IMPACT OF MANAGERIAL COMPETENCIES OF HEADS OF DEPARTMENTS ON STUDENTS'ACADEMIC PERFORMANCE IN SECONDARY SCHOOLSIN MAGARINI SUB COUNTY, KILIFI COUNTY, KENYA

Jackson Katana Karisa

A Research Project Submitted to the department of Educational Administration and Planning in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration

UNIVERSITY OF NAIROBI

2015

DECLARATION

This Project is my original work and has not been submitted for the award of a degree in any other university

……………………………………….
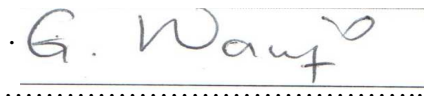
Jackson Katana Karisa

Reg No: E55/70456/2008

This Project has been submitted for examination with our approval as university supervisors

………………………………….

Dr. Ibrahim Khatete

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

………………………………..

Prof. Genevieve Wanjala

Associate Professor

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This project is dedicated to my wife Jennipher, my sons and daughters; Akiba, Pendo, Ahadi, Rehema, Sabriner, Joe and Peter.

ACKNOWLEDGMENTS

This study would not have been possible without God's mercy that enabled me pursue my postgraduate studies at the University Of Nairobi. The power of the almighty helped me to work tirelessly in collecting, analyzing and compiling this final report. I am indebted to my supervisors Dr. Ibrahim Khatete and Prof. Genevieve Wanjala for their continuous constructive criticism and advices that enabled me to improve the report to reach the required academic standards.

 I am also indebted to Dr. Grace Nyaga the Chairlady of the department of educational administration and planning School of Education University of Nairobi, for the patience, concern and frequent encouragement especially when I was bogged down with work pressure. My special thanks also go to the Board of Post Graduate Studies University of Nairobi, for providing me the opportunity to study. Thanks to all my lecturers in the department of educational administration and planning for taking me through the course work.

To the classmates MEd. group 21 schools based whom we toiled through group discussions and class presentations that enabled me acquire very valuable knowledge, skills and attitude useful in my daily life and work routine I say thank you. I am particularly grateful to my employer The Teachers Service Commission, specifically the Directorate of Human Resource Management and Development, and the Tsc County Director, Kilifi County for understanding and allowing me some time to pursue the course.

 I acknowledge the support of various individuals; Sammy of Datastat Consultancy Ltd for his valuable input, not to be forgotten is the love, support and encouragement of my wife Jennipher Kache Yaa who constantly made sure that I was on course to the final stage. Finally yet

importantly, I am grateful to all Head teachers/Principals, their Deputies and the Heads of Departments as well as all other individuals who responded to the research instruments promptly to enable the successful completion of this research work.

God bless all.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

ASTD   American Society for Training and Development

DQASO   District Quality Assurance and Standards Officer

GoK   Government of Kenya

HODs   Heads of Department

KESI   Kenya Education Staff Institute

KIIS   Key Informants

KIM   Kenya Institute of Management

MDGs   Millennium Development Goals

MOE   Ministry of Education

TQM   Total Quality Management

TSC   Teachers Service Commission

UK   United Kingdom

UNESCO   United Nations Educational Scientific and Cultural Organization

ABSTRACT

The study sought to examine the impact of managerial competences of Heads of department on students' academic performance in secondary schools in Magarini Sub-county, Kilifi County. The main objective o the study was thus; to examine the influence of Team building competences by HoDs on students' academic performance, to assess the influence of planning competences by HoDs on students' academic performance, to analyse the influence of organizing competences by HoDs on students' academic performance, to determine the influence of co-ordinating competences by HoDs on students' academic performance as well as to determine the influence of monitoring and evaluation competences by HoDs on students' academic performance in Magarini Sub- county in Kilifi County, Kenya. From the literature review, the conceptual framework was drawn based on a set of five attributes, which may have had impact on students' academic performance. They were namely; Team building, planning, organizing, co-ordinating and monitoring and evaluation which formed the dependent variables. Ten Public secondary schools were selected for the study from which 10 principals/headteachers, 10 deputy heads and 50 (5 per school) HoDs were purposely selected for the study. The descriptive survey design was used and the questionnaire as well as the interview schedule were the main research instruments. The data collected was analysed using descriptive and inferential statistics. The findings of the study showed that the general competence criteria used in appointing HoDs in schools were their levels of decision-making, problem solving capability and communication skills especially when handling meeting. The study revealed that all respondents alluded that team building competence by HoDs served to create an atmosphere of that facilitated effective learning. Another finding showed that 93.3% of the respondents were to the view that planning competence was essential in the sense that it focused on learners achievement. The study also revealed that 91.7% of the respondents concurred that organizing competences by HoDs greatly helped in dividing work and activities into meaningful departmental or group teaching/learning roles. Regarding co-ordination competence by HoDs, 96.7% of the respondents indicated that meeting co-ordinated by HoDs served as corrective functions for improving the quality of teaching and learning in the schools. The study also revealed that 93.3% of the respondents were in agreement that HoDs had familiarity and competence in translating curriculum objectives into teaching/learning activities as well as knowledge in book keeping and record keeping. Based on the findings, it was concluded that HoDs as managers play key and pivotal roles in enhancing students' academic performance hence enabling the overall school performance improvement. The study recommends that HoDs should progressively and continually grow their knowledge, skills and competence by concentrating on on-going professional development programmes, to enable them stimulate and nurture their own professional growth and that of other teachers. Evidently, teachers to grow their knowledge skills and competences throughout their career hence instead of concentrating on programmes that donate single training event, HoDs should concentrate on a set of course, individual learning projects, conferences, group discussion, problem solving activities, case studies and stimulation exercises. This would eventually translate into enhanced students' academic performance in the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a lifelong process and it is obtained from different sources. The formal education process goes on and on throughout the world where two types of educational institutions are established, which are public schools and private schools. The public schools have a set and homogeneous management structure, which is followed by all the public schools while in private sectors there are many varieties of school management structures. These structures play an important role and provide result oriented education in the present era. There is an imperative and urgent need of the time to have vibrant and efficient management structures, which can meet the changes and challenges of this century as well as compete in the world education market.

The great influences and lasting impact set out by formal education for development of a country, depends on the management systems, which exist in schools. The secondary school heads manual (Republic of Kenya, 1998), states that the link between the head teacher and the teachers in institutional management is the Head of Department (HOD). This position of HOD was established in 1998 through the scheme of service for graduate teachers. Earlier on there was no salary benefit for HODs. Those who qualified after the posts were advertised in 1998 were placed in job group "L." After serving as HODs for two years, they would be deployed to be deputy head teachers in secondary schools with 9-14 classes or as head teachers in secondary schools with 5-8 classes as per the scheme of service.

Indeed, there is a rising recognition of the pivotal role 'HODs play in the effective management of the modern school. With schools today acknowledging and embracing management change

geared towards the overall school improvement, there is a widely held view that schools rely on the dynamism and leadership/managerial competences of HODs for their success, (Wise and Bonnet, 2003, Busher and Hanis, 1999). The HODs are the cadre of leaders who can make a big difference in the performance of duties within the department and the school at large, hence significantly affect school performance improvement. Simon, (2007) adds that HODs have to function not only in their academic capacity but as managers. Apparently, HODs play a dual role: they have the administrative role within the School as well as teaching responsibility. They are also party to the school Total Quality Management (TQM) initiative (Rosenfeld and Peter, 2008). In other words, as per the above assertions, as a middle level manager the HOD is simultaneously a leader, manager and administrator (Bush, 1994).

Many researchers whose work was in relation to secondary school HODs, including Brophy and Kiel (2002) Fitzgerald (2002), Brown and Rutherford (1999), Robbins (1998), mainly highlighted on the role of HODS in the management of teaching and learning in schools. Boge (2008) revealed that the main challenges faced by the HODs among others are; lack of competence in managing departmental staffs. A research on challenges of change in practice by Amato, Eileen and Ann (2008) connoted that HODs face challenges and complexities within their roles such as the underlying emotions, hopes, reactions, and moral dispositions of others in the school. They are encountered with the required flexibility to deal with the diverse human side of teachers, students parents and all significant others. Labrecque (2007) research, while emphasizing on the challenges faced by HODs, lamented that assuming the mantle of leadership and challenging department members to move ahead or wrestle with difficult issues does not seem to be a natural step for HODs.

Other researchers (Okumbe, 1999; Kipnusu and Ogembo, 2005) have highlighted that HODs like many other school managers, take up management positions without formal training in, for instance, administration and leadership, as concluded by Okumbe, 1999; Kipnusu and Ogembo, 2005 in their studies on training needs of school administrators. The 2001 Global Training and Certification study done in the US by the American Society for Training and Development (ASTD), acknowledged the benefits of investing in staff training and development as for process improvement, performance improvement, behavioral improvements and increased staff satisfaction among others. This statement implies that performance improvement does not occur by mere chance. The education magazine Elimu News (2009) acknowledged that there is need to establish internal quality mechanisms in our education institutions and this can be done by intensifying training especially for HODs in this case, to be able to realize desired school performance improvement. According to Aziz et al (2005), efficiency in management competencies will ultimately lead to successful and efficient task accomplishment leading to good performance standards.

Ogoti, (2006) in his study found out that majority of the heads of departments do not have adequate knowledge, managerial competences, skills and attitude necessary to perform departmental management coordination and human management roles. The study further stated that if schools want their middle managers to perform their tasks effectively, then there must be some level of investment in middle management development. Management development however, as revealed by Ogembo, (2005) often occurs at the Senior Management level, and middle management remains forgotten, hence jeopardizing the managerial capabilities of the HODs.

Competencies, explained in simplistic terms, consist of skills and knowledge used for work in the organization, or industry (Rees and Garnsey, 2003). Quinn, (Cited in Breen, Wale and Dimmock, 2004) described competencies as "both possession of knowledge and the behavioral capacity to act appropriately. They entail the possession of technical ways of managing things or people, (Dieleman and Leenders, 2000). In the context of school institution, various competences are expected to prevail in order to run the entire system including leadership, managerial, administrative, financial, and professional, among many others. Managerial competences of HODs and their impact on students' academic performance, as the dependent variable, is the main subject of this study. Ghazala (2003) in his research concluded that the managerial competences of HODs are directly related to the department's effectiveness and by extension, the overall school effectiveness.

Godia (2005) categorized HODs managerial competences as, administration of subjects department, departmental coordination, team spirit building, effective supervision, and leadership ability, human/interpersonal relations, problem solving and decision-making and high level of communication capacity among others. These shall form the independent variables of this study. To develop managerial competencies you must both be introduced to knowledge in management and have the opportunity to practice your skills. Gazala (2003) further states that effective HODs are not necessarily born with skills and traits.

Fielding (2010) states that training and development is necessary for developing relevant competences in managers because educators and school managers ought to continue to learn unlearn and relearn Du Toit (2007) supported this argument-when it cited three fundamental

elements HODs have to observe in order to acquire and sustain their managerial competencies. These are: commitment to improvement, training, practice, and development. In a study carried out on 150 Malaysian HODS selected from several secondary schools, only 29 to 30 per cent of the respondents perceived themselves to be in the high competence level in five managerial areas under the study, which included interpersonal relationship, administration of subject development, supervising and monitoring teachers, team spirit building, and mentoring subject teachers. A substantial number of respondents (40-60%) felt they still lacked the competence necessary for helping and mentoring subject teachers improve their classroom management. Overall, the research concluded that the majority of respondents (about 50-70%) had not attained a high competency level in four out of the five areas of competency under the study.

According to the management guidelines by the Teachers Service Commission (TSC), to be able to manage people, a HOD must have essential skills, which include high levels of decision-making and problem solving and not to forget communication skills especially when handling meetings in the departments. A HOD, being a human resource and relations manager needs to have individual capacity to motivate others and to promote team spirit in the department. While teaching the subject of specialization in the department, the HOD should have effective instructional leadership and supervision skills and create an atmosphere that facilitates effective learning. This requires critical and creative thinking to maintain interactive learning in the department. Furthermore, to be able to coordinate the department, the HOD must have information and data gathering skills and more importantly, have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential (Republic of Kenya, 1998). As observed it is necessary the issue

of secondary school HODS managerial competences is dealt with further. It was therefore imperative to assess the managerial competences HODs in Magarini Sub County, in Kilifi County have and their relationship with school performance, hence this study.

1.2 Statement of the Problem

Head of Departments need a certain set of competencies in order to be effective within their roles. It is crucial to understand and identify the role of an HOD in order to understand the competencies necessary for the effective management of a school. Therefore, it is imperative for all HODs to have a clear understanding of skills they need to execute their in order to be adequately prepared to make the transition from subject teacher to academic head. Several authors have commented on the variety of roles that HODs need to perform. Different authors have, however, emphasized different roles within the higher education institution. These roles can be categorized as academic, administrative, managerial and leadership roles.

The academic role includes teaching classes, dealing with faculty affairs or academic staff as well as serving as departmental official or representative, evaluator, facilitator, faculty or academic staff developer, programme developer and researcher (Gmelch, 2002; Hare & Hare,2002; Lyons, 2008; Sharma, 2003; Smith &Hughey, 2006).The administrative role includes being an administrator of examinations, admissions, house tests and practical's and being a channel of information policy(Lyons, 2008; Parker & Wilson, 2002).The management category embraces the most roles. These include the following: advocate/politician, agent of change, anticipator, morale builder and maintainer, communicator, conflict handler, coordinator, delegator, diversity manager, financial manager, handling disciplinary matters, industry-

institution interacter and negotiator, officer in charge, performance manager, planner, problem solver, quality controller, recruiter and selector, strategic planner and time manager (Gmelch, 2002; Lyons, 2008).The leadership role includes the role of adviser-counsellor, mentor and coach, motivator and risk taker (Smith&Hughey, 2006).

In Kenya, the same dilemma exists. According to the sector review and development direction report (Republic of Kenya, 2003) the government of Kenya, taking into cognizance the vast expansion of the education sector in terms of student numbers, number of institutions, teachers and providers has decided to decentralize the functions of the ministry up to the institutional or school levels. This has resulted in vesting heads of departments, institutional managers and boards of governors with the administrative and financial authority for the management of all resources under their jurisdiction (Republic of Kenya, 2003).

The report further notes that for effective decentralization, there is need to assess the human and institutional capacities to undertake this responsibility in terms of their current skill capacities and proposed new responsibilities. Secondary heads of department internationally and locally occupy a crucial position being linking pins between the departments and the upper executive of the school. If educational change of a positive nature is to occur, the department head must guide and drive these both at departmental and executive level. However, this position of the middle manager in schools has been relatively neglected in prior research which has concentrated on the other levels especially principals and classroom teachers. For instance, studies by Robbins (1998), Okumbe (1999), Brown and Rutherford (1999), Brophy and Kiel (2002), Fitzgerald (2002), Ogembo (2005), Aziz et al (2005), Kipnusu and Ogembo (2005), Ogoti (2006), Boge

(2008), Elimu News (2009) and Maina (2013) have studied HODs in their capacities as school managers but did not investigate the impact of their managerial competencies on the students' academic performance.

Based on the above review, the researcher sought to fill the observed research gap by answering the research question; what is the impact of managerial competencies of secondary school Heads of Department on students' academic performance inMagarini Sub County, Kilifi County, Kenya?

1.3 Purpose of the Study

The purpose of this study was to assess the impact of managerial competencies of secondary school Heads of Departments on students' academic performance in Magarini Sub County, Kilifi County, Kenya.

1.4 Research Objectives

This research was guided by the following objectives:

i) To examine the influence of Teambuilding competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya.

ii) To assess the influence of planning competencies by HODs on students' students' academic performance in Magarini Sub County, Kilifi County, Kenya.

iii) To analyze the influence of organizing function competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya.

iv) To determine the influence of coordination competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya.

v) To evaluate the influence of monitoring and evaluation competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya.

1.5   Research Questions

The study was guided by the following research questions:

i)   What is the influence of planning competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya?

ii)   What is the influence of organizing competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya?

iii)   What is the influence of coordination competencies byHODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya?

iv)   What is the influence of monitoring and evaluation competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya?

v)   What is the influence of HODs team building competencies on students' academic performance in Magarini Sub County, Kilifi County, Kenya?

1.6 Significance of the Study

These study findings may generate knowledge that may be utilized by school headteachers on the competencies of heads of departments necessary for effective departmental leadership for the realization of students' academic performance. Secondly, the study findings may provide a detailed explanation of the managerial competencies of the head of department within the

changing educational scenario so as to improve understanding of HODs roles hence reduce any role ambiguities and role conflicts within the school framework. Thirdly, the study findings may help in developing knowledge for universities and education managers that participate in the training of educationists and finally, the research findings may form a basis for generalization of the recommendations for other schools in Kenya.

1.7. Limitations of the Study

The descriptive survey as a research design had its limitation of difficulty in using its findings for generalization since only a part can be used to represent the whole. In this case, the impact of managerial competencies of secondary school Heads of Departments on students' academic performance in Magarini Sub County could not be generalized to the entire nation. To reduce this limitation however, literature works were widely consulted to make references to issues being discussed which are of relevance to the other areas of the country.

Difficulty in the collection of primary data from relevant institution. This challenge was the result of the seemingly reluctance of respondents to provide information relevant to the study. This was taken care of by taking a letter from the school authorities that served as evidence that this study was just for academic purpose. Thus, the information given was treated with utmost confidentiality.

1.8 Delimitations of the Study

The study sought to investigate the impact of managerial competencies of secondary school Heads of Departments on school academic performance. It left out other members of the secondary school community who included; students, parents, support staff, members of the

board of governors and education managers. The results should be generalized to the extent of the sample size.

1.9 Assumptions of the Study

The researcher assumed that:

a) All the respondents would give accurate information and answers about their details in reference to the matter under study in the questionnaire and oral interviews.

b) The HODs have an influence on students' academic performance through their sufficient knowledge about their management roles in their schools.

1.10 Definition of Significant Terms

Academic performance: It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is also said to be the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.

Competencies: Human resource traits and capacities that consist of skills and knowledge used for work in the organization or industry.

Departmental head: All first-line academic and administrative heads in a school who are in job group 'M' and have appointment letters from the Teacher service commission as HODs (e.g. department chair, sector head, unit head).

Head of department a midlevel school manager mainly in charge of a given academic department

Management   refers the "plurality of formal or informal efforts and activities in the

school undertake to enhance individual or institutional capacities to teach

and serve students.

Principal: Head of a secondary school duly appointed by the Teachers Service

Commission of Kenya (T.S.C)

Public secondary school: The school to which government funds are appropriated and whose

statement of income and expenditure is approved by the Ministry of

Education.

Role(s):   A set of expected behaviour patterns attributed to someone occupying a

given position in a social unit

Training   refers to the process of providing staff members with specific knowledge

and skills in order to enable them perform specific tasks more effectively.

1.11 Organization of the Study

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations of the study, and delimitations of the study, assumption of the study, definition of the terms and organization of the study. Chapter two presents the literature review, summary of reviewed literature, theoretical framework, and conceptual framework. Chapter three consists of the research methodology which include the research design, target population, sampling size and sampling procedure, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis and interpretation while the summary of the study, findings, conclusion and recommendations of the study are reported in chapter five.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

The purpose of this study was to assess the impact of managerial competencies of secondary school Heads of Department on students' academic performance with a focus on Magarini Sub County, Kilifi County, Kenya. This chapter presents the concept of Head of Departments, literature on each of the independent variables of the study, and how it influences academic performance, is then provided. Finally, the theoretical, conceptual as well as the gap in the literature in relation to the present study is reviewed.

2.2 Concept of Managerial Competencies

According to Brown and Rutherford (2012), research undertaken on the distinct roles of HODs is inadequate. However, a review of the literature indicates that the position of HOD was first formalized in the period 1870 to 1925 in the western Countries. The development of this position was influenced by various factors, including what Dyer and Miller (1999) call the reconstruction period, vocational education, a new interest in philanthropy and development, and a move from society based on agriculture and land interest to one based on industry. Other events that contributed to the development of the role of HOD were changes that took place within higher education institutions, and industry politics. In the 1890s, departments began to develop and increase in number.

The number of HOD positions grew rapidly with the development of departments, and heads that are more specialized were required to oversee the newly developed academic units or

departments of institutions. Booth (1982) describes an academic department as the "basic administrative unit of a college or university" and goes on to explain that the key aspect of the department is its "monopoly over teaching, research and service within a particular realm of knowledge." Du Toit (2007) presents the academic department as a combined structure of governance, a mixture of elements of collegialism and managerialism in varying degrees on the one hand, while also functioning as an administrative structure on the other. In light of this, the position of an HOD was imbued with authority and power (Booth, 1982; Du Toit, 2007; Lyons, 2008; Osborne, Sandberg &Tuomi 2004).

According to Lyons (2008), the development of the role of HOD in South Africa has not been without its problems. In most tertiary institutions, few academic staff 20 years ago could have expected to be a head of department and most of the individuals who did serve a period as HOD were experienced in this field. However, today many staff members can expect to serve a term as HOD and many of them have little experience of this role. Lyons (2008) argues that the changing role of universities in the 21st century may further influence the way in which the management role of the HOD is structured. It has therefore become imperative to explore the role of universities in the 21st century.

The secondary school heads manual (Republic of Kenya, 1998), states that the link between the head teacher and the teachers in institutional management is the Head of Department (HOD). This position of HOD was established in 1998 through the scheme of service for graduate teachers. Earlier on there was no salary benefit for HODs. Those who qualified after the posts were advertised in 1998 were placed in job group "L." After serving as HODs for two years, they

would be deployed to be deputy head teachers in secondary schools with 9-14 classes or as head teachers in secondary schools with 5-8 classes as per the scheme of service. Therefore, the HODs in Kenyan schools can only play their role effectively if they possess the necessary skills such as teambuilding, planning, organizing, coordination as well as monitoring and controlling. A study in this area would seek to find out the state of HOD competencies in Kenya.

2.3 Head of Departments Teambuilding Skills and Students' Academic Performance

Team building by HODs is one type of management style which stresses involvement in educational improvement. The theory behind this style is that involvement results in ownership, and as ownership is developed, cooperative decisions follow. Research in this area is contradictory. Frase and Sorenson (2009) conducted a study on motivation and job satisfaction, and found that few teachers were upset with the lack of professional interaction. Many were content and preferred to be left alone. Only those who were "high growth" teachers enjoyed the chance to work with their peers. Frase and Sorenson (2009) concluded that teachers are not trained in decision making outside of their classrooms. Benton and Bulach (2011), however, incorporated team building as a major component in improving school climate in a high school. They identified the areas needing the most improvement and then introduced team-building techniques. The entire staff was involved in these activities. Community and curriculum teams were established. The end results showed gains especially in the student academic performance.

Maeroff (2010) provides arguments that team building by HODs is an effective method for attacking real problems facing a school. Team building may not be accepted by all in the school.

However, when those teachers who are more inclined towards change take part in team building, it often encourages new practices that could permeate the students' academic performance. Chela (2010) further notes other outcomes of team building in Tanzanian schools. Team spirit is generated through common goals. Process skills allow teachers to work productively. Teachers begin to realize that they have useful knowledge to contribute. Networks and partnerships can grow out of team efforts in solving problems. Staff development can become more linked towards the needs of the students. Team-building training will influence goals such as communication, trust, and support which are examples of skills and attitudes (Pritchett, 2012).

Olembo, Wanga and Karagu, (2011) described, as key 21 elements of collegial leadership: effective communication, interpersonal relationships and teambuilding. Their position on the significance of collegial leadership for the success of the school leader's instructional role is underscored by the apparent need to inculcate collegial leadership skills in HOD trainees who would become the future school leaders. HODs who acquire teambuilding skills during their training are also better equipped to become more effective leaders in the future ensuring students academic achievement. Local studies on teambuilding competencies by HODs on students' academic performance are unknown to the researcher. Therefore, this study will seek to fill this gap.

2.4 Heads of Departments Planning skills and Students' Academic Performance

Planning as a prerequisite for the achievement of goals, forms the basis of all other management tasks, and is thus about creating and designing regulated activities with a view to future needs. It

reflects on the objectives of the school, the resources, as well as the activities involved, and involves drawing up the most suitable plan for achieving these objectives (Van Deventer and Kruger, 2003). As managers, HoDs are responsible for the planning the year's programme for their departments, lesson preparation, evaluation of teachers and professional development programmes for teachers.

As Smith (2009) argues, most schools in England have long-term planning for the curriculum and textbook adoptions but rarely focus on the needs of the teachers and others who will implement those plans. Planning in essence fails to focus on learners' achievements, to motivate teachers or to set clear goals. Anecdotal evidence shows that, although HoDs are involved in policy decisions they fail to implement them successfully. Barriers to effective planning also include fear for failure, lack of educational knowledge, lack of confidence, and resistance to change.

Van Deventer and Kruger (2003) propose that HoDs, in addressing these barriers, should take into consideration the following planning principles, which also call for training: Planning should take place within the limits of the school's policy, revolving around teaching and learning; All aspects of planning should be related and in line with the plans of the school and consider human limitations, taking into account the workload of teachers and the amount of time learners need to complete assignments.

According to the management guidelines by the Teachers Service Commission (TSC), to be able to manage people, a HOD must have essential skills, which include high levels of decision-

making and problem solving and not to forget communication skills especially when handling meetings in the departments. A HOD, being a human resource and relations manager needs to have individual capacity to motivate others and to promote team spirit in the department. While teaching the subject of specialization in the department, the HOD should have effective instructional leadership and supervision skills and create an atmosphere that facilitates effective learning. This requires critical and creative thinking to maintain interactive learning in the department.

2.5 Heads of Department Organizing Skills and Students' Academic Performance

Organizing is the process of creating a structure for the school that will enable all the members of staff to work together effectively towards achieving its outcomes (van Deventer & Kruger, 2003). One can infer from this definition that organizing is a process by which the manager brings order out of chaos, removes conflict between people over work or responsibility, and establishes an environment suitable for teamwork (Osterman, 2008). HoDs should see to the systematic coordination of the many tasks of a school, including the organizing of tasks; assigning duties, authority and responsibility; and determining the relationships between people in order to attain set goals.

During this process, they should be cognitive of the problems that may hamper teachers in carrying out this task. For van Deventer and Kruger (2003), the problems teachers and HoDs may encounter during the organizing process include: Highly qualified members spending time doing work that does not require their specialized expertise and experience. Imbalance of

responsibility, authority, and accountability, resulting in the uneconomical division or duplication of work. Maintenance of unnecessary records and statistics. While one can accept that organizing is an important aspect of the HoD's role, it is difficult to ignore the time spent on it and the unnecessary underutilization and duplication of human and physical resources. The complicated and time consuming steps have been identified by van Deventer and Kruger, (2003); Obtain comprehensive information about the nature and scope of the teaching and learning work and activities to be organized; Identify and analyze all the teaching and learning work and activities; Divide the work and activities into meaningful departments or groups; Divide the activities or departments into meaningful tasks; Allocate authority and responsibility and establish relationships of authority; and Allocate the necessary resources, and communicate all decisions and arrangements.

2.6 Heads Of Departments Coordination Skills and Students' Academic Performance

Coordinating the work activities of teachers in a department to ensure they are all working together to achieve determined outcomes is an important role for HoDs. For van Deventer and Kruger, (2003) coordination is a process through which school managers try to relate people, tasks, resources, and time schedules in such a way that they are complementary as well as supplementary, and support the whole school in realizing the aims and outcomes of the school.

It is therefore important to synchronies people and activities if set outcomes are to be achieved. To coordinate the activities of the staff, HoDs should promote teamwork among the staff and ensure cooperation between teachers so that work is uniformly applied. Unfortunately, as

servants of decisions and assistants of authority, most HoDs lack the time to monitor and correlate the pace of all teachers of a subject; address problems arising from the curriculum; discuss departmental circulars; guide new teachers in implementing subject content; plan examination and test papers; coordinate learners' work to determine the accurate completion of assignments; and ensure these assignments have been marked and so measure the performance of learners (Osterman, 2008).

Furthermore, to be able to coordinate the department, the HOD must have information and data gathering skills and more importantly, have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential (Republic of Kenya, 1998).In addition to teaching, the manual for heads of secondary schools (Republic of Kenya, 1998), outlines management responsibilities for HODs which include: - Ensuring that the school is working to the current syllabi as laid down in the Kenya National Examination Council (KNEC) regulations, Ensuring that there is a scheme of a work for each subject on the curriculum, Organizing the subjects under his/her jurisdiction through the school, Organizing the setting, moderating and marking of school examinations in his department, Advising the head teacher on the purchase of text books and equipment and be responsible for their proper use and allocation, Conducting and assisting newly qualified teachers by advising them on the teaching of their subjects and, finally, maintaining a record of work of the subject.

2.7 Heads Of Departments Monitoring and Controlling Skills and Students' Academic Programs

Monitoring and Controlling constitutes a management process through which HoDs ensure, by means of assessing and regulating, that the teaching and learning work is in progress, and thus the school's outcomes may be accomplished (Bennett & Woods, 2007). This is to verify that all activities are in line with the policy and that instructions are being carried out. As part of the management team, HoDs should keep abreast of the latest schools of thought on approaches, methodology, techniques, and evaluation. Given that their work is linked directly to the teachers in their departments, they should have an interest in them.

Focusing on teaching and learning, HoDs must be familiar with the following formal methods of control, as set out by van Deventer and Kruger (2003):Preparation: Encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject. This will ensure that they do not come to class unprepared. Presentation: Class visits can be used to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support. Evaluation: In order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation. Formal meetings: HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject. If this seems lacking, these meetings can also serve as corrective functions for improving the quality of teaching.

According to van Deventer and Kruger (2003), a monitoring system will indicate to HoDs, whether activities are proceeding according to plan; if something unexpected has happened that might have influenced the plan; and, if the situation has changed completely, whether or not they will have to devise a new plan. However, van Deventer and Kruger overlook the actual problems HoDs experience with controlling. Teachers do not cope with demands upon them, such as changes to the curriculum, conditions of service, and the ever-broadening role of the teachers (Dean, 2002). These problems have an effect on motivation levels, which may thus hamper performance (Lumby, 2003).

2.8 Summary of Reviewed Literature

The studies reviewed reveal that the role of HoDs contains elements of management and, in this sense; one can argue that they are managers (Gmelch, 2002; Hare & Hare, 2002; Lyons, 2008; Sharma, 2003; Smith &Hughey, 2006). However, in executing these management tasks there is a lack of support available, and reforms are introduced into schools without them improving their much needed management skills. The studies also contend that promoting teaching and learning in schools is dependent upon the effectiveness and competence of HoDs in their performance of management tasks (Robbins, 1998; Okumbe, 1999; Brown and Rutherford, 1999; Brophy and Kiel, 2002; Fitzgerald, 2002; Ogembo, 2005; Aziz et al., 2005; Kipnusu and Ogembo, 2005; Ogoti, 2006; Boge, 2008; Elimu News, 2009 and Maina, 2013). However, the studies have only looked at being knowledgeable about elements of management for HoDs to perform their role. As Mercer *et al.* (2010) suggest, studies need to go beyond the principles of humane and equitable management practices because of very significant global shifts in government education policies, social values and teaching cultures. It was thus important to give attention to

the manner in which educational leaders, especially HoDs, should perform their role as leaders in schools. This study therefore assessed the impact of managerial competencies of secondary school Heads of Department on students' academic performance with a focus on Magarini Sub County, Kilifi County, Kenya.

2.9 Theoretical Framework

The study was guided by Clayton Alderfer Existence, Relatedness and growth (ERG) needs theory of motivation. Specifically the study took cognizance of the growth needs theory, which in the context of the study, refers to the need for students' performance improvement, creativity and productivity in work. The theory contends that by continually improving work skills, competencies, and abilities through training/development and engaging in meaningful work is an example of how growth needs are met by both the organization (school) and the workers (HODs).

In relation to this theory, training and development of education managers, especially the middle level managers of secondary schools (HODs) is a crucial primary requirement for developing, enhancing and sustaining relevant managerial competences of this lot. There are disparities existing among HODs, in their levels of management competences in the various management capacity variables exhibiting yawning gaps between the highest and lowest competence levels suggesting disparities in general school academic performance levels. It is in recognition of this position that this research sought to examine the impact of HOD management competences on students' academic performance. Most studies have mainly focused on HODs roles, challenges and training needs, with little done on their management competences.

2.10 Conceptual Framework

The variables of the study were conceptualized as modeled in figure 2.1 below.

Figure 2.1: Conceptual Frame showing interrelationship between variables and completion rate.

Leadership
• Levels of decision making supervision skills
• Capacity to motivate

Planning
• Programme for departments
• Lesson preparation
• Planning for the curriculum
• setting clear goals

Organizing
• Identifies teaching work
• Identifies learning activities
• Allocates authority

Coordinating
• Cooperation between teachers
• Departmental circulars
• Information and data gathering skills

Monitoring&Evaluation
• Class visits
• Utilize subject meetings
• Corrective functions

• Government policies
• Academic qualifications
• Ministerial regulations

Process

Students' academic performance
• Passing examinations
• Raising mean scores
• Raising mean grades
• Passing exercises
• What the students can practically do

The output variable for the study was schools' academic performance while the input variables are leadership, planning, organizing, coordination and monitoring & evaluation. Managerial competencies are meant to put the vision of an organization into practice and enable the organization to function effectively to influence students' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covers research methodology, which is organized under the following sub-headings: Research design, Target population, Sample and Sampling Procedure, research instruments, instrument reliability, instrument validity, data collection procedures, and data analysis techniques.

3.2 Research Design

This study used a descriptive survey research design. In using this design, data collection was carried out in a structured process. Kumar (2005) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables. The sole purpose of descriptive research is to provide an accurate and valid representation of the factors or variables that pertain are relevant to the research question. Descriptive survey research is helpful in indicating trends in attitudes and behaviors, and enables generalization of the findings of the research study to be done (Neuman, 2000).

3.3 Target Population

Target population is finite in size, exists within a given time frame, and is accessible. Patton (2002) argues that for a target population to be plainly defined there is a need to clearly define the properties that the researcher anticipates to investigate by use of a working definition.

The target population was all the 43 secondary schools in the sub county, 32 (thirty two) being public, consisting of all; 230 heads of departments, 32 principals and 32 deputy principals of the public secondary schools in Magarini sub county, Kilifi County, Kenya. Heads of departments participated in the study because of their role in departmental management at the school level. The deputy head teachers participated in the study since they are in a position to have an over view of the HODs duties owing to their positions as immediate supervisors of heads of departments. The principals (head teachers) participated in the study in their capacity as educational leaders of the schools.

3.4 Sample Size and Sampling Technique

Statistics in Magarini District Education Office indicate that there are 43 secondary schools in the sub county, 32 (thirty-two) being public. The researcher employed stratified sampling technique to select the public schools that would participate in the study, going by the educational administrative zones. Proportional random sampling technique was then used to select 10 schools. The schools were categorized into Boys Secondary Schools, Girls Secondary Schools, Mixed Day and Boarding Secondary Schools. Purposive sampling was then used in identifying the actual respondents by taking 30% as suggested by Gratton, and Jones (2004).

The study also sampled 10 head teachers, 10 deputy principals and 5 head of departments of the target schools. To sample from the schools, the researcher used the teachers list from the head teachers and apply simple random sampling to pick the 5 head of departments who were involved in the study. The total sample was therefore 70 respondents.

Category	Target population	Sample	Percentage (%)
Principals	32	10	31
Deputy	32	10	31
HODs	230	50	28
Total	**294**	**70**	**100**

3.5 Research Instruments

The researcher used two main research instruments to collect data, the questionnaire and interview schedule. Data was collected using a questionnaire for principals (head teachers) and deputy principals. The questions were administered to the respondents and later picked from the schools once they were filled. Interview schedule was used to gather data from the HODs in all the target schools by probing them on the impact of their managerial competencies. As Kothari (2008) connotes, questionnaires are economical and free from bias of the interviewer. Questionnaires help to engage respondent's interests, encourage co-operation and enlisting answers as close as possible to the truth (Cohen and Marion 1998).

3.5.1 Validity of Instruments

Validity is the accuracy and meaningfulness of inferences drawn from the researcher findings. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda and Mugenda, 2003). In this study, the validity was taken to mean the extent to which the instruments cover the objectives. Validity refers to quality of data gathering instrument or procedures that enable the instrument to measure what it is supposed to measure (Kumar, 2005).

To ascertain content validity of the research instrument the researcher consulted with experts in research methodology who were the supervisors of this project in the Department of Education, Administration, and Planning in the University of Nairobi. This enabled the researcher to develop instruments that yielded dependable results or information.

3.5.2 Reliability of Instruments

Reliability is the ability of the instrument to give consistent results after a number of repeated trials (Kerlinger, 2003). It was enhanced through use of instrument triangulation technique, which is an acceptable technique in survey research that is qualitative in nature since it lends credibility to the findings of the study (Kothari, 2008; Mugenda and Mugenda, 2003).

A pilot study was conducted by administering the questionnaires to few head teachers, deputy principals, and head of departments from the neighbouring Malindi Sub-County target population, who were not involved in the main study to avoid biasness, which was intended to determine the reliability of the questionnaire. Kothari (2004) argued that reliability is the consistency of measurement and is frequently assessed using the test–retest reliability method. Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures.

Cronbach's Alpha was applied to measure the co-efficient of internal consistency and therefore reliability of the instrument where; $\alpha = n/n\text{-}1(1\text{-}\sum Vi/Vtest)$

Where;   n = number of questions
              Vi = variance of scores on each question
              Vtest = total variance of overall scores (not %'s) on the entire test

A reliability coefficient of 0.71 was considered high enough for the instruments to be used for the study (Jwan, 2010).

Table 4.1: Summary of Reliability Results (Cronbach's Alpha)

Cronbach's Alpha	N	Cronbach's Alpha Based on Standardized Items	No of Items
.832	5	.100	5

From the findings, the alpha value was higher and above 0.71, implying that the study instruments yielded highly reliable and valid data for this research, thus measuring the relationship between independent variables (Teambuilding, planning, organizing, coordination and monitoring & evaluation) and the dependent variable (students academic performance).After the analysis, it was found to be giving consistent results it was adopted for the final study.

3.6 Data Collection Procedures

A permit was sought from the National Commission of Science and Technology through which a further permission can be obtained from the offices of County directors (TSC and Education) Kilifi County. Then the researcher /assistant researcher proceeded to the field.

Questionnaires were administered to the school principals (head teachers), deputy principals and the heads of department. The questionnaires sought individual demographic information, experience, management training/development courses attended and the general departmental work related issues. Managerial Competence levels of HODs in the different competence

categories were established. They also sought individual perception and suggestions from relevant respondents about the managerial competence levels of each of the individual subjects. A personal interview was held with all the target HODs in the schools. The interviews sought to elicit more information and clarification on the data obtained through questionnaires.

3.7 Data Analysis Technique

The data collected was analyzed using descriptive statistics. After the data collection, the researcher processed the data to eliminate unwanted and unusable data which may be contradictory or ambiguous, develop a coding scheme by creating codes and scales from the responses which were then summarized and analyzed. The data was then stored in paper and electronic storage and finally the researcher used the Statistical Package of Social Science (SPSS) to analyze the data. Data was presented through percentages, frequencies, means and standard deviations and the findings displayed by use of tables and figures and explanations be given in prose-form.

In addition, the study conducted a multiple regression analysis to determine the relationship between HOD managerial competences on students' academic performance where the HOD managerial competences variables were regressed against students' academic performance. The results of the regression analysis were interpreted based on the R square, significance of F statistics and the significance of beta values from the coefficients of the X variables. Significance was tested at 5% level. The regression model is ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$):

Whereby Y = students' academic performance

X_1 = Leadership

X_2 = Planning
X_3=Organizing
X_4=Coordination
$X_{5\,=}$ Monitoring and Evaluation

e_t = Error term and β_0 β_1 β_2 β_3 $\beta_4$and β_5 are the regression equation coefficients for each of the variables discussed.

3.8 Ethical Considerations

The researcher endeavored to obtain an informed consent from the respondents before undertaking to collect data from the field. The researcher informed and explained the objectives of the research in order to solicit informed consent from the respondents. High level of confidentiality on the information provided by respondents through interview or questionnaires was maintained.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents data analysis and discussions. The study sought to establish the impact of managerial competencies of secondary school Heads of Departments on students' academic performance in Magarini Sub County, Kilifi County, Kenya. Primary data was collected through administration of questionnaires to head teachers, deputy principals and head of departments of the target schools.

4.2 Instrument return rate

The research was conducted on sample size of 70 respondents out of which 58 respondents completed and returned the questionnaires duly filled in making a response rate of 83%. Mugenda and Mugenda (1999) stated that a response rate of 50% and above is good for statistical reporting. The data was thereafter analyzed based on the objectives of the study and the findings are as presented per the different classes identified by the objectives.

4.3 Demographic Information

The study initially sought to inquire information on various aspects of the respondents' background, i.e. the respondent's gender, size of the school and category of respondent's school. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the issue under study.

4.2.1 Respondents Gender

The respondents were requested to indicate their gender. Accordingly, the findings are presented in figure 4.2.

Figure 4.2: Respondents Gender
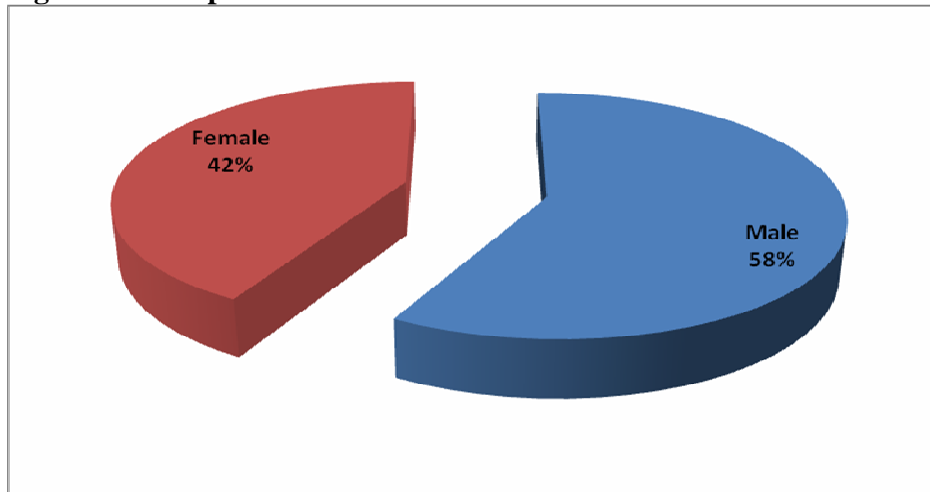
The findings reveal that the majority (58%) of the respondents were males. This indicates that even though most of the responses emanated from males there was gender disparity.

4.2.2 Response on the Size of the School

The study inquired from the respondents the size of the school where they are currently. The findings are tabulated below.

Table 4.2: Respondents Size of the School

	Frequency	Percent (%)
1 to 2 streams	14	24
3 to 4 streams	37	64
5 to 6 streams	7	12
Total	**58**	**100**

The findings in Table 4.1 depict that most (64%) of the respondents said the size of the school where they are currently was 3 to 4 streams.

4.2.3 Category of Respondents School

The respondents were asked to select the category of their school from a list presented to them. From the option of public or private school given to the respondents they all said their school was public.

4.3 Head of Departments Teambuilding Skills and Students' Academic Performance

The first objective of the study was to examine the influence of Teambuilding competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya. The findings were shown as reported in figure 4.3, table 4.3, 4.4, 4.5, and 4.6.

4.3.1 Influence of Teambuilding Competencies by HODs on Students Academic Performance

The researcher asked the respondents to indicate how Teambuilding competencies by HODs influence students' academic performance. The findings are illustrated in figure 4.3.

Figure 4.3: Influence of Teambuilding Competencies by HODs on Students' Academic Performance
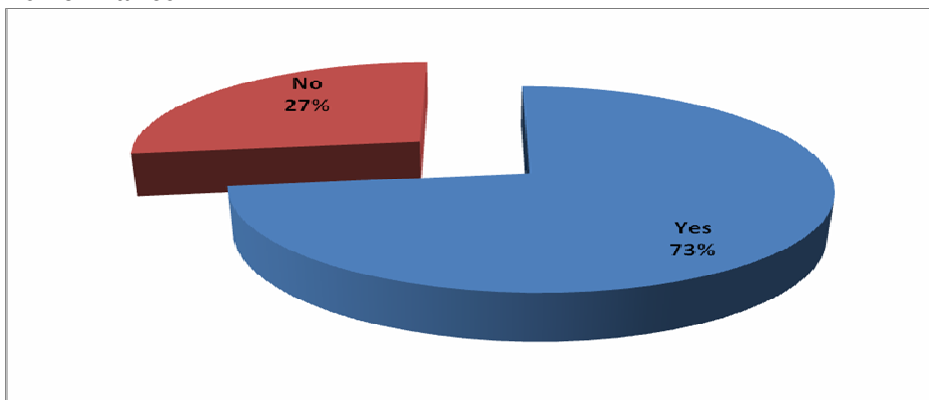
The findings depict that majority (73%) of the respondents stated that Teambuilding competencies by HODs influence student academic.

4.3.2 Extent of the Influence of Teambuilding Competencies

The researcher requested the respondents to indicate their level of agreement with statements relating to the influence of Teambuilding competencies by HODs on students academic performance. Accordingly the findings are as summarized in table 4.3.

Table 4.3: Extent of the Influence of Teambuilding Competencies

	1	2	3	4	5	Ave.
One-to-one counselling of subordinates and team members and helping others with their challenges	5.0	5.0	5.0	70.0	11.7	3.81
Motivation of overall team and individual team members positively influences academic performance	5.0	5.0	3.3	70.0	13.3	3.84
The HOD has high levels of decision making and problem solving	6.7	5.0	0.0	68.3	16.7	3.86
The HOD has high levels of communication skills especially when handling meetings in the departments	1.7	0.0	8.3	75.0	11.7	3.99
The HOD has individual capacity to motivate others and to promote team spirit in the department	1.7	0.0	8.3	75.0	11.7	3.99
Emotional intelligence (self-development, self-control, compassion and humanity, seeking responsibility and personal growth)	1.7	0.0	8.3	75.0	11.7	3.99
Teambuilding of overall team and individual team members positively influences academic performance	0.0	1.7	8.3	73.3	13.3	4.02
The HOD has critical and creative thinking to maintain interactive learning in the department	0.0	1.7	0.0	85.0	10.0	4.06
Delegation of tasks to team or team members positively influences academic performance	0.0	0.0	6.7	75.0	15.0	4.09
The HOD has effective instructional Teambuilding	0.0	0.0	1.7	76.7	18.3	4.17
The HOD has efficient supervision skills	0.0	0.0	0.0	68.3	28.3	4.29
The HOD has creates an atmosphere that facilitates effective learning	0.0	0.0	0.0	65.0	35.0	4.35
Overall						**4.04**

From the findings in the table above, all the respondents agreed that the HOD creates an atmosphere that facilitates effective learning. In addition 96.6% of the respondents agreed that the HOD has efficient supervision skills. Further 95% of the respondents agreed that the HOD has effective instructional Teambuilding. Also 90% of the respondents agreed that the delegation

of tasks to team or team members positively influences academic performance; 95% of the respondents agreed that the HOD has critical and creative thinking to maintain interactive learning in the department; 86.7% of the respondents agreed that the emotional intelligence (self-development, self-control, compassion and humanity, seeking responsibility and personal growth); The HOD has individual capacity to motivate others and to promote team spirit in the department; The HOD has high levels of communication skills especially when handling meetings in the departments each. Additionally 95% of the respondents agreed that the HOD has high levels of decision making and problem solving. Further 83.3% of the respondents agreed that the motivation of overall team and individual team members positively influences academic performance.

Benton and Bulach (2011), however, incorporated team building as a major component in improving school climate in a high school. They identified the areas needing the most improvement and then introduced team-building techniques. The entire staff was involved in these activities. Community and curriculum teams were established. The end results showed gains especially in the student academic performance.

From a discussion with key informants (KIIs), it emerged that the management competency criteria used in the appointment of HODs in their schools were; high levels of decision-making, problem solving and communication skills especially when handling meetings in the departments. Other competences were such individual capacity to motivate others and to promote team spirit in the department. More so, they required effective instructional leadership and supervision skills to create an atmosphere that facilitates effective learning. They also (KII)

noted that critical and creative thinking was needed to maintain interactive learning in the department. Additionally they needed information and data gathering skills as well as having familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential."

The KIIs also revealed that by being a serving graduate teacher, one was inducted as HODs in their school and placed under their appropriate job group. They then underwent proper preparation before assuming that position. Preparation included exposure to the policies and practices governing the selection, training, operations and evaluation of staff. On top of having a successful teaching experience, the HODs also had to demonstrate that they possess training and skills appropriate to their subject areas and to positions of leadership for which they are applying.

4.3.3 Regression Results

The study applied inferential statistics (regression analysis). The application of regression analysis identifies the relationship between the quantitative variables; that is the dependent variable, whose value is to be predicted, and the independent or explanatory variables about which knowledge is available. The technique can show what proportion of variance between variables is due to the dependent variable, and what proportion is due to the independent variables. The relation between the variables can be illustrated graphically, or more usually using an equation. The study adopted multiple regression guided by the following model:

Regression model

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3 X_3 + \beta_4X_4 + \beta_5X_5$

Whereby Y = Student Academic Performance

X_1 = Teambuilding
X_2 = Planning
X_3 = Organizing
X_4 = Coordination
X_5 = Monitoring and Evaluation

Table 4.4: Model Summary

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	0.918[a]	0.843	0.805	0.51038

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

R-square is the proportion of variance in Y related to differences between the groups. In this case, the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R_2 equals 84.3%, that is, Teambuilding, planning, organizing, coordination and monitoring & evaluation explain 84.3 percent of the variance in Student Academic Performance.

Table 4.5: ANOVA of the Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.113	23	0.528	10.012	.005
	Residual	15.554	35	0.522		
	Total	16.667	58			

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation
b. Dependent Variable: Student Academic Performance

In this case, the significance value of the F statistic is 0.005 indicating that all the predictor variables (Teambuilding, planning, organizing, coordination and monitoring & evaluation) explain variation in students' academic performance.

Table 4.6Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	**Std. Error**	**Beta**			
1	(Constant)	1.147	0.2235			5.132	0.000
	Teambuilding	0.671	0.1032	0.1032		7.287	.023
	Planning	0.981	0.3425	0.1425		3.418	.003
	Organizing	0.639	0.2178	0.1178		4.626	.016
	Coordinating	0.791	0.1937	0.0937		4.685	.010
	Monitoring and Evaluation	0.788	0.2335	0.0922		4.589	0.011

The regression equation established was: $Y = 7.000 + 0.671 X_1 + 0.981 X_2 + 0.639 X_3 + 0.791 X_4 + 0.788 X_5$

Where X_1= Teambuilding, X_2= Planning, X_3= Organizing, X_4= Coordinating, X_5= Monitoring and Evaluation while 0.671, 0.981, 0.639. 0.791 and 0.788 are the un-standardized coefficients.

Relationship between teambuilding and students' academic performance. The t value and significance levels were 0.671 and 0.023 against the significance level of 0.05 respectively, which indicates that the independent variable of teambuilding explained a highly significant proportion of the variation in the dependent variable student academic performance.

4.4 Head of Departments Planning Skills and Students' Academic Performance

The second objective of the study was to assess the influence of planning competencies by HODs on students' students' academic performance in Magarini Sub County, Kilifi County, Kenya. The findings are as reported in sections 4.4.1, 4.4.2 and 4.4.3.

4.4.1 Influence of Planning Competencies by HODs on Student Academic Performance

The study sought to determine the influence of planning skills by HODs on the student academic performance. The respondents were therefore asked to show if planning competencies by HODs influenced students' academic performance.

Figure 4.4: Influence of Planning Competencies by HODs on Student Academic Performance
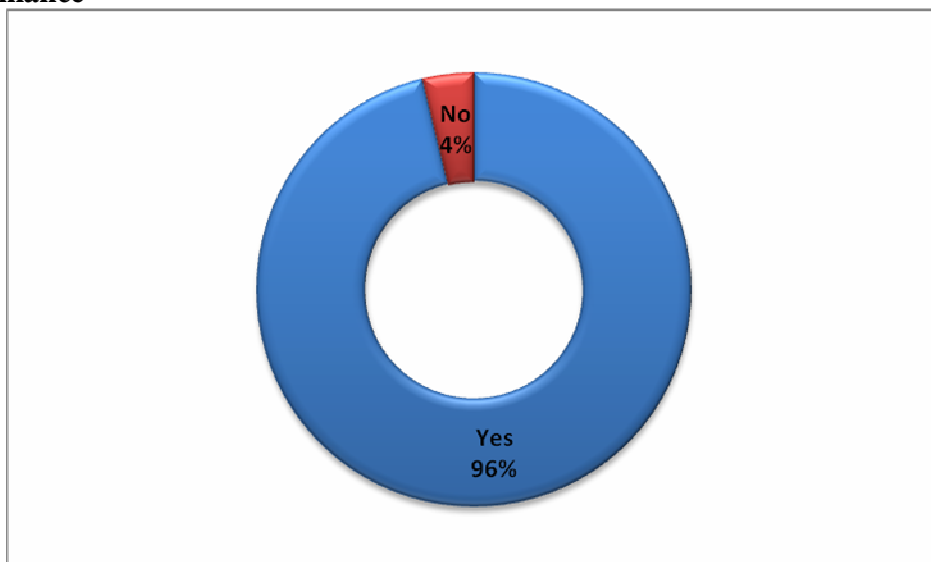
As per the findings in figure 4.4, the majority (96%) of the respondents said that planning competencies by HODs on students' academic performance.

4.4.2 Extent of the Influence of Planning Competencies on Students' Academic Performance

The study posed statements on planning competencies by HODs and their influence on students academic performance. The respondents were then required to indicate their level of agreement with the statements in relation to their school. The findings of the study are discussed as based on Table 4.7.

Table 4.7: Extent of the Influence of Planning Competencies

	2	3	4	5	Mean
Professional development programmes for teachers are part of my roles as a HoD	6.7	25.0	36.7	28.3	3.89
The school planning focuses on motivating teachers	11.7	18.3	16.7	50.0	4.08
I am required to undertake thorough evaluation of teachers	1.7	23.3	36.7	35.0	4.09
The HoD is able to execute day to day planning (prioritizing and organizing tasks and activities)	0.0	25.0	36.7	35.0	4.11
I am in charge of lesson preparation	1.7	18.3	40.0	36.7	4.16
The HoD is able to effectively implement planed activities for the school	0.0	16.7	38.3	41.7	4.26
Our school focuses on the needs of the teachers and others who will implement those plans	1.7	11.7	38.3	45.0	4.30
I plan for the planning the year's programme for their departments	0.0	10.0	41.7	45.0	4.36
The school planning focuses on setting clear goals	3.3	3.3	43.3	46.7	4.37
Our school has long-term planning for the curriculum and textbook adoptions	0.0	5.0	40.0	51.7	4.49
The school planning in essence focuses on learners' achievements	0.0	3.3	40.0	53.3	4.51
Overall					**4.24**

From the findings in the table, most (93.3%) of the respondents strongly agreed that school planning in essence focuses on learners' achievements. Also 91.7% of the respondents strongly

agreed that the school has long-term planning for the curriculum and textbook adoptions. Additionally 90% of the respondents strongly agreed that the school planning focuses on setting clear goals. Further, 86.7% of the respondents strongly agreed that they plan for the planning the year's programme for their departments. Also from the findings 83.3% of the respondents strongly agreed that their school focuses on the needs of the teachers and others who will implement those plans. In addition 90% of the respondents agreed that the HoD is able to effectively implement planned activities for the school. Also 43% of the respondents agreed that they are required to undertake thorough evaluation of teachers. Additionally 71.7% of the respondents agreed that the School planning focuses on motivating teachers.

Van Deventer and Kruger (2003) propose that HoDs, in addressing these barriers, should take into consideration the following planning principles, which also call for training: Planning should take place within the limits of the school's policy, revolving around teaching and learning; All aspects of planning should be related and in line with the plans of the school and consider human limitations, taking into account the workload of teachers and the amount of time learners need to complete assignments.

4.4.3 Regression Results

The researcher applied inferential statistics (regression analysis). The relation between the variables can be illustrated graphically, or more usually using an equation. The study adopted multiple regression guided by the following model:

Regression model

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$

Whereby Y = Student Academic Performance

X_1 = Teambuilding
X_2 = Planning
X_3 = Organizing
X_4 = Coordination
X_5 = Monitoring and Evaluation

Table 4.8: Model Summary

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	0.918[a]	0.843	0.805	0.51038

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

R-square is the proportion of variance in Y related to differences between the groups. In this case, the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R_2 equals 84.3%, that is, Teambuilding, planning, organizing, coordination and monitoring & evaluation explain 84.3 percent of the variance in Student Academic Performance.

Table 4.9: ANOVA of the Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.113	23	0.528	10.012	.000
	Residual	15.554	35	0.522		
	Total	16.667	58			

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

b. Dependent Variable: Student Academic Performance

In this case, the significance value of the F statistic is 0.000 indicating that all the predictor variables (Teambuilding, planning, organizing, coordination and monitoring & evaluation) explain variation in students' academic performance.

Table 4.10Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.147	0.2235		5.132	0.000
	Teambuilding	0.671	0.1032	0.1032	7.287	.023
	Planning	0.981	0.3425	0.1425	3.418	.003
	Organizing	0.639	0.2178	0.1178	4.626	.016
	Coordinating	0.791	0.1937	0.0937	4.685	.010
	Monitoring and Evaluation	0.788	0.2335	0.0922	4.589	0.011

The regression equation established was: $Y = 7.000 + 0.671 X1 + 0.981X2 + 0.639X3 + 0.791X4 + 0.788X5$

Where X1= Teambuilding, X2= Planning, X3= Organizing, X4= Coordinating, X5= Monitoring and Evaluation while 0.671, 0.981, 0.639. 0.791 and 0.788 are the un-standardized coefficients. Relationship between planning and students' academic performance in Magarini Sub County, Kilifi County, Kenya. The t value and significance levels were 0.981 and 0.003 against the significance level of 0.05 respectively, which indicates that the independent variable of planning explained a highly significant proportion of the variation in the dependent variable student academic performance.

4.5 Head of Departments Organizing Skills and Students' Academic Performance

The third objective of the study was to analyze the influence of organizing function competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya. The findings are as reported in sections 4.5.1, 4.5.2 and 4.5.3.

4.5.1 Influence of Organizing Competencies by HODs on Student Academic Performance

The study investigated the influence of organizing skills of HODs on the student academic performance by requesting the respondents to state if organizing competencies by HODs influence student academic performance.

Figure 4.5: Influence of Organizing Competencies by HODs on Student Academic Performance
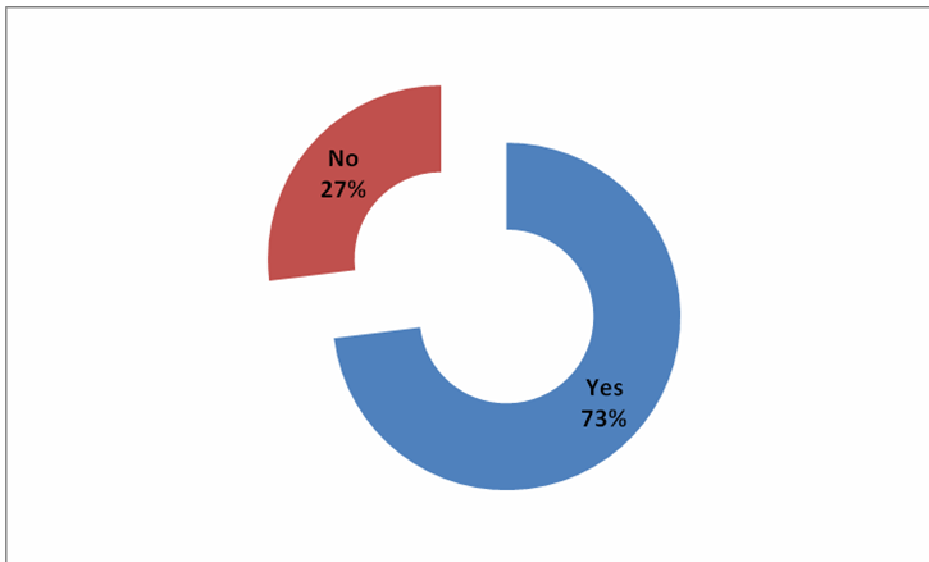
The findings in figure 4.5 reveal that majority (73%) of the respondents were of the opinion that organizing skills of HODs influence the student academic performance.

4.5.2 Extent of the Influence of HoDs Organizing Skills on Students' Academic Performance

The study sought to establish how HoDs organizing skills influences students' academic performance. The respondents were requested to indicate their level of agreement on relevant statements on HoDs organizing skills.

Table 4.11: Extent of the Influence of HoDs Organizing Skills

	1	2	3	4	5	Ave.
The HoD organizes and structures department for maximum productivity	1.7	30.0	41.7	20.0	1.7	3.76
The HoD allocates authority and responsibility and establish relationships of authority;	0.0	26.7	45.0	20.0	0.0	3.77
He/she identifies all the teaching and learning work and activities	5.0	28.3	30.0	35.0	5.0	3.88
The HoD divide the activities or departments into meaningful tasks	3.3	25.0	41.7	25.0	3.3	3.91
The HoD is able to manage change in the school	0.0	25.0	58.3	11.7	0.0	3.98
The HoD obtains comprehensive information about the nature and scope of the teaching and learning work and activities to be organized	8.3	15.0	40.0	33.3	8.3	4.01
The HoD allocates the necessary resources	0.0	21.7	66.7	8.3	0.0	4.03
The HoD communicates all decisions and arrangements.	1.7	6.7	53.3	33.3	1.7	4.19
He/she analyzes all the teaching and learning work and activities	5.0	3.3	55.0	33.3	5.0	4.21
The HoD divides the work and activities into meaningful departments or groups	0.0	5.0	55.0	36.7	0.0	4.33
Overall						**4.01**

The findings reveal that the 91.7% of the respondents strongly agreed that the HoD divides the work and activities into meaningful departments or groups. This was followed by 88% of the respondents strongly agreed that he/she analyzes all the teaching and learning work and activities. Also 86.3% of the respondents strongly agreed that the HoD communicates all decisions and arrangements. Additionally 75% of the respondents strongly agreed that the HoD

allocates the necessary resources. Also from the findings 73.3% of the respondents strongly agreed that the HoD obtains comprehensive information about the nature and scope of the teaching and learning work and activities to be organized. In addition 69% of the respondents strongly agreed that the HoD is able to manage change in the school. Finally 61.7% of the respondents strongly agreed that the HoD organizes and structures department for maximum productivity.

Kruger (2003) contends that HoDs should see to the systematic coordination of the many tasks of a school, including the organizing of tasks; assigning duties, authority and responsibility; and determining the relationships between people in order to attain set goals.

4.5.3 Regression Results

The researcher applied inferential statistics (regression analysis). he relation between the variables can be illustrated graphically, or more usually using an equation. The study adopted multiple regression guided by the following model:

Regression model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Whereby Y = Student Academic Performance

X_1 = Teambuilding
X_2 = Planning
X_3 = Organizing
X_4 = Coordination
X_5 = Monitoring and Evaluation

Table 4.12: Model Summary

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	0.918[a]	0.843	0.805	0.51038

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

R-square is the proportion of variance in Y related to differences between the groups. In this case, the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R_2 equals 84.3%, that is, Teambuilding, planning, organizing, coordination and monitoring & evaluation explain 84.3 percent of the variance in Student Academic Performance.

Table 4.13: ANOVA of the Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.113	23	0.528	10.012	.000
	Residual	15.554	35	0.522		
	Total	16.667	58			

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

b. Dependent Variable: Student Academic Performance

In this case, the significance value of the F statistic is 0.000 indicating that all the predictor variables (Teambuilding, planning, organizing, coordination and monitoring & evaluation) explain variation in students' academic performance.

Table 4.14 Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.147	0.2235		5.132	0.000
	Teambuilding	0.671	0.1032	0.1032	7.287	.023
	Planning	0.981	0.3425	0.1425	3.418	.003
	Organizing	0.639	0.2178	0.1178	4.626	.016
	Coordinating	0.791	0.1937	0.0937	4.685	.010
	Monitoring and Evaluation	0.788	0.2335	0.0922	4.589	0.011

The regression equation established was: Y = 7.000 + 0.671 X1 + 0.981X2 + 0.639X3+ 0.791X4 + 0.788X5

Where X1= Teambuilding, X2= Planning, X3= Organizing, X4= Coordinating, X5= Monitoring and Evaluation while 0.671, 0.981, 0.639. 0.791 and 0.788 are the un-standardized coefficients.

Relationship between organizing and students' academic performance in Magarini Sub County, Kilifi County, Kenya. The t value and significance levels were 0.639 and 0.016 against the significance level of 0.05 respectively, which indicates that the independent variable of organizing explained a highly significant proportion of the variation in the dependent variable student academic performance.

4.6 Head of Departments Coordinating Skills and Students' Academic Performance

The fourth objective of the study was to determine the influence of coordination competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya. The findings are as reported in sections 4.6.1, 4.6.2 and 4.6.3.

4.6.1 Influence of Coordinating Competencies by HODs on Student Academic Performance

The respondents were asked if coordinating competencies by HODs influence student academic performance. The findings are as illustrated in Figure 4.6.

Figure 4.6: Influence of Coordinating Competencies by HODs on Student Academic Performance
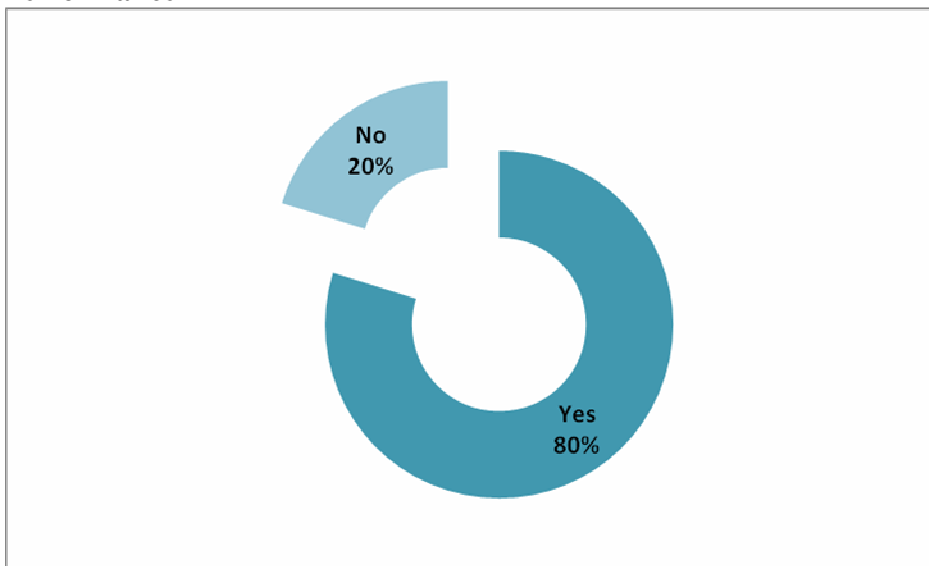
The findings depict that majority (80%) of the respondents agreed that coordinating competencies by HODs influence student academic performance.

4.6.2 Extent of the Influence of Coordinating Competencies by HODs on Students Academic Performance

The respondents were presented with a series of statements relating to coordinating competencies by HODs on students academic performance. They were then requested to indicate their level of agreement with the statements in relation their school. The findings are as presented in table 4.15.

Table 4.15: Extent of the Influence of Coordinating Competencies by HODs

	1	2	3	4	5	Ave.
The HoDs promotes teamwork among the staff	5.0	0.0	68.3	16.7	5.0	3.86
The HoDs ensure cooperation between teachers so that work is uniformly applied	3.3	21.7	45.0	25.0	3.3	3.91
The HoDs coordinate learners' work to determine the accurate completion of assignments	10.0	6.7	56.7	23.3	10.0	3.96
The HOD has information and data gathering skills	6.7	15.0	48.3	21.7	6.7	4.08
The HoDs discuss departmental circulars	6.7	15.0	50.0	21.7	6.7	4.09
The HoDs plan examination and test papers	8.3	10.0	56.7	16.7	8.3	4.11
The HoDs address problems arising from the curriculum	6.7	11.7	55.0	23.3	6.7	4.15
HoDs makes the time to monitor and correlate the pace of all teachers of a subject	5.0	10.0	58.3	23.3	5.0	4.20
The HoDs ensure assignments have been marked and so measure the performance of learners	5.0	3.3	60.0	28.3	5.0	4.29
The HoDs guide new teachers in implementing subject content	0.0	6.7	56.7	33.3	0.0	4.31
The HoDs have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential	1.7	1.7	56.7	36.7	1.7	4.33
Overall						**4.12**

As per the findings, 83.4% of the respondents strongly agreed that the HoDs have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential. Also 90% of the respondents strongly agreed that the HoDs guide new teachers in implementing subject content. Further 88.3% of the respondents strongly agreed that the HoDs ensure assignments have been marked and so measure the performance of learners. Further 44% of the respondents strongly agreed that the HoDs plan examination and test papers. 43 of the respondents strongly agreed that the HoDs discuss departmental circulars. Also from the findings 42% of the respondents strongly agreed that the HOD has information and data gathering skills. Additionally 48% of the respondents strongly agreed that the HoDs coordinate learners' work to determine the accurate completion of assignments. Finally 42% of the respondents strongly agreed that the HoDs ensure cooperation between teachers so that work is uniformly applied. This depicts that 51% of the respondents strongly agreed that the HoDs promotes teamwork among the staff.

Kruger, (2003) coordination is a process through which school managers try to relate people, tasks, resources, and time schedules in such a way that they are complementary as well as supplementary, and support the whole school in realizing the aims and outcomes of the school.

4.6.3 Regression Results

The study applied inferential statistics (regression analysis). The relation between the variables can be illustrated graphically, or more usually using an equation. The study adopted multiple regression guided by the following model:

Regression model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Whereby Y = Student Academic Performance

X_1 = Teambuilding
X_2 = Planning
X_3 = Organizing
X_4 = Coordination
X_5 = Monitoring and Evaluation

Table 4.16: Model Summary

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	0.918[a]	0.843	0.805	0.51038

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

R-square is the proportion of variance in Y related to differences between the groups. In this case, the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R_2 equals 84.3%, that is, Teambuilding, planning, organizing, coordination and monitoring & evaluation explain 84.3 percent of the variance in Student Academic Performance.

Table 4.17: ANOVA of the Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.113	23	0.528	10.012	.000
	Residual	15.554	35	0.522		
	Total	16.667	58			

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

b. Dependent Variable: Student Academic Performance

In this case, the significance value of the F statistic is 0.000 indicating that all the predictor variables (Teambuilding, planning, organizing, coordination and monitoring & evaluation) explain variation in students' academic performance.

Table 4.18Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.147	0.2235		5.132	0.000
	Teambuilding	0.671	0.1032	0.1032	7.287	.023
	Planning	0.981	0.3425	0.1425	3.418	.003
	Organizing	0.639	0.2178	0.1178	4.626	.016
	Coordinating	0.791	0.1937	0.0937	4.685	.010
	Monitoring and Evaluation	0.788	0.2335	0.0922	4.589	0.011

The regression equation established was: Y = 7.000 + 0.671 X1 + 0.981X2 + 0.639X3+ 0.791X4 + 0.788X5

Where X1= Teambuilding, X2= Planning, X3= Organizing, X4= Coordinating, X5= Monitoring and Evaluation while 0.671, 0.981, 0.639. 0.791 and 0.788 are the un-standardized coefficients. Relationship between coordinating and students' academic performance in Magarini Sub County, Kilifi County, Kenya. The t value and significance levels were 0.791 and 0.010 against the significance level of 0.05 respectively, which indicates that the independent variable of coordinating explained a highly significant proportion of the variation in the dependent variable student academic performance.

4.7 Head of Departments Monitoring & Evaluation and Students' Academic Performance

The fifth objective of the study was to evaluate the influence of monitoring and evaluation competencies by HODs on students' academic performance in Magarini Sub County, Kilifi County, Kenya. The findings are as reported in sections 4.7.1, 4.7.2 and 4.7.3.

4.7.1 Influence of Monitoring & Evaluation Competencies by HODs onStudent Academic Performance

The study sought to determine how monitoring & evaluation competencies by HODs influence student academic performance. The respondents were asked whether monitoring & evaluation competencies by HODs influence student academic performance.

Figure 4.7:Influence of Monitoring & Evaluation Competencies by HODs on Student Academic Performance
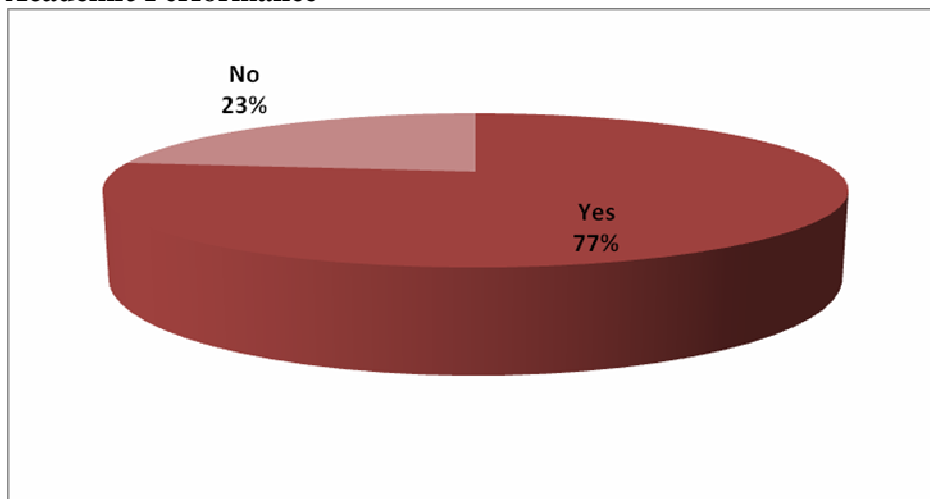
The findings presented in Figure 4.7 portray that majority (77%) of the respondents agreed that monitoring & evaluation competencies by HODs influence student academic performance while the remaining 23% disagreed with this.

4.7.2 Extent of the Influence of Monitoring & Evaluation Competencies by HODs

The study posed statements relate to different Monitoring & Evaluation competencies aspect by HODs on students academic performance. The respondents were then requested to indicate their level of agreement with the statement. The findings of the study are as summarized in Table 4.19

Table 4.19:Extent of the Influence of Monitoring & Evaluation Competencies by Head of Departments on Students Academic Performance

	1	2	3	4	5	Mean
The HoDs use class visits to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support.	5.0	20.0	33.3	28.3	5.0	3.68
The HoDs encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject	0.0	25.0	51.7	20.0	0.0	3.95
In order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation.	3.3	1.7	71.7	20.0	3.3	4.12
HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject.	3.3	0.0	46.7	46.7	3.3	4.38
Meetings serve as corrective functions for improving the quality of teaching by HoDs	0.0	0.0	53.3	43.3	0.0	4.45
Overall						**4.12**

According to the findings, 58% of the respondents agreed that Meetings serve as corrective functions for improving the quality of teaching by HoDs. Also 56% of the respondents agreed that HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject. A further 55% of the respondents agreed that in order to check whether the teachers'

evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation. Also 54% of the respondents agreed that the HoDs encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject. Finally 37% of the respondents agreed that the HoDs use class visits to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support.

According to van Deventer and Kruger (2003) a monitoring system will indicate to HoDs whether activities are proceeding according to plan; if something unexpected has happened that might have influenced the plan; and, if the situation has changed completely, whether or not they will have to devise a new plan.

The KIIs (heads of departments) asserted that *"they ensure good academic performance in their managerial roles by making sure that the school is working to the current syllabi as laid down in the Kenya National Examination Council (KNEC) regulations. Ensuring that there is a scheme of a work for each subject on the curriculum. Organizing the subjects under his/her jurisdiction through the school. Organizing the setting, moderating and marking of school examinations in their department. Advising the head teacher on the purchase of text books and equipment and be responsible for their proper use and allocation. Conducting and assisting newly qualified teachers by advising them on the teaching of their subjects and, finally, maintaining a record of work of the subject."*

The Key Informants (heads of departments) revealed that *"best performing HODs are rewarded in various ways such as sponsorship for further studies, honorarium as well as in cash and in kind benefits."*

As per the KIIs (heads of departments) *"the policy guidelines in place in relation to HODs management roles are the same as the manual for heads of secondary schools (Republic of Kenya), which include: ensuring that there is a scheme of a work for each subject on the curriculum. The HOD ensures that the school has obtained the correct external syllabus for any particular subject; he also ensures that the subject time table is well prepared and is posted in each classroom. In addition he ensures that teachers are not overloaded and that the time table allows for rapid change if necessary, he is also charged with responsibility of ensuring that school examination are set, moderated and marked. In addition he ensures that students are assessed on the basis of regular assignment."*

"Further, they ensure that draft papers are prepared within given time limits, marking schemes are prepared and approved accordingly and that any necessary alterations or amendments are made in time, moreover, he ensures that estimates (budgets) are made for a particular year and that allocation for the financial year is according to the needs of a particular subject. In addition he/she should make a review of the financial situation at the end of each year with a view to making adjustment in the following year; he further ensures that each teacher prepares his lesson in accordance with the content, structure and methodology approved. In addition he ensures that each teacher is supplied with a lesson preparation book, and record of work book which should be well used and up to date. Finally they should ensure that teachers set work regularly, check, mark and comment on students work and that they comment on all written work in the exercise book. In addition he should ensure that teachers continuously record marks in their mark books."

4.7.3 Regression Results

The researcher applied inferential statistics (regression analysis). The relation between the variables can be illustrated graphically, or more usually using an equation. The study adopted multiple regression guided by the following model:

Regression model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Whereby Y = Student Academic Performance

X_1 = Teambuilding
X_2 = Planning
X_3 = Organizing
X_4 = Coordination
X_5 = Monitoring and Evaluation

Table 4.20: Model Summary

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	0.918[a]	0.843	0.805	0.51038

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

R-square is the proportion of variance in Y related to differences between the groups. In this case, the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R_2 equals 84.3%, that is, Teambuilding, planning, organizing, coordination and monitoring & evaluation explain 84.3 percent of the variance in Student Academic Performance.

Table 4.21: ANOVA of the Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.113	23	0.528	10.012	.000
	Residual	15.554	35	0.522		
	Total	16.667	58			

a. Predictors: (Constant), Teambuilding, planning, organizing, coordination and monitoring & evaluation

b. Dependent Variable: Student Academic Performance

In this case, the significance value of the F statistic is 0.000 indicating that all the predictor variables (Teambuilding, planning, organizing, coordination and monitoring & evaluation) explain variation in students' academic performance.

Table 4.22 Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	1.147	0.2235		5.132	0.000
	Teambuilding	0.671	0.1032	0.1032	7.287	.023
	Planning	0.981	0.3425	0.1425	3.418	.003
	Organizing	0.639	0.2178	0.1178	4.626	.016
	Coordinating	0.791	0.1937	0.0937	4.685	.010
	Monitoring and Evaluation	0.788	0.2335	0.0922	4.589	0.011

The regression equation established was: Y = 7.000 + 0.671 X1 + 0.981X2 + 0.639X3+ 0.791X4 + 0.788X5

Where X1= Teambuilding, X2= Planning, X3= Organizing, X4= Coordinating, X5= Monitoring and Evaluation while 0.671, 0.981, 0.639. 0.791 and 0.788 are the un-standardized coefficients. Relationship between monitoring & evaluation and students' academic performance in Magarini Sub County, Kilifi County, Kenya. The t value and significance levels were 0.788 and 0.011 against the significance level of 0.05 respectively, which indicates that the independent variable of monitoring & evaluation explained a highly significant proportion of the variation in the dependent variable student academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

The chapter presents a summary of the research findings, conclusions and suggestions for further research. The purpose of the study was to determine the perception of head teachers and secondary school heads of department as regards the actual and expected role of HODs.

5.2 Summary of the study

The study established that Teambuilding competencies by HODs influence student academic performance. From the findings all the respondents agreed that the HOD creates an atmosphere that facilitates effective learning. This was followed by 96.7% of the respondents agreed that the HOD has efficient supervision skills. Also 95% of the respondents agreed that the HOD has effective instructional Teambuilding. Further 90% of the respondents agreed that the delegation of tasks to team or team members positively influences academic performance. In addition 95% of the respondents agreed that the HOD has critical and creative thinking to maintain interactive learning in the department. The study also established that 86.7% of the respondents agreed that the emotional intelligence (self-development, self-control, compassion and humanity, seeking responsibility and personal growth); The HOD has individual capacity to motivate others and to promote team spirit in the department; The HOD has high levels of communication skills especially when handling meetings in the departments each. Further 85% of the respondents agreed that the HOD has high levels of decision making and problem solving. In addition 83.3% of the respondents agreed that the motivation of overall team and individual team members positively influences academic performance. Further 81.7% of the respondents agreed that the

one-to-one counselling of subordinates and team members and helping others with their challenges.

The study revealed that planning competency skills by HODs influence students' academic performance. From the findings 93.3% of the respondents strongly agreed that school planning in essence focuses on learners' achievements. Also 91.7% of the respondents strongly agreed that the school has long-term planning for the curriculum and textbook adoptions. Further from the findings 90% of the respondents strongly agreed that the school planning focuses on setting clear goals. Also 86.7% of the respondents strongly agreed that they plan for the planning the year's programme for their departments. Additionally 83.3% of the respondents strongly agreed that their school focuses on the needs of the teachers and others who will implement those plans. Also 80% of the respondents agreed that the HoD is able to effectively implement planed activities for the school. The study also established that 76.7% of the respondents agreed that they are in charge of lesson preparation. Additionally 76.7% and 68.3% of the respondents agreed that the HoD is able to execute day to day planning (prioritizing and organizing tasks and activities). Further 71.7% of the respondents agreed that they are required to undertake thorough evaluation of teachers. In addition 66.7% of the respondents agreed that the School planning focuses on motivating teachers. Finally 39% of the respondents agreed that professional development programmes for teachers are part of their roles as a HoD.

Organizing skills of HODs were found to influence the student academic performance. From the findings 91.7% of the respondents strongly agreed that the HoD divides the work and activities into meaningful departments or groups. This was followed by 88.3% of the respondents strongly agreed that he/she analyzes all the teaching and learning work and activities. Also 86.7% of the

respondents strongly agreed that the HoD communicates all decisions and arrangements. Further 75% of the respondents strongly agreed that the HoD allocates the necessary resources. In addition 73.3% of the respondents strongly agreed that the HoD obtains comprehensive information about the nature and scope of the teaching and learning work and activities to be organized. Also 70% of the respondents strongly agreed that the HoD is able to manage change in the school. In addition 66.7% of the respondents strongly agreed that the HoD divide the activities or departments into meaningful tasks. The study also established that 65% of the respondents strongly agreed that the HOD identifies all the teaching and learning work and activities. Further 65% of the respondents also strongly agreed that the HoD allocates authority and responsibility and establish relationships of authority. Finally 61.7% of the respondents strongly agreed that the HoD organizes and structures department for maximum productivity.

Coordinating competencies by HODs were found to influence student academic performance. In addition, 93.3 of the respondents strongly agreed that the HoDs have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential. From the findings 90% of the respondents strongly agreed that the HoDs guide new teachers in implementing subject content. Also 88.3% of the respondents strongly agreed that the HoDs ensure assignments have been marked and so measure the performance of learners. In addition 81.7% of the respondents strongly agreed that the HoD allocates the necessary resources. 76.7 of the respondents strongly agreed that the HoDs address problems arising from the curriculum. Also 73.3% of the respondents strongly agreed that the HoDs plan examination and test papers. Further the study established that 71.1% of the respondents strongly agreed that the HoDs discuss departmental circulars. In addition 70% of the respondents strongly agreed that the HOD has information and data gathering skills. Also 70% of the respondents strongly agreed that the HoDs

65

ensure cooperation between teachers so that work is uniformly applied. This depicts that 51% of the respondents strongly agreed that the HoDs promotes teamwork among the staff.

The study further found out that monitoring & evaluation competencies by HODs influence student academic performance. From the findings 96.7% of the respondents agreed that Meetings serve as corrective functions for improving the quality of teaching by HoDs. Also 93.3% of the respondents agreed that HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject. Further 93.3% of the respondents agreed that in order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation. Additionally 92% of the respondents agreed that the HoDs encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject. Finally 61.7% of the respondents agreed that the HoDs use class visits to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support.

Teambuilding, planning, organizing, coordination and monitoring & evaluation were found to explain 84.3 percent of the variance in student academic performance.

Teambuilding competencies by HODs would lead to an increase in student academic performance by factor of 0.671 with P value of 0.023. Planning competencies by HODs would lead to an increase in student academic performance by a factor of 0.981 with P value of 0.003. The study also found that organizing competencies by HODs affected student academic performance by a factor of 0.639 with P value of 0.016, coordinating competencies by HODs would result to an increase in student academic performance by factor of 0.791 with P value of

0.010. Finally, Monitoring and Evaluation competencies by HODs would lead to an increase in student academic performance by factor of 0.788 with P value of 0.011.

5.3 Conclusion Based on the Objectives

This study concludes that there exists a positive relationship between factors HOD competencies and student academic performance in Magarini Sub County, Kilifi County, Kenya. Planning contributes the most to the students' academic performance in Magarini Sub County, Kilifi County, Kenya followed by coordination, monitoring and evaluation, Teambuilding and then organizing.

The study also concludes that the most influential Teambuilding, planning, organizing, coordinating, monitoring & evaluation competency skills by HODs on students academic performance are; the HOD has creates an atmosphere that facilitates effective learning, The school planning in essence focuses on learners' achievements, The HoD divides the work and activities into meaningful departments or groups, The HoDs have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential and meetings serve as corrective functions for improving the quality of teaching by HoDs respectively.

The management competency criteria used their appointment as HODs in their schools are; high levels of decision-making and problem solving and communication skills especially when handling meetings in the departments. Individual capacity to motivate others and to promote team spirit in the department. Effective instructional Teambuilding and supervision skills and create an atmosphere that facilitates effective learning. Critical and creative thinking to maintain

interactive learning in the department. Information and data gathering skills and more importantly, have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential."

The study further concludes that by being a teacher service graduate they were inducted as HODs in their school and placed under their appropriate job group. They then underwent proper preparation before assuming that position. Preparation included exposure to the policies and practices governing the selection, training, operations and evaluation of staff. On top of having a successful teaching experience, the HODs also had to demonstrate that they possess training and skills appropriate to their subject areas and to positions of Teambuilding for which they are applying.

HODs ensure students academic performance in their managerial roles by making sure that the school is working to the current syllabi as laid down in the Kenya National Examination Council (KNEC) regulations. Ensuring that there is a scheme of a work for each subject on the curriculum. Organizing the subjects under his/her jurisdiction through the school. Organizing the setting, moderating and marking of school examinations in their department. Advising the head teacher on the purchase of text books and equipment and be responsible for their proper use and allocation. Conducting and assisting newly qualified teachers by advising them on the teaching of their subjects and, finally, maintaining a record of work of the subject."

The study also concludes that best performing HODs are rewarded in various ways such as sponsorship for further studies, honorarium as well as in cash and in kind benefits."

Finally the study concludes that the policy guidelines in place in relation to HODs management roles are the same as the manual for heads of secondary schools (Republic of Kenya), which include: ensuring that there is a scheme of a work for each subject on the curriculum. The HOD ensures that the school has obtained the correct external syllabus for any particular subject; he also ensures that the subject time table is well prepared and is posted in each classroom. In addition he ensures that teachers are not overloaded and that the time table allows for rapid change if necessary, he is also charged with responsibility of ensuring that school examination are set, moderated and marked. In addition he ensures that students are assessed on the basis of regular assignment."

Further, they ensure that draft papers are prepared within given time limits, marking schemes are prepared and approved accordingly and that any necessary alterations or amendments are made in time, moreover, he ensures that estimates (budgets) are made for a particular year and that allocation for the financial year is according to the needs of a particular subject. In addition he/she should make a review of the financial situation at the end of each year with a view to making adjustment in the following year; he further ensures that each teacher prepares his lesson in accordance with the content, structure and methodology approved. In addition he ensures that each teacher is supplied with a lesson preparation book, and record of work book which should be well used and up to date. They should ensure that teachers set work regularly, check, mark and comment on students work and that they comment on all written work in the exercise book. In addition he should ensure that teachers continuously record marks in their mark books."

5.4 Recommendations Based on the Findings

Based on the findings, the study recommends;

HoDs should concentrate on ongoing professional development for teachers, because teachers' quality plays an important role in improving the quality of education. Teachers need to grow their knowledge and skills throughout their careers; therefore, HoDs must stimulate and nurture the professional growth of teachers.

Whatever method used by the HoDs to develop teachers, these programmes should be integrated with educational goals to improve education and follow-up support should be provided for further learning. Therefore, instead of concentrating on programmes that donate a single training event, HoDs should concentrate on a set of courses, individual learning projects, conferences, group discussions, problem solving activities, case studies, and stimulation exercises. These approaches to staff development should also be characterized by respect, negotiation, dialogue, and cooperation.

5.5 Recommendations for Further Research

i.   A research study should be carried out on the perceptions of the teachers and students on the actual and expected roles of the heads of department.

ii. A study on the challenges heads of department face in the performance of their roles.

iii. A research study on the role of the Kenya Education Staff Institute in the training of the teachers, HODs and administrators in institutional management.

iv. Further researcher on service delivery in secondary schools.

REFERENCES

Bennet, N., Woods, P., Wise, C. & Newton, W. (2007). Understandings of middle leadership in secondary schools: a review of empirical research. *Journal of Education, 27(5): 453-470.*

Brown and Rutherford (2012). Changing Roles and Raising Standards: New Challenges for Heads of Department: *School Leadership and Management* 18 (i).

Booth, D. (1982). The department chair: professional development and role conflict. Washington: *American Association for Higher Education*. UNISA Press.

Bush, T. (2003). *Theories of educational leadership and management*, 3rd ed. London: SAGE Publications Ltd.

Olembo, J., Wanga, P. and Karagu, M. (2011).*Management in Education*. Nairobi, Educational research and publications (ERAP).

Bush, T. (2008). *Leadership and management development in education.* London: SAGE Publication.

Dean, J. (2002). *Implementing performance management*. A handbook for schools. London: Routledge Falmer.

Du Toit, A. (2007). Council on Higher Education: autonomy as a social compact. *South African Journal of Labour Relations* Vol. 31 No 12011

Dyer, B. & Miller, M. (1999).*A critical review of literature related to the department chair position*. Tuscaloosa: University of Alabama.

Fielding, M. (2010).The Muddle in the Middle, School Management Update. *European Journal of Social Sciences* - Volume 14, Number 3 (2010).

Everard, K., Morris, G. & Wilson. I. (2004).*Effective school management (4th ed.).* London: Paul Chapman Publishing.

Gmelch, W. (2004). The department chair's balancing acts. *New Directions for Higher Education*, Summer 126:69-84.

Hare, P. & Hare, L. (2002).The evolving role of head of department in UK universities. *Perspective* 62:33-37.

Hecht, I. (2004). The professional development of department chairs. *Journal for New Directions for Higher Education*, Summer 126:27-44.

Kerlinger, F. (2003).*Foundations of Behavioral Research*, Harcourt Brace Jovanovich.

Kothari C. (2008). *Research Methodology, Methods and Techniques*. (2nd ed) New Delhi: Pitman Publishers.

Kumar, R. (2005). *Research Methodology: A Step by Step Guide for Beginners*,(2nd Ed.). New Delhi. Sage Publication.

Kydd, L., Anderson, L. & Newton, W. (2003).*Leading people and teams in education*. London: Paul Chapman Publishing.

Loock, C. (2003). *Educational Leadership: A guide to educators and managers in education. Educational Management Series.* Sandton: Heinemann.

Lumby, J., Middlewood, D. & Kaabwe, E. (2003).*Managing human resources in South African schools: Recruitment and selection.* London: Commonwealth Secretariat.

Lyons, M. (2008).The leadership role of head of departments at university. *Unpublished doctoral thesis.* University of South Africa, Pretoria.

Mercer, J., Barker, B. & Bird, R. (2010).*Human Resource Management in education. Contexts, themes and impact.* New York: Routledge.

Mugenda, O. & Mugenda, A. (2003).*Research Methods; Quantitative and qualitative Approaches*. (2nd Ed). Nairobi: Acts press.

Neuman, W. (2000).*Social research methods: Qualitative and quantitative approaches*. Boston: Allyn & Bacon Publishers.

Okumbe, J. (1998). *Educational Management: Theory and Practice*. Nairobi: University press.

Osborne, M., Sandberg, H. & Tuomi, O. (2004).A comparison of developments in university continuing education in Finland, the UK and Sweden. *Journal of Life Long Education* 23(2):137-158.

Osterman, P. (2008). *The truth about middle managers.* USA: Haward Business School Publishing Corporation.

Parker, L. & Wilson, M. (2002). *Becoming an academic head of department: sink or swim*? New Zealand: HERDSA.

Patton, M. (2002).*Qualitative Research and Evaluation Methods* (3rd Ed). London: Sage Publications.

Republic of Kenya (1998).*Responsibilities and Duties in Schools/Educational Institutions for chief Principals, Senior Principals, Headteachers, Deputies, Senior Teachers and Class Teachers (Management Guidelines)* Nairobi: Teachers Service Commission, Government printers.

Sapre, P. (2002). Realising the potential of educational management in India. Educational Management and Administration. *Journal of Education, 30(1): 101-108.*

Sharma, J. (2003). Role of the Department Head in a university: a study report on the need for management training for academic personnel. *Training and Development Journal* June:35-39.

Smith, B. & Hughey, A. (2006).*Leadership in higher education – its evolution and potential: a unique role facing critical challenges*. USA: Bowling Green.

Smith, R. (2009). *Human Resources Administration: A school-based perspective.* NY: Eye on education.

Squelch, J. (2000). *Governance of education in contemporary education. Global issues and trends.* Sandton: Heineman.

TSC Teachers IMAGE Magazine volume 18, September 2012 (pg 11).

UNESCO (2009).Tenth meeting of the Working Group on Education for All (EFA) Concept paper on the Impact of the Economic and Financial Crisis on Education, 9 - 11 December. Paris: UNESCO.

Vacik, S. (1997).*Critical incidents impacting the role and development of the academic department chair*. Tuscaloosa, AL: University of Alabama.

Van Deventer, I. & Kruger, A. (2003).*An educator's guide to school management skills.* South Africa: Van Schaik Publishers.

Wise C (forthcoming) The Role of the Academic Middle Manager in Secondary School, PhD Thesis, University of Leicester

Yielder, J. & Codling, A. (2004).Management and leadership in the contemporary university. *Journal of Higher Education Policy and Management*, November 26(3):315-328.

APPENDICES

Appendix I: Letter of Introduction

PO BOX 96-80207

MADINA,

MALINDI.

The Principal /Head teacher

……………………………

……………………………

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi pursuing a Masters degree in Educational Administration. As part of the course requirements, I am required to carry out a research and make a report. The research topic is **Managerial Competences of Secondary School Heads of Department and their impact on student academic performance in Magarini sub county, Kilifi County**. Your institution has been identified for this study, being within the target study area. The purpose of this letter is to kindly request you to spare some of your time to complete the questionnaire. The information you will give shall only be used for the purpose of this study, while your identity will be kept confidential. Please respond to all the questions as honestly as possible.

Yours sincerely

Jackson Katana Karisa

Appendix II: Questionnaire for Principals

Introduction

This study is an investigation into the impact of managerial competencies of secondary school Heads of Department on school academic performance with a focus on Magarini Sub County, Kilifi County, Kenya. You are requested to participate in the study by filling in this questionnaire. The information you will provide will be used for academic work only. Kindly give us as honest answers as possible. Tick (√) where appropriate in the boxes provided.

PART A: BACKGROUND INFORMATION

1. What is your gender?

Male   [   ]

Female   [   ]

2. Show by ticking [√] the size of the school where you are currently the principal from the sizes identified below:

1 to 2 streams   [   ]

3 to 4 streams   [   ]

5 to 6 streams   [   ]

3. Select the category of your school from the categories listed below.

Public school   [   ]

Private school [   ]

Part B: Leadership

4. Does leadership competencies by HODs influence school academic performance?

    Yes   [   ]   No   [   ]

5. The following statements relate to different the influence of leadership competencies aspects on students' academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HOD has high levels of decision making and problem solving					
The HOD has high levels of communication skills especially when handling meetings in the departments					
The HOD has individual capacity to motivate others and to promote team spirit in the department					
The HOD has effective instructional leadership					
The HOD has efficient supervision skills					
The HOD has creates an atmosphere that facilitates effective learning					
The HOD has critical and creative thinking to maintain interactive learning in the department					
Leadership of overall team and individual team members positively influences academic performance					
Motivation of overall team and individual team members positively influences academic performance					
One-to-one counselling of subordinates and team members and helping others with					

their challenges				
Delegation of tasks to team or team members positively influences academic performance				
Emotional intelligence (self-development, self-control, compassion and humanity, seeking responsibility and personal growth)				

Part C: Planning

6. Does planning competencies by HODs influence school academic performance?

    Yes   [   ]   No   [   ]

7. The following statements relate to different planning competencies aspect by HODs on students academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoD is able to execute day to day planning (prioritizing and organizing tasks and activities)					
I plan for the planning the year's programme for their departments					
I am in charge of lesson preparation					
I am required to undertake thorough evaluation of teachers					
professional development programmes for teachers are part of my roles as a HoD					
Our school has long-term planning for the curriculum and textbook adoptions					
Our school focuses on the needs of the teachers and others who will implement those plans					
The school planning in essence fails focuses on learners' achievements					
The school planning focuses on motivating teachers					
The school planning focuses on setting clear goals					
The HoD is able to effectively implement planed activities for the school					

Part D: Organizing

8. Does organizing competencies by HODs influence school academic performance?

    Yes   [   ]   No   [   ]

76

9. The following statements relate to different organizing competencies aspect by HODs on students academic performance. What is your level of agreement with the following in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoD is able to manage change in the school					
The HoD organizes and structures department for maximum productivity					
The HoD obtains comprehensive information about the nature and scope of the teaching and learning work and activities to be organized					
He/she identifies all the teaching and learning work and activities					
He/she analyzes all the teaching and learning work and activities					
The HoD divides the work and activities into meaningful departments or groups					
The HoD divide the activities or departments into meaningful tasks					
The HoD allocates authority and responsibility and establish relationships of authority;					
The HoD allocates the necessary resources					
The HoD communicates all decisions and arrangements.					

Part D: Coordinating

10. Does coordinating competencies by HODs influence school academic performance?

    Yes   [   ]   No   [   ]

11. The following statements relate to different coordinating competencies aspect by HODs on students academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoDs promotes teamwork among the staff					
The HoDs ensure cooperation between teachers so that work is uniformly applied					
HoDs makes the time to monitor and correlate the pace of all teachers of a subject					
The HoDs address problems arising from the curriculum					
The HoDs discuss departmental circulars					
The HoDs guide new teachers in implementing subject content					
The HoDs plan examination and test papers					
The HoDs coordinate learners' work to determine the accurate completion of assignments					
The HoDs ensure assignments have been marked and so measure the performance of learners					
The HOD has information and data gathering skills					
The HoDs have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential					

Part D: Monitoring & Evaluation

12. Do monitoring & evaluation competencies by HODs influence school academic performance?

                    Yes   [   ]   No   [   ]

13. The following statements relate to different Monitoring & Evaluation competencies aspect by HODs on students academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoDs encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject					
The HoDs use class visits to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support.					
In order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation.					
HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject.					
Meetings serve as corrective functions for improving the quality of teaching by HoDs					

Thank you for your time and participation

Appendix III: Questionnaire for Deputy Principals

Introduction

This study is an investigation into the impact of managerial competencies of secondary school Heads of Department on school academic performance with a focus on Magarini Sub County, Kilifi County, Kenya. You are requested to participate in the study by filling in this questionnaire. The information you will provide will be used for academic work only. Kindly give us as honest answers as possible. Tick (√) where appropriate in the boxes provided.

PART A: BACKGROUND INFORMATION

1. What is your gender?
Male   [   ]
Female   [   ]
2. Show by ticking [√] the size of the school where you are currently the principal from the sizes identified below:
1 to 2 streams   [   ]
3 to 4 streams   [   ]
5 to 6 streams   [   ]

3. Select the category of your school from the categories listed below.
Public school   [   ]
Private school [   ]

Part B: Leadership

4. Does leadership competencies by HODs influence school academic performance?
      Yes   [   ]   No   [   ]
5. The following statements relate to different the influence of leadership competencies aspects on students' academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HOD has high levels of decision making and problem solving					
The HOD has high levels of communication skills especially when handling meetings in the departments					
The HOD has individual capacity to motivate others and to promote team spirit in the department					
The HOD has effective instructional leadership					
The HOD has efficient supervision skills					
The HOD has creates an atmosphere that facilitates effective learning					
The HOD has critical and creative thinking to maintain interactive learning in the department					
Leadership of overall team and individual team members positively influences academic performance					
Motivation of overall team and individual team members positively influences academic performance					

One-to-one counselling of subordinates and team members and helping others with their challenges					
Delegation of tasks to team or team members positively influences academic performance					
Emotional intelligence (self-development, self-control, compassion and humanity, seeking responsibility and personal growth)					

Part C: Planning

6. Does planning competencies by HODs influence school academic performance?

    Yes   [   ]   No   [   ]

7. The following statements relate to different planning competencies aspect by HODs on students academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoD is able to execute day to day planning (prioritizing and organizing tasks and activities)					
I plan for the planning the year's programme for their departments					
I am in charge of lesson preparation					
I am required to undertake thorough evaluation of teachers					
professional development programmes for teachers are part of my roles as a HoD					
Our school has long-term planning for the curriculum and textbook adoptions					
Our school focuses on the needs of the teachers and others who will implement those plans					
The school planning in essence fails focuses on learners' achievements					
The school planning focuses on motivating teachers					
The school planning focuses on setting clear goals					
The HoD is able to effectively implement planed activities for the school					

Part D: Organizing

8. Does organizing competencies by HODs influence school academic performance?

    Yes   [   ]   No   [   ]

9. The following statements relate to different organizing competencies aspect by HODs on students academic performance. What is your level of agreement with the following in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoD is able to manage change in the school					
The HoD organizes and structures department for maximum productivity					
The HoD obtains comprehensive information about the nature and scope of the teaching and learning work and activities to be organized					
He/she identifies all the teaching and learning work and activities					
He/she analyzes all the teaching and learning work and activities					
The HoD divides the work and activities into meaningful departments or groups					
The HoD divide the activities or departments into meaningful tasks					
The HoD allocates authority and responsibility and establish relationships of authority;					
The HoD allocates the necessary resources					
The HoD communicates all decisions and arrangements.					

Part D: Coordinating
10. Does coordinating competencies by HODs influence school academic performance?

   Yes   [   ]   No   [   ]
11. The following statements relate to different coordinating competencies aspect by HODs on students academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoDs promotes teamwork among the staff					
The HoDs ensure cooperation between teachers so that work is uniformly applied					
HoDs makes the time to monitor and correlate the pace of all teachers of a subject					
The HoDs address problems arising from the curriculum					
The HoDs discuss departmental circulars					
The HoDs guide new teachers in implementing subject content					
The HoDs plan examination and test papers					
The HoDs coordinate learners' work to determine the accurate completion of assignments					
The HoDs ensure assignments have been marked and so measure the performance of learners					
The HOD has information and data gathering skills					
The HoDs have familiarity and competence in translating curriculum objectives into teaching/learning activities, knowledge in book keeping and record keeping is essential					

Part D: Monitoring & Evaluation

    12.   Do monitoring & evaluation competencies by HODs influence school academic performance?

                      Yes   [   ]   No   [   ]

    13.   The following statements relate to different Monitoring & Evaluation competencies aspect by HODs on students academic performance. What is your level of agreement with the following statement in relation your school? Use a scale of 1-5 where 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

	1	2	3	4	5
The HoDs encourage teachers to prepare their lessons in writing so that they can be checked to gauge their knowledge of the subject					
The HoDs use class visits to gauge the success of a teacher's presentation of a lesson, thus encouraging professional growth and providing support.					
In order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of tests and examinations must be presented to the HoDs for moderation.					
HoDs should utilize subject meetings to measure teachers' knowledge and skills in the subject.					
Meetings serve as corrective functions for improving the quality of teaching by HoDs					

Thank you for your time and participation

Appendix III: Interview Schedule for Heads of Departments

1. What management competency criteria were used in appointing you as HODs in your school?

2. How were you as a HOD oriented or inducted in to the position?

3. What programs are in place in your school to ensure regular trainings for HODs to develop your management competences?

4. How do HODs ensure good academic performance in their managerial roles?

5. What relationship exists between the managerial competences and the academic performance of the school? Is there possible evidence for this?

6. Does the school have a rewarding system for best performing HODs as a means for motivating them?

7. Are there policy guidelines in place in relation to HODs management roles?

Thank you!

Appendix IV: Research Time Plan

YEAR	MONTH	ACTIVITY
2012	December	Identifying the research problem
2013	Jan/Feb	Review of related literature
2015	Mar/Apr/May	Proposal draft
2015	Jun/Jul	Presentation of draft to department
2015	Aug/Sept	Corrections and defending
2015	Oct	Typing work and submission for examination

Appendix V: Budget

ACTIVITY (KSHS)	QUANTITY	COST
Field note books @ 120	3	360
Document holders @ 30	5	150
Foolscaps (ruled) @300	1 reams	300
Typing papers @ 250	2 reams	500
Duplicating Papers @220	2 reams	440
Photocopying papers	5 reams	2,500
Travelling allowance for researcher		5,000
Photocopy and binding		1,000
Subsistence allowance for the researcher		5,000
Communication (Telephone/postage)		3,000
Computer time and software		12,000
Contingences		12,000
TOTAL		**51,250**

Appendix VI: 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:
8th September, 2015

NACOSTI/P/15/3204/7876

Jackson Katana Karisa
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Impact of managerial competencies of heads of departments on students academic performance in secondary schools in Magarini Sub County, Kilifi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kilifi 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. S.K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

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

86

1Appendix VII: Research permit

THIS IS TO CERTIFY THAT:
MR. JACKSON KATANA KARISA
of UNIVERSITY OF NAIROBI, 96-80207
MADINA,has been permitted to conduct
research in *Kilifi   County*

on the topic: *IMPACT OF MANAGERIAL*
COMPETENCIES OF HEADS OF
DEPARTMENTS ON STUDENTS
ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN MAGARINI SUB
COUNTY, KILIFI COUNTY, KENYA

for the period ending:
31st December,2015

Permit No : NACOSTI/P/15/3204/7876
Date Of Issue : 8th September,2015
Fee Recieved :Ksh 1000

....
Applicant's
Signature

....
for **Director General**
National Commission for Science,
Technology & Innovation

87