influences headteachers competence in Human Resource Management.

The researcher then sought to cross tabulation between professional qualification and headteachers' Human Resource Management practices. The results are shown in Table 4.8.

Table 4.8 Cross tabulation between professional qualified headteachers and the Human Resource Management practices

Rate of Human Resource Management practices	Very Effective	Effective	Fairly ineffective	Ineffective
Recruitment and selection	48 (51%)	17 (18%)	16 (17%)	14 (14%)
Staff induction	50 (53%)	15 (16%)	8 (8%)	22 (23%)
Staff discipline	43 (78%)	12 (12%)	20 (36%)	35 (64%)
Staff development	35 (37%)	15 (17%)	11 (12%)	32 (34%)
Staff motivation	41 (43%)	14 (15%)	19 (20%)	21 (22%)
Staff compensation	39 (41%)	11 (12%)	21 (22%)	24 (25%)

From Table 4.8, majority 48 (51%) of the teachers indicated that headteachers who were professionals were very effective in recruitment and selection of staff. Many of the teachers also indicated that the headteachers who were professionals were very effective in staff induction, maintaining staff discipline, staff development, staff motivation and staff compensation. This implies that the headteachers who have professional qualification are competent enough to perform their duties as human resource managers in schools. Professional qualification and development have often been confused and therefore loosely

used as meaning the same thing. From the human resources management perspective, training means an exploration of job related skills, while development often denotes the broad scope of training. Thus, development is a follow-up activity to training and is embarked upon at a higher level of management (Marlow, 2003).

The researcher then sought to cross tabulation between unprofessional headteachers and Human Resource Management practices. The results are shown in Table 4.9.

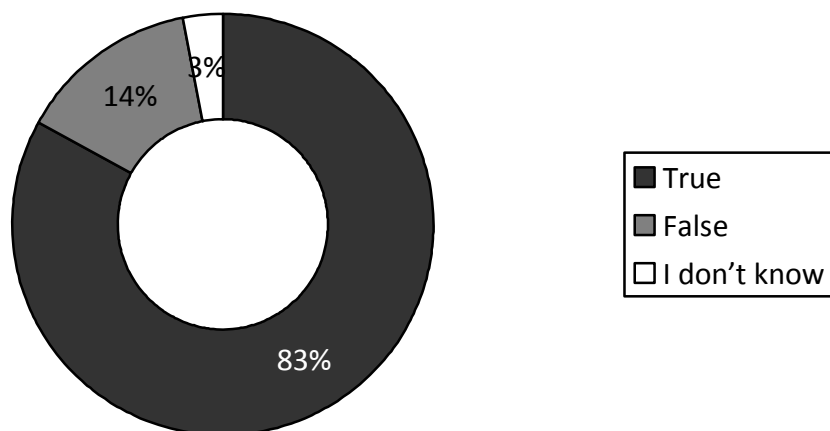
Table 4.9 Cross tabulation between unprofessional headteachers and Human Resource Management practices

Rate of Human Resource Management practices	Very Effective	Effective	Fairy ineffective	Ineffective
Recruitment and selection	34 (36%)	9 (9%)	39 (41%)	13 (14%)
Staff induction	25 (26%)	5 (5%)	21 (22%)	44 (47%)
Staff discipline	13 (14%)	12 (13%)	40 (42%)	30 (31%)
Staff development	10 (11%)	20 (21%)	19 (20%)	46 (48%)
Staff motivation	11 (12%)	19 (20%)	39 (41%)	26 (27%)
Staff compensation	12 (13%)	16 (17%)	27 (28%)	40 (42%)

From Table 4.9, many 39 (41%) of the teachers indicated that headteachers who were unprofessional were fairly effective in recruitment and selection of staff. Many also indicated that the headteachers who were unprofessional were ineffective in staff induction, maintaining staff discipline, staff development, staff motivation and staff compensation. This implies that the unprofessional headteachers are incompetent to perform their duties as human resource managers in schools.

The researcher then investigated headteachers response on the necessity of knowledge in human resource management by headteachers. The results are shown in the Figure 4.9.

Figure 4.9 Headteachers should be knowledgeable in human resource management

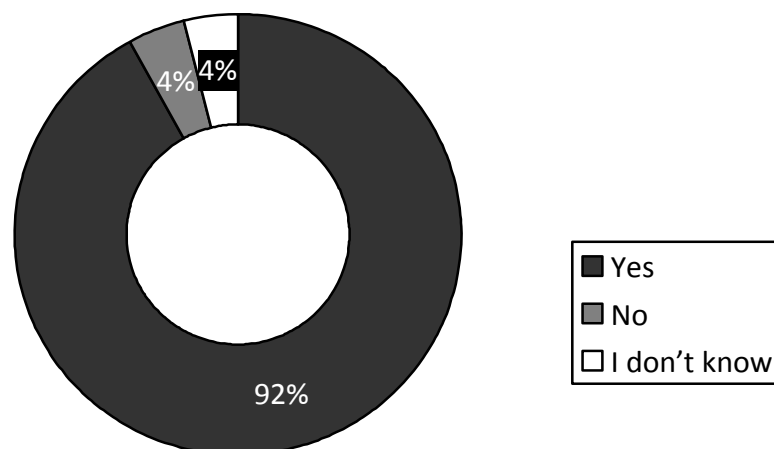


Majority (83%) of the headteacher respondents agreed that the headteachers should be knowledgeable in human resource management. This means that the

headteachers do not have the right knowledge and this might be influencing their competence in performing their duties as human resource managers in schools. Odubuker (2007) conducted a study to investigate the influence of the headteachers' competence on the management of primary schools in North Western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the principals or headteachers' management professional qualification was critical to the human resource management of the school.

The researcher then sought to investigate if there should be no biasness by headteachers in solving the HRM problems. The results are shown in the Figure 4.10.

Figure 4.10: Headteachers show no biasness in solving problems related to human resource management



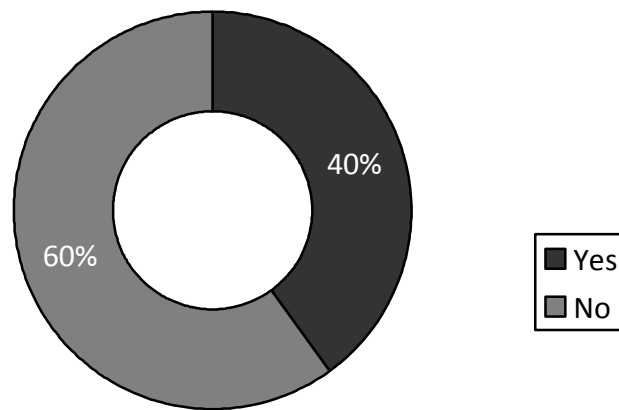
Majority (92%) of the teachers respondents agreed that there is no biasness by

headteachers in solving problems related to HRM. This means that the headteachers are not biased in solving the HRM problems and this might be positively influencing their competence in performing their duties as human resource managers in schools.

4.7 Attendance of seminars/workshops by headteachers

The researcher sought to investigate the attendance of seminars/workshops by headteachers. She studied if the attendance of seminars/workshops influences their competence in human resource management and the extent to which attendance of seminars/workshops influence headteachers competence in human resource management. The researcher then sought to investigate headteachers attendance of seminars/workshops in Human Resource Management practices. The results are shown in the Figure 4.11.

Figure 4.11: Headteachers attendance of seminars/workshops in Human Resource Management practices



From Figure 4.9, majority 6 (60%) of the headteachers indicated that they had attended seminars/workshops on Human Resource Management courses. This implies that the few headteachers' who attended seminars and workshops sharpened their HRM skills through attending seminars and this influences headteachers competence in Human Resource Management.

The researcher then sought to investigate cross tabulation between headteachers having attended of seminars/workshops and headteachers Human Resource Management practices. The results are shown in the Table 4.10.

Table 4.10 Cross tabulation between headteachers having attended seminars/workshops and the rate of Human Resource Management practices

Rate of Human resource management practices	Very Effective	Effective	Fairly Effective	Ineffective
Recruitment and selection	41 (44%)	9 (9%)	13 (14%)	32 (33%)
Staff induction	50 (53%)	14 (15%)	11 (11%)	20 (21%)
Staff discipline	43 (45%)	12 (13%)	16 (17%)	24 (25%)
Staff development	39 (41%)	16 (17%)	20 (21%)	20 (21%)
Staff motivation	41 (43%)	14 (15%)	19 (20%)	21 (22%)
Staff compensation	39 (41%)	16 (17%)	11 (11%)	29 (31%)

From Table 4.10, many 41 (44%) of the teachers indicated that headteachers who had attended seminars/workshops on Human Resource Management courses were very effective in recruitment and selection of staff. Many also indicated that the headteachers who had attended the seminars were very effective in staff induction, maintaining staff discipline, staff development, staff motivation and staff compensation. This means that the headteachers competence in enhance when they attend seminars/workshops since they gain more knowledge in school management.

This finding is indicated by Kapkiyai (2007) who said that the head teachers can facilitate human resource management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation. Human Resource Management skills among other tasks by the head teachers can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006).

The researcher then sought to investigate cross tabulation between headteachers having not attended seminars/workshops and headteachers Human Resource Management practices. The results are shown in the Table 4.11.

Table 4.11 Cross tabulation between headteachers having not attended seminars/workshops and Human Resource Management practices

Rate of Human resource management practices	Very Effective	Effective	Fairly effective	Ineffective
Recruitment and selection	22 (23%)	7 (7%)	22 (23%)	44 (47%)
Staff induction	9 (10%)	15 (16%)	21 (22%)	50 (52%)
Staff discipline	20 (21%)	12 (13%)	20 (21%)	43 (45%)
Staff development	15 (16%)	15 (16%)	29 (30%)	36 (38%)
Staff motivation	22 (23%)	10 (11%)	22 (23%)	41 (43%)
Staff compensation	23 (22%)	17 (18%)	18 (19%)	39 (41%)

From Table 4.11, many 44 (47%) of the teachers indicated that headteachers who had not attended seminars/workshops on Human Resource Management courses were ineffective in recruitment and selection of staff. Many also indicated that the headteachers who had not attended the seminars were ineffective in staff

induction, maintaining staff discipline, staff development, staff motivation and staff compensation. This implies that the headteachers competence is influenced negatively if they do not attend seminars/workshops.

The researcher studied the extent to which attendance of seminars/workshops influence headteachers competence in HRM. The findings are in Table 4.12.

Table 4.12: Extent to which attendance of seminars/workshops influence headteachers competence in human resource management

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The headteachers should attend seminars to enhance HRM skills	5 (5%)	13 (14%)	3 (3%)	14 (15%)	60 (63%)
Attendance of seminars improves headteachers managerial skills	2 (2%)	1 (1%)	6 (6%)	23 (24%)	63 (66%)
The headteachers should increase the number of times they attend seminars	0 (0%)	2 (2%)	0 (0%)	4 (4%)	89 (89%)
Workshops should be held not only by headteachers but other school managers too	0 (0%)	0 (0%)	2 (2%)	13 (14%)	80 (84%)
The knowledge and skills learnt in workshops is relevant to HRM	12 (12%)	21 (22%)	35 (37%)	11 (12%)	16 (17%)

It is clear from the outcome that majority (63%) indicated that they strongly agreed that the headteachers should attend seminars to enhance their human resource management skills. Majority (66%) of the teachers respondents strongly agreed that attendance of seminars improves headteachers managerial skills while majority (89%) also indicated that they agreed that the headteachers should increase the number of times they attend seminars. This implies that seminars and workshops help the headteachers to perform better in human resource management practices in their primary schools.

Majority (84%) of the respondents strongly agreed that workshops should be held not only by headteachers but other school managers too. Many (37%) were undecided on whether the knowledge and skills learnt in workshops is relevant to HRM. Studies have indicated that to meet the demands of work activities, people need certain skills. For head teachers, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership.

Research by Mutai (2003) concluded that managers need three essential skills to do their activities. According to him top head teachers need conceptual skills, middle managers need human skills and lower level managers need technical skills. Therefore, the managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively and efficiently.

The classical management theory by Henri Fayol et al (1841-1925) France emphasizes how managers and supervisors relate to their organizations in the knowledge of this goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusion based on the results. The implications from the findings and areas for further research are also presented.

5.2 Summary of the study

The study aimed to investigate the individual factors influencing headteachers' competence in Human Resource Management in public primary schools in Kayole North Division, Kenya. The findings of the study could be generalized as those affecting primary schools across the country. The researcher singled out four factors that she deemed affect headteacher's competence in Human Resource Management in primary schools. The study targeted 12 public primary schools, 12 headteachers and 216 primary school teachers in Kayole North Division. The sample size was 120 respondents comprising; 12 headteachers and randomly sample 12 teachers from each school to involve 108 teachers.

Data was gathered using questionnaires for the teachers and interview schedule for headteachers. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. A coefficient of 0.6 indicated that the instrument was reliable. Validity was ensured through

discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using Statistical Package for Social Sciences (SPSS).

Descriptive statistics and thematic statistics were used. The education stakeholders like Teachers Service Commission, Kenya Education Management Institute and Ministry of Education, Science and Technology at district level may see the need for training and get information that may assist their headteachers grow in terms of knowledge, skills and productivity in human resource management.

Data was gathered using questionnaires for the teachers and interview schedule for headteachers. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Descriptive statistics and thematic statistics were used.

The researcher established that a (98%) majority of the teacher respondents indicated that they agreed that the headteacher should possess the required

education level. This is because it was found to influence headteachers human resource management. A majority (60%) of the teachers indicated they disagreed that the headteacher plays his HRM roles well. Majority (58%) of the teacher respondents disagreed that the headteacher is knowledgeable of his HRM duties. Majority (98%) of the teachers agreed that the headteacher applies professionalism in their HRM duties. This implies that the headteachers should increase their level of education in order to perform better in human resource management.

Majority (82%) of the respondents agreed that the headteachers' administrative experience influences his competence in human resource management. This implies that the headteachers should have exchange programmes with other schools to improve their administrative experience. Majority (76%) of teachers respondents agreed that the headteachers should possess the required administrative experience. Majority (94%) of respondents disagreed that headteachers administrative experience is observed in recruitment while a few 6 (6%) were undecided. A majority 68 (72%) of the respondents disagreed that the headteachers attend seminars to possess more administrative experience in HRM. Some 17 (18%) of them agreed to the statement.

Majority (88%) of the respondents agreed that headteachers professional qualification influences their competence in human resource management. This implies that headteachers with professional qualification are competent in human

resource management practices. Majority (92%) of the teacher respondents agreed that there should be no biasness by headteachers in solving the HRM problems. Majority (72%) of the teachers respondents agreed that headteachers should have the right knowledge about human resource management. Majority (83%) of the respondents agreed that the headteachers should have right knowledge in human resource management.

Majority (73%) of the teacher respondents agreed that attendance of seminars/workshops influences their competence in human resource management. The headteachers should therefore attend workshops to enhance their skills in Human Resource Management. It was clear from the outcome that majority (78%) indicated that they agreed that the headteachers should attend seminars to enhance their human resource management skills. Majority (90%) of the teachers' respondents agreed that attendance of seminars improves headteachers managerial skills while majority (93%) also indicated that they agreed that the headteachers should increase the number of times they attend seminars. Majority (98%) of the respondents agreed that workshops should be held not only by headteachers but other school managers too.

5.3 Conclusion

The headteacher should possess the required education level for them to be competent in performing their HRM duties. This can be done by checking the head teachers level of education during their recruitment. Human resource

management is influenced by the head teachers' education level since it exposes them to managerial skills.

Headteachers' administrative experience influences their competence in human resource management. The headteachers should possess the required administrative experience in recruitment and selection. This can be done through initiation of exchange programmes with other schools to enhance the headteachers competence in human resource management. Headteachers administrative experience should be observed in their recruitment and the headteachers should attend seminars to possess more administrative experience in HRM.

Headteachers' professional qualifications influence their competence in human resource management. This can be done through provision of study leave for head teachers professional development. The head teacher should ensure fairness to make sure there should be no biasness in solving the HRM problems. Headteachers should have the right knowledge about human resource management.

Attendance of seminars/workshops influences their competence in human resource management. Headteachers should attend seminars to enhance their human resource management skills. This can be done by including seminar attendance in the school budget and schedule.

5.4 Recommendations

The headteachers ought to be trained on HRM roles that they should apply. This will enable them perform better and hence the schools will realize improvement in academic performance of the students.

The TSC should provide the headteachers with administrative experience through courses to enhance their performance of HRM duties. The TSC can include this in training of the headteachers on their roles and providing the ways of implementing them in the schools.

From the findings, the head teachers' competence in HRM in schools is influenced by professional qualification. The Ministry of Education and TSC should organize and come up with a training program for headteachers on HRM.

The headteachers should attend seminars/workshops on human resource management in public primary schools to better their managerial skills. This will positively influence the school management and ensure the academic performance of the schools improves.

5.5 Suggestions for further research

The researcher recommends the following suggestions for further research;

- i. Team work development among the school stakeholders in human resource management in primary schools.

- ii. The policies on the appointment of headteachers as human resource managers should be studied for their appropriateness.

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APPENDICES
APPENDIX I
LETTER OF INTRODUCTION

University of Nairobi,
P.O. Box 29012,
Nairobi.

Dear Sir/Madam,

**RE: INDIVIDUAL FACTORS INFLUENCING HEADTEACHERS’
COMPETENCE IN HUMAN RESOURCES MANAGEMENT IN PUBLIC
PRIMARY SCHOOLS IN KAYOLE NORTH DIVISION, KENYA**

I am a student from University of Nairobi pursuing a Masters Degree in Education in Corporate Governance. I am carrying out a research entitled: **“Individual factors influencing headteachers’ competence in human resources management in public primary schools in Kayole North Division, Kenya”** Your school has been identified as one of the research school. Please allow me to collect data from your school. The researcher assures you of confidentiality of the respondents’ identity.

Yours Faithfully,

Mary Wangu Mugo

E55/75061/2012

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the individual factors influencing headteachers competence in human resources management in public primary schools in Kayole North Division, Embakasi District Kenya. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: General information of respondent

1. What is your gender?

Male Female

2. How old are you?

20 – 30 years 31 – 40 years 41 – 50 years

51 years and above

3. What is your education level?

Secondary Diploma

Degree Masters

Phd Other specify

4. How many years have you been teaching in this school?

Below 5 years

5 -10 years

Above 10 years

Section B: Level of education and headteachers competence in human resource management

5. Do you think headteacher’s level of education influence his competence in human resource management in this school?

Yes

No

I don’t know

If Yes, explain.....

6. The table below shows to what extent level of education influence of headteachers competence in human resource management, tick according to your level of agreement

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The headteacher should possess the required education level					
Human resource management is influenced by the head teachers education level					

Headteacher plays his HRM roles well					
The headteacher is knowledgeable of his HRM duties					
The headteacher applies professional in their HRM duties					

Section C: Administrative experience and headteachers competence in Human Resource Management

7. The headteachers' administrative experience of 5 years and above influences his competence in human resource management?

Yes No

If Yes, explain.....

8. The table below shows to what extent the administrative experience influence headteachers competence in human resource management

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The headteachers possession of 5 years and above of administrative experience enhances Human Resource Management					
Headteachers administrative experience is					

observed in recruitment					
The headteachers attend seminars to possess more administrative experience in HRM					
Administration of a school influences human resource management					
The headteacher solves administrative problems professionally					

9. In your opinion, how can the administrative experience of headteachers in human resource management be improved?

.....

Section D: Professional qualification and headteachers competence in human resource management

10. Do you think headteachers professional qualification influences their competence in human resource management?

Yes No I don't know

If Yes, explain.....

11. The headteachers should have the right knowledge in human resource management.

True False I don't know

12. The headteacher should undergo in-service training to improve their area of knowledge in human resource management.

Yes No I don't know

13. It is important for headteachers to have the right knowledge about human resource management.

Strongly agree Agree Undecided
Disagree Strongly disagree

14. There should be no biasness by headteachers in solving the HRM problems.

Yes No I don't know

15. In your opinion, how can the headteachers' professional qualification in human resource management be improved?

.....
.....
.....
.....

Section E: Attendance of seminars/workshops and human resource management

16. Do you think attendance of seminars/workshops influences their competence in human resource management?

Yes No I don't know

If Yes, explain.....

.....

.....

17. The table below shows to what extent attendance of seminars/workshops influence headteachers competence in human resource management

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The headteachers should attend seminars to enhance their human resource management skills	1	2	3	4	5
Attendance of seminars improves headteachers managerial skills	1	2	3	4	5
The headteachers should increase the number of times they attend seminars	1	2	3	4	5
Workshops should be held not only by headteachers but other school managers too	1	2	3	4	5
The knowledge and skills learnt in workshops is relevant to human resource management	1	2	3	4	5

18. In your opinion, how can attendance of seminars/workshops by headteachers enhance human resource management?

.....

.....

.....

Thank you for your cooperation

APPENDIX III

INTERVIEW SCHEDULE FOR HEADTEACHERS

The following questions will guide the researcher during the interview sessions with headteachers:

i. Please indicate your gender: Male () Female ()

ii. How old are you?

20 – 30 years 31 – 40 years 41 – 50 years

51 years and above

iii. What is your education level?

Secondary Diploma

Degree Masters

Phd Other specify

iv. Do you face any challenges in human resource management in your school?

Yes () No ()

If Yes, please explain

v. For how long have you served as a headteacher in this school?

_____ years.

vi. To what extent has your level of education influenced you as the headteacher in dealing with human resource management?

vii. What is the influence of administrative experience on headteachers' competence in human resource management?

viii. How does professional qualification influence headteachers' competence in human resource management?

ix. What are the challenges faced by headteachers in human resource management?

APPENDIX IV

Research authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

5th June, 2014

NACOSTI/P/14/8602/1922

Mary Wangu Mugo
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Individual factors influencing headteachers’ competence in human resource management in public primary schools in Kayole North Division, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending **31st July, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

**COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, N
TEL: 341666**



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX V

Research clearance permit


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

THIS IS TO CERTIFY THAT:
MISS. MARY WANGU MUGO
of UNIVERSITY OF NAIROBI, 8268-300
nairobi, has been permitted to conduct
research in Nairobi County

on the topic: 'INDIVIDUAL FACTORS
INFLUENCING HEADTEACHERS'
COMPETENCE IN HUMAN RESOURCE
MANAGEMENT IN PUBLIC PRIMARY
SCHOOLS IN KAYOLE NORTH DIVISION,
KENYA

for the period ending:
30th July, 2014

Permit No : NACOSTI/P/14/8602/1922
Date Of Issue : 5th June, 2014
Fee Received :Ksh 1,000



Applicant's Signature


Secretary
National Commission for Science,
Technology & Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA



NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 1861

CONDITIONS: see back page