THE INFLUENCE OF HEADMASTER'S MANAGERIAL SKILLS ON EFFECTIVE SCHOOL MANAGEMENT: A CASE OF PUBLIC SECONDARY SCHOOLS IN MBEYA -TANZANIA

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled, *"The Influence of Headmaster's Managerial Skills on Effective School Management: A Case of Public Secondary Schools in Mbeya –Tanzania,"* in partial fulfilment of the requirements for the award of Degree of Master of Education of The Open University of Tanzania.

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Dr. Chacha Matoka

(Supervisor)

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Date

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DECLARATION

I, Janeth M. Kamete, declare that this research is my own original work and that it has not been submitted for any academic award in any other University.

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Signature

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Date

DEDICATION

This work is dedicated to the Almighty God for his protection, guidance, strength, knowledge and wisdom.

It is also dedicated to my husband, Mr. Luka Thomas Konga, for his tireless support and his daily prayers which made me to accomplish this work.

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May God bless them all!

ABSTRACT

The Research is about the influence of the headmaster's managerial skills on effective school management. The study was guided by four research objectives; to assess the conceptual skills acquired by the of public secondary school headmasters, to identify the human skills acquired by the of public secondary school headmasters, to explore the communication skills acquired by of public secondary school the headmasters and to examine the leadership skills acquired by the of public secondary school headmasters. Different sources of literature review such as books, journals and theories and empirical literature studies were used. The study was conducted in Mbeya City covering 10 schools in Mbeya Urban. The sample comprised of 40 respondents and all 40 respondents responded. Data were collected through questionnaires and analysed through SPSS computer package. The results indicated that majority of the headmasters in public secondary school have managerial skills. The study recommendations, among others, were Secondary school heads need to employ their conceptual, human communication as well as leadership skills to encourage academic staff to improve on the quality of classroom teaching/learning by exposing students to competence based learning. The headmaster should employ communication skills to convey the right message to their academic staff, regarding poor performance of students and its impact in economic as well as social development of citizens. The Government also should lay down a policy on managerial skills training for the head of schools as they do in other managerial levels in other organizations.

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LIST OF ABBREVIATIONS AND ACRONYMS

MOEVT   - Ministry of Education and Vocational Training

NECTA   - National Examination Council of Tanzania

BEST   - Basic Education Statistics in Tanzania

TAHOSSA - Tanzania Heads of Schools Association

SEDP   - Secondary Education Development Plan

POLC   - Planning, Organizing, Leading and Counselling

PMO-RALG- Prime Ministries' office Regional Administration Local Government

LGA   - Local Government Authorities

POS   - Perceived Organizational Support

LMX   - Leader- Member Exchange

RS   - Reward System

CHAPTER ONE

1.0 INTRODUCTION

Every organisation strives to enhance the effectiveness through focused attention on managerial effectiveness aimed at helping managers to get best out of their team as well as themselves. Olorisade (2011) argues that any organisation exists to accomplish a purpose in the larger society which is usually stated in the form of objectives or goal. This is also the same in public secondary schools.

According to Mintzberg *et al,* (2010), a manager is everyone who has an influence on others in the organisation, can be the president, prime minister, administrator, official, headmistress/ headmaster, director, executive of an institution and so forth. The head of the school in this matter is the manager that requires a set of qualities to manage the school to achieve its intended goal.

Managers may directly influence the workers' attitude, interest, and change their behaviour towards commitment to work and objectives. A school can stand to bear changes only if there are right managerial styles and behaviour since the performance of an organisation depends on the entire support of employees, customers (students), community and investors. To deal with them effectively requires special skills which make the manager successful in their task.

The Head of school occupies a position of great importance in the set up of an educational institution. He/she is an educator with executive authority and ought to have a clear vision for the future of his school. Therefore, he/she seeks the support of

the faculty to channelize their professional energies towards the achievement of clear objectives of the schools and learning needs of students. His/her role is important and his/her intervention counts in school improvement efforts. It is his/her leadership role that makes different from manager because a manager just plans, organizes and controls the resources available to him. Leaders have ability to influence and motivate others to achieve organizational goals, influences minds of subordinates who follow their leaders duly inspired by their personalities.

One of the key factors which may influence school effectiveness is the ability of the headmaster /mistress to perform managerial functions. Effective school management are key to improve school performance, particularly of students in both academically and discipline wise. Therefore, the head has to learn some special skills which has effect on employees' behaviour and attitudes so that the organisation can be much benefited by their labour. The special skills required by the headmaster/mistress are what is referred to here as managerial skills.

1.1   Background of the Problem

Education in Tanzania, as in other African countries, has evolved through a series of phases in attempting to achieve its socio economic and political significance. Tanzania after gaining its independence from Great Britain put a lot of focus on providing education to his citizens. Kiswahili was launched as an official language pushing for increased enrolment in the schools.

In 1967, after the Arusha Declaration the former president of Tanzania Mwl. Julius K. Nyerere's goal was for the majority of people to receive primary education. In the

1970s school fees were abolished in order to increase students' enrolment for both primary and secondary school.

Secondary education is vital in Tanzania for sustainable economic development. According Kalinga (2008), secondary education is also important for personal and social benefit. It is also crucial for modernization and development of society as whole.

Secondary education in Tanzania is offered in both formal and non-formal secondary education system (MOEVT, 2013). Formal Secondary school education refers to the full programme of education provided in accordance with Government approved curricula and availed to students who will have completed primary education. In Tanzania, formal secondary school education consists of two sequential cycles. The first cycle is a four-year Ordinary Level (O-Level) secondary education, while the second cycle is a two-year programme of Advanced Level (A-Level) secondary education. The O-Level cycle begins with Form 1 and ends with Form 4, while A-Level has Form 5 and 6. In this study the researcher is interested with only one channel, and that is formal secondary education.

Selection and enrolment of primary school leavers into O-Level government and non-government secondary schools is done on the basis of a pre-set national standard cut-off point of performance in the National Primary School Leaving Examination. On the other hand, selection and enrolment of Form four leavers into Advanced Level secondary education is based on prescribed performance levels in the relevant A-Level subject combinations after attainment of appropriate credits in the

Certificate of Secondary Education Examination MOEVT (2013). However, there is dramatic increase of mass failure of the student following their certificate of secondary education examination and thus affect also affect the number of student to join the A level secondary education particularly in public secondary schools.

Since 2005 there has been a dramatic increase of the number of public schools in Tanzania. This is due o the fact that Tanzania is one of the African countries who are eager's to achieve the millennium goal by ensuring access of education to his citizens. Secondary education for sustainable development is given a greater emphasis as observed in Tanzania development plan in 2025, which accords high priority to education sector as described in the following statement:

Education should be treated as strategic agent for mindset transformation and for the creation of a well-educated nation, sufficient, equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation (URT, 2000). Tanzania envisions to have a well-educated, knowledgeable and skilled Tanzania able to competently and competitively cop with political, social, cultural, economic and ethnological development challenges as a nation and international levels MOEVT, Education Sector Development Plan (2010-2015).

The good education plans and vision can only be reached by having well skilled heads of the school to manage secondary schools, the particularly public schools where the majority of Tanzanian citizens take their children. Although the government adheres to the overall responsibility of implementing various reforms (for example the secondary education development plan 2004-2009 and now 2010-

2015) through its education agencies to achieve the millennium target, the responsibility of the school management cannot be thrown away. In particular, the headmaster/ headmistress as the key pivoting management entity has to take charge and lay strategies on the appropriate approaches to overseas the success of their school management. This includes ensuring the visionary education policies and that creates responsibility among teachers and staffs.

In the last decade, an abundance of evidence has been produced that skilful management--especially by competent in the management of people in organizations is the key determinant of organizational success Mujtaba, Luk, Murphy, & Saowakul (2009).

The headmaster, through teachers and other supporting staff is the driving force for successful school. The headmaster/mistress as the head of the school has to observe managerial skills to manage the school. She/he is the catalyst that inspires teachers to be vision oriented and diligent Briggs & Wholstetter (2003) in fulfilling and obtaining the goal of the school as well as the nation. According to West, Jackson, Haris, & Hokins (2000), the school that improves has leaders who make a significant and measurable contribution to the development of the school effectiveness of their staff. That is to say the roles and the managerial behaviour of the headmaster/ mistress are the viewpoints of schooling excellence.

The school as modern workplace is diverse, filled with multicultural professionals from every culture as there appears to be a convergence of some values due to the widespread existence of open and instantaneous communication through various

genres in media Mujtaba, Luk, Murphy, & Saowakul (2009). Since each worker is different in respect to morals, values, and expectations, managers should provide a better understanding of their rules and policies along with diversity education for all their employees. Schools have the same properties like other organisation; however schools are different from other organisation in a sense that it has too many objectives while other organisations have one purpose.

According to Babyegeya (2002), the education administrators need to understand their duties and how related to objectives of education activities that are intended to achieve the objective of education. All this requires the effective use all managerial skills to achieve the objective. From this understanding heads of the school are expected to acquire necessary managerial skills in order to formulate programmes and communicate education policies, mobilising resources and get the job done.

Syarwani (2012) in his research pointed out that the success and the failure of an organisation are determined by the ability of the manager to manage the organisation effectively to reach its goal. Mujtaba (2009), points out modern managers and leaders must be effective having relevant technical, human, and conceptual skills based upon their rank in the leadership hierarchy. Knouse (2009) states that effective managers are needed to successfully manage diverse groups with different opinions, experiences, and talents.

The author contends that "Management is especially important when there are significant complementarities and spill over between the actions of different individuals or groups" (Poster, 2009). The headmaster/mistress of the school needs a

broad knowledge of the managerial skills such as conceptual skills, technical and human/ social skills to enable them manage their school effectively. Technical skills includes ability to apply knowledge or special skills acquired through education and further developed though training, conceptual skills ability to use new concepts while human/social involves the ability to provide support to others, active learning, take risks and criticism that help objectivity Schermerchorn (1999).

Having the understanding of Tanzania government strategy on providing access and good quality of secondary education to his citizens, one needs to explore the managerial skills acquires by the headmaster/mistress and its influence on effective school management as key factor for successful implementation of the education goals and school as well. Thus this research was designed to explore the headmaster's managerial skills and effective school management in public secondary schools in Tanzania.

1.2   Statement of the Problem

Education is one of the pre- requisite for ensuring sustainable development in a country. It ensures individual development, and promotes quality human resource. But due to lack of quality secondary education in Tanzania, human resource is not well properly utilized; it has become an obstacle to socio economic development of the country. Ensuring quality secondary education has become an acute problem which contributes to other serious problem such as unemployment as well as poverty for most Tanzanian families. Lack of quality education has become a serious problem in most of public secondary schools. For Tanzania, the quality is measured

by passing the standardized examination at the end of each level. For the case of secondary education, the standardized national examination test is given by the National Examination Council of Tanzania (NECTA).

In recent years, secondary education has faced dramatic deterioration as the result of mass failure of national exanimations in particular public school. Observations have showed that the pass rate in private secondary schools is much better than that of public schools for both ordinary secondary national examination and advanced secondary national exanimation as well. The Ministry of Education and Vocation Training, through Basic Education Statistics in Tanzania (BEST) published the performance of certificate of secondary school examination results from 1998-2012 which showed the decline of in passing rate as in 2008, 20%, in 2009.30%, in 2010, 50% and in 2012, 61% country wise (MOEVT, Basic education in Tanzania, 2012).

In Mbeya city, the passing rate also has declined as follows; in 2008, 6%, in 2009, 21% and in 2010, 37% and in 2011 and in 2012 believed to be higher as the results were not available (TAHOSSA Highland zone regional report, result analysis 2011). It has been reported by different education professionals contacted by the researcher and also the observation showed that the headmaster/mistress after being appointed as the head of public school during (1970s -2008) they were taken for training ready to take new responsibilities as the head of the school for about six month immediately after appointment.

Basically the training was based on school management where the heads were equipped with different skills on school management. After devolution of secondary

school management to local government towards 2009 the training was demolished, as the result, heads of schools were appointed and took their new responsibilities without any training on school management as the new role apart from being a teacher for a couple of years. Since then we have been observing a dramatic increase of poor school performance in public schools.

Various studies conducted in education sector in various countries in Africa, Asia and Europe, (HOQUE, 2007, Kamble, 2011, Olorisade, 2011, Bush, 2007) revealed that managerial skills contribute to effective school management. Good managerial skills can create a world of difference in the efficiency and performance of the School. Although different researches were conducted in education sector in Tanzania, there is no study done in regarding to headmaster managerial skills and its influence on effective school management which on the other hand enhance good school performance and thus calls for the aim of this study.

1.3   General Objective

The general objective of this study is to explore the influence of headmaster managerial skills on effective school management of public secondary school in Tanzania.

1.4   Specific Objectives

(i)   To assess the conceptual skills acquired by the headmaster of public secondary school.

(ii)   To examine the human relations skills acquired by the headmaster of public secondary school.

(iii) To explore the communication skills acquired by the headmaster of public secondary school.

(iv) To identify the leadership skills acquired by the headmaster of public secondary school.

1.5 Research Questions

1. What are the conceptual skills acquired by the headmasters of public secondary schools?

2. What are the human relations skills acquired by the headmasters of public secondary schools?

3. What are the communication skills acquired by the headmasters of public secondary schools?

4. What are the leadership skills acquired by the headmasters of public secondary schools?

1.6 Significance of the Study

This study will help the education stakeholders to understand whether managerial skills are paramount importance in achieving education goals, in particular public secondary schools. Also the findings of the study will broaden knowledge and improve the managerial skills of heads of the schools in their handling of different matters and professionals in their working station.

Further the study has implications for the educational administrators in the area of promoting staff productivity in teaching and community service effectiveness. This study will help also the professional organisations involved in management to

develop right skills measurement system for the educational managers/ heads to acquired effective management skills necessary for the performance. But not only that the study may reveal whether the problems arising in different school are associated with lack of managerial skills among the head of the schools.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This chapter is divided into two main parts: theoretical literature review and empirical literature review. With reference to Raymond (2001), while theoretical literature provides scientific definitions of the major concepts describing the phenomenon being studied, empirical literature describes what has been done to solve or address the illogical or contradicting relationship in the phenomenon.

2.2   Definition of Key Terms

2.2.1   Managerial Skills

Managerial skills are set of qualities and attributes in a personality of the managers that enable them to effectively manage the working of the organization Kamble (2011). Managerial skills also can be defined as specialised technical knowledge in certain jobs that managers should possess to perform their duties and roles by education where by people can be equipped with skills Analoui and Al-Madhoun (2002). Managerial skills are acquiring and learning abilities. In other words, we can say that managerial skills are a set of behaviours that lead to effective job performance and without them in many cases the knowledge of managers do not have any effects. Katz (2002) defined managerial skills as the managers' ability to transform information and knowledge into practice. In his research on "Most common skills of effective managers", the author classifies the basic skills of managers in two groups, personal and communication skills. The managerial skills have also been divided into three groups; which are – Personal skills that include

developing self awareness, stress management, problem solving skills and Interpersonal skills that include communication skills, power of influencing others, conflict management, skills of motivating people and group skills that include empowerment, team building, and authority delegation.

Thus, essential skills which every manager needs for doing a better management are termed as Managerial Skills. According Daniel Katz *ibid*, there are three managerial skills, viz., Conceptual Skills, Human Relations Skills, and Technical Skills. According to Daniel Katz *ibid*, all managers require above three managerial skills. However, the degree (amount) of these skills required varies (changes) from levels of management and from an organisation to organisation. Managerial skills are also termed as management capabilities which assist the development of the organisation he/she leads Syarwan (2012). The success or failure of an organisation is determined by the ability of a manager to manage the organisation effectively to reach the organisation goal. There three basic skills the manager should have according to Schemerchorn (1999), technical skills, social skills and conceptual skill. In this study the operational definition is managerial skills as ability of the headmaster to organise all school activities and the subordinates to achieve quality education at the individual school level.

2.2.2   The Concept of Management

Management is usually defined as the achievement of organizational goals with and through people using available resources in the most efficient manner possible. Generally, people use the four functions of management which are planning,

organizing, leading, and controlling (POLC) to achieve their organizational objective. Planning means defining an organization's goals, establishing an overall strategy for achieving these goals, and developing comprehensive plans to integrate and coordinate activities. "Success at integrating the activities of the resources of the firm leads to higher operational capability" (Postrel, 2009). Organizing includes determining what tasks must be done, who will do them, how the tasks will be grouped, who will report to whom, and where decisions will be made. Leading includes motivating and directing employees, and communicating and resolving conflicts. Controlling, on the other hand, means monitoring performance, comparing results and goals, and making corrections and adjustments as needed in a timely manner.

According to Megginson (1992), management is people working together to find, interpret and achieve the objectives of the organisation by applying different functions like planning, organizing, staffing, relationship among different stakeholders, leading and controlling. Again Kemmerer and Windham, (1997) says that management in school is usually a means setting of goals in realistic way and establishing plans to achieve them, which includes setting objective, allocation of resources, evaluating the impact and delivering the result in the light of evaluation.

According to Terry & Rue (1982), management is process that typically consist planning, organising, mobilizing and controlling performed to determine and achieve gaols which have been determined through the placement of human resource. While Koontz et al (1982) defined management as the process of carrying out the work

through a few people to coordinate the activities of others to achieve the results that cannot be achieved if done by one individual. Also Bush (2011) stressed that management is important because it provide a supportive framework for teaching and learning. Good management in education service is the central goal in promotion of effective teaching and learning. The extent to which effective learning is achieved becomes the criterion against which the management is to be judged. That is to say good performance of the individual school is the reflection of effective management.

2.2.3 Principles of Management by Hendry Fayol's

In the education management arena, one cannot ignore the fourteen Fayol's principles. According to Mullins (1996) a principle can be defined as a fundamental statement of truth providing guide to thought and action. The principles enable the manager to approach his problems systematically. The principles will merely serve as the guideposts for managerial action. By following these principles, a manager is expected to avoid committing serious mistakes.

Fayol believed that through formal training in these principles, managers could become more effective. His principles are: Division of work, authority and responsibility, discipline, unity of command, unity of direction, and subordination of individual interest to general interest, remuneration of personnel, centralisation, scalar chain, order, equity, and stability of tenure of personnel, initiative and esprit de corps. Division of work aim to produce more and better work from the same effort and the advantages of specialization.

However, there are limits to division of work with experience and a sense of proportion should not be exceeded. Authority and responsibility stress that granting of responsibility must go hand in hand with granting authority and best safeguard against abuse of authority is the personal integrity of the manager. Discipline is essential for the efficient operation of the organization. The manager must decide on the most appropriate form of sanction in cases of offences against discipline while unity of command discourages dual command as perpetual source of conflicts.

In order to provide for unity of action, co-ordination and focusing of effort there should be unity of direction. There should be one head and one plan for any group of activities with the same objective. On the other hand, the interest of the organization should dominate individual or group interests. Remuneration should as far as possible satisfy both employee and employer. Methods of payment can influence organizational performance and the method should be fair and should encourage keenness by rewarding well-directed effort, but not lead to overpayment. Managers should retain final responsibility but they also need to give their subordinates enough authority to do their jobs properly (Mullins, 1996).

Respect for line authority must be reconciled with activities which require urgent action, and with the need to provide for some measure of initiative at all levels of authority. Communication should follow the line of authority from or to the ultimate authority. The desire for equity and equality treatment is aspirations to be taken into account in dealing with employees throughout all levels of the scalar chain. Generally, prosperous organizations have stable managerial personnel. A source of strength for the organization and should be encouraged and developed.

Tact and integrity are required to promote initiative and to retain respect for authority and discipline while harmony and unity among member of the organisation should be fostered. In public secondary schools in Tanzania to some extent the Fayol principles are executed. There is division of work, where different departments as well their heads exist.

This division of work is based on subject specialization where the top management are responsible for planning, commanding, coordination and control of all school activities. Teachers and other subordinates are responsible in receiving orders and direction from the head of the school. However, the authority and responsibility of the head of public secondary school remains uncertain. They are facing challenges on giving orders and power to command obedience. Discipline and unity of command of employees also still remain a question in public secondary schools.

As well, remuneration of personnel, stability of tenure of personnel as prosperous of the school remains in question. The heads of school since decentralisation are experiencing transfers from one public school to another and this may have effect on the effective school management.

The weakness observed in executing the Fayol principles in public schools is still in question if it is caused by lack of managerial skills for effective school management or the education system in Tanzania. Again the headmaster needs to use managerial skills in applying the Fayol principles of management in order to be able to choose the appropriate principle in the right place for effective management of the individual school.

2.2.4 Effective School Management

Effectiveness means degree to which objective is achieved and the extent of which targeted problems are solved. It's a goal of management that focuses on outcomes, objective and targets expected. It measure that states the extent to which goal, objectives in term of quantity, quality and time has been reached Syarwan (2012). Effectiveness is the degree to which the organisation achieves its goal while Kreps (1986) express effectiveness of the organisation as the product of both the quality and quantity of the organisation outputs and the quality of the organisation processes. The effectiveness of the school can be seen from the output of the school that can be measured in accordance with the average achievement of the student at end of their formal education at the school. This means that the effective school is a school that shows the correspondence between the results achieved with expected results.

According to Syarwan (ibid), several studies on school effectiveness identified 719 factors associated with school effectiveness. Mortimore *et al* (1995) in Syarwan (ibid,) described 11 factors that are important for the school effectiveness are: (i) professional leadership, (ii) implement the vision and mission, (iii) the school environment, (iv) concentration on learning and teaching, (v) high expectation, (vi) motivation, (vii) monitoring of the progress, (viii) the rights and responsibilities of students, (ix) teaching caring to achieve the goal, (x) organisation learning and (xi) participation and relationship with the home school. Effectiveness of the school is the focal point of the school management while Davis *et al* (2005) identified the factors connecting it with school effeteness are: (a) pupil control system, (b) school, (c) involvement of students (d) increase academic disciples, (e) the behaviour of the teacher, (f) management in the classroom and (g) management structure.

Effective management on the other hand defined as skills that helps managers to deal with specific challenges and problems of each organization is the urgent needs of many businesses and organizations in the global competitive environment, rapid changing of technology and environment. These skills include Creative Problem Solving Skills, Communication Skills, Conflict Management Skills, Negotiation Skills and Self-Awareness and Improvement. (http://www.businessdictionary. com/definition/effectiveness.html#ixzz2TLUttOYT accessed 2013).

According to Latif, (2002) the successful manager exhibit the following basic role: controlling the organisation environment and its resources, organising and coordinating, using information and communication channels for identifying problems and for understanding the changing environment to make effective manager decisions, providing for growth and development, motivating employees and handling conflicts and strategic problem solving. Effective school management in this case is considered as the ability of the school to using education inputs and produce quality graduates to compete in the market and employment and it's relevant to the user needs. Effective management can be interpreted as the art of managing properly; the manner of treating, directing, carrying on, or using for a purpose; conduct; administration; guidance and control in an organization. This definition has been adopted in this study.

2.2.5   Secondary School Education in Tanzania

Secondary Education in Tanzania is undertaken by the Ministry of Education and Vocational Training (MoEVT). They are responsible for Policy Development, Quality Assurance, setting National Standards, and Monitoring and Evaluation of

Education Sector Development Program me (ESDP) and related sub-sector programmes including Secondary Education Development Programme (SEDP II). Management and Administration of Secondary Schools is the responsibility of the Prime Minister's Office Regional Administration and Local Government (PMO-RALG) whereby the day-to-day routine functions are assigned to the Local Government Authorities (LGAs) in accordance with the D by D policy (MoEVT; 2013). The administration of secondary schools in LGAs is an additional new function since 2009 following the announcement of Decentralization of administration of secondary schools from the Central Government to Local Government Authorities.

According to MOEVT, there are two channels constituting the secondary education system Tanzania, that is: Formal and Non-Formal Secondary Education. Formal Secondary Education refers to that full programme of education provided in accordance with Government approved curricula and availed to students who will have completed primary education.

In Tanzania, formal secondary school education consists of two sequential cycles. The first cycle is a four-year Ordinary Level (O-Level) secondary education, while the second cycle is a two-year programme of Advanced Level (A-Level) secondary education. On the other hand Non-formal education refers to an organized educational activity outside the established formal education system that is intended to serve identifiable clienteles and learning objectives. Non-formal secondary education in this regard is provided in the context of Adult Education which is primarily concerned with the provision of adult literacy.

2.2.6   Public Secondary School

A public secondary school is a secondary school that is financed by tax and government collected revenues and administered exclusively by state and local officials. According to MoEVT, there are 1392 registered secondary schools in Tanzania while in Mbeya city alone there is 31registered public secondary schools.

2.3   Critical Theoretical Review

In this part of the study the model or theory will be reviewed to support the current research. Managerial skills are very important for the headmaster as the manager of the schools as it is in any other managers. Several studies on managerial skills have been undertaken in different sectors and different organisations and as a result, different model have been developed. One of the models is the model for developing competent performance which was developed by National Food service management institute, the university of Mississippi, USA as shown in Figure 2.1.
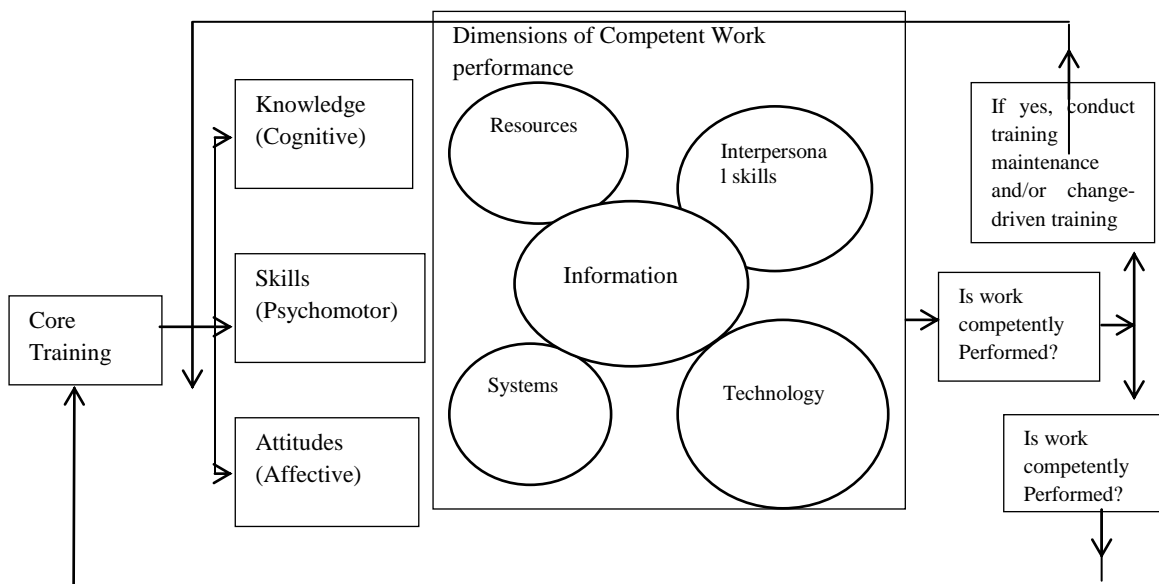
Figure 2.1: Model for Developing Competent Performance
Source: National Food Service Management Institute. The University of Mississippi,
        USA 2011

Competence defined by Gale and Pol (1975) as the quality of being functionally adequate in performing tasks and assuming the role of a specified position with the requisite knowledge, ability, capacity, skills, judgements, attitudes, and values. Based on the figure, five core areas of competency were identified as the typical competent worker, these are resources, information, interpersonal communication, systems, and technology.

Resources involves the following aspects; allocates time, allocates money, allocates material and facility resources, allocates human resources. Information involves acquiring and evaluating information, organizing and maintaining information, interpreting and communicating information and using computers to process information.

Moreover, interpersonal comprise the following aspects; participates as a member of a team, teaches others, serve clients/ customers, exercises leadership, negotiates to arrive at a decision and works with cultural diversity. Systems involves understands systems, monitor and corrects performance, improves and design systems and technology involves selects technology, applies technology to task, maintains and troubleshoots technology.

The model of developing competency performance also identified three foundation skills areas, including basic skills (reading, writing, arithmetic, mathematics, listening and speaking), thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning), personal qualities (responsibility, self-esteem, social, self management, and integrity/ honesty).

The model argues that the core training provided to employees can help insure that knowledge, skills, and attitudes are adequate and appropriate to job requirement. This model can be used to evaluate workers. If work is performed in a competent manner, the supervisor gives appropriate positive feedback to employees. In addition, the administrators can provide maintenance training and change driven training when changes in technology or systems occur. If workers fail to perform at a competent level, they receive core training to develop the basic knowledge, skills, and attitudes they require.

This model relates with this study because the headmaster require competency to manage the school effectively. The core areas of competency described in this model are of paramount importance for the school management. The headmaster also requires competency to evaluate the teacher's performance as well as other non-teacher's workers. By so doing, the head of the school will achieve the quality education in an individual school, as the main goal of secondary education in Tanzania. The five core competency also will enable the headmaster to suggest the appropriate training for his/her staff to improve working performance on the other hand school performance.

2.3.1 The Bureaucratic Management Theory

Bureaucratic management theory is one of the classic school theories which were developed to improve management effectiveness in an organization. The founder of bureaucratic theory was Max Weber in 1864-1920. Weber's interest in an organization evolves from his view of institutionalization of power and authority in

modern western world. Weber postulated the rule and regulations of a bureaucracy serve to insulate its members against the possibility of personal favouritism. According to Weber all bureaucracies have the following characteristics; a well defined hierarchy where by all position within a bureaucracy are structured in a way permitting the higher positions to supervise and control the lower position, all responsibility in an organization are rationalized to the point where each employee will have the necessary expertise to master a particular task (division of labour and specialization), rules and regulations. Weber believes it is necessary for managers to maintain an impersonal relationship with the employees because the need to have a rational decision making process rather than one influenced by favouritism and personal prejudice. Moreover competence should be the basic for all decision made in hiring, job assignment and promotions and maintain records regarding all its activities. http://www.aom-iaom.org/article_hartman.pdf accessed July 24 2013).

Although the bureaucracy theory faced some critics, its principles have been widely adopted in many organizations throughout the world. In public secondary schools, bureaucracy also exists as in the education system as whole. In this modern era where a school has multicultural employees, the head of the school need to be well equipped with managerial skills to be able to utilize the bureaucracy principle in his working place. Flexibility is very important for effective management of the school.

2.3.2 Scientific Management Theory

A fundamental implication of scientific management is a manager's primarily responsible for increasing productivity of an organization. The father of scientific

management theory is Frederick Winslow Taylor (1856-1915). Taylor developed four principles of scientific management which are; a scientific management methodology be developed, managers should assume the responsibility for selecting, training and developing employee, managers should fully cooperate with employees to insure the proper implication of the scientific management method and management should become involved with the work of their employees as much as possible. Scientific management consists of a system for supervising employees, improving work methods and providing incentive to employees through the piece system.

The scientific management theory is vital in school management for effectiveness of the school. If the head of the school assumes the responsibility for selecting, training and developing the employee the school will have skilled manpower in respect of the school requirement. However this is not the situation in public secondary schools. The employee assumes the responsibility of selecting and training without considering the need of the school as the result many employees in public secondary schools and teachers in particular have the same specialization while other important specialization are lacking and this results in ineffectiveness of the most public schools. For example in most public secondary schools there are no science teachers while there are excess numbers of art subject teachers. Therefore scientific management theory is very important in this study since it gives principles of increasing the organization effectiveness.

Frank (1868-1924) and Lillian (1878-1972) Gilbreth were also strong advocates of scientific theory of management. Gilbreth states four factors affecting the willingness

of employees to accept authority as follows: the employees must understand the communication, the employees accept the communication as being consistent with the organization's purpose, the employees feel actions will be consistent with the need and desire of the other employees and feel they mentally and physically carry out the order from the higher authority. http://www.aom-iaom.org/article_hartman. pdf accessed July 24 2013). Again all these principles are crucial in this study since communication is one the skills required by the headmaster for effective school management.

2.4   General Discussion of the Topic

2.4.1   The Attributes and Qualities of a Manager

Mullins, (2006) described that; the manager requires a combination of technical competence, social and human skills, and conceptual ability. Social and human skills reflect the ability to get along with other people, and are important attributes at all levels of management. The degree of technical competence or conceptual ability required will vary according to the level of the organization at which the manager is working.   Mullins explained that, as the manager advances up the organizational hierarchy, greater emphasis is likely to be placed on conceptual ability, and proportionately less on technical competence.

Technical competence relates to the application of specific knowledge, methods and skills to discrete tasks. Technical competence is likely to be required more at supervisory level and for the training of subordinate staff, and with day-to-day operations concerned in the actual production of goods or services.

Social and human skills refer to interpersonal relationships in working with and through other people, and the exercise of judgment. A distinctive feature of management is the ability to secure the effective use of the human resources of the organization. This involves effective teamwork and the direction and leadership of staff to achieve co-ordinate effort. The attributes are displayed in the Figure 2.2
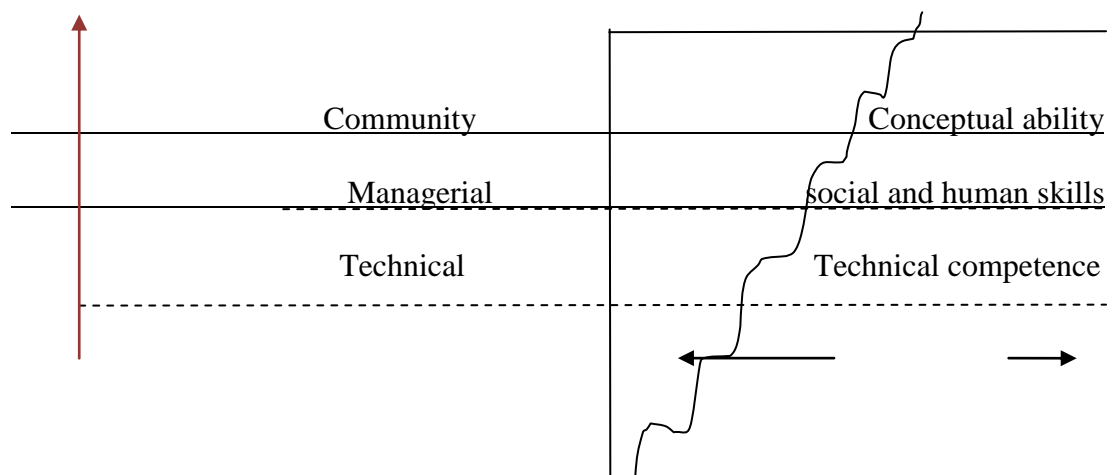
Figure 2. 2: Attributes of the Manage

Source: Mullins (2006)

2.4.2   Qualities of a Successful Manager

Mullins, (2006) identify eleven qualities of successful. The attributes are grouped into three different levels any many of them are interconnected and possession of one contributes to possession of another. The manager requires basic knowledge and information in making decision and taking action, this described as foundation level. Moreover the manager requires the specific skills and attributes which directly affect behaviour and performance. These eleven qualities of the successfully manager are also required by headmaster of the secondary school for effective management of both teachers and non-teachers staffs.

The eleven qualities of the successful manager are shown in Figure 2.3

| Commands of basic facts |

| Relevant professional understanding |

| Basic knowledge and information |

| Continuing   sensitivity to events |

| Analytical,   problem-solving decision/judgment-making |

| Social skills and abilities |

| Skills and attributes and information |

| THE SUCCESSFUL MANAGER |

| Emotional resilience |

| Proactively-indication to respond purposefully to events |

| Creativity |

| Mental agility |

| Balanced learning habits and skills |

| 'Meta-qualities' |

| Self-knowledge |

Figure 2. 3: The Eleven Qualities of Successful Manager
Source: Mullins (2006)

2.4.3   Leadership

According to Robbins (2002), leadership is the ability to influence and direct a group

to achieve certain goals. Kreitner & Kinicki (2005) sees leadership as a process of

social influence in which leaders seek voluntary participation of subordinates in an attempt to achieve organizational goals. Locke (1999) mentions it as a process of persuading (inducing) another person to take steps toward a goal. Similarly, Davis & Newstrom (1985) emphasize that leadership is a process to encourage and assist others to work in the achievement of organizational goals.

According to Northouse (2004), leadership is a process whereby an individual influences a group of individuals to achieve a common goal." Lousier and Achua (2004) consider leadership as a process between leaders and followers for achievement of organizational objectives through changes.

From some of the definitions, leadership can be grouped into three main elements, namely: (a) leadership as a concept of relation (relation concept), (b) leadership as a process, (c) leadership as peruading (inducing) another person to take action. The limit is that there are three important similarities, namely: (a) leadership must involve other people, (b) leadership include unequal distribution of power between leaders and members of the group, (c) the ability to influence subordinates in various ways.

So leadership is a process that affects and is affected between the lead and led to achieving a goal. Thus the elements of leadership that is (a) a person who serves the lead (leader), (b) the existence of other people that leader) the existence of other activities that do move people by influencing and directing feelings, thoughts, and behavior, (d) the goals to be reached, (e) takes place in the form of process within the group organization (Hadari & Martini, 2004).

Ducan Brodie (2008) identified six key characteristics of authentic leaders as (a) good communication (b) knowing personal values (c) inspirational ability (d) acting as part of his team (e) asking for and giving 100% results and (f) vision". Hopkins (2001) reported that leaders work with other teaching staff for raising standards of teaching-learning process and school improvement. Crowther *et al.* (2002) viewed, Strategic leadership is the main role of the head of school while pedagogical leadership is the responsibility of the teachers.

The leadership process involves using authority to help determine group or organizational goals, motivating those working in the school organization to work towards achieving those goals, and, thereby influencing group dynamics and organizational culture to achieve the objectives of the school. Leadership and motivation go hand in hand just as employees draw inspiration from leaders similarly leaders also influence and motivate others to face organizational challenges.

Generally organizational leadership is a continuous process rather than a onetime event, providing the means to an end that is performance based results. In fact, heads of schools play multifaceted role in setting the directions for schools that are congenial and productive workplaces for teachers and vibrant learning environment for the students. However, one can say that the school head needs the following

2.4.4 Leader-Member Exchange

Leader-member exchange (LMX) is operationally defined as the degree to which an employee feels that he/she is in the manager's in-group, and has a quality

relationship with their manager(s) (Gómez & Rozen, 2001). Due to the fact that the method of rating LMX and the way in which one views his/her manager's in-group relies on personal opinion that differs across individuals, for the purpose of this paper is operationally defined as: an employee feeling that s/he is accepted by his/her supervisor, and is given preferential treatment.

The implication here is that managerial trust in employees gives them special treatment in the form of information and a certain level of autonomy (Gómez & Rozen, 2001). Research shows that employees are selected to be a part of managerial in-groups based on managers' assessments of employees' skills, motivation, and the level of trust that the managers feel the employee deserves (Liden & Graen, 1980). If employees are motivated to increase company productivity or make systems more efficient, empowerment will serve as a license to innovate. Managers use empowerment as a method of increasing organizational effectiveness.

When a subordinate is accepted into a manager's in-group, it can be perceived as a reward because it is typically the result of good job-performance and fulfilment of the psychological contract on behalf of the employee (Henderson *et al.,* 2008).

2.4.5   Staff Performance

Employee job performance is one of the most important factors within business analytics for maintaining and increasing productivity for companies (Elangovan, & Xie, 1999; Spreitzer, 1995). The performance is operationally defined as the extent to which an individual completes the duties that are required in order to occupy a given position, which s/he assumes within an organization. Some of the most

common responsibilities of supervisors are to delegate work, and to give information or advice to subordinates. In acknowledging that it is the duty of supervisors to ensure that employee job performance is at maximum potential, it would be advantageous for managers in all trades and industry sectors worldwide to understand what types of employee-supervisor interactions are associated with employee job performance. Knowledge regarding the possible association between supervisor-employee relationship and job performance would enable the implementation of more effective systems for management, and subsequently, better productivity for the company through increased job performance.

2.4.6   Rewards Systems

A reward is commonly known as something given or received in return or recompense for service, merit, hardship etc. (Merriam-Webster Dictionary; Dictionary.com). Reward Systems (RS) are groups of standardized responses that are designed to give benefits to employees who perform tasks specified by their company or superior (Businessdictionary.com). A RS is another form of supervisor-employee interaction in the sense that a reward is typically created by a manager to give to subordinates, and subordinates respond to those rewards verbally or behaviourally.

Employees typically want to be included in their manager's in-group and feel that they are supported by their organization. Thus, increases in support areas such as POS and LMX that correspond to job productivity are seen as rewards (Gómez & Rozen, 2001). When employees determine their level of TS, reward distribution is

considered because employees must feel that they are rewarded properly for their contributions in order to know that their supervisors have their best interest in mind.

In addition to the direct effects of RS on employees, Elangovan and Xie (1999) demonstrate how employees also benefit from feeling empowered through receiving rewards. They posit that rewards are part of the five bases of social power (i.e. reward, coercive, legitimate, expert, and referent), which implies that as rewards are distributed, employees' social power is raised. They continued to explain that rewards also had a significant positive correlation with motivation, and work effort, which are predictors of employee job performance (Elangovan, & Xie, 1999).

To sum up, a review of the literature suggests that there are divergent views on managerial skills affecting school management which therefore means that the question of management skills in secondary schools is debatable and yet to be fully clarified in terms of factors that truly associate with effective school management thus calling for this study to be conducted.

The variable of primary interest to this research is the dependent variable of effective school management. Independent variables are used in an attempt to explain the variance in effective school management. These variables are strong leadership, clear school mission, safe and orderly climate, monitoring student progress, decision making, information processing; however, all these have to be measured basing on the technical, conceptual and human skills acquired by the manager or head of school in the case of this research. When management skills are met and implemented there is a higher chance for effective school management.

2.4.7 A Clear School Mission

A day in the life of a principal or head of school can be spent trying to keep small incidents from becoming major crises. Good principals somehow find time to develop a vision of what that school should be and to share that vision with all members of the educational community. Successful principals can articulate a specific school mission, and they stress innovation and improvement. In contrast, less effective principals are vague about their goals and focus on maintaining the status quo. They make such comments as, "We have a good school and a good faculty, and I want to keep it that way."

It is essential that the head of school shares his or her vision, so that teachers understand the school's goals and all work together for achievement. Unfortunately, when teachers are polled, more than 75 percent say that they have either no contact or infrequent contact with one another during the school day. In less effective schools, teachers lack a common understanding of the school's mission, and they function as individuals charting their own separate courses. The need for the principal to share his or her vision extends not only to teachers but to parents as well. When teachers work cooperatively and parents are connected with the school's mission, the children are more likely to achieve academic success.

2.4.8   A Safe and Orderly Climate

Certainly, before students can learn or teachers can teach, schools must be safe. An unsafe school is, by definition, ineffective. Despite the attention-grabbing headlines and the disturbing incidents of student shootings, schools today are safer than they

have been in years. Nearly all public school teachers (98 percent) and most students (93 percent) report feeling safe in schools. Yet the image of unsafe schools persists, and for more than two decades, opinion polls have shown that the public considers lack of discipline to be among the most serious problems facing schools.

The vast majority of schools provide safe learning environments. This is accomplished by more than metal detectors and school guards. Safe schools focus on academic achievement, the school mission, involving families and communities in school activities, and creating an environment where teachers, students and staff are treated with respect. Student problems are identified early, before they deteriorate into violence. School psychologists, special education programs, family social workers, and school-wide programs increase communication and reduce school tension.

High POS is established when an employee feels that s/he has more desirable interactions with their supervisors than non-desirable ones (e.g. more compliments than complaints). In this respect, Rhodes and Eisenberger (2002) stated that favourable treatment from a supervisor is synonymous with support from the organization, which raises POS among employees. They continued to explain that increasing POS is generally achieved through better treatment of employees in areas such as fairness, support, rewards, and favourable job conditions, and that extending these gestures seems to be recognized as a sign of high POS by the employees who receive them, regardless of the reward or managerial system in place at that organization Rhodes & Eisenberger (2002).

When employees feel that they are appreciated and receive rewards for service to their company, their motivation to continue receiving rewards increases, and levels of job performance increase Rhodes & Wiesenberger (2002). POS acts as an emotional reward to employees for their continued loyalty and high job performance. These effects are exaggerated if the employee feels that the reward/support was voluntarily given to them (e.g. a promotion for accomplishment in work duties), and reduced if the employee feels that such reward or support was simply a matter of policy (e.g. government imposed mandatory pay increases; Rhodes & Eisenberger, 2002). In this respect, the psychological state of employees acts as a moderator in the POS to job performance relationship.

2.4.9 Management in Private Enterprises and Public Sectors Organizations

There are differences between management in the private and public sectors as argued by Mullins, (2006). These differences arise from particular features of public sector organizations, such as: The public section is concerned with providing a service for the well-being of, the community rather than just of a commercial nature, the scale, variety and complexity of their operations. More rigid personnel policies, for example specific limitations on levels of authority and responsibility, fixed salary grading based on general pay scales, long-term career structures and set promotion procedures, these results increased bureaucracy within public sector organizations.

2.4.10 Technical Skills

Latif (*ibid)* defines technical skill is the ability to use the tools, procedure, and specialized knowledge and techniques of one field, perform the given job. It includes

competency in financial management techniques etc. Kamble ibid technical skills help the managers to use different machines and tools. It also helps them to use various procedures and techniques. The headmaster requires technical skills for effective management of the school.

2.4.11 Decision-making Skills

The manager first job is to take effective decision in an organisation. Decision-making skills are required at all levels of management. However, it is required more at the top-level of management. A manager must be able to take quick and correct decisions. He must also be able to implement his decision wisely. The success or failure of a manager depends upon the correctness of his decisions (Http//kalian.city. blogspot.com/20).

2.5   Empirical Literature Review

Latif (2002) conducted a study on model for teaching the management skills component of managerial effectiveness to pharmacy students in USA. The study focus on the management skills component of managerial effectiveness. It reviewed the relevant management literature related to what effective management skills are, why they are important, and described the model based on empirical research, for teaching management skills to pharmacy students. The assumption was most pharmacists are managers since they must manage others and second basic management skills are transferable from one setting to another. The study demonstrated that pharmacy managers requires conceptual skills (that is understanding of how the different components of the business are related to each other a business and the business as a whole, human skills, technical skills and

political skills for the pharmacy manager to be successful. The study recommended that even if the pharmacy student do not enter the middle and upper management ranks o their chosen work place settings, learning management skills can help them to become better managers of many aspects of their career. That heads of the school as main target in this study may require the managerial skills to be effective in their management.

However this study based only on pharmacy managers and not head of the public secondary school. Hence call for the important of this study in order to find out if the managerial skills have any influence on effective school management. Again the study was conducted in USA which is quite different environment with environment where this particular study will be conducted and the pharmacy business also differ from secondary school environment.

Olorisade (2011) also in his did the study on the influence of the managerial skills of the middle- level managers on the organisation effectiveness in colleges of education in south western Nigeria. The research was promoted by the observation of the researcher on the lack of administrative training of most deans and the heads of department in Nigerian colleges of education. The population of study consisted of deans, heads of department, and academic staff members of nine colleges of Education, while the sample consisted of 461 academic staff members randomly sampled from the colleges. The instrument used was the questionnaire tagged Managerial skills, Staff Morale and Work Effectiveness Questionnaire (MSSMAWEQ). Descriptive statistics, simple regression analysis and Pearson

Product Moment Correlation statistics were used to test the hypotheses. The study revealed that middle – level managers demonstrated requisite managerial skills in the Colleges of Education. It was also found that the managerial skills of middle-level managers had a very low effectiveness.

Further it was established that there was no significant relationship between managerial skills of middle-level managers and students academic performance. The paper recommended group of managers to use their technical skills to improve the quality of classroom lecture delivery by institutional staff, through students' exposure to research findings in their chosen field of study; employ motivational skills to encourage academic staff to carry out researches into issues that will positively impact upon their host communities and add value to the Nigerian society. There was positive relationship of this study with the undertaken current research, however this research based on middle- level managers while the current study focusing on the headmaster managerial skills. Again the studied environment was education colleges while this study focusing on public secondary school in Tanzania.

Kinyua (2011) did a study on factors that influence head teacher managerial effectiveness, a study of secondary schools in Nakuru Municipality, Kenya. She used a cross section research design, where data collected from a sample of 10 schools in Nakuru Municipality. The respondents included 10 head teachers, 80 heads of departments and 20 class teachers. Stratified random sampling technique and simple random sampling technique were used at various stage of selecting schools. Descriptive statistics such as percentages, means, standard deviations and Pearson correlation coefficient were generated and analysed through SPSS computer

package. The result indicated that there was a general effectiveness in the performance of managerial functions among head teachers in secondary schools in Nakuru Municipality. The study recommendations were that quality assurance and standards directorate should intensify supervision of schools with aim of identifying causes of low motivation among teachers and lack of time and finances among head teachers, as the major constraints affecting school effectiveness enhancement. This study relates to the current study that it identifies factors that influence the head teacher managerial effectiveness. However this study was based on the Kenya environment and explores other external factors apart from managerial skills as key factors to managerial effectiveness.

Farhad, Ahmed& Kakabadse (2010), conducted a study on the parameters of managerial effectiveness, using senior managers in the Muscat Municipality, Oman. The research sought to report on the finding of the recent study which explores the way/ factor which influence and/ or determine the effectiveness of the senior management in the Muscat Municipality, the researcher assessed perceptions, skills, organisational standards, motivation, degree of demand and constraints and the presence of choice and opportunities for effectiveness.

The research utilized a combination of qualitative and quantitative methodologies. Analoui's model of "eight parameters for effectiveness" has been used as a basis to explore the awareness, perceptions, skills, organisational standards, motivation, degree of demands and constraints, and the presence of choices and opportunities for effectiveness.

The finding of the study showed that the Analoui's model of "managerial effectiveness" is applicable to the public sector in Oman. Senior managers are aware of their effectiveness and better understanding of their effectiveness requires paying attention to the identified parameters and contexts in which they perform their tasks. Unfortunately, little attention had been paid to their management development.

However the study focused more on senior managers in none education sector while this research focusing on headmaster's managerial skills for effective school management Syarwani, (2012) The author conducted this conducted this study on the influence of management capabilities to the effectiveness of school implementation, a study done in Indonesia. The research aimed to know the influence of the leadership and head master's management capabilities on school implementation. The study was quantitative in nature. Differential analyses were used to test the hypothesis. Normality test was also employed using Liliefors, and Barlett technique. The findings suggested that there was a direct effect on headmaster's leadership to the principal's school management capability. Direct effect on headmaster's leadership to the effectiveness of school implementation was also highlighted in that research.

Moreover, direct effect of management capability on the effectiveness of school had been identified. The research strongly supported the contention that effectiveness of school implementation is dominantly influenced by headmasters and their management capability. There are also some similarities of this study with current one; however the studied environment is quite different with Tanzania.

Jason & Loeb, (2011) conducted a study of triangulating principal effectiveness showing how perspectives of parents ,teachers, and importance of managerial skills. The study drawn on unique data combining survey responses from principals, assistant principals skills correlate most highly with school outcomes. Factor analysis of a 42 – items task inventory distinguishes five skill categories, yet only one of them, the principals' Organization Management skills, consistently predicts student achievement growth and other success measures. Analysis of evaluations of principals by assistant principals supports this central result. The analysis argued for a broad view of principals' supports this central result. The analysis argued for a broad view of principal leadership that includes organizational management skills as a key complement to the work of supporting curriculum and instruction. The study gives a room to study the influence of headmaster managerial skills on effective school management. Where different managerial skill will be assessed and see how it influence effective school management

Kazienamul (2007) conducted the study on headmaster's managerial ability under school-based management and its relationship with school improvement: a study in city secondary schools of Bangladesh. The study seeks to describe the school-based management system in Bangladesh and explores the hypotheses about the relationship between headmaster's managerial roles and school improvement and also determines the moderator effect of teacher's professional development activities on this relationship.

Data from a representative sample of City secondary schools from Bangladesh (n=127) were gathered through questionnaires from 127 Headmasters and 697

teachers where the total population for headmasters and teachers were 338 and 10634 respectively. Multiple Regression and Hierarchical Multiple Regression data analyses were used in this research. The study found significant impacts of some of the factors of headmaster's managerial roles variables under school-based management on school improvement and teachers professional growth.

Headmaster's strategic planning (b = .333, p =. 004), supportive (b =.368, p = .009) and comprehensive planning (b = .184, p = .040) roles have the greater impact on school improvement can be achieved if schools put more emphasis on teachers' collaboration (b = .953, p = .010) and less emphasis on individual action enquiry. Headmaster's comprehensive planning (b = .571, p = .001) and facilitator (b =.449, p = .003) roles under school-based management have been found the best predictor for school improvement whereas headmaster's shared decision-making (b = .338, p = .009) has been found the significant predictor to the negative direction. Teachers' collaboration (b = .287, p = .009) and classroom observation (b = .341, p = 002) as teachers' professional; development activities have been noted as significant predictors for school improvement to the positive direction.

The findings of the study provided important information for the policy makers, educational managers and especially for the headmasters and teachers concerned with the improvement of well-being of secondary schools under the school-based management system. Although prior research investigated the influence of different antecedents on school improvement, it's still scanty to work on the influence of the headmaster managerial skills on effective school management. This study adopts a concurrent approach of data collection.

Bolei (2012), also conducted a research on teachers' perceptions of headteachers' human skills practice in secondary school management and how this influences their work commitment: the case of Baringo district, Kenya. The research endeavoured to investigate teachers' perceptions of head teachers' human skills practice in secondary school management and how this impacted on teachers' commitment to their work. All the secondary school teachers in Baringo district were the target population. Survey research design was used in the study. Purposive sampling was used to select 6 secondary schools and subsequently 90 teachers. The independent variables of the study were the head teachers' practice of human skills, while the dependent variables were the teachers' perceptions to their commitment to school work. Gender, teachers teaching experience and type of school, formed moderator variables.

The instruments were validated by the supervisor and other experts in the department of Curriculum, Instruction and Educational Management of Egerton University. The Croncbachs' reliability coefficient of the instruments was 0.9211. This was above the acceptable reliability coefficient of 0.7. A teachers' questionnaire (TQ) was used to collect data, on their perceptions of head teachers' human skills practice. The data was to collect data, on their perceptions of head teachers' human skills practice. The data was organized on a five – point likers-scale.

Data was analysed using descriptive and inferential statists and the Statistical Package for Social Science (SPSS) was used. The hypotheses were tested at 0.05 level of statistical significance. The results were presented using frequencies, tables and pie charts.

The findings of the study showed that there was a mild relationship between the teachers' perceptions of head teachers' practice of human skills and their commitment to school work. Although the study have some few similarities with the current research, the different come in to the managerial skills studied, that the research looked at the influence of human skill only while this study will focus on other managerial skill with human skill inclusive. Again the research was conducted in Kenya which is different environment with Tanzania. Thus call the importance of this study.

2.6   Research Gap

As evidence from the literature review, many studies have been done on management both in schools and other business organisations in African, Asian and European countries. However, the literature reviewed has not said anything on headmaster managerial skills and effective school management in Tanzania. Since the goal of every organisation is the achievement or realisation of the set goal and mission, it is still not clear in Tanzania to what extent the public schools have realised their set goals and missions.

Thus, the managerial skills acquired by the headmaster of the school are paramount to realisation of this goal that lead to attainment of quality education, which is measured by the rate of passing the standardized national examinations in Tanzania. Thus the aim of this research will thus focus on relating the reviewed literature on management skills in our Tanzanian experience hence filling the existing gap on the influence of managerial skills on effective school management.

2.7   Conceptual Framework
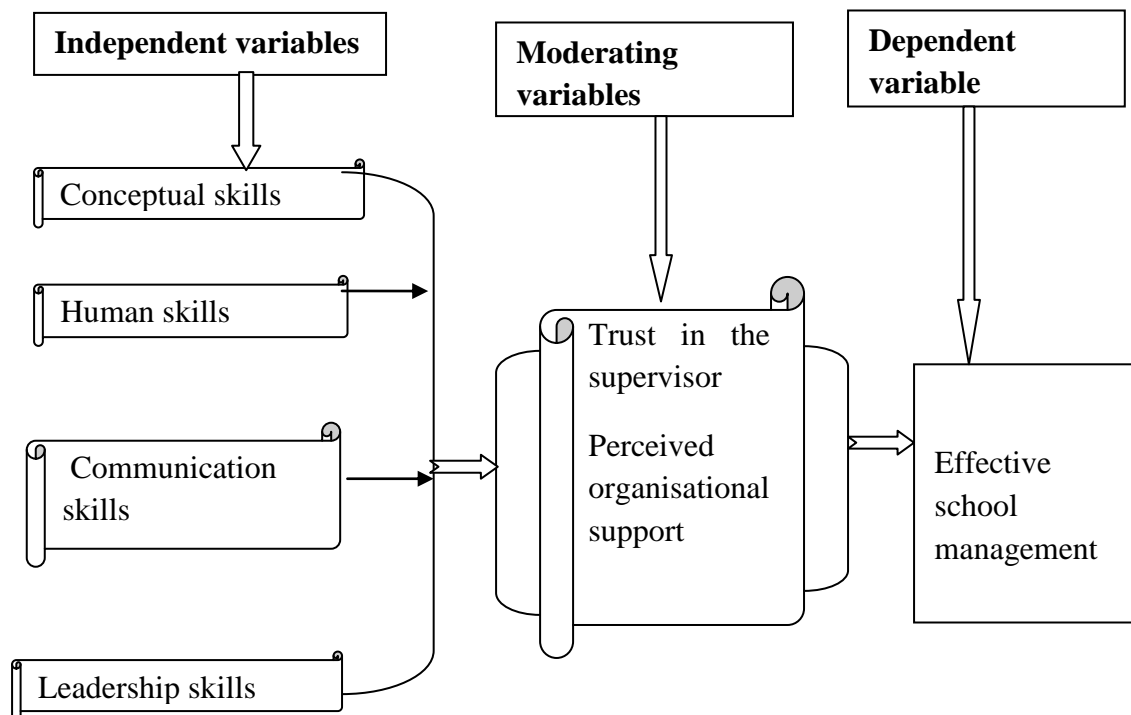
Figure 2.4: Conceptual Framework

Source: Formulated by Researcher, (2013)

The Explanations on the conceptual frame work variable

2.7.1   Conceptual Skills

Conceptual skill is the ability to visualise the organisation as a whole. It includes Analytical, Creative and Initiative skills Bite Vishwanath (2012). Kamble 2011 defines conceptual skills as ability to understand the complexities of the overall organisation, his ability to think in abstract, analyse work situation and his creature & innovative ability to access the environment while Latif (2002) describe the conceptual skills as understanding of how the different components of the business are related to each other and the business as a whole. It helps the manager to identify the causes of the problems and not the symptoms. In school setting it helps head of the school to solve the problems for the benefit of the entire organisation. It helps to

fix goals for the whole school and to plan for every situation. Conceptual skills are mostly required by the headmaster because they spend more time in planning, organising and problem solving.

2.7.2   Human Skills

According to Bite Vishwanath (2012), human skills are the ability to work with, understanding and motivate other people as individual or a group. It requires sensitivity toward issues and concerns of other people while Kamble (2011) describe human skills as ability to work with other members and Latif (*ibid)* defines human skills as ability to understand oneself, work with others, to understand and to motivate others. This includes developing self-awareness, managing personal stress, coaching, counselling, motivating, managing conflicts and empowering others. Human relations skills are also called Interpersonal skills. It is an ability to work with people. It helps the managers to understand, communicate and work with others. It also helps the headmaster to lead, motivate and develop team spirit. Human relations skills are required by headmaster as the managers at the school levels of management. This is so, since the headmasters have to interact and work with people.

2.7.3   Communication Skills

Kamble (2011) defines communication skills as ability to convey the message effectively to subordinates. Communication skills for the head of the school are an important factor for effective school management. The head of the school needed to communicate knowledge, instructions, purpose, goal, mission and vision of his/her school. The communication includes verbal and non-verbal skill Bite (2012). The

head of the school must be able to communicate the plans and policies to the workers. Similarly, he must listen and solve the problems of the workers. He must encourage a free-flow of communication in the organisation.

2.7.4 Leadership Skills

Leadership skill is the ability to influence human behaviour. The head of the school requires leadership skills to motivate the workers. Portin *et al* (2003) reported seven important leadership functions: instructional, managerial, cultural, human resource management, external development, strategic, and micro political while Dan Goleman (2000) identified six leadership styles i.e. coercive leaders, authoritative leaders, affiliative leaders, democratic leaders, pacesetting leaders, coaching leaders.

To influence others a leader must have the competence or basic skills of leadership. As stated by Griffin (1990) there are three competencies that must be possessed by a leader such as: (1) the ability to diagnose, means of cognitive abilities that can understand the situation and conditions in the present and future needs, (2) the ability to adapt, which means a leader's ability to adjust its behaviour to its environment, and (3) ability to communicate, which is the ability of a leader to send message which are to be communicated with subordinates or followers.

A leader must have several advantages compared with other members. The advantages are as stated Stogdill (1974) i.e, (a) capacity of intelligence, alertness, speech, ability to assess, and authenticity, (b) achievement that has a college degree, science, the acquisition in activities that lead, (c) responsibility that is independent, initiative, perseverance, hard working, confident, aggressive, and have a desire for

excellence, (d) participation, i.e. active, able to hang out, cooperative, easy to fit in, have a sense of humor, and has the status of socioeconomic position covers a pretty, popular, famous. These advantages lead to authority so it can be obeyed by his followers.

Mullins (2005), pointed out that the variables that underlie the effectiveness of leadership within the organization, are: the characteristics of leadership, types of leadership power, characteristics of subordinates, the relationship between leader and groups, the type and nature of organization, types of tasks are achieved, technological, organizational structure and management system, the type and nature of the decision problem of leadership, character and influence of external environmental, social and cultural structure organizations, as well as the influence of national culture.

Furthermore, Mullins (2005) linking the effectiveness of managers that the quantity and quality standards of performance, satisfaction, and commitment of subordinates that can be measured based on these factors, the strength and motivation of subordinates, success and staff development, and creation of an organizational environment in which staff work effective.

2.7.5   Trust in the Supervisor

Trust is an essential factor in the acceptance of duties and information from supervisors. Generally, whether an action was performed on an employee's own volition, or it was requested by a superior, an employee is expected to know better'

than to act in ways that are unfavourable to the company and will be held accountable for any resulting consequences. If an employee feels that his/her supervisor may give incorrect information or a task that will not benefit the company, the employee may take extra precautions and/or be reluctant to perform when working (Elmuti, 1997). This behaviour could result in slower task completion (Elmuti, 1997). In this scenario, the lack of trust established acts as an impediment to employee productivity, and consequentially results in losses for the company in the form of wasted employee time.

Showing competence is one of the first and most important things that a supervisor can do to begin establishing trust with subordinates. Elangovan and Xie (1999) reported that perception of supervisors has an impact on many employee outcomes related to production. They went on to explain that perception of a supervisor has a positive correlation with motivation and a negative correlation with stress in employees. The hiring process is the first sign of trust and acceptance of an employee by a manager, and it is generally expected that trust will be reciprocated by the employee). Additionally, Gómez and Rozen (2001) stated that, The LMX theory builds in the constructs of managerial trust and subsequent employee empowerment,‛ and went on to explain that empowerment is born of a combination of trust and LMX.

2.7.6   Perceived Organizational Support

Perceived Organizational Support (POS) is operationally defined as the extent to which an employee believes that his/her company cares about them and appreciates his/her contributions to the company. Moreover, employees tend to measure

interactions with their superiors as positive or negative to create a global POS assessment of how they rank at their company Rhodes and Eisenberger (2002). An organization is really a complex system that has no physical body of its own, so if an employee is to feel a sense of support, it will result from interactions with other individuals within the company.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Paradigm

This chapter presents the methodology that used to obtain data for the study. It describes research design, rationale for selecting survey design, population of the study, sampling techniques, data collection instruments such as questionnaires, interviews or observations as and statistical techniques for organizing and interpreting unstructured data. It establishes sound reasoning in linking the steps employed to answer the research questions for realizing the objectives of the research. Sampling methods, data analysis is also discussed in this section. Issues of confidentiality, validity and reliability of the study are stated further in this section

3.2 Research Design

Research design is the conceptual structure within which a research is conducted. It is the logical sequence in which the study is to be carried out, and it constitutes the blueprint for the collection, measuring and analysis of data (Kothari, 2004). In this study, the researcher employed an exploratory research design to determine the influence of management skills on effective school management.

The study aimed at determining the present facts as well as facts that are not yet explored about the phenomenon. Exploratory research enables the study to look at the problem in both descriptive and exploratory manners. It looks into the problem by exploring the views of different sets of respondents, as well as by exploring different literatures related to the study.

3.2.1 Study Area

This study was conducted in Mbeya Urban in Mbeya region, which is located at the southern highland zone of Tanzania. The intended schools in this study are public school. This area was chosen to its convenience as the researcher is based in the same area where she heads a school as well. Mbeya Urban is among the districts which have many public schools. Also time and financial constraints could not allow the researcher to visit other far districts. In comparison to other districts, Mbeya Urban is easily accessible and the distance from one school to another is minimal.

3.2.2 Population of the Study

A target population is a precisely specified group of cases from which a researcher studies a sample and to which the results from the sample are generalized (Neumann, 2006). Creswell (2005) defines the term population as a group of people having common characteristics for instance all secondary school head or teachers in particular locality. In this study, the target population are heads of the secondary school in Mbeya Urban and teachers from the same secondary schools as well. *Heads* of schools were selected due to their positions as overseers of management activities in their respective schools. They were expected to provide adequate information on the role management skills in secondary schools in Mbeya Urban. *Teachers:* Teachers are the primary beneficiaries of good management skills in schools.

3.2.3 Sample and Sampling Techniques

The target participants in this study were heads of schools and teachers of the secondary schools in Mbeya Urban District. According to Kombo and Tromp (2006),

a sample is the set of respondent selected from a larger population for the purpose of a survey. In this study, all 31 secondary schools in Mbeya Urban were sampled to represent the whole of Mbeya Region. In these schools, ten (10) schools were randomly sampled from which the respondents were drawn. The study drew a sample of ten (10) people as suggested by Chrishnaswami (1998). He stated that a sample should not be less than 10% of the population (i.e.10% of 31 schools), a strategy he called $1/10^{th}$ rule.

The sample also comprised of the teachers of which teachers were drawn randomly in each school depending on the number of teachers available in each school. One head of school was purposively sampled from each school as well. A total of ten (10) heads of school were chosen and thirty (30) teachers also were chosen randomly. Sampling techniques employed in this study included purposive sampling and simple random sampling. Purposive sampling involved the selection of those participants who portrayed the desired characteristics or elements and hence the potential of yielding the right information.

According to Fraenkel and Wallen (2000), purposive sampling is an occasion based on previous knowledge of a population and specific purpose of the research investigators for use in personal judgments to select a sample. In this study, the purposive sampling technique was employed to select heads of public school. Teachers were selected through simple random sampling on the basis of their participation in the management of the schools. They were selected depending on the number of teachers found in given school from all schools. To avoid biasness, pieces of paper labelled: "Yes and No" were placed in a box. After a thorough shaking,

every teacher was asked to pick up a piece of paper from the box for a chance to participate in the study. In the random sampling procedure, each member of the population in the group has an equal chance of being selected (Cohen *et al.,* 2000).

3.3   Data Collection

Data collection refers to the gathering specific information to serve or prove some facts Kombo and Tromp (2006). Data collection is important in research because it allows for dissemination of accurate information and development of meaningful programmes. According to Kothari (2004), data collection begins after research problem was defined and research design plan chalked. It is the process of obtaining evidence for a research problem in a systematic way.

3.3.1   Types of Data

There are two major sources of data used by researchers in any study. These are the primary and secondary sources.

3.3.1.1 Primary source of data

These are original sources from which the researcher directly collects information that had not previously been collected. Primary data refers to first-hand information collected through questionnaires, interviews and observations, (Kothari, 2004). The study thus collected primary data from heads of schools and teachers, through questionnaires and interviews.

3.3.1.2 Secondary Source of Data

These are sources which contain data which have been collected and compiled for other purposes such as readily available and already compiled documents and

reports. (Kothari, 2004) Secondary data were collected through observations including schools reports on performance.

3.3.2 Data Collection Method

In this study, questionnaires were employed to collect information Cohen et al (2006). A questionnaire consists of a mixture of open ended and closed ended questions. Open- ended questions offer more freedom to the respondents to answer the questions, whereas closed ended questions limit the respondents to specificity of the responses for the purpose of quantification and approximation of magnitude Kothari (2004). In this study, questionnaires were administered to both heads of schools and teachers with the aim of obtaining information concerning their understanding on the influence of management skills on effective school management. The method has been chosen because a lot of information from a large number of people can be collected within a very short time and it is economical in terms of money and time, for there is a possibility of mailing them. As Kothari (2004) maintains, a researcher can easily administer questionnaires, collect them and generate a considerable amount of information.

3.4   Data Analysis

Data analysis is a process that implies editing, coding, classification and tabulation of collected data (Kothari, 2004). Qualitative data were analysed and organized on the influence of management skills on effective school management. Quantitative analysis was used for the data obtained from structured questionnaires. The quantified data was tabulated and calculated in terms of frequencies, and percentages. They were computed using the Statistical Package for Social Science

Software Programme (SPSS). The final results were summarized and presented in tables. The data was coded and categorized into their respective themes based on the research tasks and questions. Included here, was data collected from the heads of schools and teachers. The resulting data was presented in form of tables accompanied by descriptions. Some of the respondents' views and opinions were presented as quotations.

3.5   Validity of the Data

Validity is the ability of a measuring instrument or research study to measure what it claims to measure (Kothari 2004). Validity is concerned with whether the instrument covers the domain or items that it supports Cohen *et al*, (2007), instrument is valid if it measures what it is supposed to measure. The construct validity of the instrument was attained through use of factor analysis techniques, Bryman and Cramer (2009). The main task of the researcher was to look at the relevance, consistency and validity of the instruments to be administered for ease of elaboration, clarification, and proper interpretation. The research instruments were pre-tested at the both the UWATA Secondary schools since the researcher is the head of one of the schools. The schools are assumed to have characteristics similar to those expected to be obtained in other schools intended for the study. The researcher thus increased the reliability of data by further elaborating on the purpose of the study and clarifying unclear items during pre-testing and thus enhancing the reliability of the collected data in the field.

3.6   Reliability of Data

In order to ensure that the instrument used to measure the managerial skills and its influence to effective school management, different discussion with other

professionals and comments were done before using on the target sample. Through that it helped to improve the quality of the instruments

3.7   Ethical Issues

According to Borg gall (1989), it is urged that the researcher has to ensure no party suffers the adverse consequences from research and thus confidentiality of data and sources is important. Therefore all participants were not required to mention their names and not to provide information that will make the suspicious on data sources. As such, the researcher in adhering with ethical issues guaranteed anonymity and acknowledged all the consulted works of others used in this study.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1   Overview

This chapter presents discussion on the findings of the study. It is divided into two major sections. The first section presents the socio-economic and demographic characteristics of the respondents. Social characteristics such as gender, marital status, and education level have an influence on the one's perception as well as working which eventually affect managerial skills. The second section discusses the findings on influence of managerial skills in public secondary schools and school performance.

4.2   Socio-Economic Characteristics of the Respondents

4.2.1   Gender of the Respondents

The study intended to seek opinion from both males and females over issues related to managerial skills and its influence on school performance in public secondary schools. Males constituted 60% of the sample while women comprised the remaining 40%. Having a higher percentage of men is reasonably explained by the fact that in the schools the researcher sampled women are few compared to men. However, with such representation, a good proportion of women opinions should be represented in this study.

Table 4.1: Gender of Respondents

Gender	Frequency	Percent
Female	9	26
Male	26	74
Total	**35**	**100**

Source: Data from the field

4.2.2   Education Status of the Respondents

Education level is an important variable as it affects the level of exposure of an individual and general perception of world issues (URT, 2005).   In addition, it enables people to have knowledge and skills that can lead them to better quality of life. Table 4.2 shows that on average, majority of the respondents had diploma education followed by those without formal Degree and Master Degrees. However, a none of the respondents had attained a PhD.

Table 4.2: Education Levels of the Respondents

Level of education	Frequency	Percent	Valid Percent
Ordinary diploma	9	23.4	23.4
Bachelor Degree	20	60.2	60.2
Master's Degree and above	5	16.4	16.4
Total	**35**	**100.0**	**100.0**

Source: Field Data, (2013)

Regarding the ability to read and write, it was revealed that those with education of any level were also regarded as literate. The literacy level of the nation is estimated at 68% in rural areas as opposed to 89% in urban areas (URT, 2005). However, when analyzed separately, illiteracy level in Mbeya Municipality district is much lower at 41% than in villages which are caused by poor access to primary education due to nomadic life styles of the people in the district.

4.3   Seeking Information about Strengths and Weaknesses from others as a Basis for Self-improvement

Understanding conceptual skills was considered important as this provides a better insight on how managerial skills would supplement organisational performance and

in this case, school performance which informs the ability to critically analyse, diagnose a situation and forward a feasible solution. The head of the school is supposed to seek the information about strengths and weakness from others as a basis for self-improvement. The findings show that the heads of school by majority seek information about their strengths and weaknesses from other teachers as a basis for self-improvement. This is important since one gets to know in which areas and aspects to improve. As presented in the table above, 69% of the respondents strongly agreed and agreed with the assertion respectively. However, 8% were non-committal and 8% disagreed while 14% strongly disagreed to seeking information from their juniors about their strengths and weaknesses. This is in agreement with Katz's, (2002) assertion that managerial skills are a set of behaviours that lead to effective job performance and without them in many cases the knowledge of managers do not have any effects.

Table 4.3: The Response on Whether the Head of School Seeks Information about His/Her Strengths and Weaknesses

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly agree	10	28.6	28.6	28.6
I Agree	14	40.0	40.0	68.6
I am Indifferent	3	8.6	8.6	77.1
I Disagree	3	8.6	8.6	85.7
I strongly Disagree	5	14.3	14.3	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.4 Willing to be Self-disclosing to Others

Under the set of conceptual skills, the researcher wanted to see if heads of schools were willing to be self-disclosing to others in form of his beliefs and feelings. To be self-disclosing to others in form of his beliefs and feelings is important in conceptual skills as Daniel Katz, (2000) says that conceptual skills are mostly required by the top-level management because they spend more time in planning, organising and problem solving. The results thus how that 83% of the respondents were in agreement with the assertion that the heads of schools are self-disclosing. This is deemed to help them deal with other pressing issues of planning and organising as well as problem solving in schools. This assertion however was opposed by 23% of the respondents and only 2% were non-committal.

Table 4.4: The Response on Whether the Head of School Willing to Share Benefits & Feelings

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	9	25.7	25.7	25.7
I Agree	20	57.1	57.1	82.9
I am Indifferent	1	2.9	2.9	85.7
I Disagree	3	8.6	8.6	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.5 Good Sense of How to Cope with Situations that are Ambiguous and Uncertain

Another important factor in conceptual skills is good sense of how he copes with situations that are ambiguous and uncertain. Knowing how to cope with ambiguous

and uncertain situations is a very good attribute of conceptual skills as Katz put it. In the schools sampled, 85% of the respondents said the heads of school cope well with situations that are ambiguous and uncertain and 2% were indifferent whereas 19% of the respondents said the heads of school do not know how to cope with such situations under the same objective.

Table 4.5: The Response on Whether Head of School Copes with Situations that are Ambiguous and Uncertain

Response of the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	10	28.6	28.6	28.6
I Agree	20	57.1	57.1	85.7
I am Indifferent	1	2.9	2.9	88.6
I Disagree	2	5.7	5.7	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

Table 4.6: The Response Whether the Head of School Observe Effective Time Management

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	8	22.9	22.9	22.9
I Agree	18	51.4	51.4	74.3
I am Indifferent	7	20.0	20.0	94.3
I Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.6   Effective Time Management

Showing competence is one of the first and most important things that a supervisor can do to begin establishing trust with subordinates. Using time management methods such as keeping track of one's time, making to do list and prioritising tasks is a sign of a competent supervisor. This was agreed by 73% of the respondents who agreed that heads of school use effective methods of time management.

4.7   State Clearly and Explicitly what the Problem is, by Avoiding Trying to Solve it, Until it is Defined

Of the accessed respondents, 85% were supportive of the assertion that heads of school really state clearly and explicitly what the problem is, by avoiding trying to solve it, until it is defined; 2% were indifferent, and 10% were did not agree with the assertion.

Table 4.7: The Response of on Question on Whether the Head of School States Clearly and Explicitly what the Problem is Before Solving It

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	7	20.0	20.0	20.0
I Agree	23	65.7	65.7	85.7
I am Indifferent	1	2.9	2.9	88.6
I Disagree	2	5.7	5.7	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.8 Keeping Steps in Problem Solving Process Distinct

The researcher found out from respondents that head of school keep steps in the problem-solving process distinct; that is, they define the problem before proposing alternative solutions, and generating alternatives before selecting a single solution. This is an important aspect in managerial skills and in particular conceptual skills. Of the respondents that were accessed, 83% of the respondents agreed to the assertion and 5% were indifferent whereas 10% did not support the assertion.

Table 4.8: The Response on Whether the Head of School Keeps Steps in the Problem-Solving Process

Response from the respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	9	25.7	25.7	25.7
I Agree	20	57.1	57.1	82.9
I am Indifferent	2	5.7	5.7	88.6
I Disagree	2	5.7	5.7	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.9 Unfreeze Thinking by Asking Lots of Questions about the Nature of the Problem Before Considering Ways to Solve It

The findings depict that the heads of school try to unfreeze his/her thinking by asking lots of questions about the nature of the problem before considering ways to solve it. The respondents agreed that the heads of school do practice it by 71% while 8% were indifferent whereas 19% did not agree with the assertion.

Table 4.9: The Response on Whether Head of School Unfreeze His/Her Thinking

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	4	11.4	11.4	11.4
I Agree	21	60.0	60.0	71.4
I am Indifferent	3	8.6	8.6	80.0
I Disagree	2	5.7	5.7	85.7
I Strongly Disagree	5	14.3	14.3	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.10 Thinking about the Problem from Both the Left (Logical) Side of the Brain and the Right (Intuitive) Side of the Brain

Thinking about a problem from both the logical and intuitive side of brain is important in managing ambiguous situations. This helps the manager not to make hasty decisions that my backfire. As results show, 73% of respondents said that heads of school think about the problem from both the logical and intuitive sides before making any decisions.

The assertion however was opposed by 16% of the respondents who said in most cases heads of school make hast decisions either based on emotions or illogical ones that end up hurting the organisation or an individual. However, 8% of the respondents were non-committal to the assertion. This shows the importance of having management skills in public secondary schools since it helps in the management of the school for better performance.

Table 4.10: The Response on Whether the Head of School Shows Logical Thinking

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	8	22.9	22.9	22.9
I Agree	18	51.4	51.4	74.3
I am Indifferent	3	8.6	8.6	82.9
I Disagree	4	11.4	11.4	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.11 Evaluate the Merits of an Alternative Solution to the Problem before they Have Generated a list of Alternatives

The finding showed that 71% respondents agree that the head of the school does not evaluate the merits of an alternative solution to the problem before he/she generate a list of alternative.

Table 4.11: The Response on Whether the Head of School Developing Many Possible Solutions

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly Agree	5	14.3	14.3	14.3
I Agree	20	57.1	57.1	71.4
I am Indifferent	3	8.6	8.6	80.0
I Disagree	5	14.3	14.3	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.12   Divergent Point of View Represented in Every Complex Problem Solving
    Situation

The results as presented in Table 4.12 depict that 80% of the respondents agreed that

the heads of school in public secondary schools make sure that there divergent points

of view represented or expressed in very complex problem solving situations. On this

very option, 8% of the respondents were indifferent while 10% did not agree with the

assertion. This affirms the need for heads of schools to have human skills as Lousier

and Achua (2004) pointed out that leadership as a process between leaders and

followers for achievement of organizational objectives through changes.

Table 4.12: The Response on Whether Head of the School Represent Divergent
    Points of View

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	11	31.4	31.4	31.4
I Agree	17	48.6	48.6	80.0
I Am Indifferent	3	8.6	8.6	88.6
I Disagree	3	8.6	8.6	97.1
I Strongly Disagree	1	2.9	2.9	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.14   Providing Recognition

The findings show that 83% of the respondents agreed that heads of school in public

secondary schools provide recognition not only to those who come up with creative

ideas (the idea champions) but also to those who support others' ideas (supporters)

and who provide resources to implement them (orchestrates) whereas 8% were indifferent and 7% did not agree with the assertion. This affirms to Ducan Brodie's (2008) findings that identified six key characteristics of authentic leaders as (a) good communication (b) knowing personal values (c) inspirational ability (d) acting as part of his team (e) asking for and giving 100% results and (f) vision".

Table 4.13: The Response on Whether Head of the School Providing Recognition

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	7	20.0	20.0	20.0
I Agree	22	62.9	62.9	82.9
I am Indifferent	3	8.6	8.6	91.4
I Disagree	2	5.7	5.7	97.1
I Strongly Disagree	1	2.9	2.9	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.15 Consistently Send Personal Notes to others when they accomplish Something Significant

The findings depict that 63% of the respondents agreed that heads of school consistently send personal notes to others when they accomplish something significant or when they pass along important information to them and 25% of the respondents were indifferent whereas 10% disagreed. Perceived Organizational Support (POS) is operationally defined as: the extent to which an employee believes

that his/her company cares about them and appreciates his/her contributions to the company. Moreover, employees tend to measure interactions with their superiors as positive or negative to create a global POS assessment of how they rank at their company (Rhodes & Eisenberger, 2002). Employees thus will feel more valued by their heads of school consistently send personal notes to others when they accomplish something significant or when they pass along important information to them.

Table 4.14: The Response on Whether Head of School Consistently Sending Personal Notes

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	7	20.0	20.0	20.0
I Agree	15	42.9	42.9	62.9
I am Indifferent	9	25.7	25.7	88.6
I Disagree	3	8.6	8.6	97.1
I Strongly Disagree	1	2.9	2.9	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.16   Avoid using Threats or Demands to impose my Will on Others

The findings showed that, 85% of the respondents agreed, while 5% were indifferent and 7% disagreed with the same. This shows that using threats and demands can curtail the performance of the teaching staff and non-teaching staff as well since they will be working under fear and intimidation.

Table 4.15: The Response on Whether Head of School Always Avoid Using Threats

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	10	28.6	28.6	28.6
I Agree	20	57.1	57.1	85.7
I am Indifferent	2	5.7	5.7	91.4
I Disagree	1	2.9	2.9	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.17   Generating New Ideas and Initiating New Activities

The findings showed that by 83% of respondents who agreed with the assertion and only 2% were indifferent while 13% did not agree with the assertion that heads of schools do consistently strive to generate new ideas, initiate new activities, and minimise routine tasks in their work.

Table 4.16: The Response on Whether Head of School Consistently Strive to Generate New Ideas

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	7	20.0	20.0	20.0
I Agree	22	62.9	62.9	82.9
I am Indifferent	1	2.9	2.9	85.7
I Disagree	3	8.6	8.6	94.3
I strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.18   Credibility and Influence Among Team Members

The findings showed that 74% of respondents agreed that the heads of school know how to establish credibility and influence among team members in a way that does not portray them as being self-centred. However, 5% of the respondents were indifferent while 20% of the respondents did not agree that the heads of school know how to establish credibility and influence among team members. This is a big challenge since 20% did not agree with the assertion and thus, need improvement on the part of heads of schools in order to realise organisational performance.

Table 4.17: The Response on Whether Head of School Establishing Credibility Influence

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	8	22.9	22.9	22.9
I Agree	18	51.4	51.4	74.3
I am Indifferent	2	5.7	5.7	80.0
I Disagree	4	11.4	11.4	91.4
I Strongly Disagree	3	8.6	8.6	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

4.19   Building a Common Base of Agreement in the Team Before Moving Forward with Task Accomplishment

The results as this option were concerned show that 83% agreed that the heads of school build common base of agreement in the team before moving forward with task accomplishment. This helps them in order to take decisions that are not popular

with the rest of the team. However, 8% were indifferent and 8% did not agree with the assertion.

Table 4.18: The Response Whether Head of School Builds a Common Base of Agreement

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly Agree	6	17.1	17.1	17.1
I Agree	23	65.7	65.7	82.9
I am Indifferent	3	8.6	8.6	91.4
I Disagree	1	2.9	2.9	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Source: Field Data, (2013)

4.20   Provide Information that the People Need to Accomplish their Tasks

The findings show that 74% of the respondents agreed that heads of school provide all the information that people need to accomplish their tasks, which according to (Postrel, 2009) includes determining what tasks must be done, who will do them, how the tasks will be grouped, who will report to whom, and where decisions will be made. However, 11% were indifferent while 13% did not agree with the assertion.

Kamble (2011) defined communication skills as ability to convey the message effectively to subordinates. Communication skills for the head of the school are an important factor for effective school management. The head of the school need to communicate knowledge, instructions, purpose, goal, mission and vision of his/her school. The communication includes verbal and non-verbal skill Bite (2012). The head of the school must be able to communicate the plans and policies to the

workers. Similarly, he must listen and solve the problems of the workers. He must encourage a free-flow of communication in the organisation.

Table 4.19: The Response Whether Head of School Tries to Provide all the Information that People Need to Accomplish their Tasks

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	8	22.9	22.9	22.9
I Agree	18	51.4	51.4	74.3
I am indifferent	4	11.4	11.4	85.7
I Disagree	4	11.4	11.4	97.1
I Strongly Disagree	1	2.9	2.9	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.21 Specifying Clearly the Results they Desire from their Staffs

The findings showed that by majority of respondents agreed that heads of school clearly specify the results they desire. This was supported by 80% while 5% were indifferent and 2% disagreed with the assertion. The results thus affirm Northouse's (2004), assertion that leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

Table 4.20: The Response on Whether the Head of School Specifies Clearly the Results He/She Desires

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
	1	2.9	2.9	2.9
I Strongly Agree	15	42.9	42.9	45.7
I Agree	13	37.1	37.1	82.9
I am Indifferent	2	5.7	5.7	88.6
I Disagree	3	8.6	8.6	97.1
I Strongly Disagree	1	2.9	2.9	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.22 Avoiding Upward Delegation

The results as presented above depict that heads of school avoid an upward delegation by asking people to recommend solutions rather than merely asking for advice or answers when a problem is encountered as it was agreed by 70% of the respondents. However, 20% on this assertion were non-committal as they were indifferent. They neither affirmed nor denied it while 7% disagreed with the assertion.

Table 4.21: The Response on Whether Head of School Avoids Upward Delegation

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
I Strongly Agree	8	22.9	22.9	22.9
I Agree	17	48.6	48.6	71.4
I am Indifferent	7	20.0	20.0	91.4
I Disagree	1	2.9	2.9	94.3
I Strongly Disagree	2	5.7	5.7	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data, (2013)

4.23 Follow up and Maintain Accountability for Delegated Tasks

The findings as presented in the Table 4.22 depict that the heads of schools do follow up and maintain the accountability for the delegated tasks on a regular basis since this was supported by 65% who agreed with the assertion and 17% who strongly agreed as well. Only 5% did not agree with the assertion and 2% were indifferent. This shows that the attributed of delegating power under the managerial skills is well observed by the heads of school in the sampled schools.

Table 4.22: The Response on Whether Head of School Following up and Maintaining Accountability

Response from the Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
	1	2.9	2.9	2.9
I Strongly Agree	6	17.1	17.1	20.0
I Agree	23	65.7	65.7	85.7
I am Indifferent	3	8.6	8.6	94.3
I Disagree	1	2.9	2.9	97.1
I Strongly Disagree	1	2.9	2.9	100.0
Total	**35**	**100.0**	**100.0**	

Source: Field Data 2013

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1   Conclusion

The aim of this research was to assess the influence of the headmaster managerial skills on effective school management: in this case, public secondary schools the researcher had first to know the managerial skills needed for any manager to be successful and realise organisational goals. The school involved in study were Stella farm, Nzenga, Lyoto, Iwambi, Mbeya Day Samora, Lupeta, Iyunga, Legico and Loleza Secondary schools.

The assessment of the different attributes of the conceptual skills, human skills, communication and leadership skills acquired by the headmaster of public secondary school revealed that, majority of heads of public secondary schools possess the required managerial skills for effective school management. Although the government stopped the management training since 2009, for the newly appointed heads of public secondary, they seemed to acquire the skill which enables them to accomplish the education goals at their schools. That is to say they have got the ability of critically analyses, diagnose a situation and forward a feasible solution, Creative and Initiative skills. They have the ability to work with, understanding and motivate other people as individual, this includes developing self-awareness, managing personal stress, coaching, counseling, motivating, managing conflicts and empowering others. They also have the ability to convey the message effectively to subordinates which in turns help effective school management. They communicate knowledge, instructions, purpose, goal, mission and vision of the Ministry of

Education and Vocational training. Moreover, heads of pubic secondary school had the ability influence human behavior as leaders.

Although the Managerial skills is very important for improve work quality and effectiveness in management, the shortcoming of mass failure in National examinations in many public schools may not been caused by lack of those training since one might acquire and not necessarily by learning.

Since academic performance in public schools is still remained poor, one need critically to find out by using a cross sectional or triangulation data collection design, for the reasons which might associate with these failure. For the purpose of this study the heads of schools as key for school performance seemed to play their role, however the results presented a different picture from the real situation on the ground. The researcher being a head of school and a member of TAHOSSA has experience in what is happening in schools and the managerial skills as whole.

5.2   Recommendations

On Basis of the findings of this study, the following recommendations are suggested: The ministry of education and policy makers should carry out a study in public secondary schools about the managerial skills by heads of school. In light of the findings, the picture that is presented does not reflect the real situation. This will enable teachers to give the real situation without the influence of their head teachers. As has been discussed in the literature review, managerial skills are very important to an organization's growth. Thus, these skills are essential to school development and academic performance. Secondary school heads need to employ their conceptual,

human communication, leadership skills to encourage academic staff to improve on the quality of classroom teaching/learning by exposing students to competence based learning.

The headmaster should employ the communication skills to convey the right message to their academic staff, regarding poor performance of students and its impact in economic as well as social development of citizens. The Headmasters should also employ their human skills to encourage teachers in participating positively in research on how to improve school performance as well as student performance since education is an investment which needs one to gain benefit until unlike now where teachers are more self benefit (financial benefit and forgetting other foregone cost incurred by families and government in providing education to our students.

The headmaster should also use their conceptual skill to realize the importance of research in education and encourage student to give the right answers which will enable to obtain exactly the problem leading to poor student performance, instead giving stereotype answers just for self defence and interest. By using the conceptual skills the headmaster should dispose their weakness to help education stakeholders to find a better way of improving education performance in our country.

The Government should lay down a policy on managerial skills training for the head of schools as they do in other managerial levels in other organizations. It should take a clear direction for identification of appropriate skills required for the head of school in order to manage the school effectively.

Mbeya city council and the public schools as whole are advised to formulate and implement its human resources development strategy for the development of their headmasters.

In order to obtain the real situation of headmaster managerial skills in public schools the data collection should involve other techniques apart from questionnaires (triangulating data collection method) where heads influence the findings fearing that the subordinates may jeopardise their positions.

Lastly, for the purposes of quality education management, a comparative study should be conducted in Southern Highlands of Tanzania which include Mbeya, Rukwa and Katavi regions in both public and private secondary schools.

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APPENDICES

Appendix I: Academic Research Questionnaire for Head Teachers

Dear Respondent,

I am Janeth Kamete a Master of Education student at the Open University of Tanzania, Mbeya. The completion of the programme requires undertaking a research in the area of interest. Therefore, this questionnaire is a research instrument intended to capture the research data from you as you are experienced in this field. The questionnaire consists of 78 questions which can take you hardly 15 minutes to finish answering them.

My study is on the influence of managerial skill s of the heads of the school on effective school management in public and private secondary schools in Tanzania. It specifically targets heads of school and teachers. The research is purely an academic undertaking thus; no part of information sought will be used for non-academic purpose. I guarantee anonymity and confidentiality.

For an inquiry, please, contact me at: Mobile: 0762 463282, E-mail: janethkanuya@gmail.com

Thank you.

Section A: **Personal Information**

Gender: □ Male   □ Female

(b) Level of Education: □ Certificate   □ Diploma   □ Advanced Diploma

□Bachelor Degree   □ Post Graduate Diploma   □Masters   □PhD

(c) Department/Section:…………………………………………………………

(d) Level of Management (□ Head of the school, □ Teacher)………………..……

(f) Duration of employment with this organization (*please, tick the appropriate box*):

	Less than 1 year		Between 1 – 3 years
	Between 4 – 6 years		More than 6 years

Please, circle the number that applies: 1=I strongly agree 2=I agree   3= I am indifferent 4= I disagree 5 = I strongly disagree

Conceptual Skills

QN	Statement	Options				
1.	The head seek information about my strengths and weaknesses from others as a basis for self-improvement.	1	2	3	4	5
2.	In order to improve, the head of school is willing to be self-disclosing to others (that is, to share my beliefs and feelings).	1	2	3	4	5
3.	The head of school have a good sense of how he/she cope with situations that are ambiguous and uncertain.	1	2	3	4	5
4.	The head of school uses effective time-management methods such as keeping track of his/her time, making to-do lists, and prioritizing tasks.	1	2	3	4	5

5.	The head of school states clearly and explicitly what the problem is. He/she avoids trying to solve it until he/she has defined it.	1	2	3	4	5
6.	The head of school tries to unfreeze his/her thinking by asking lots of questions about the nature of the problem before considering ways to solve it.	1	2	3	4	5
7.	The head of school tries to think about the problem from both the left (logical) side of my brain and the right (intuitive) side of my brain.	1	2	3	4	5
8.	The head of school does not evaluate the merits of an alternative solution to the problem before he/she has generated a list of alternatives. That is, he/she avoid deciding on a solution until he/she has developed many possible solutions.	1	2	3	4	5

Please, circle the number that applies: 1=I strongly agree 2=I agree   3= I am indifferent 4= I disagree 5 = I strongly disagree

Leadership Skills

QN	Statement	Options				
1.	The head of schools makes sure there are divergent points of view represented or expressed in every complex problem-solving situation.	1	2	3	4	5
2.	The head of school tries to provide recognition not only to	1	2	3	4	5

	those who come up with creative ideas (the idea champions) but also to those who support others' ideas (supporters) and who provide resources to implement them (orchestrators).					
3.	The head of school consistently sends personal notes to others when they accomplish something significant or when he/she passes along important information to them.	1	2	3	4	5
4.	The head of school always avoids using threats or demands to impose his/her will on others.	1	2	3	4	5
5.	The head of school consistently strives to generate new ideas, initiate new activities, and minimize routine tasks in his/her work	1	2	3	4	5
6.	The head of school knows how to establish credibility and influence among team members.	1	2	3	4	5
7.	The head of school builds a common base of agreement in the team before moving forward with task accomplishment	1	2	3	4	5

Please, circle the number that applies: 1=I strongly agree 2=I agree   3= I am indifferent 4= I disagree 5 = I strongly disagree

Communication skills

QN	Statement	Options				
1.	The head of school tries to provide all the information that people need to accomplish their tasks.	1	2	3	4	5
2.	The head of school specifies clearly the results he/she desires.	1	2	3	4	5

3.	The head of school avoids an upward delegation by asking people to recommend solutions, rather than merely asking for advice or answers, when a problem is encountered.	1	2	3	4	5
4.	The head of school follows up and maintain accountability for delegated tasks on a regular basis.	1	2	3	4	5