

**THE IMPACT OF MANAGERIAL COMPETENCIES OF HEADS OF
DEPARTMENTS ON STUDENTS' ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS IN KAMULI MUNICIPALITY,
KAMULI DISTRICT,
UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION,
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DECLARATION

I, KAWANGUZI SAUL do hereby declare that this dissertation is my original work and that it has not been presented in any other institution of learning or university for any degree award

A handwritten signature in blue ink, appearing to read 'Kawanguzi Saul', written over a dotted line.

KAWANGUZI SAUL

A handwritten date in blue ink, '6th Sept. 2019', written over a dotted line.

DATE

APPROVAL

The under designed certifies that he has read and hereby recommend for acceptance of his dissertation titled The impact of managerial competencies Heads of Departments on students' academic performance in secondary schools in Kamuli municipality, Kamuli district, Uganda

SIGNATURE..........DATE6th Sept 2019

MADAM TALIGOOLOLA N DEBORAH.

DEDICATION

I would like to dedicate this work to my beloved and precious mum NAMUKOSE TAPE, my dad ISIKO DAVID, my brothers MUWANGUZI PETER, MUTYABULE YOSAM, WAISWA GRACE, my sister KAYANGA RECHEAL and my friend MURAGIRA PIUS plus my spiritual father Bishop EDDY MUNENE for all their physical, Spiritual, financial and academic support they gave me throughout my academic career.

May God reward with blessings, prosperity and long life.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------------|---|
| ASTD | American Society for Training and Development |
| DQASO | District Quality Assurance and Standards Officers |
| GoU | Government of Uganda |
| HODs | Heads of Departments |
| UESI | Uganda Education Staff Institute |
| KIIS | Key Informants |
| UIM | Uganda 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 Kamuli municipality, Kamuli district. The main objective of 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 analyze 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 Kamuli municipality in Kamuli district, Uganda. 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. The study recommends that HoDs should progressively and continually grow in their knowledge; skills and competence by concentrating on on-going professional development programs, 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 programs 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

1.0 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 Uganda, 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 part 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.

Agoti, (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). 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.

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 Uganda, 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 Kamuli Municipality in Kamuli district have and their relationship with school performance, hence this study.

1.1 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, program 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, institution interactor 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-counselor, mentor and coach, motivator and risk taker (Smith & Hughey, 2006).

In Uganda, the same dilemma exists. According to the sector review and development direction report (Republic of Uganda, 2003) the government of Uganda, 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 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.

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) 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 in Kamuli municipality, Kamuli district Uganda?

1.2 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 Kamuli municipality, Kamuli district, Uganda.

1.3 Research Objectives

This research was guided by the following objectives:

- To examine the influence of Teambuilding competencies by HODs on students' academic performance in Kamuli municipality, Kamuli district, Uganda.
- To analyze the influence of organizing function competencies by HODs on students' academic performance in Kamuli municipality, Kamuli district, Uganda.
- To determine the influence of coordination competencies by HODs on students' academic performance in Kamuli municipality, Kamuli district, Uganda.

1.4 Research Questions

The study was guided by the following research questions:

- What is the influence of organizing competencies by HODs on students' academic performance in Kamuli municipality, Kamuli district, Uganda?
- What is the influence of coordination competencies by HODs on students' academic performance in Kamuli municipality, Kamuli district, Uganda?
- What is the influence of HODs team building competencies on students' academic performance in Kamuli municipality, Kamuli district, Uganda?

1.5 Significance of the Study

These study findings may generate knowledge that may be utilized by school head teachers 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 Uganda.

1.6. 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 Kamuli municipality 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.

1.7 Scope of the study

The study was conducted in ten selected secondary schools in Kamuli municipality, Kamuli district Uganda. The schools included Busoga College Kamuli, Kamuli College, Kamuli central college, Kamuli progressive college among others.

The study aimed at determining the impact of managerial competences of HODS on the academic performances in the area. This is because they were found important in determining the performance of students in secondary schools

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

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 behavioral patterns attributed to someone occupying a given position in a social unit

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

2.0. 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 Kamuli municipality, Kamuli district, Uganda. 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.

2.1. 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).

The secondary school heads manual (Republic of Uganda, 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 Ugandan 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.

2.2. Head of Departments Team building 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.

2.3. 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.

2.4. 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 synchronise 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 Uganda 1998). In addition to teaching, the manual for heads of secondary schools (Republic of Uganda 1998), outlines management responsibilities for HODs which include: - Ensuring that the school is working to the current syllabi as laid down in the Uganda National Examination Board (UNEB) regulations, Ensuring that there is a scheme of 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.

2.5. Summary of Reviewed Literature

The studies reviewed literature reveal that the role of HoDs contains elements of management and, in this sense; one can argue that they are managers (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; 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 Kamuli municipality, Kamuli district Uganda.

2.6. Theoretical Framework

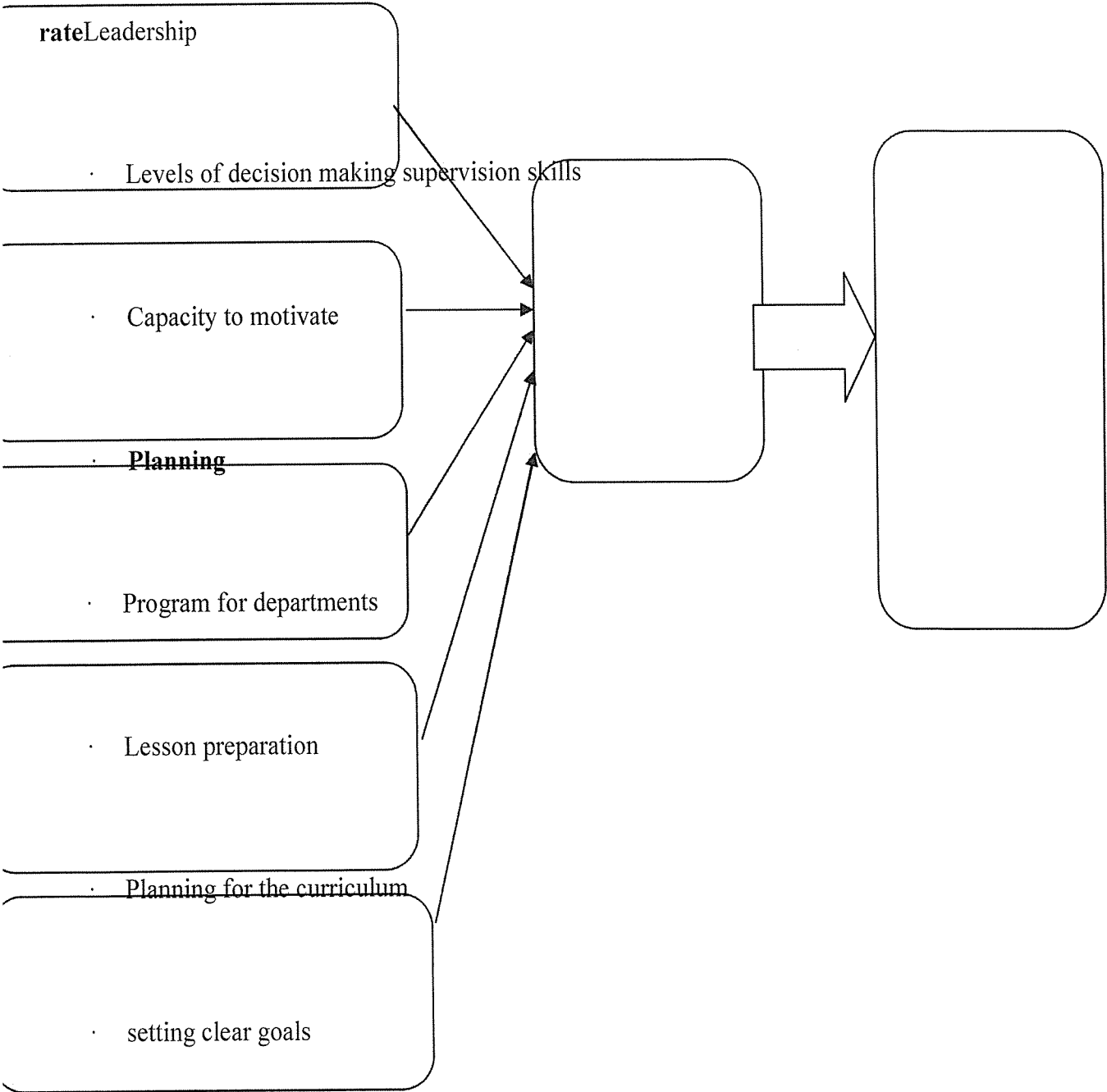
The study was guided by Clayton Alderfer Existence, Relatedness and growth (ERG) needs theory of motivation. Specifically the study took cognizance of the growth needs theory, which in the context of the study, refers to the need for students' performance improvement, creativity and productivity in work. 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.

2.7 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



Organizing

- Identifies teaching work
- Identifies learning activities
- Allocates authority
- Cooperation between teachers
- Departmental circulars
- Information and data gathering skills
- Class visits
- Utilize subject meetings
- Corrective functions

The output variable for the study was schools' academic performance while the input variables are leadership, organizing, coordination and team building. 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

3.0 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.

3.1 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).

3.2 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 Kamuli municipality, Kamuli district Uganda. 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.

3.3 Sample Size and Sampling Technique.

Statistics in Kamuli 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 |

3.4 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).

3.4.1 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).

3.4.2 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 Buzaya 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 coefficient of internal consistency and therefore,

reliability of the instrument where; $\alpha = \frac{n}{n-1} (1 - \frac{\sum V_i}{V_{test}})$

Where; n = number of questions

V_i = variance of scores on each question

V_{test} = 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 (J.wan, 2010).

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

| N | | | |
|---------------------------|---|--------------------|-------------|
| Cronbach's Alpha Based on | | | |
| Cronbach's Alpha | | 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

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. A personal interview was also held with all targeted 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 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. 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 $\beta_0 \beta_1 \beta_2 \beta_3 \beta_4$ 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

4.0 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 Kamuli municipality, Kamuli district Uganda. Primary data was collected through administration of questionnaires to head teachers, deputy principals and head of departments of the target schools.

4.1. 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 (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.

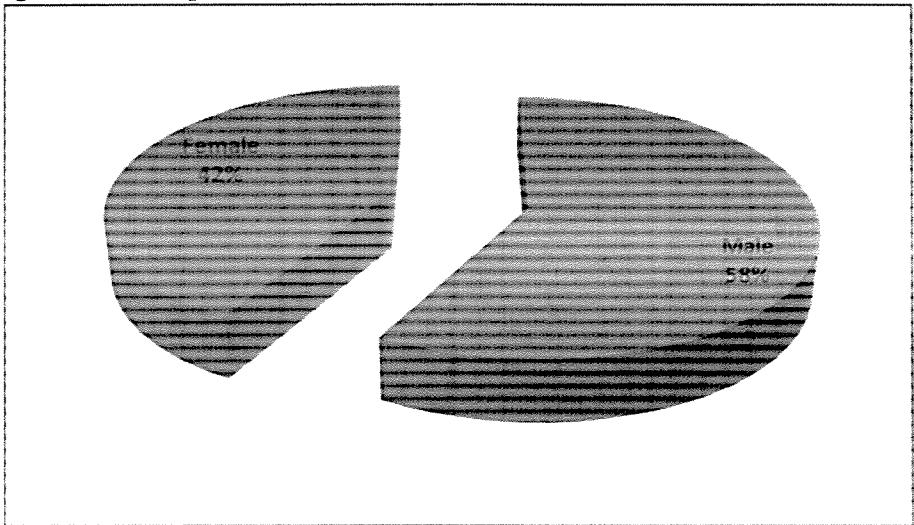
4.2. Demographic Information

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.

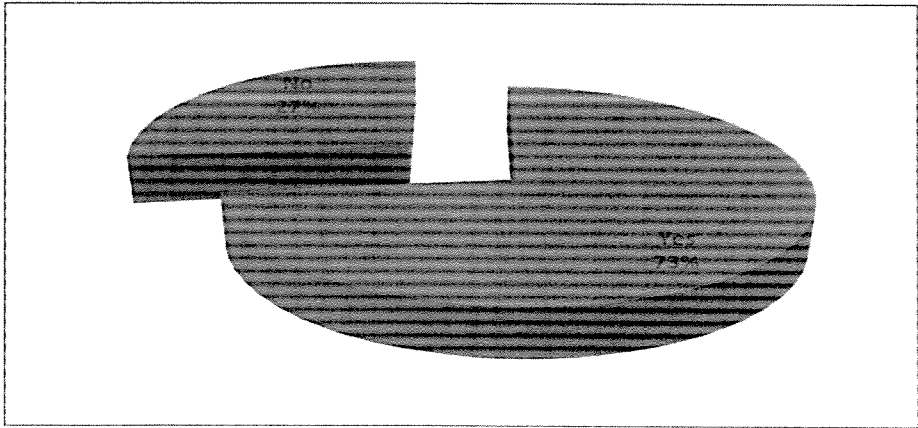
4.3. Head of Departments Team building Skills and Students’ Academic Performance

The first objective of the study was to examine the influence of Teambuilding competencies by HODs on students’ academic performance in Kamuli municipality, Kamuli district, Uganda. 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 Team building Competencies by HODs on Students Academic Performance

The researcher asked the respondents to indicate how Team building competencies of HODs influences 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 Team building competencies by HODs influence student academic

4.3.2 Extent of the Influence of Team building 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 Team building Competencies

| | 1 | 2 | 3 | 4 | 5 | Ave. |
|--|-----|-----|-----|------|------|------|
| One-to-one counseling of subordinates and team members and | | | | | | 3.81 |
| | 5.0 | 5.0 | 5.0 | 70.0 | 11.7 | |
| helping others with their challenges | | | | | | |
| Motivation of overall team and individual team members positively | | | | | | 3.84 |
| | 5.0 | 5.0 | 3.3 | 70.0 | 13.3 | |
| influences academic performance | | | | | | |
| The HOD has high levels of decision making and problem solving | | | | | | 3.86 |
| | 6.7 | 5.0 | 0.0 | 68.3 | 16.7 | |
| The HOD has high levels of communication skills especially when | | | | | | 3.99 |
| | 1.7 | 0.0 | 8.3 | 75.0 | 11.7 | |
| handling meetings in the departments | | | | | | |
| The HOD has individual capacity to motivate others and to promote | | | | | | 3.99 |
| | 1.7 | 0.0 | 8.3 | 75.0 | 11.7 | |
| team spirit in the department | | | | | | |
| Emotional intelligence (self-development, self-control, compassion | | | | | | 3.99 |
| | 1.7 | 0.0 | 8.3 | 75.0 | 11.7 | |
| and humanity, seeking responsibility and personal growth) | | | | | | |
| Teambuildingof overall team and individual teammembers | | | | | | 4.02 |
| | 0.0 | 1.7 | 8.3 | 73.3 | 13.3 | |
| positively influences academic performance | | | | | | |
| The HOD has critical and creative thinking to maintain interactive | | | | | | 4.06 |
| | 0.0 | 1.7 | 0.0 | 85.0 | 10.0 | |
| learning in the department | | | | | | |

| | |
|---|------|
| Delegation of tasks to team or team members positively influences | 4.09 |
|---|------|

| | | | | |
|-----|-----|-----|------|------|
| 0.0 | 0.0 | 6.7 | 75.0 | 15.0 |
|-----|-----|-----|------|------|

academic performance

| | |
|--|------|
| The HOD has effective instructional Teambuilding | 4.17 |
|--|------|

| | | | | |
|-----|-----|-----|------|------|
| 0.0 | 0.0 | 1.7 | 76.7 | 18.3 |
|-----|-----|-----|------|------|

4.4. 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 Kamuli municipality, Kamuli district, Uganda. The findings are as reported in sections 4.5.1, 4.5.2 and 4.5.3.

4.4.1. Influence of Organizing Competencies by HODs on Student Academic Performance

The study investigated the influence of organizing skills of HODs on the students' academic performance by requesting the respondents to state if organizing competencies by HODs influence student academic performance. The findings in figure 4.4 reveal that majority (73%) of the respondents were of the opinion that the organizing skills of HODs influence the student academic performance.

4.4.2 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.

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). 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:

$$\text{Regression model } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Whereby Y = Student Academic Performance X_1 = Team building

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, coordination organizing, 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) R₂ equals 84.3%, that is, Teambuilding, Planning, organizing, coordination and monitoring & evaluation explain 84.3 percent of the variance in Student Academic Performance.

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

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 Kamuli municipality, Kamuli district, Uganda. 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.

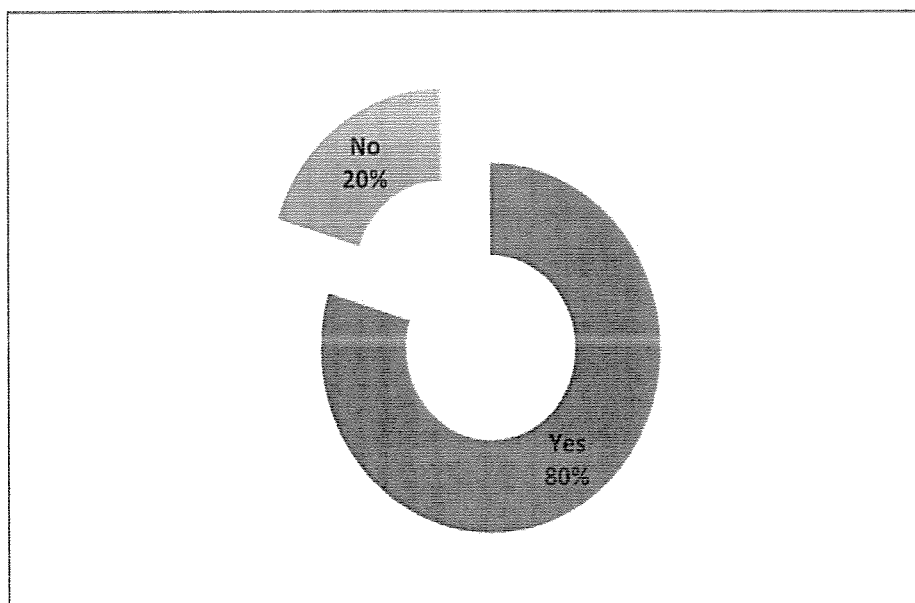
4.6. Head of Departments Coordinating Skills and Students' Academic Performance

The fourth objective of the study was to determine the influence of coordination competencies by HODs on students' academic performance in Kamuli municipality, Kamuli district Uganda. 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.

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

X₁ = Teambuilding

X₂ = Planning

X₃=Organizing

X₄=Coordination

X₅ = 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, coordination and organizing, 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) R₂ equals 84.3%, that is, Teambuilding, organizing, and coordination explains 84.3 percent of the variance in Student Academic Performance.

Table 4.17: ANOVA of the Regression

| Model | | Sum Squares | of Df | Mean Square | F | Sig. |
|-------|------------|----------------|----------|-------------|--------|------|
| <hr/> | | | | | | |
| 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 4.18 Coefficient of Determination

| Model | Un standardized 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 Kamuli municipality, Kamuli district, Uganda. 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

| | 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 | 5.0 | 20.0 | 33.3 | 28.3 | 5.0 | 3.68 |
| and providing support. | | | | | | |
| The HoDs encourage teachers to prepare their lessons in writing | 0.0 | 25.0 | 51.7 | 20.0 | 0.0 | 3.95 |
| so that they can be checked to gauge their knowledge of the Subject | | | | | | |
| In order to check whether the teachers' evaluation is up to standard, the question papers, memoranda and answer papers of | | | | | | 4.12 |
| tests and examinations must be presented to the HoDs for moderation. | 3.3 | 1.7 | 71.7 | 20.0 | 3.3 | |
| 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

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, memorandam 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 Uganda National Examination Board (UNEB) 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 Uganda), 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. They further ensure 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 = Organisation and 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, coordination and organizing, 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 | Un standardized | | Standardized | T | Sig. |
|------------------------------|-----------------|------------|--------------|-------|-------|
| | Coefficients | | Coefficients | | |
| | 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: $Y = 7.000 + 0.671 X_1 + 0.981X_2 + 0.639X_3 + 0.791X_4 + 0.788X_5$

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 monitoring & evaluation and students' academic performance in Kamuli municipality, Kamuli district, Uganda. 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

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.

5.0 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.

5.1 Discussion/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. Furthermore, 81.7% of the respondents agreed that the one-to-one counseling of subordinates and team members and helping others with their challenges. 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 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.

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.

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

Team building 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 Kamuli municipality, Kamuli district, Uganda.

Planning contributes the most to the students' academic performance in Kamuli municipality, Kamuli district, Uganda followed by coordination, monitoring and evaluation, Team building 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 Team building 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 Uganda National Examination Board (UNEB) 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 Uganda), 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 that;

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

Research should be carried out on the following research problems as they can be stated below;

- i. A study on the challenges heads of department face in the performance of their roles.
- ii. A research study on the role of the Uganda National Teachers Colleges and Institute in the training of the teachers, HODs and administrators in institutional management.
- iii. Further researcher on service delivery in secondary schools.

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APPENDICES
Appendix I: Letter of Introduction

KAMPALA INTERNATIONAL UNIVERSITY

P.O. BOX, 20000, KAMPALA UGANDA

The Principal /Head teacher

.....

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a student at the Kampala International University pursuing a Bachelors degree in arts with Education. 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 Kamuli municipality, Kamuli district**. 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

KAWANGUZI SAUL

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 Kamuli municipality, Kamuli district, Uganda. 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.

6. 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 counseling of subordinates and team members and helping others with their challenges.