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

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ABSTRACT

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

the government through the ministry of education should conduct regular leadership training for the head teachers.

Key Words: *performance, teachers, managerial positions, public secondary schools, Meru County, Kenya*

INTRODUCTION

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

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

There has been serious need to train and expose educational administrators to continue in development in professional activities. Ndung'u (2014) aimed at analyzing the managerial skills gaps or newly appointed head teachers in public secondary schools in Kiarnbaa Division, Kiambu Sub-county. The objectives the study aimed at achieving included need for financial management skills for the newly appointed head teachers, their students management skills needs, staff management skills needs, co-curriculum organization skills needs which require this newly appointed headteachers to undergo in-service training. The study sampled 22 head teachers out of whom 18 filled and returned the questionnaires. The data was analysed and reported using frequencies and percentages. The respondents reported a skills gap in financial management particularly in accounting and bookkeeping. They also reported a skills gap in discipline management and delegation. The study also found that there was a skills gap for the newly appointed head teachers on co-ordination of co-curricular activities. The head teachers suggested that there was need to incorporate the trainees in planning the courses offered by KESI. The study concluded that there was need to train the newly appointed head teachers on financial management. Student management and delegation of duties to teachers. The study also concludes that there was need to involve the

trainee head teachers in planning of the courses to be offered during the KESI in-service programmes.

STATEMENT OF THE PROBLEM

The position of a manager in the present day involves a lot of responsibility and stress (Nickols, 2012). Managers today are expected to produce results irrespective of whether the situation are in favour of them are not. Managers need to think of solutions for the various challenges that crop up every now and then. Challenges like limited budget, reassignment of staff, reorganization of units, withdrawal of finance, lack of availability of resources and government policies keep cropping up every now and then. The importance of training and development of teachers cannot be neglected for it enhances productivity and efficiency in management of secondary school's institutions through value additions to performances. The education policy makers need to embrace the training and development needs of the teachers with the seriousness it deserves as exposure, training and experience is a comprehensive system approach that works horizontally across an organization involving all departments and employees and extending backwards and forward to include all the stakeholders (Sen & Saxena, 2009). Ndabise (2009) argues the effective schools research and school reforms of the late 1970 and 1980's had the interest in understanding effective principles in management has increased significantly. Studies conducted have highlighted a host of factors associated with strong leadership which include resourcefulness, participatory democracy and financial management skills.

Rono (2014) revealed that grand financial mismanagement involves high level officials and politicians, and distribution of finance, may attract embezzlement of funds by education officers at different levels of the administration hierarchy: central, regional, local and school lever. However, this could be due to the fact the teachers were not aware of their roles as pertaining to school administration and financial management. Further, Ndung'u (2014) observed that there is need for in-service training in order to enable school headteachers to integrate' new knowledge and accommodate changes in the management of institutions so as to make them relevant to the society. The study revealed that improved management of school could not be realized without addressing the problem of lack of resources, attitude and conservation evaluation.

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

therefore needs to fill the gap of the determinants of managerial performance of teachers in public Secondary Schools in Kenya.

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

1. To assess how management training influence managerial performance of teachers in Public secondary schools in Meru County.
2. To identify how leadership traits influence managerial performance of teachers in Public secondary schools in Meru County.
3. To establish how empowerment, influence managerial performance of teachers in Public secondary schools in Meru County.
4. To investigate how resources, influence managerial performance of teachers in Public secondary schools in Meru County.

EMPIRICAL REVIEW

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

Ndabise (2009) did a study of leadership styles and their effects on the management of teachers' colleges in Tanzania. The curricular activities of teachers are unlike the ancient times when there were handful of students or it was one to one basis of instruction. But today there is a massive expansion of the education system and there are classrooms with a large number of students which is a challenge to the new age teacher. Adding to the challenge is multidimensional education which is expected to result in overall development of a student and in addition to curricular aspects; schools and colleges emphasize co-curricular and extra-curricular aspects as well. All these demand managerial skills in a teacher without which one may find as a fish out of water. Teachers' work, in an institution, besides taking classes may include administrative work such as managing admission process, examinations, sports, timetable, library, laboratory, etc. To accomplish these, various skills such as team building, time management, etc. become crucial.

Ngure (2014) did a study on the impact of in-service training on secondary school head teachers' managerial skills in Nyeri district, Kenya. He indicated that education is a very important tool in many nations since it is tied to all aspects of development. In particular, the education of teachers is very important since they are the ones charged with managing educational institutions. This therefore calls for their continued training and retraining through regular in-service causes throughout their entire working period. In an endeavour to

uphold their professionalism continuing teacher education has been one the major concerns of the government through the Ministry of Education and other stakeholders. One such approach has been the in-service courses organized by the Ministry of Education. This study endeavoured to investigate the impact of in-service training on teachers' managerial skills in Nyeri District. Through a number of objectives and formulated research questions, the study sets out to investigate the impact of in-serving skills on head teachers managerial skills. It also sought the impact of these skills on various aspects of management such as financial management, curriculum and instruction, student personnel, school plant, staff personnel and school community relations. The literature review delved into literature related to administrative tasks, need for in service education and managerial skills. Reviewed were also studies on school personnel and studies on the need for in-service training. A conceptual framework was also provided. The research methodology, which was a descriptive survey design, used questionnaires as the instrument for data collection. Two questionnaires, one for head teachers and one for the District Quality Assurance Staffing Officer (DQUASA) were used to collect data and their validity established to be adequate. The questionnaire return rate was 67% and 100% for the head teachers and DQUASO respectively. Data from the questionnaire was interpreted and presented in frequency and percentages tables. The study revealed that there was need for in-service training in order to enable school head teachers to integrate' new knowledge and accommodate changes in the management of institutions so as to make them relevant to the society. The study also found that subject areas in the in-service training were too theoretical and could not be easily applied. There was confusion over how discipline differs from punishment. The study further revealed that business accounting systems were more favourable to the head teachers rather than the traditional accounting systems were more favourable to the head teachers rather than the tradition a single accounting system. The study revealed that improved management of school could not be realized without addressing the problem of lack of resources, attitude and conservation evaluation. The revelations led to the recommendations that there should be improved financial management through focusing on the school size, introduction of in-service courses for non-teaching staff, counselling for head teachers, hiring of experts and adaptation of business type accounting. The study also recommended the introduction of motivational strategies for staff and proper delegation of duties. Further research was recommended on operational research on INSET. Further areas suggested for comprehensive research include evaluating the best performing institution versus poor performers in order to determine bow to harmonise INSET to cater for management need for all schools.

Ozigi (2014) emphasize that training of principals will bring about quality and raise standards of education in Kenya. . One of the ways of ensuring that such a role is effectively carried out is through preparing and continuously developing those principals. On appointment, principals are given a lot of responsibilities as school leaders (Teachers' Service Commission (TSC). TSC, a body charged with employment of teachers in Kenya, outline some of the responsibilities of a principal as being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards.

Ho (2010) did a study on the prospects for the implementation of school-based financial management in Taiwan. He found that planning is very crucial for any kind of activity in any field. It is essential from student's life to a professional career. What is crucial in planning is identifying those parameters on which planning can be based such as the time limit, time available, individual capacity, resources available, ultimate purpose of the activity, etc. Planning can be short term or long term, objective specific or general. Planning and preparation are actually based on the kind of activity or task that has to be accomplished.

Human resource empowerment encourages the teachers and the staff to undertake training through organised in service courses, seminars, educational workshops and self sponsored programs. Rothwell (2011) found that principals in highly collaborative professional cultures encourage many forms of staff development, including dissemination of professional literature. Staff development acknowledges that one's own colleagues as well as external experts possess useful information for guiding school managerial achievements.

Good and Brophy (2012) explain that school reform may require greater decentralization, a step in which teams of individuals who actually provide the services are given decision-making authority and held accountable for results (p. 5). Under site-based budgeting, districts must determine who will serve on SBB committees; which decisions and resources are devolved to schools and using what formulas; how much autonomy is granted to spend for local school needs; exactly how to analyze the budget at each school; and what training and support are needed to make SBB work effectively.

Alexander (2009) observed that managing groups is an important factor in school management by the headteacher. Schools and colleges are nothing but students grouped in classrooms and teachers have a collective influence on this group. Yet it becomes necessary that the teacher reaches out to the students individually. The teacher has the task to convince, correlate and bring the entire group together. Handling students as a group could have challenges like the size of the group, mixed intellectual abilities, varying motivational levels like enthusiastic, less motivated, de-motivated, varying age groups, varying social-economic background, etc. The teacher has to manage the group to make it a team and enhance their learning. Teacher's influence on the group in developing affable climate is the most critical for learning to take place. Teachers intentionally or unintentionally contribute to the development of a group. It is important to understand feelings and sentiments, motivational factors and be a constant source of motivation. Hence, an understanding of group behaviour is essential for a teacher to function effectively.

Good and Brophy (2012) indicated that besides teaching, academician themselves handle the work which by definition is managerial in educational institutions. They are of course not trained managers. Strong academician who show good caliber in multi-tasking and maintain good public relations are often given such managerial responsibilities. It has been observed in the institutional context that an academic assuming managerial function often gets distracted from academic activities. Therefore it is important that the academician returns to original field and improve academic skills.

THEORETICAL REVIEW

Human Capital Theory

Human capital theory as formalized by Becker and Gerhart (1996) is the dominant perspective on on-the-job training. This theory views training as an investment; it raises expected future productivity but at a cost. The key distinguishing feature of a human capital investment as opposed to an investment in capital concerns property rights. Thus, if the people in management are trained, this is expected to result in high performance. A machine can be sold, but in modern society, men cannot. As teachers in public secondary schools have the discretion over the deployment of their own human capital, workers and firms will need to agree on an exchange in the labour market. This implies that how the costs and returns to training are shared between teachers in public secondary schools and schools is a central concern in the on-the-job training literature. Human capital theory has been further developed in the 1970s to explain the life-cycle pattern of earnings. This literature analyses the human capital investment decision of individuals in a competitive environment. One may argue that, in this model, the distinction between education and training is an artificial one. Teachers in public secondary schools choose the investment as a function of prices (and ability). Through these prices, the demand side enters. There is no strategic interaction between workers and firms (Weiss, 1995).

In the beginning of the 1990s, the new field of economics of information resulted in applications to on-the-job training. These recent developments in the training literature focus on the strategic interaction between employers and employees, and as such stands apart from life-cycle theories of earnings. The focus is on market imperfections and information asymmetries. This review restricts itself to the core of private sector training theory. The reason for this focus is the scattered nature of this literature. The studies in this field differ in many modelling assumptions that complicate comparison. Yet, some common themes can be distinguished. Therefore, on-the-job training will result in competency of staff ultimately leading to better performance.

The first major attempt to apply learning theory to educational technology was Skinner's development of teaching machines (Skinner, 1968). His idea was to develop curricula at such a level of detail that a learner could learn without error. The learner, his theory held, never fully recovers from making errors; once made, there remains a possibility that they will recur to disrupt future learning and performance.

Consequently, effective instruction should invoke only correct responses. He was critical of traditional teaching methods because they often engender errors in learning, and because they fail to reinforce behaviour effectively. On his theory, negative reinforcement (e.g. criticism, punishment) was to be avoided. Only positive reinforcement is theoretically sound, and this must be administrated according to specific schedules to ensure effective learning. For instance, as new responses are shaped up, reinforcement should be withdrawn. Mechanical presentation of the curriculum seemed an ideal way for teaching since a perfect schedule of

shaping and reinforcement could be built into the teaching program (Yukl, 2014). This point on the need for teacher's empowerment in order to enhance their performance.

Reinforcement Theory

This theory was developed by the behaviourist school of psychology, notably by Skinner (Burnes, 2010). Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour. Thus, positive reinforcements such as incentives for the teachers in managerial positions will go a long way in enhancing their productivity.

Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization. Negative reinforcement also strengthens a behaviour and refers to a situation when a negative condition is stopped or avoided as a consequence of the behaviour. Punishment, on the other hand, weakens a behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behaviour which was negatively reinforced. Punishment creates a set of conditions which are designed to eliminate behaviour (Burnes, 2010). This point into the essence of good leadership in school management to enhance performance as depicted by aspects of transformational leadership.

Fullan (2011) considers this aspect of behaviourism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present. Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. Thus, if the head teachers and head of departments in the schools receive positive reinforcement through managerial training, this would definitely result in improved performance of the teachers and the schools in general. The criticism of this approach is that it is rigid and mechanical.

Expectancy Theory

Expectancy theory proposes that a person will decide to behave or act in a certain way because they are motivated to select a specific behaviour over other behaviours due to what they expect the result of that selected behaviour will be (Vroom, 1964). Thus, the leadership trait of the school management should be in such a way that it gives the teachers in management positions an opportunity and space to execute their mandate. In essence, the motivation of the behaviour selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave. Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices.

The Expectancy theory helped the study to understand how individuals are drawn to make decisions as regards various behavioural alternatives and perceptual differences among people. It also suggests that motivation is based on how much one wants something and how likely he/she could get it (Bodden, 2012). This is because the motivational force of every individual is influenced by his or her expectancies, valances all of which depend on a personal way of perception. According to this theory, three conditions must be met for individuals to exhibit motivated behaviour and these include: effort to performance expectancy must be greater than zero, performance to outcome expectancy must also be greater than zero, and that the sum of the valances for all relevant outcomes must be greater than zero.

The Expectancy theory explains that in any given situation, the greater the number and variety of rewards that are available to the teachers in managerial positions, the greater is the probability that extra effort will be exerted in attaining the set goals or targets in the hope of getting the desired rewards. Cole (2014) agrees with this and explains that Vroom focused especially on the factors that are involved in stimulating an individual to put an effort in doing something since this is the basis of motivation.

RESEARCH METHODOLOGY

Research Design

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

Target Population

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

Sampling Technique and Sample Size

A sample is a small portion of the target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population (Orodho, 2004). From the population frame, the required number of subjects, respondents, elements or institutions was selected in order to make a sample size. Sekaran (1975) proposed the rules of thumb for determining sample size where sample size larger than 30 and less than 500 are appropriate for most research. From the target population of 624 respondents within Meru County, the study sampled234 respondents using the Krejcie and Morgan (1970) sampling table. Proportionate stratified random sampling technique was used on the heterogeneous samples after which simple random sampling technique was used to pick the specific respondents samples.

Data Collection Methods

The researcher used a questionnaire as a primary data collection instruments. According to Bell (2012), a self-administered questionnaire is the only way to elicit self-report on people's opinion, attitudes, beliefs and values. The questionnaire was designed to give a brief introduction of the respondent. The questionnaire was divided into sections representing the various independent variables adopted for the study. The questions were designed to collect quantitative data. The researcher used research assistants to distribute the questionnaires to be completed by the selected respondents. Upon completion, the researcher and the assistants collected the questionnaires from the respondents after a week and ensure that there is a high completion rate and return the entire collected questionnaires for data analysis, tabulation and interpretation.

Data collection Procedures

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

Validity of the Instruments

Mugenda and Mugenda (2003) defined validity as the accuracy and meaningfulness of inferences which are based on the research results. Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomena under study. The pilot study helped to improve face validity and the contents of the instruments. The validity of the instruments was improved through expert judgement. As such, the researcher sought assistance from the supervisor, lecturers, colleagues who have undertaken Master's Degree in other fields' in order to help improve the content validity of the instruments used.

Data Analysis and Presentation

Before processing the responses, the completed questionnaire was edited for completeness and consistency, errors and coded for analysis using statistical package for social science. The study generated both quantitative and qualitative data due to the nature of the instruments adopted which consists of both semi-structured questionnaires and observation techniques. After the researcher gets the questionnaires from the respondents, they were sorted and then arranged according to different categories. The questionnaires were coded to each set to give an easy guide to grouping the information. The collected data was processed which involved grouping the data into classes of different departments, then merge data from various smaller classifications to bigger classifications. For the data collected to be meaningful, it was analysed in a way that is easy to understand. Descriptive statistics was used to analyse data such as frequencies, percentage, mean and standard deviation. Regression analysis was used to obtain a measure of degree of association or correlation that exists between the variables involved in the study. This included a summary of essential features and the relationships of data in order to generalize from the analysis to determine the patterns of behaviour and particular outcomes. The data was presented using frequency tables. The regression equation was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where: Y = Managerial Performance of Teachers; β_0 = Constant, $\beta_1, \beta_2, \beta_3, \beta_4$= coefficients of determination; X_1 = Managerial Training, X_2 = Leadership traits, X_3 = Empowerment, X_4 = Resources; ε =Error Term

RESEARCH RESULTS

Data Reliability

Table 1: Summary of Cronbach Alpha Reliability coefficients

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

Based on the Cronbach alpha test results summarized in table 1, managerial training which had 17 items had a reliability coefficient of 0.801, leadership traits with 11 items had a coefficient of 0.737, empowerment with 9 items had a coefficient of 0.744 and resources with 4 items had a coefficient of 0.814. The reliability coefficients for all the study variables were above 0.7, which is acceptable. The range of the coefficients was between good and excellent which signifies a high level of internal consistency of the data collection instrument.

Regression Analysis

Regression analysis will helps us understand how the performance of teachers in managerial positions (dependent variable) changes with changes in managerial training, leadership traits,

empowerment and resources. In other words what happens to performance of teachers in managerial positions when managerial training, leadership traits, empowerment and resources are varied? The study used a regression model to test the hypothesis between managerial training, leadership traits, empowerment and resources and performance of teachers in managerial positions.

Model Summary

The model summary was set out to establish the model's goodness of fit. The results are shown in table 2.

Table 2: Model Summary

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

The outcome of table 2 found that R-Square value (coefficient of determination) is 0.676, which indicates that the independent variables (managerial training, leadership traits, empowerment and resources) explain 67.6% of the variation in the dependent variable (performance of teachers in managerial positions). This means that 32.4% of performance of teachers in managerial positions is influenced by other factors apart from the considered research variables.

Analysis of Variance

Analysis was done to establish whether the model was significant in giving an explanation on the effect of (managerial training, leadership traits, empowerment and resources) on performance of teachers in managerial positions. The results are shown in table 3 below which found that the model had predictive value and thus it was significant. This was because its p-value was less than 5%, p=.000 and F calculated was significantly larger than the critical F value.

Table 3: Analysis of Variance

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

Regression Coefficients

Model coefficients provide unstandardized and standardized coefficients to explain the direction of the regression model and to establish the level of significance of the study variables. The results are captured in table 4. As per the SPSS generated table above, the equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$) becomes:

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

Table 4: Regression coefficients

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

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

DISCUSSION OF KEY FINDINGS

The Role of Empowerment

The findings revealed that the school gives teachers a chance to be leaders through weekly duties at the school, that respondents were allowed to instigate major actions in decision making and that the management of the school have put in place feedback systems that handle effectively queries and challenges. These concur with Khoza (2010) who argue that in education, policies are made by school governing bodies, administrators and politicians, but teachers are rarely part of the processes and their voices are missing. The findings also implied that team innovative and initiative by employees are encouraged in the respondent's school, that the school reorganizes itself based on the structure and responsibilities of the teachers and that the school conducts appraisals to determine the teachers worth from time to time. These are similar with Mabuku (2009) who suggests that empowerment "involves entrusting workers with authority and responsibility.

It was also clear that teachers in the respondent's school have the basic managerial skills so as to be enable them handle the managerial challenges, that the school recruitment program is comprehensive and dedicated to hiring the best fit candidate, that collaboration among the teachers is   encouraged to improve the quality of service delivery in my school and that

changes have been made in organizational structures to facilitate employees empowerment. These correlate with Becker and Gerhart (2013) who stressed that human resource has been vital for firm sustained performance. The study found that their job has changed significantly as a result of redirection in management, that they are recognized for the achievement of quality goals and objectives. These were in line with Bush, et al (2009) who said that future leaders should be grown from teachers, middle teachers, and head of departments/assistant principals to school principals.

It was also clear that the management of the school have not put in place feedback systems that handles effectively queries and challenges and that they are not fully involved in all decision making process in my school. These correspond to Walter and Dimmock (2013) reviewed recent research and experience and concluded that individual merit and incentive pay programs do not work and, in fact, are often detrimental. It was also revealed that they don't feel free to take risks in an effort to improve the quality of my work performance that the school don't trains its staff to match job leadership demands and for capacity building and that the school don't have a reward and appreciation systems in place to reward outstanding performance. These are in line with Nickols (2012) who argued that motivation is a wilful desire to direct ones behaviors towards achieving certain goals where motivation is concerned with how workers get energized, sustained, directed and the kind of reactions that are present in them.

The Role of Leadership Trait

The study shows that the school management share power with followers rather than exercise power over followers, that the school management are value driven and committed to the creation of learning communities, that the school administration create organisational conditions in which employees can develop their own leadership capabilities and that whenever they deliver quality services am appraised and given a commendation letter to that effect. These were similar to Ngure (2013) who state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the laissez-faire leadership style. Respondents also agreed that the school management foster staff development and to help teachers to tackle problems together more effectively and that decisions are made with collaboration and consultations in my school. This was in line with Bush &Middlewood (2009) who argue that, effective 'management' is just as important as visionary leadership if educational organizations are to be successful.

Respondents were again neutral on the facts that the school management demands compliance with orders without explaining the reason behind them and that the school management create organisational conditions in which followers can develop their own leadership capabilities. These concur with Bush (2014) who suggests that an organization of such nature creates an open form of management where employees have a strong decision-making role. Finally the respondents disagreed that they are always given directions on what is expected of me at all times , that the principal does not have confidence in his subordinates and that the school management uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. As per the

coefficient of variation, it was revealed that teachers are not always given directions on what is expected of them at all times. This was similar to York-Barr and Duke (2010) who describe informal teacher leadership roles as coaching peers, working in teams, modelling reflective practice and/or communicating a vision for improvement.

The Role of Managerial Training

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

The results also show that managerial training in the school offers great satisfaction and enhances creativity for better decision making and that managerial training among the teachers has increased their ability to forecast future performance and therefore helps them to put in place policies to enhance performance. These concur with Fitzgerald and Thirsk (2010) who states that the performance of a manager can be measured by his ability to meet the group and organizations goals. Again it was revealed that central to management training conducted in the school is time management skills and therefore enhances planning and that financial management have not been enhanced by managerial training among the teachers. As shown by coefficient of variation the respondents indicated that financial management have not been enhanced by managerial training among the teachers. These conforms to Parsons (2009) who suggested an effective and successful manager is one who makes constructive use of authority, thus having the ability to formulate clear goals and taking the necessary steps to achieve them, and getting people to do what is necessary for achieving the targets.

The Role of Resources

The results show that management of the school provide resources as required by the teachers for their managerial performance and that low staffing in the school leading to overworking of the available teachers and therefore reducing their managerial performances. These were similar to Ndabise (2009) who argues that there is a close relationship between rewards and job performance. The results also show that the school has inadequate physical and material resources to meet all the managerial functions. This correspond to Drucker (2013) who considers that the main management task is to make the people capable to work together efficiently, offering them mutual objectives and values, corresponding organization, continuous instruction, and the development they need.

The study also showed that the school management don't use threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. Coefficient of variation indicates that the school management don't uses threats and punishment to instil fear in the employees, sets goals for the school and his/her decisions are accepted without questioning. These concur with Mong'are (2012) who did a study on the Management of Physical resources and its impact on KCSE performance in public secondary schools in Kisii Central District, Kenya.

CONCLUSIONS

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

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

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

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

RECOMMENDATIONS

1. Since the study found that the management of the school have not put in place feedback systems that handle effectively queries and challenges, the school principals should search for ways of providing feedback to teachers in good time so that the teachers may develop a positive attitude towards performance appraisal. The principals should also embrace communication skills in providing such results. Also the school principals and teachers should analyse and come up with friendly rating scales that the teachers should feel that they are being rated positively. The key performance indicators under the performance contracts should be clearly defined to distinguish them from routine tasks.

2. Also since the study found that low staffing in the school leads to overworking of the available teachers and therefore reducing their managerial performances, the study recommends that enough teaching staff should be acquired so as to relieve the teachers in managerial positions of their teaching roles or the number of lessons taught by teachers in managerial positions be reduced so as to provide them ample time so as to effectively execute their managerial functions. This would lead to improved work relations, effective time management, service delivery and improved academic results.

3. Further the study found that central to management training conducted in the school is not time management skills and therefore does not enhances planning. therefore the study recommends that training on time management should be carried out to pass

skills to the teachers who are in managerial positions on how to coordinate between their positions with other duties as far as time is concerned.

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

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