Influence of Departmental Heads Managerial Skills on The Implementation of Secondary School Programmes In Kakamega Central and East Districts

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Abstract: The purpose of this study was to investigate the influence of Departmental Heads Managerial Skills on the implementation of School Programs, among secondary schools in Kakamega Central and East Districts. Objective of the study was to determine the level at which the Departmental Heads' personnel Management skills influence the implementation of school programs. The study applied descriptive research design and the target population was 184 Heads of Departments (HoDs) in the selected schools and the sample selected were the Heads of Departments of schools. The respondents were selected through simple random and purposive sapling techniques. The research instruments used was a questionnaire which contained three parts; Open-ended questions that required them to give descriptive answers, closed ended questions that required a definite answer; and questions that tested them on their attitudes towards their roles as Departmental Heads in Secondary schools. The study findings revealed that majority of HODs did not receive adequate skills in personnel management to enable them run their departments effectively. It is recommended that the schools should organize training in leadership and school management.

Keywords: *Departmental Heads, Implementation, Kakamega, Managerial Skills, School Programs, secondary schools,*

I.   INTRODUCTION

Makins (1998) observes that the role of secondary school Departmental Head has transformed from managing resources and writing schemes of work to managing and assessing the performance of the departmental staff. She argues the only way Departmental Head can take up the new roles is through training. She says that even though many schools in the U.K are not always able to find money to do training, in London, Departmental Heads are known to be key managers to improving schools and are appointed because they are good teachers despite the fact that they have very little management experience. She cites that Middle management cannot be tackled in isolation and it is only the senior management that can set a framework that develops and encourages teachers' talents, motivates and disseminates good practice throughout the school. According to her a good HoD in a badly run school can do no more than create an island of good practice in a sea of muddle and incompetence.   Dussault and Barnette (1996) assert that effective leaders are central to the development of school as a learning community and that training and development contributes to the development of effective school leaders. In Malaysia, a project was set up by several senior staff institute to help schools identify the forms of educative leadership, services and professional development needed to help schools develop further. Within a few months they started realizing positive results. Napsiah (1983) found out that 'key teachers' were unable to carry out their roles satisfactorily due to several factors. These included; Inability to explain the new curriculum to their teachers; Inability to show teachers new teaching techniques and strategies suggested by the new curriculum and the inability to communicate and work closely with teachers and those involved in its implementation. The findings from the respondents clearly showed how important these competencies were for the HoDs to perform their duties effectively.

Mullins (2007) acknowledges that, despite many differences there may be in a given organization, the three common factors will always be people, objectives and structure. People interacted in order to achieve objectives which formed the basis of an organization. In this organization, some structures are needed by which people's efforts are channelled and co-ordinated, this then create a fourth factor 'management' it is through management that activities of the organization and efforts of its members are directed and controlled towards the pursuit of objectives. Management is all about leading people. When Departmental Heads perform these managerial duties they are always in the fore front. According to Mullins (2007), leadership is at its best when the vision is strategic, the voice persuasive and the results are tangible. According to Fink, (1996) schools with high students' achievement typically possess leaders such as HoDs who make significant contributions to the success of academic programmes. Studies carried out in the United States of America (USA) on HoDs revealed

that schools in the states are in diverse districts each with different resources and prerogatives. A study was also carried out in (1996) to determine the Humanistic influences in mathematic achievement in Singapore. It was discovered that HoDs contributed a great deal and that the programmes they manage enjoyed remarkable success that was reflected in the scores achieved. HoDs in the United Kingdom (U.K) were therefore found to be more diverse than their counterparts Singapore. Substantial evidence from the study showed that in Singapore, departmental heads of schools had great potential for influencing on measures of achievement (Harris, et al 1995) and when the HoDs were asked what they thought brought about these results, their responses indicated that working together as a team, and HoDs capitalizing on their potential worked to maximize it. Responses in the USA also indicated that they seemed to emphasize more on the delivery of school programmes, used guides in which all the subjects were interconnected, and integrated technology into the curriculum. It was also established that when teachers are better prepared and equipped to implement change there was enhanced achievement both differently and similarly to their Singapore counterparts. Most of the USA HoDs also indicated that enhancing achievement required substantial support from other people in the community, especially parents and administrators.

Both the USA and Singapore, teachers agreed on the fact that teachers were to be active participants in the development of efforts to enhance achievement especially in the earliest stages of change efforts. The study also established that teachers from both the USA and Singapore had not received any formal training before they became HoDs. Most of them had only had one-on-one encounters and others had only been offered insights on a variety of teaching topics and resource management. When asked about what special training they needed to receive, both Singapore and American HoDs were unanimously indicated that a leadership course on managing human resources in an instructional area should be taken. They emphasized on the need for new HoDs to gain experience by working with an experienced HoD. They indicated the need for a new HoD to know what the actual requirements and expectations for the position are. Ming (1994) says that in Singapore, Total Quality Management (TQM) issues have been addressed with specific reference to schools. The responsibility for thorough implementation of TQM rests with the middle managers which in schools are represented by HoDs. Great emphasis is now being laid on the HoDs since their roles are more proactive than reactive. This now calls upon them to have a great range of skills if these requirements are to be met. Unfortunately, he says that roles and responsibilities of HoDs are described but they are not taught how to undertake these roles and responsibilities. A full-time course was offered at the National Institute of Education in 1984 to train HoDs.

This is still going on and Ming says the status quo should not remain instead there should be continuous development of these abilities and qualities. Sharp and King (1994) state that to support a greater range of learning-teaching and assessment strategies, principals and heads of departments would have to develop a more collaborative and supportive climate in which teachers would not lose face, in which they could take calculated risks and in which they could feel supported because this would ensure there is a sense of curriculum ownership, teachers would learn from each other in their collaboratively and they would be more sensitized students needs.

World Bank (2008) reported that Sub-Saharan secondary schools heads receive some leadership training rarely before starting their jobs and that this training did not cover all aspects of school management that a head teacher had to face. It instead focused on the rules for reporting to the government. The report had also established that there were no training institutes or universities that offered advanced training or degrees in school leadership and management to prepare candidates to lead secondary schools. Most principals do not have training in educational leadership. Rather when they become principals, they may participate in in-service or distance education workshops to develop skills in needed areas. These would include accountability skills, resource management, and record keeping (Mulkee, 2005). The report also said that the crucial areas in which school heads needed training was in areas Information Technology, Financial Management, evaluation, strategic planning and human resource management. World Bank (2008) further adds that, training has an impact on how a school head perceives his/her role and on the school. The government of South Africa has been concerned with aligning school management training with classroom results and has emphasized instructional leadership. It has created a category of school principals and designated department heads as instructional leaders, making them responsible for integrating daily management, policy implementation and curriculum delivery to get the desired learning outcomes. All school principals are therefore required to receive training in leadership and school management. In Senegal, the government created specific training course on academic and administrative leadership for school heads, who were being asked to take over school management. The course was delivered as in service training from the provincial teacher support offices (Gersenberg and Winkler, 2000).

Similarly, in Kenya, secondary school heads need to be trained. Currently, they lack analytical skills which include knowing how to interpret the data they collect before they transmit it to the D.E.O's offices. The above findings discussed in the studies done in USA and Singapore are quite relevant to our Kenyan setting. Ali (2005) sites three aspects of school life that heads manage; academics, finance and general administration. In all these he says the managers require skills in carrying out the tasks. World Bank (2008) reported that much research had demonstrated that the quality of education depended primarily on the way schools were managed.

Besides availability of resources and the capacity of schools to improve, teaching and learning is strongly influenced by the quality of the leadership provided, recent literature on school reforms had suggested that Head teachers played a critical role in the success of strategies that improved teaching and learning practices.

The leadership they provided, communication networks and the ongoing support they gave to teachers were all elements important to implementation of successful school reforms. There have been quite a number of reforms stipulated for Kenya education sector. The policies to be implemented in response to the vision 2030, have had many challenges weighing heavily on the overall outcomes of education some of them include: a learning environment which is greatly influenced by political factors; Inadequate funding for education and training programmes, poor school management practices, lack of appropriate models, mismanagement of school funds, and putting a lot of emphasis on exams, (Policy view issue 4/2008).

Messages and Media services (2004) on the other hand argues that whereas the school manager (principal) and school deputy principal are more focussed on planning and organizing, in the school, the work of the HoD is supervisory in nature. It focusses more on controlling and directing. Actual work in the school at the operations level thus depends a solely on the (HoD abilities, skills and management style.Providing quality education and opportunities for professional development is important in ensuring the people are open to new ideas, remain current and are able to deal with the rapid changes in this technologically challenging millennium. The changes and innovations implemented over the last few decades require that educators continue to learn, unlearn and relearn.As schools continue to change, educational reforms continue to dominate the educational scene. Teachers are expected to continue to develop, update the knowledge and skills to remain current. Continuous professional development helps facilitate learning and development among educators, specifically to learn and cope with new changing roles and new approaches to learning.

Leadership plays a critical role in facilitating change especially in enabling schools to respond to the various change and challenges. According to Dussail and Barnet (1996) studies are central to the development of effective school leaders.The HoDs also play two major roles mainly; being representatives of the department when dealing with the school senior management and conversely, he is the representative of the school senior management to department members. The school manager and his deputy view the HoD as one of them whereas the departmental staff members view him as one of them and as part of the management. Accordingly, the HoD is therefore accountable for the overall work performance in the department. An effective HoD is one who is able to lead, motivate and direct members of staff in his or her department to perform the tasks assigned to them while at the same time, maintaining departmental cohesiveness and team spirit.

Ndiku (2009) states that HoD's need to encourage and support the professional development of staff within the department and promote a working atmosphere which encourages cooperation and values the contribution individuals make towards the work of department. The HoD is expected to; encourage high standards in all aspects of school life; Contribute to effective and efficient management of school and the department; Promote school culture which is happy, purposeful and productive; Support and motivate students, teachers and other school employees; Encourage consultation and discussion and Communicate effectively with parents and guardians.With reference to studies that have been done on HoDs it is important for them to embrace the tenets of effective leadership which include; creating a working environment in which all staff and students feel valued. In addition, they should share a common set of goals and be willing to reflect on their individual and collective achievements; they should also ensure that the staff work well as a team. Have a clear vision for school and departmental level, ensure improvement and encourage the staff to be innovative.

1.2 Statement of the Problem

Departments in secondary schools form the middle management units where they are responsible for implementing overall school plans at the departmental level. HoDs are responsible for academic progress of students overall (Ndiku, 2009). Previous studies have suggested capacity building and continuous professional development for managers because these translate to improved student performance and charismatic leadership (Onn, 2010). Studies done before have mainly dwelt on roles and responsibilities of managers, these studies are the basis of this study; carried out to determine the influence Departmental Heads managerial skills among which include; personnel management, strategic planning and financial management skills. This study's major focus is on Departmental Heads in the school organization. The question raised here is, do the HoDs have the capacity to carry out their roles effectively?

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of Heads of Department managerial skills on the implementation of school programmes among secondary schools in Kakamega Central and East Districts.

1.4 Objective of the Study

To determine the level at which Departmental Heads' personnel management skills influenced implementation of school programs among secondary schools in Kakamega Central and East Districts.

1.5 Research Question
To what levels do Departmental Heads' personnel management skills influence the implementation of school programmes among secondary schools in Kakamega Central and East Districts?

II.   LITERATURE REVIEW

2.2 Departmental Heads' Roles and Responsibilities
        The heads of departments also known as HoDs are considered to be part of the management team in a school setting. This is because just like the senior management, they play a supervisory role by working with people at the departmental level. They also act as a link between the school manager (principal) and the teachers in the department, thus making it possible for each to perform their work effectively. The HoD focuses more on controlling and directing the actual work in the school at the operations level; that is the department.
According to Messages and Media services (2004),the roles and responsibilities of HoDs include managing effective learning and teaching for their subject, leading and managing people, deployment of staff and resources (space and equipment), strategic planning of the department. He is the leader of his subject, he also manages his own performance, HoDs have also been designated as instructional leaders, making them responsible for integrating daily management, policy and curriculum delivery to get desired learning outcomes. HoDs are responsible for developing and implementing policies for the effective utilization of the department and allocation of departmental resource. He is therefore called upon to be in consultation with colleagues (both academic and technical), to ensure that equipment and facilities for both students and staff meet their needs adequately. He is also called upon to review resources and indicate improvement where necessary. According to Guirdham (2002), promotion and fostering of the spirit of unity amongst all staff is his responsibility, he also is responsible for managing staff development and other personnel issues within the department including participation in the recruitment and selection of staff, and staff reviews for the relevant positions. Delegation; this is where appropriate tasks and responsibilities are delegated to staff, (Robinson, 1999).
Other responsibilities include induction of the staff into the department, dealing effectively with staff discipline and grievances in accordance with the school's procedures, devising staff review procedures, fair distribution of teaching and administrative responsibilities in the department, ensuring that the mission statement of the school is adhered to and implemented effectively with the school development (Messages and Media Services, 2004). The HoDs also need to be sensitive with the needs of the community at large; they need to respond to the community's requirements and to give best advice possible.

2.3 Departmental Heads' Personnel management Skills and Implementation of programs in schools
        HoDs have been designated as instructional leaders; this makes them responsible for integrating daily management, policy implementation and curriculum delivery to get desired learning outcomes. Personnel management has been one of the truisms of education, that the level of outcomes in schools will have a direct relationship with the quality of leadership in the institution. One of the greatest challenges that any school leader faces whether they are middle managers or the members of the senior management team is leading staff (Terrel and Terrel, 2003). The school effectiveness and improvements have become an international phenomenon that has begun to reveal some key issues in enhancing school performance. This ensures that students gain as much as possible from the educational experiences. Earlier research studies intended to focus on the importance of school Head teachers/Principals in managing change in order to drive up standards in education, but more recently there has been an increasing realization of the vital role that is played by middle managers/subject leaders in developing schools. Over the period of a generation, leading educational researchers have attempted to discover the factors that can enhance school ffectiveness. In particular, the work of Rutter et al (1979) and Mortimore et al (1988) have come to be seen as seminal empirical studies that revealed that some schools were more effective than others, even when the social background of students was taken into account. (Rutter, 1979), amongst which was noted the requirement for a combination of a firm leadership and teacher involvement. Effective schooling was to include purposeful leadership of the staff by the Headteacher, Deputy Headteacher and involvement of teachers.
        According to Shashkin (2003), a leader should ensure that activities of the school are geared towards the achievement of a shared vision. Cole (2002) defines leadership as inspiring people to perform. He says that even if an institution has all the financial resources to excel, it may fail dismally if leadership does not motivate others to accomplish their tasks effectively. Although a school may have good leaders and that the staff of successful schools works together, the problem appears to lie in devising the methods by which institutions can ensure that they select the best staff and enhance the skills of those already appointed. Leadership in schools should be distributed among all teachers and not in any one person or small groups of individuals. One of the most important groups within this distributed leadership or subject leadership level (Harris et al., 2003). When it comes to HoDs dealing with the staff in their departments, his role must According to Senge (1990),when change from that of a supervisor to a facilitator, architect, steward, instructional leader, coach and strategic

teacher. He says to be an effective change manager one should be a team builder, a mediator, an initiator, a communicator, an organizer, a supporter, a planner, a resource gatherer and a good classroom practitioner. Besides all these factors stated, it is important for a HoD to continually encourage members of the department to be innovative and evaluate their own work critically. He should be able to have the ability to analyse complex problems and devise ways of solving them, and to convert theory into practice, effectively manage meetings, able to reconcile conflict, show empathy, understand school micro politics, have good public relations, be able to counsel and maintain interpersonal relations and have the ability to coach/train adults. Mullins (2007), states that human resource management cannot be distinguished from personnel management. According go him, it is a series of activities which first enable working people to agree about objectives and the organization which uses their skills to nature their working relationship, and secondly, it ensures that the agreement is fulfilled. Mullins further states that there are policies and practices to be used to manage behaviour and employee relationships. He says that policies of human resource management should embrace; The recognition of people's needs and expectations; Respect for the individual; Justice in treatment and equitable reward systems; Good working environment, good conditions of service; Opportunities, personal development, career progression; and Full observance of all codes of conduct relating to employment.

According to Messages and Media services (2004) the HoD is responsible for the properutilization of human resources in the department. The HoD is thus expected to establish and maintain a high performing workforce capable of sustaining superior performance, which in the long run, translates into a competitive advantage for the larger school. In this respect, the HoD is required to perform the following sub-tasks: Make departmental human resources requirement forecasts in order to determine the number of staff members required plus the specific specialization of each one of them and Match the departmental human resources to the workload. This entails the HoD periodically taking an inventory of human resources in the department to determine what talents and skills are currently available and establish whether there is a balance that matches the existing work force to departmental needs; He also needs to carry out job analysis to establish a baseline for job description. This should include job content, the job environment, conditions of work and job specifications in terms of the knowledge, skills and abilities needed to work effectively;The HoD has to assess the department's human resources needs to project future requirements by looking at the overall departmental goals and by extension, those of the larger school. This will enable reveal areas that are understaffed, and help guide sourcing efforts to fill-in skill and personnel gaps. When it comes to Selecting, the HoD should be involved in the selection process of departmental human resources. He also has to actively involve the short listing potential Board of Governors employees. Delegation as a task calls upon the HoD to manage the people in his department for work to be done effectively. It is impractical for a HoD to handle all the work in his department directly. Delegation in this case ensures a downward transfer of formal authority from the HoD to members of staff in his department. This way a staff member is empowered to act while the HoD remains accountable for the outcomes of the delegated task. Through the delegation, the HoD assists in developing the people working under him to acquire experience and confidence to perform the delegated task. This way performance in the department is strengthened and by extension that of the entire school. Secondly, by empowering a staff member with authority to perform a delegated task, the HoD frees himself to lend energy to other more demanding tasks in department. According to Parker (2005), delegation of authority is a person to person relationship that requires trust and commitment. It must therefore be perceived as a contractual agreement between the HoD and the staff member regarding how and when a task will be completed. It is therefore expected that time frame within which the task should be completed, has to be agreed upon. The HoD has to tell the staff what is expected of him and how the performance of the task. Messages and Media services (2004) state that delegation should be determined upon basing on; any task that a member of staff performs very well, and any task that provides valuable experience to the member of staff. Delegation comes in phases; Preparation phase which includes establishing the objectives of delegation and decide on the task to be accomplished and who should perform it.

Planning: This is where the HoD meets with the staff member to describe the task and ask him or her to devise a plan of action. A discussion: where the objectives of the task under delegation are reviewed, plan of action for the staff reviewed and potential obstacles avoided or dealt with. Feedback should then be sought to establish the staff members' understanding of the delegated task, the desired results guidelines, resources available and consequences, whether good or bad. When it comes to auditing, the HoD should monitor progress being made towards accomplishment of the delegated task. Adjustments should then be made where necessary in response to unforeseen problems. Finally there should be appreciation of the completed task and acknowledge the staff members' efforts.Delegation has many benefits, first time is well utilized, Delegation also provides a means of training and development and if well used, it leads to an improvement in the strength of the workforce. It should give the subordinates greater scope for action and opportunities to develop their aptitudes and abilities. According to (Mullins, 2007) delegation can lead to improved morale by increasing motivation and job satisfaction. The problem surrounding delegation might also be in the difficulty to deal with under-performing staff. The other staff members may believe their colleagues to be lazy; they may also feel that the HoDs are not

doing enough to tackle matters of poor performance. There is also the issue of training among the managers. They may lack an awareness of the need for and importance of, effective delegation or what it entails. It is therefore important to approach delegation in a systematic manner in order to realise its full benefits and without loss of control. A HoD has to clarify the objectives and establish policies and procedures in order to provide a framework for exercise of authority and acceptance of responsibility. He should also offer guidance, support, training and patterns of communication by briefing properly, giving guidance, offering necessary training and advising on where and to whom they could go for further advice or help (Billsberry, 1996). Finally he should continually monitor and review procedures on the time agreed and target date for completion of a specific task and provide feedback. It will be important to make clear expected levels of achievement and agree on performance standards in quantitative terms and how performance in each area is to be measured or evaluated. Effective communication is a key- factor in the daily duties of a HoD. It maintains a wide-open and progressive work environment as well as keeping the departmental goals well aligned and co-ordinated with those of the larger school. A key objective of effective departmental communication is to develop a motivated and loyal workforce. As such, departmental communication efforts should not only focus on job related information, instead they should be focussed on all issues affecting the department. The goals of effective departmental communication are to establish and maintain mutual and enabling work relations between the HoD and the staff members, of which to a considerable extent, determines the successes or failures of the department and by extension those of the larger school (Redding, 1993). Through effective communication, the HoD is capable of communicating what needs to be done, by each individual staff member in the department and pass on what needs to be known to those concerned. This way, tasks are allocated, staff members energized and reporting relations established (Mullins, 2007).

Messages and Media Services (2004), says effective communication structures in the department can facilitate enhanced performance, in which people work harder, willingly, enthusiastically, knowledgeably, productively and efficiently. The indicators of ineffective communication in the department include absenteeism, teaching interruptions and poor quality service delivery practices whereby staff members withhold their best efforts and ideas and cruise along with just passable performance. On the other hand, effective communication in the department should develop into a climate of the trust and enabling work environment such as: Confidence and trust between members; Candid free flow of information up, down and horizontally; Satisfying status and participation by each member; Continuity of work without strives; Success for the department; Optimism about the future; and Effective articulation of the vision and mission statements of the school. The directing function is another core-function vital for the HoD. Staff members need to be told what to do. Directing consists of all those activities through which the HoD influences the actions of staff members in the department to ensure they perform their tasks according to plans. Directing is the final action of the HoD of getting members working under him or her to act after all plans have been made. Tasks and duties are assigned, procedures explained, orders and instructions issued and steps taken to get them carried out properly. Performance is monitored and deviations corrected. Directing is a part of supervision concerned directly with influencing and motivating staff members in the department to work more efficiently and achieve desired work outcomes. Directing is all about moving into action and thus concerns the total manner in which the HoD influences people working under him or her to perform as per expectations. Effective directing should accrue into the following benefits for the department: Sustenance of action; Help in getting maximum outputs from each individual staff member; Integrate individual effort with that of the larger department; Facilitate changein the department; Ensure stability and balance in the department. For a HoD to effectively carry out the directing function in the department he or she must carry out the following key-tasks; Team-building which is a process of enabling staff members in the department reach their goals. In this case, obstacles that prevent the staff from working effectively are removed and plans on how to improve their overall performance are put in place. Team-building is thus designed to help people operate more effectively by improving internal work structures and problem-solving skills. Through effective team-building the HoD is able to transform the department from a low achieving work unit into effective, formidable and dynamic results oriented functional team (Messages and Media Services, 2004).

Effective team-building empowers members to establish departmental objectives, make decisions on how to achieve them, undertake tasks required to meet them and at the same time remain individually and mutually accountable for the outcomes. According to Messages and Media Services, (2004), it is a key-task of the HoD to build consensus whenever divergent views and opinions occur in the department. The HoD may choose any of the following techniques; Group decision-making; Group conflict; Brainstorming; and Synetics. On Group-decision making, a group can identify more alternatives to problem-solving, considering that it brings a diversity of experiences and perspectives into decision-making process that an individual acting alone cannot. If the people affected by the solution take part in the creation, they are likely to become more committed to the outcomes and thus facilitate implementation. This way, group decisions become more accurate, creative and readily acceptable. The HoD may want to use group conflict to stimulate conflict to increase the department's

members performance or to address several questions such as: Are staff members in the department afraid to ask questions; Do staff members in the department always answer 'yes'; Are staff members in the department afraid to admit ignorance and uncertainties; Is there lack of new ideas among staff members in the department? The goal is to create an environment whereby not only is conflict healthy, but is also a positive method of achieving departmental goals.

Nevertheless, the HoD should manage departmental conflict amicably by identifying the sources thereof, the issues and parties involved. The HoD should thus systematically stem-off the tide of disruptions and help generate options by choosing the conflict resolution method that is best suited to the situation. When it comes to brainstorming, the HoD troubleshoots problems by asking probing questions, thus enabling the department's staff members to talk through them and provides assistance in seeking the desired solutions if requested. Through brainstorming, the HoD promotes an atmosphere conducive to free association that encourages free-wheeling and uninhibited thinking. It also encourages spontaneous participation into decision-making process by facilitating creativity in relation to the quality of ideas and a generation of alternatives without the threat of criticism. All responses are then recorded and analysed. This way the HoD is able to produce honest communication and free flow of ideas Messages and Media Services (2004).

A study was carried out on 150 HoDs from several secondary schools in Kuching on their competencies. 5 competencies were identified based on Surat Pekeling Khtisas Bil 4/1986 and literature on HoDs. The competencies are categorized as a) Administration of subjects b) Curriculum development c) supervision and mentoring of teachers d) professional development of teachers and e) Interpersonal relations. When it comes to personnel management skills, 3 of the above competencies will suffice namely; supervision and mentoring of teachers, professional development of teachers and interpersonal relations. The findings revealed that the highest number of HoDs rated themselves as having high level of competing in interpersonal relations, while the other 2 areas it was considered average. This can be concluded that the highest majority of HoDs have not attained a teaching competency level in 3 of the 5 areas of competency. The findings indicated that HoDs lacked the competencies needed to improve teacher teaching and pupil learning. Supervision and mentoring of teachers includes guiding, monitoring and evaluating subject teachers. Expectations for the subject teachers are clearly defined. Professional development of teachers; which includes identifying the development needs of teachers, providing guidance to teachers in improving themselves professionally, organizing courses for teachers and carrying out in-house training of subject teachers. There should be interpersonal relations with subject teachers, students, parents and the other school staff. Teachers should be encouraged to work as a team. This competency enables HoDs obtain support and co-operation of various stakeholders. Continuous professional development influences personal performance at work and develops competencies. Studies have shown that professional development helps enhance teacher competencies and professionalism and subsequently improves student performance.

2.6 Theoretical Issues

According to Taylor (1947), classical approach to management postulates that improvement to management is a means of increasing productivity. Taylor the father of scientific management believed that in the same way there is a best machine for every job so there is a best working method by which people should undertake their jobs. He considered that all work processes could be analysed into discreet tasks. In this school of thought, emphasis is laid on the tasks to be performed; that is, if tasks are broken down into component parts, then the work will be effectively and efficiently done. Taylor's main concern was with the efficiency of both workers and methods. He believed that his methods of scientific management would lead to improved labour-relations. Maslow's thought on human relations, communication, co-operation, individual relations and job-satisfaction. Emphasis in this case is on the positive potential of the person. Saleemi (2000), states that managerial or scientific management school of thought concentrates on work and environment. It focuses on management decision and design. It therefore states that if a job is properly designed, and the management provides the correct resources, the right strategic decisions and correct rewards. The technological school explains organizational behaviour in terms of unique history of specific organization and shows how they adapt over time to change the environment.

2.7 Conceptual Framework

The conceptual framework below shows how the independent variables relate to the dependent variables. It also shows the skills in each of the independent variables.

Independent Variables

Personnel Management Skills

- Staffing
- Leading

Dependant variables

Implementation of Secondary School Programs

- Guidance and Counseling
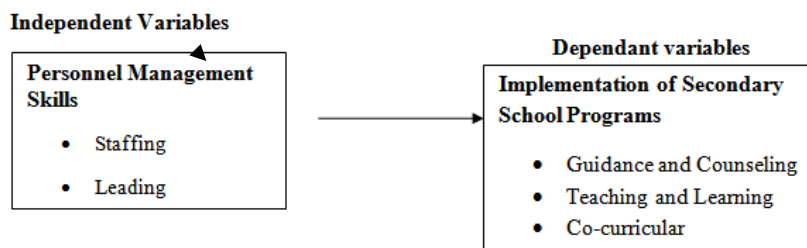- Teaching and Learning
- Co-curricular

Figure 2.1 shows how independent variables interact to influence the dependent variable. The school programs which include instructional and co-curricular are totally influenced by HoDs managerial skills. HoDs are able to perform their duties effectively and efficiently when they receive appropriate training for the skills they need to possess. This promotes professionalism and they execute their duties well.

III. RESEARCH METHODOLOGY

The researcher used descriptive survey research design, whose purpose was to determine the influence of HoD's managerial skills on the implementation of school programs. The target population consisted of 342 HoDs in 57 secondary schools in Kakamega Central and East Districts. The study employed the formula by (Taro, 1967) to get a sample size of 184 respondents. The researcher used simple random sample selection to obtain the 30 schools out of the 57. In this case all the 57 secondary schools were listed on pieces of paper which were then folded and put in one container. Then 30 schools required in the study were picked at random from the container yielding 53%. This meant that each element in the sampling frame had an equal and independent chance of being selected and any selected item was a representative of the entire population (Blanch *et al*., 2007). The sampling procedure was guided by the general rule in most social science research which suggests that the use of the largest sample will facilitate generalization hence, use of 53% (Kline 1980). The researcher used questionnaires containg open ended, closed ended with likert scales where the respondents responded to a series of statements by indicating the degree of agreement or disagreement. The raw data collected were sorted, edited, coded and tabulated for analysis. Both qualitative and quantitative analyses were used. The quantitative data were analyzed by descriptive statistics through percentages and frequencies to explain the relationship. The findings of the research were analysed using content analysis.

IV. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1.1 Work Experience of Departmental Heads

The study sought to find out the work experience of the HoDs this was aimed at determining HoDs exposure to the management skills. The respondents were asked to indicate how long they had been serving as HoDs. The results were recorded in Table 4.3.

Table 4.1 Work Experience as Departmental Head

Work Experience	Frequency	Percentage
Below 1 year	19	12.7
1-5 years	68	45.3
6-10 years	52	34.7
11-15 years	6	4.0
Above 15 years	5	3.3
Total	**150**	**100.0**

According to table 4.3, 68(45.3%) of the respondents had worked for between1-5 years, 52 (34.7%) had worked for between6-10years, 6 (4%) had worked for between 11-15 yearswhile 5(3%) had worked for over 15 years. If you look at this data, you will realise that most of the HoDs 131(87.3%) had an experience of 1 year and above. This implies that the duration of 1 year and above, there is a high chance that they had encountered issues related to personnel management, strategic planning and financial management that required their attention.

4.1.2 Departmental Members

The study sought to find out how many departmental members were serving in each department in secondary schools . This was to determine the distribution of HoDs in their departments and to see whether they were encountering human resource issues frequently and if it was a factor in their management. To help understand this, HoDs were asked to state the number of members they managed.The results were recorded in table 4.4.

Table 4.2 Departmental Members

Work Experience	Frequency	Percentage
Below 5	58	38.9
Above 5	91	61.1
Total	**149**	**100.0**

In table 4.3 above, 91(61.1%) of respondents were more than five members in their varoius departments while 58(38.9%) of respondents had less than five members in their departments. If you look the data above, you will realise that most of the departments in Kakamega central and East Districts have enough staff to handle the day to day running of their departments. This implies that they were well staffed to handle issues that needed their attention personnel, strategic planning and financial management.

4.1.3 Departmental Heads Personnel Management Skills on School Programs
This section forms an analysis on HoDs Personnel management skills which was objective 1. It was therefore important that this section touches on the departments they head; whether HoDs had received any training in personnel skills/management; to what extent the training had helped them in implementing school programmes; whether they had adequate skills in handling staff needs; their level of satisfaction, staff motivation and if they had adequate skills in handling teachers performance appraisals.

4.1.4 The Types of Departments
The study sought to find out the type of departments that were operational in the sampled schools and headed by the HoDs. The HoDs were therefore asked to indicate the departments they headed and the results gathered have been indicated in table 4.5.

Table 4.3 The Types of Departments

Departments	Frequency	Percentage
Languages	26	17.8
Mathematics	27	18.5
Humanities	25	17.1
Technical	18	12.3
Sciences	25	17.1
Guidance and Counseling	25	17.1
Total	**146**	**100.0**

Table 4.6 shows the types of departments headed by HoDs. The Respondents were asked to state the departments they headed. The statistics reveal that the HoDs heading departments were as follows, mathematics 27(18.5%), Language 26(17.8%)humanities 25(17.1%), technical 18(12.3%), sciences 25(17.1%) and guidance and counselling25(17.1%). These results confirm the studies carried out in the United States of America (USA) on HoDs revealed that HoDs contribute a great deal and that the programmes they manage enjoyed remarkable success that was reflected in the scores achieved. HoDs in the United Kingdom (U.K) were therefore found to be more diverse than their counterparts in Singapore. Substantial evidence from the study showed that in Singapore, departmental heads of schools had great potential for influencing on measures of achievement (Harris, *et al.*, 1995) and when the HoDs were asked what they thought brought about these results, their responses indicated that working together as a team, and HoDs capitalizing on their potential worked to maximize it.

4.1.5 Training in Personnel Management Skills
The study sought to determine whether HoDs had received any training in personnel management. It was therefore important to establish if HoDs had received any training. They were asked if they had attended any training and the responses were given in table 4.5.

Table 4.4: Training in personnel Skills

Responses	Frequency	Percentage
Yes	43	28.7
No	107	71.3
Total	**150**	**100.0**

Table 4.5 shows that 107(71.3 %) of the respondents had received training in personnel skills since they were appointed as departmental heads while 43(28.7%) of the respondents had not received any training in personnel skills. This was an indication that a bigger number, 107(71.3%) of HoDs had not acquired the necessary skills in personnel management skills.

4.1.6. Extent at which Training has helped in Managerial work
The HoDs were further asked if the in-service training they had received helped in the implementation of school programs. Their responses on how the training helped in implementing school programs were recorded in table 4.5.

Table 4.5: Extent at which Training has Helped in Managerial Work

Responses	Frequency	Percentage
Large extent	28	18.7
Moderate extent	43	28.7
No extent	12	8.0
No responses	67	44.7
Total	**150**	**100.0**

The results from table 4.5 show 28.7% of respondents agreed to moderate extent that training has helped them in their managerial work, 18.7% agreed to large extent, 8% said training did not help them at all while a big number of respondents (44.7%) did not respond at all. This meant that majority of HoDs did not receive skills in training to enable them run effectively their departments. Although a school may have good leaders and that the staff of successful schools works together, the problem appears to lie in devising the methods by which institutions can ensure that they select the best staff and enhance the skills of those already appointed (Harris et al,2003).

4.1.7 Source of HoDs personnel Management Skills
For those Departmental Heads who had not received any form of in-service training, the study sought to establish how they had learnt personnel management. They were therefore asked to state from whom they had acquired the skills. The results were recorded in table 4.6.

Table 4.6: The Source of HoDs Personnel Management Skills

Responses	Frequency	Percentage
Learning from seniors	89	59.3
Other training before appointment	26	17.3
Through academia	16	10.7
No responses	19	12.7
Total	**150**	**100.0**

With reference to table 4.6, 59.3% of respondents received their personnel management skills from their seniors, 17.3% from other trainings before appointment, 10.7% through academia while 12.7% did not respond. This was a clear indication that most HoDs, 115(76.6%) were not well trained in personnel management skills to manage their departments well but received skills from their seniors and other trainings before their current appointment.

4.1.7 Level of Satisfaction with handling Staff Motivation
The study sought to find out to what level the departmental heads were satisfied with the way they handled staff motivation. The results of their responses were recorded in the table 4.7

Table 4.7 Level of Satisfaction with handling staff motivation

Responses	Frequency	Percentage
Extremely satisfied	12	8.0
Moderately satisfied	67	44.7
Satisfied	44	29.3
Not satisfied	12	8.0
Extremely unsatisfied	2	1.3
No response	13	8.7
Total	**150**	**100.0**

Table 4.7 shows that 67(44.7%) of respondents were moderately satisfied, 44(29.3%) were satisfied, 13(8.7%) did not respond to the question asked, 12(8%) were not satisfied, 12(8%)were extremely satisfied while 2(1.3%) were extremely unsatisfied. This was an indication that the level of satisfaction with handling of staff motivation was not 100 per cent satisfactory,a percetage of 123(82%) neededto be well equipped with the skills in handling teachers motivation.

4.1.8 Adequacy of Skills to handle Teachers' Performance Appraisal
The study sought to establish whether the Departmental Heads had adequate skills to handle teachers' performance appraisal. The results were recorded in table **4.7.**

Table 4.7:Adequacy of Skills to handle Teachers' Performance Appraisal

Responses	Frequency	Percentage
Yes	102	68.0
No	47	31.3
Uncertain	1	0.7
Total	**150**	**100.0**

With reference to table 4.7 on the question whether HoDs have adequate skills to handle teachers' performance appraisal, 102(68%) of respondents said yes, and47(31.3%) said no while 1(0.7%) were uncertain. This signified that some teachers had inadequate skills to carry out performance appraisal on their departmental staff and others do not have adequate knowledge on what performance appraisal is and why it should be carried out. The above results point out deficiencies in skills among HODs in terms of skills required to run their departments efficiently to ensure that schools attain missions and visions. The levels of satisfaction with implementation of school programs are wanting in many schools.

V.   SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings
The study had three objective was to determine the level at which Departmental Heads' personnel management skills influenced implementation of school programs among secondary schools in Kakamega Central and East Districts.The study findings also revealed that only 43(28.7%) of the HoDs were trained in personnel. The majority 107(71.3%) had not recieved any training prior to their appointments. When they were further asked from whom they obtained the skills, 89(59.3%) said they had obtained them from their seniors while 19(12.7%) did not respond. Therefore, there is need for continuous professional development in refresher courses influences personal performance at work and develops competencies. Various studies also confirm the study findings. They have shown that professional development and training help to enhance teacher competencies and professionalism and subsequently improves student performance (Ndiku, 2009).

5.2 Discussions

The statistics revealed that the following HoDs' departments were operational in the two districts: mathematics 27(18.5%), Language 26(17.8%)humanities 25(17.1%), technical 18(12.3%), sciences 25(17.1%) and guidance and counselling25(17.1%).These results confirm the studies carried out in the United States of America (USA) on HoDs revealed that HoDs contribute a great deal and that the programmes they manage enjoyed remarkable success that was reflected in the scores achieved. HoDs in the United Kingdom (U.K) were therefore found to be more diverse than their counterparts in Singapore. Substantial evidence from the study showed that in Singapore, departmental heads of schools had great potential for influencing on measures of achievement (Harris, *et al*., 1995) and when the HoDs were asked what they thought brought about these results, their responses indicated that working together as a team, and HoDs capitalizing on their potential worked to maximize it.

5.3 Conclusions

The study findings in this study added some knowledge to the empirical research by revealing that the level of departmental HoDs' management like examination testing and evaluation, teaching and learning, co-curricular activities and guidance and counselling were not satisfactorily achieved, hence need to receive training in leadership and school management resources for HoDs to be equipped with necessary skills in management of staff needs, performance appraisal, team building, leading and directing.

5.4 Recommendation

Since HoDs did not have adequate skills in implementation of school programs, there is therefore need for the schools to organise training in leadership and school management of school resources to equip the HoDs with necessary skills in management of staff needs, performance appraisal, team building, leading and directing.

5.5 Suggestions for Further Research

The role of strategic management skills in implementation of secondary school programs.

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