INFLUENCE OF MANAGERIAL COMPETENCIES ON PERFORMANCE MEASUREMENT IN PUBLIC SECONDARY SCHOOLS IN KENYA

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ABSTRACT

In Kenya, provision of quality teaching and learning in secondary schools faces major challenges which include inadequate funding, management and supervision of teaching and learning process. This has been echoed in various policy papers including; Sessional paper no.14 of 2012 on Educational reforms and training, Sessional paper no.1 of 2019 policy framework for Education, training and Research for sustainable development, National Education Sector Strategic Plan (2018-2022). Secondary school managers are chosen among the practicing teachers on the basis of their experience and their job group. They are not given special training apart from the induction services they attend organized by the KEMI and other professional bodies. With principals appointed by TSC in Siaya County, the performance of secondary school in KCSE has been on downward trend in the past five years. Therefore, there was need to undertake the study to investigate the influence of managerial competencies on performance measurement in public secondary schools in Kenya. The objectives of the study was to analyse the management competencies secondary school managers in Siaya County apply to perform their managerial role. The study adopted concurrent triangulation within the mixed method approach. The study was conducted in Siaya County and the study population consisted of all 243 school principals, 260 deputy school principals and 243 Board of Management Chairmen. A saturated sampling was used to sample all the 243 principals, 260 deputy principals and 243 Board of Management Chairmen for the study. Questionnaires, interview schedule and documentary analysis were employed to collect data. Validity was addressed with help of candidate's supervisors. Ten percentage of the study population was set aside for pilot study. Quantitative data was analyzed through the use of descriptive statistics, such as frequencies, percentages and means. Qualitative data from in-depth interviews and documentary analysis was analyzed thematically in line with the research objectives and reported in narrative and direct quotations of respondents. Reliability of the questionnaire was tested using Cronbach's alpha. The findings revealed that in the management competencies applied by school, only competencies from maximization of output, consolidation and continually and human relation were ranked highly. Director role taking initiative and goal sector indicators were ranked 79.82% and 79.32 respectively. In producer role, personal productivity and motivation indicators was ranked 80.27% demonstrating high level of usage. The study recommended the education stakeholders should review and provide a more holistic and broader school

education system informed by validated performance measurement and managerial competencies infused with information communication technology.

Keywords:

School, Management, Teachers, Performance, Measurement

INTRODUCTION

Education significantly contributes to development as espoused in sustainable development goal number four on inclusivity, equity, and quality. Education promotes lifelong learning opportunities for all. Education and training is a key area of focus in the social pillar of education vision 2030. Education aims at developing learners intellectually and that sharpens and defines a country's culture and principles that guide approaches to life in all its dimensions. It is seen as the most effective process for creating values for civil justice and democratic society. UNESCO, Global Partnership in Education (2014), Iroegbu (2017) exposed that investing in Education is critical for sustainable, peaceful and resilient society. Education must impact skills for self-reliance and be basic in transference of knowledge that address health, food security, gender inequality and climate change.

Branch et. al., (2013), posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the school manager. In a study carried out in Latin America by UNICEF (2000), it found out that about 50,000 pupils in grade 3 and 4 did not have materials to use in class because of ill equipped library (Madani, 2019). They were more likely to score lower grades in examinations compared to pupils from schools with adequate classroom materials. Institutions which are properly managed provide learning and teaching experience leading to retention of both teachers and learners (Madani, 2019).

In Africa, Measurement and assessment is an essential element of teacher competencies. Few studies have been carried out on teacher competencies in educational assessment of students (Mpofu & Maphalala, 2018). According to Day & Sammons (2016) such features include: Commitment to success for all; flexibility and responsiveness; common vision; Environment of interesting learning; objective and effective disciplinary procedures. According to Otoo et al., (2018) the most effective programmes were: foster connectedness; increasing the trust placed in students; Provide tasks with immediate tangible benefits; institutions with diverse curricula student needs. Research around the world has shown that low expectations for student achievement permeate educational systems, (Muraki and Woods, 2007)

In East Africa, Uganda government has developed competency profile for primary school teachers (MOEST, 2012; Birugi, 2013).Due to importance attached to teacher competency worldwide, Uganda has developed competency profile for primary school teachers MOEST, (2014).The profile was to help stakeholders direct their efforts appropriately in their quest for teacher improvement. Research by Nzilano (2014), on teacher competencies of pre-service teachers on teaching practice revealed that there are limited competencies among pre-service teachers in Tanzania. This research failed to recognize manifest competencies. The present study assessed manifest competencies of practicing teachers. Mosha, (2015) observed that teachers 'knowledge competency was a factor affecting students' academic achievement in English language in Zanzibar rural and urban secondary schools.

In Kenya, all head teachers are currently undergoing a management course at the Kenya Management Institute (KEMI) to improve on their management skills. The management areas that KEMI exposed in school management areas are twenty seven in numbers of which fifteen are under coaching, four under mentorship and eight under induction. They are as follows; communication skills, institutional financial management, public procurement ,assets and Disposal Act, Legal framework in education, Financial literacy skills, Personal health and Wellbeing, Conflict and resolution, Norms and Values, Knowledge management, preparation for exit, professional audit, Career progression development, Learners Safety and protection and Curriculum, skills to be imparted during the training included; flexibility and adaptability data management, creativity, emotional intelligence and technical acumen. Emerging issues addressed included; climate change, global warming and migration, ethical social dynamic technology, (Republic of Kenya, 2012; Kamutu, 2018; MOE, 2020).

The Kenyan government committed in Education Bill 2012, that learners from marginalized communities will not be discriminated and hindered from attaining their highest level of education (Republic of Kenya, 2012).

The school service environment has also contributed to learning in many important ways. When identifying quality schools, researchers point at specific features within the school systems that lead to efficiency and effectiveness.

According to Mobegi et. al., (2010),Mutuku (2012), managers should take up their roles as quality assurance officers and lead educationist in their schools as stated in the TSC Code regulation 42(2),17(1,2,3,4),71,108,88(1)TSC Code of regulation in the Basic Education Act 2013 The schools should adopt appraisal forms for the employees, tailored to improve quality and involve observational techniques that ensure it captures results from multiple learning methods. Institution managers ought to come up with creative ways to increase revenue to reduce the financial burdens students and parents carry. This is geared towards improving pupil absenteeism, indiscipline and dilapidated or inadequate learning facilities. The schools are also advised to engage with quality assurance officers often, to provide technical assistance on schools matters and public relations. The head of institutions need to have regular consultations with the Teachers Service Commission (TSC) to address issues of staffing that may affect learning activities. Head of institutions should come up with creative techniques of mobilizing of resources to help in learner's retention and effect quality education through old students' community and well-wishers (Achoka, 2007).

In Siaya County, Quality Assurance Assessment Report by Rarieda Sub county in Siaya county showed that most schools have dilapidated infrastructure that cannot sustain teaching and learning (Rarieda Sub county Director Report,2018).Thus, it is necessary to understand the importance of school managers because for students to perform well, schools need school managers who are transformational. The school manager has to provide adequate facilities, quality human resources, adequate finances, good curriculum management, quality communication resources and maintenance of discipline. Further, the school manager has to motivate his charges at the school. The parents, local community, and education officials have to be engaged in order to produce students who have attained improved academic performance. Thus, the school principal is a catalyst of the force that leads us to better student's academic achievement (Morales-Doyle, 2017).

Key performance measurements have been applied in various areas which include use of NEMIS on students enrolments, New-funding model which apply means and test instruments, Establishing artificial intelligence with chat GPT, University worldwide ranking, Judiciary performance appraisal tools, Government Institution compliancy to performance contracting, assessment of performance of key economic sectors eg economic output by activities and percentage contribution to GDP by activities (Ambani, 2023).

Key performance indicators in school performance include student achievement discipline referrals, attendance rates cumulatively, Graduate rates, teachers satisfaction ,Financial performance, supplier performance, services quality, pressure utilization, Admission Growth rate, enrolment, student competition rate, paying workers income, benefit gained in academic program among others like the Ministry of Education and Teachers Service Commission have not made comprehensive effort to develop or broader uniform performance measurement models (Osman et al., 2012).

PROBLEM STATEMENT

Intervention by Kenyan Government through Ministry of Education in terms of policies, legal framework and changes in the educational system to improve on managerial competencies and performance measurement has been of critical concern. The performance of public secondary schools in Siaya County has been on a reducing trend for the past five years (2015 – 2020). The estimated performance level in Siaya County public secondary schools ranges from mean score of 3.467 in worst case scenario to a mean of 6.7282 in the best case. It is assumed that in the best-case scenario, there is no further drop in performance beyond the reported, while in the worst-case scenario, performance continue in a linear fashion (Siaya County Education report on KCSE performance 2015 – 2020). It is apparent that, the aforementioned critical challenge exists despite education sector claim of the largest share of national budget. Application of performance measurement should define educational sector complexity efficiency effectively minimize controversy and accurately, determine and develop comprehensive performance standard. In view of the importance of managerial competencies to the attainment of quality performance and educational goal, this study sought to investigate the influence of managerial competencies on performance measurement in secondary schools.

THEORETICAL FRAMEWORK

This study was guided by the result and determinant model for performance measurements and managerial competencies model for managerial competencies. The result dimension consisted of finance and competition as sub dimension and performance measures or indicators included market share, customer or stakeholder satisfaction for competitiveness and liquidity indicator market ratio, for finance. Determinants dimensions

have four sub-dimensions namely: quality of services, which consists of communication, friendliness comfort, and security indicators, Flexibility sub-dimension consisted of (delivery of service, volume flexibility indicators), resource utility sub dimension consisted of productivity and efficiency indicators and innovation sub-dimension consisted of performance of individual innovation as performance indicators. The result dimension prioritizes the organization goals. The determinant dimension was conceptualized as a leading indicator. This study involved 37 performance indicators from the result and determinant dimension. Performance measurement enabled management to monitor employee performance and provide feedback on the setting of goals among others (Souza & Beuren, 2018).

Armstrong (2012) stated that the managerial competencies model or framework consisted of five dimension namely; maximization of unit(Director role and producer role), Consolidation and community(Monitor and Coordinating role), Human resource monitor, and Adaptive and change role (innovation and broker role) and guided by the following skills; Interpersonal skill, intrapersonal skill, leadership skill, communication skill, operational and technical skill, talent skill, Emotional intelligence skill, conflict resolution problem solving and supervisory skill. The maximization of the output dimension, consolidation and community dimension, Human resource dimension, and adaptive and change dimension were conceptualized as leading competencies. The studies involved twenty-two competencies from the aforementioned competencies dimension. The advantages of management competencies are to allow for the institutionalization of skills. The absence of a skill set symbolizes a significant shortfall in that competency area; the framework allowed for context unique to efficiency (Geva & Rosen, 2018). Managerial excellence and competencies anchor the centre of the framework and provide descriptive aspirational overreaching focal point encompassing specific competencies areas; Diversity, Equity, Inclusive sound managerial excellence, and critical to the roles outlined in five competencies impacted positively on performance (Cardy & Selvarajan, 2006). Theoretical framework was relevant to this study because performance measurement and management competencies can be used to determine and align the mission and vision of a learning institution.
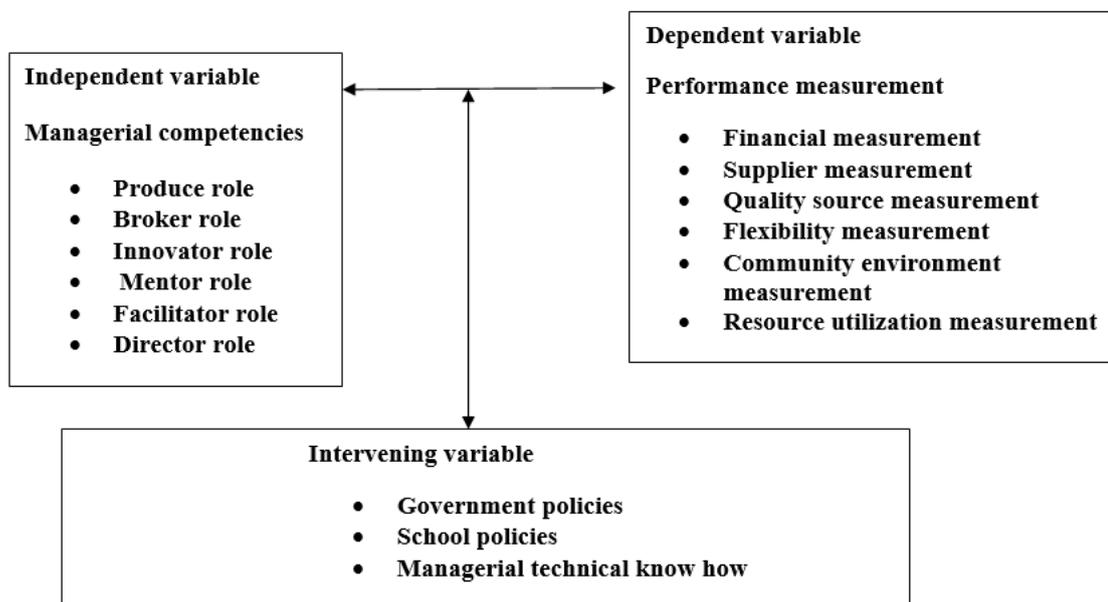
CONCEPTUAL FRAMEWORK

Fig. 1. Conceptual frameworks showing interplay of Dependent Variable, Independent Variable and Intervening Variable. Source (Researcher, 2023).

METHODOLOGY

The study adopted a concurrent triangulation design within mixed method approach. In this design, the investigator collected both qualitative and quantitative data at the same time during the study. Quantitative data was analyzed using both descriptive statistics (frequency, mean and percentages) while inferential statistics was analyzed using correlational method (Pearson product moment) (Creswell, 2014). The study population was carried in all the 243 public secondary schools in Siaya County. The target population consisted of 746 respondents in schools from Siaya County. Of the respondents, 243 were school principals, 260 Deputy School Principals and 243 Board of Management Chairmen who are charged with the management of schools. Secondary schools are considered appropriate because they have clear and similar organizational structures hence the results can be generalized without much error, as the population is relatively homogenous. 10% of 243 principals set aside for piloting. A pilot study conducted to improve external validity of the instruments while internal validity of the constructs investigated by subjecting the survey data to suitability tests (Cohen, 2005). In this study, reliability of the questionnaire tested using Cronbach's alpha. In the interpretation of the reliability of results, the maximum Cronbach's alpha coefficient is to 1.0 (Tavakol, & Dennick, 2011).

The tests were conducted using Bartlett's Test of Sphericity and Kaiser-Meyer-Oklin measure of adequacy sampling (KMO Index) (Zeynivandnezhad et. al., 2019).

The researcher obtained a permit from the National Council of Science, Technology and Innovation (NACOSTI). County Education Officer (CEO) for Siaya County also provided consent before the study commenced. After this stage, the researcher booked appointments with school Principals according to their timetables and administered the questionnaires to teachers, students and Principals. Since respondents are literate, they requested to fill the Questionnaires individually. The researcher was administering all questionnaires randomly in the selected public secondary schools in Siaya County (Ridder, 2017). The primary quantitative and qualitative data collected from the field was first edited to remove glaring errors and isolate incomplete questionnaires. Coding was done and entered into Statistical Package for Social Science Computer Programme version 22.0 to assist in the analysis of the data (Orodho, 2013). In quantitative analysis, Quantitative Data Analysis Matrix was used and thematic framework for the analysis used for qualitative analysis (Goldsmith, 2021).

Table 1: Quantitative Data Analysis Matrix

Research Hypotheses	Independent Variable	Dependent Variable	Statistical Test
Relationship between performance measurements and managerial competency of principals in public secondary school in Siaya County.	Managerial Competency	Performance measurement	- Means - Percentage
Relationship between management competencies and performance measurements of principals in public secondary school in Siaya County.	Managerial competency	Performance measurement	- Means - Percentage - Pearson correlation - Regression analysis
Relationship between performance measurements and managerial competencies of principals in secondary schools.	Managerial competency	Performance measurement	- Means - Percentage - Pearson correlation - Regression analysis

Table 2: Phases of Thematic Analysis.

Phase	Description
1. Familiarizing oneself with the data.	Transcribing data, reading and re-reading the data, noting down the initial ideas.
2. Generating initial codes.	Coding interesting features of the data in a systematic manner across the entire data set, collating data relevant to each code.
3. Searching for themes.	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes.	Level 1: Checking if themes work in relation to coded extracts and the entire data set. Level 2: Generating a thematic 'map' of analysis.
5. Defining and naming the themes.	Ongoing analysis to refine the specifics of each theme and overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report.	The final opportunity for analysis. Selection of vivid extract examples, final analysis of

While undertaking the study, the researcher considered ethics keeping the confidentiality of all the information from the respondents, protection of the respondents' identities, and their rights to exercise their freedom of thought.

RESULTS AND DISCUSSION

Response return rate

The study sampled 243 secondary schools from where 223 school managers, 260 Deputy Principals and 223 BOM Chairmen were administered with questionnaire and interview respectively, this is presented in Table 3.

Table 3 Response Return Rate

Category of respondent	Study Population	Sampled	Retained	%
School Managers	243	223	223	90
Deputy Managers	260	234	234	90
BOM Chairmen	242	223	223	90
Total	744	680	680	90

On the issued questionnaire and interview schedule respectively, school managers 223 (90%) 234 (90) Deputy School Mangers and 223 (90%) returned filled questionnaires and responded to interview schedule, hence giving an average of 90%. This response was acceptable since it was above 80%, according to (Creswell, 2014). The above average response rate was realized was achieved because the researcher personally reached out to learning institutions and administered questionnaires. There was 100% interview return rate because of

the researcher personal initiative to make appointment with the respondents and where challenges were met new appointment were made at the convenience of the respondent.

Background Information

The background information of the respondents was investigated to ascertain the representatives and reliability of the data. Gender, age and involvement in institutional administration was captured and detailed and tabulated in the subsequent subsections.

Gender representation of the respondents

The gender bias of the informant was appropriate to help establish which gender was keen in learning institutions management. Gender presentation was analyzed to include three categories of respondent as school principals, deputy principles and BOM Chairmen. The result are tabulated in Table 4.

Table 4 Gender Respondent Representation

Gender	School Principal		Deputy Principal		BOM Chairmen	
	F	%	F	%	F	%
Male	181	81	187	79.9	180	80.7
Female	42	19	47	20.1	43	19.3
Total	223	100	234	100	223	100

Table 4 illustrates that of the school managers, male are the majority 181 (81%) while female are 42 (19%). The deputy principals' males are 79.9% (187) while the females are 47 (20.1%). As for the chairmen of Board of Management the gender was heavily skewed with male gender dominating at 80.7% (180) and female being only 19.3% (43). The implication of this finding is that gender balance in leadership in public learning institutions in Siaya County is yet to be addressed.

Respondents Age

The study made an attempt to establish the age of the respondents in order to determine the age bracket which was more responsive to the learning institution management. This was carried out in categories to involve school principals and their deputies and BOM managers. The summary of the distribution by age bracket is shown in Table 5.

Table 5 age of the school managers, Deputy School Managers and BOM Chairmen

Category	Frequency	Percentage
School Managers Age Bracket n = 223		
28 – 37 Age	10	0.04
38 – 47 Age	103	46.8
47 and above	110	49.32
Level of Education		
Diploma	42	18.82
Bachelor Degree	153	68.6
Masters and above	28	12.55
Work Experience		
Under 3 years	40	17.93
4 – 6 years	53	23.76

7 – 11 years	92	42.25
11 and above years	38	17.04
Deputy School Managers Age Bracket n = 234		
28 – 37 Age	15	0.67
38 – 47 Age	183	78.2
47 and above	26	11.1
Deputy School Managers Level of Education		
Diploma	29	12.37
Bachelor Degree	200	75.4
Masters and above	5	2.1
Work Experience		
Under 3 years	60	23
4 – 6 years	152	58
7 – 11 years	18	6.9

Age and duration of service of BOM Chairmen n = 223

	Minimum	Maximum	Mean Age
Age	45	66	55.5
Duration served in the BOM	2	10	6

Table 5 shows that out of the 223 majority of the school managers, 110 (49.32%) are aged 47 and above, 38 – 47 years age are 103 (46.8%) and 28 – 37 age are 10 (0.04%). Managers with Diploma are 42 (18.82%), first degree were 153 (68.6%) and post graduate lies at 28 (12.55%) respectively. Majority of school managers had 7 – 11 years 92 (42.25%), 4 – 6 years are 53 (23.76%), under 3 years are 38 (17.04%). For the 260 Deputy School Managers, majority are aged 38 – 47 years 183 (78.27%), 47 and above age are 26 (11.14%) and lastly 28 – 37 age are 15 (0.67%).

Majority of Deputy Managers work experience ranged between 4 – 6 years are 152 (58%), under three years are 60 (23%) and 7 – 11 years are 18 (6.9%) and those with Diploma level of education were 29 (12.3%). First degree are 200 (85.4%) and masters and above are 5 (2.1%). This was in agreement with Ayoo (2002) who reported that as years of service increase most teachers get administrative positions and also become more productive in terms of content delivery to learners. Lastly the findings showed that the average for BOM Chairmen is 55.5 years with minimum age being 66 years. The duration of service range between 2 years to 10 years. This showed that BOM Chairmen had served for considerable duration to be able to understand performance measurements and managerial competencies of the school managers within their respective institutions.

Reliability Analysis

The result in the table 6 below showed a Chronbach's alpha (α) above 0.6 for all the scales indicators an acceptable level of reliability (Tavakol, & Dennick, 2011). Most of the alpha values were acceptable since they were > 0.6 for all the dimensions. The 37 performance indicators and 22 management competencies were reliable and consistent measures of eight managerial roles.

Table 6. Reliability Analysis

N=124	Alpha Values	Number of indicators for each measure
Performance Dimension Competencies	0.649	16
Financial Performance	0.7091	10
Quality service	0.819	5
Flexibility	0.805	3
Personnel utilization	0.615	3
Managerial Roles		
Director role	0.755	3
Producer role	0.671	3
Coordinator role	0.825	3
Facilitator role	0.716	3
Mentor role	0.695	3
Innovator role	0.638	4

Significant managerial competencies applied by school managers.

In the second objective, in the management competencies applied by school managers in public secondary schools in Siaya county was investigated where data was collected using five (5) point item scale scored on a scale of 1 to 5 where 1 = strongly agree (SD), 2 = Disagree (D) 3 = Neutral (N) 4 Agree (A) and 5 = Strongly agree (SA). The data analyzed to show frequencies and mean for each scale. To achieve these managers were asked to indicate their level of use and importance of each management competency by responding 22 management competencies statement contained in the survey instrument. The level of and importance cause were averaged and expressed as percentages of the result presented in table 5

Table 7:Significant Management Competencies Ranked by Mean Score and Percentage

COMPETENCIES	SD			D			N			A			SA		
	N = 223			Mean			Mean			Mean					
	%	n	Fre	%	n	Fre	%	n	Fre	%	n	Fre	%	Mean	Fre
MAXIMIZATION OF OUTPUT															
Director Role															
Taking Initiative	0	0	0	0.4 5	0.00 4	1	0	0	0	20. 6	0.20	44	79	0.798	17 8
Goal Setting	0	0	0	0	0	0	0	0	0	31. 8	0.31 8	46	79	0.794	17 7
Delegating Effectively	0	0	0	0.9	0.00 8	2	0	0	0	0	0	71	67	0.673	15 0

Producer Role

Motivating others	0	0	0	0.9	0.008	2	0	0	0	19.3	0.192	90	59	0.596	133
Personal productivity motivation	0	0	0	0.4	0.004	0	4	4	1	38.6	0.385	43	80	0.803	179
Time and Stress Management	0	0	0	0	0	0	0	0	0	19.3	0.192	86	61	0.614	137

CONSOLIDATION AND COMMUNITY

Monitor role

Present information writing effectively	0	0	0	0	0	0	0	2	0	26.9	0.269	62	72.	0.722	161
Analysis of information & critical thinking	0	0	0	0	0	0	0	0	0	24.2	0.242	60	73	0.731	163

Reducing information overload	0.9	0.008	0.42	0.005	4	1	0	0	0	0	0	54	75	0.758	169
Coordinating role															
Organizing role	0	0	0	0	0.000	0	0	9	25.2	0.251	1	55	75	0.753	168
Planning role	0	0	0.4	0.005	4	1	3	4	0	26	0.260	56	74	0.749	167
Controlling role	0	0	0	0	0	0	0	0	0	0	0	58	73	0.74	165
HUMAN RESOURCE															
Facilitator role															
Team building	0	0	0	0	0	0	0	9	0.002	29.6	0.296	64	71	0.713	159
Conflict management	0	0	0	0	0	0	2	2	31.0	0.314	3	66	74	0.749	167

Participative decision making	0.9	0.008	2	0	0	0	0	0	0	0	0	70	68	0.686	153
Mentor role															
Developing subordinate	0	0	0	0.9	0.008	2	0	0.017	4	28.7	0.287	69	69	0.691	154
Interpersonal communication	0	0	0	0	0	0	0	0	0	31.8	0.318	64	71	0.713	159
Understanding self & others	0	0	0	0	0	0	0	0	0	0	0	71	68	0.682	152
ADAPTIVE AND CHANGE															
Innovative role															
Management change level	0	0	0	0	0	0	0	0	0	35.9	0.35	81	63	0.637	142
Change level of application	0	0	0	0	0	0	0	0	0	36.3	0.36	80	64	0.641	143
Creative thinking	0	0	0	0	0	0	0	0.00	1	36.	0.36	81	63	0.637	14

							4		3	3				2
							0.00		28.	0.28				14
Living with change	0	0	0	0	0	0	1	4	1	3	2	63	63	0.637	2
Broker Role															
Negotiating agreement	0	0	0	0.4 5	0.00 4	1	3	0	0	35. 9	0.35 8	80	64	0.641	14 3
Presenting ideas effective oral presentation	0	0	0	0.9	0.00 8	2	4	0	0	35. 4	0.35 4	79	64 .	0.646	14 4
Building and Maintaining power base	0	0	0	1.3 5	0.01 3	3	5	0	0	32. 7	0.32 7	73	67	0.673	15 0

Out of the 4 managerial outcomes, only competencies from maximization of output and consolidation and continuity and human relation seem to be the measures of management competency. On the maximization of output the director role as sub dimension measure had three indicators which were ranked as follows presentation of information (72.2% simply agree) analysis ranked 73% strongly agree and taking initiative (79.82%) strongly agree and goal setting (79.32%) strongly agree producer role sub dimension measure had three indicators of which only one indicator was ranked as personal productivity motivation 80.27% strongly agree on consolidation and continuity, there were two sub dimensional measures stated as follows, monitor role which had three indicators ranked as follows presentation of informal writing effectively (72.2%) strongly agree, analysis of information (73% strongly agree and reducing information overload (75%) strongly agree, coordinating role as a sub dimension measures had three indicators namely organization 71% strongly agree, planning (74%) strongly agree and controlling (73%) strongly agree and lastly human relation dimension had only one dimension namely facilitating role which qualified two of the three indicators as follows Team building ranked 71.3% strongly agree and conflict management ranked 74.89% strongly agree. In contrast the competency from adaptation and change of which three competency indicators from innovation role namely management change level of application, creative thinking and living with change and additional three competency indicators from the broker role were least significant but were still below 63.68 to 67.26% strongly agree.

Significant Competencies

The finding of this study indicate that significant competencies were from the following dimensions, maximization of output consolidation and continuity and human relation.

Maximization of output

Taking initiative competencies

Taking initiative under director role sub dimensional was ranked high (79.82% strongly agree and 20.63% agree. The results is consistent with other studies, Blasé & Blasé (2001). it relates to level of decisiveness, a manager must make to ensure success of the school taking initiative as critical virtue to the success of school managers by virtue of their role as defined in the education act (2013),which states that a manager is presently defined as a person who has been appointed through teachers code of regulation to coordinate and

oversee the implementation of education policies guideline and perform delegated teacher re management function. It is only recently in circular may, Due to service nature of the school manager must make sure standard are adhered to and the set goal achieved. The competency is important to achieve maximization of output outcome by the institution (Wesselink et. al., 2015).

Goal setting competencies.

The second in ranking after taking initiative as a significant competencies (79.3%) this is in line with the work of Amanchukwu et. al., (2015).Stating goal setting is one of the desirable competencies under leadership domain and setting activities varies with different level of management with a school or organization for example senior management tend to focus on more short term goals. If it referred to effectiveness of managers with booth strategic and tactical training. The general practice to agree with the head of department, on the goal of the department in light of mission and vision objectives and mandates. This contributes to the overall well-being of the school. As managers share the visions and continuously communicate this vision to teachers and non-teaching staff (Hanushek and Woessinan, 2010).

Personal Productivity and Motivation

Competencies on producer role as sub dimensional measure were also established as a significant competency. In the management of public secondary school ranked at (80.27%) strongly agree on their studies (Bawa, 2017) found out that personal productivity and motivation were key to success in managerial work. the institutional level of motivation is key to success in managerial work . the institutional level of motivation is key to individual productivity. manager who strive to personal peak performance (Bawa, 2017). Peak performance in public secondary school was most likely be result   display dual capacities of self-management and term mastery and capacity of master change (Hanushek and Woessinan, 2010). Personal productivity is essential bearing in mind the way in which teachers are promoted (based on personal performance) the teachers service commission has introduced a raft of reforms in the education sector to ensure personal productivity is natured.

This is through modern teacher's performance appraisal development (Tpad) leading to the development of national professional teachers standards for all, teachers performance contracting and carrier professional guideline (Anyieni, 2020). Presenting information, writing effectively, competence, analysis of information and reducing information overload competency on the consolidation and continuity dimension and monitor

role as sub dimension measure writing effectively competency was ranked 72.2% analysis of information ranked 73% and reducing information competency was ranked 75% hence qualifies as qualifies as significant management competency which are intertwined. This has been highlighted in previous studies by Wesselink et al., (2015) school managers are regarded as communicators, analysers and interpreters of information in an institution. They are at the Centre of communication between the employer and staff, customer, supervisor among others. They are also charged with responsibility of writing and revising standards, procedures, guidelines, manuals, memos, circulars, among others forms of communication (Wesselink et. al., 2015)

Organizing competency on the coordinating role as sub dimensional measure under consolidating and continuity organizing competency by the school managers in the respondent. The result indicated that organizing significant as management competency. The finding agree with other studies (Wesselink et. al., 2015).

These competencies indicated the ability to locate and coordinate organizational resources in order to accomplish pre-defined goal. Coordinating role is a keystone role of all managerial which occurs at two level coordination organization recourses and coordination managerial resources. The two level of coordination is very crucial for successful management and permeate all other managerial activities. The coordination role is associated with attention to detail and with tracking activities and performance. These competencies are concerned with managing operation so that the organization can respond to change with degree of flexibility and control (Hanushek and Woessinan, 2010).

Planning and controlling competencies

Planning is one of the traditional competencies and function a manager. It was rank (74%) strongly agree by the school managers. This finding is quite in the line with the previous work of Amanchukwu et. al., (2015) planning competency indicators the managers ability to execute operational planning involving financial material and human resource decision to ensure the most effective delivery of services, operational planning competency is good for three reasons : it translate the future into the present by providing road map of how to get there, it provides a mechanism for setting standards and clarifying what is to be done and how it is to be done and clarifies work unit and organizational level priorities. Secondary school managers are greatly included in planning activities for the same provided customer to be satisfactory,

planning is critical. School managers are involved in writing and allocations of resources to ensure the plan are achieved. Budgeting and development of strategic plans are key planning tools (Dash & Dash, 2008).

General management competencies

The result indicated that all managerial competencies were ranging between 80.27% to 71.3% strongly in the best case scenario and 17.73 to 2.2 in the worst case scenario. Due to the generic nature of the competencies and their recognized importance by the school managers in the literature, managers should be able to achieve any outcomes. The current study also reveals that secondary school managers require a broad range of manager competencies to cope with diverse range of issues and complexities which confront them. The multi department focus demands increased leadership ability in school managers as they are expected to diversify over a range of complexity that their face. Effective management competencies in particular selection also utilized a range of specialized competencies. These findings therefore justifies a theoretical frame work of transformation (Brophy and Kiely, 2002)

Human relation competencies

In human relation competencies, mentor and facilitative role were ranked as highly significant, under facilitation role, two measures were rank as follows: Conflict Management 74.89 strongly agree and 25.11 strongly agree, while team building ranked 71.3% strongly agree and 28.7% strongly agree. Under mentorship as sub dimensional measures, only one competency qualified under the ranking of 70 and above and that is interpersonal 71.3% strongly agree and 28.7% agree. The rest scored under seventy percent. Human relation competencies such as planning organizing, coordinating and controlling. The success of any manager is determined by the team building put in place, how effective conflict are sorted out through promotion of interpersonal communication (Bawa, 2017).

School Managers response on wide range managerial competencies applied in their institution.

Table 8 shows that 70% of the school managers struggling agree that they apply variety of managerial competencies in their daily institutional management role 20% of the school managers agree while 100% remained neutral. Besides (90.0% mean = 9.0) of the respondents reacted positively to the statement that secondary school managers applied varied managerial competencies while 10% remained neutral. They further identified the various management competencies categories in order of importance.

Table 8 shows the response of school managers to interview statements

Statements	SA	A	N	D	SD	Mean
School managers apply wide range of performance management in their school	23 23(76%)	5 5(16.6%	2 2(6.6%)	0 0	0 0	9.3
School managers apply wide range of managerial competencies	25 25(70%)	6 6(205)	3 3(10%)	0 0	0 0	9
Managerial competencies applied influence the performance management in the school	24 24(80%)	3 3(10%)	3 3(10%)	0 0	0 0	9.0

Maximization of output which focused on director role majoring on taking initiative and goal setting, producer role focused of personal productivity and time and stress management, consolidation and community which lay emphasis monitor role and major on analysis of information and critical thinking and Human Resource which single out facilitator role and lay emphasis on team building and conflict management. These findings were similar to that of Kay Aussle (2002), Krugger (2005), Brownian et al., (2005) jointly stated desirable competencies compare well with different level of management within school organization and more under leadership domain.

The deputy school managers views on the application of significant managerial competencies by the school managers

The findings on table 9 established that 73% (190) of the deputy school managers strongly agree that school managers have focused on maximization on output which lay emphasis on content delivery by both teaching and non-teaching staff. 20% (50) generally agree and 7% remained neutral. Cumulatively, 90% (240) of the deputy school managers supported maximization of output. This finding is similar to that of Blasé & Blasé (2001). both emphasized on taking initiative and goal setting competencies as sub module of maximization of output.

Table 9: The deputy school managers collected views.

Deputy school Managers view n = 260	SD	D	N	A	SA
The school manager has focus on maximization of output/content delivery by staff	0	0	20	50	190
			7%	20%	73%
The school manager has brought everybody on board (consolidation and continuity)	0	0	16	49	195
			6%	19%	75%
The school manager focused on staff development (Human resource)	0	0	25	46	189
			9%	18%	73%
The school managers are flexible and build consensus (adaptive and change)	0	0	6	60	194
			2%	23%	75%
BOM Chairman vies n = 223	SD	D	N	A	SA
The principal is focused on improving result (output maximization)	0	0	22	51	150
			10%	23%	67%
The entire school manager is keen on bringing everybody on board (consolidation and continuity	0	0	3	40	178
			1%	18%	80%
The school manager has prioritized staff development and staffing (human relation)	0	0	2	50	170
			1%	22%	76%
The school manager is flexible and team leader (adaptive and change)	0	0	9	43	171
			4%	19%	77%

School managers engaging all stakeholders by bringing everybody on board which is under consolidation and community. 75% (195) of the deputy school managers strongly agree, 19% (49) generally agree and 6% (16) remained neutral. A total of 94% (244) deputy school managers agree which is consistent with the finding of (Hanushek, 2013) who emphasized on presentation of information writing effectively and information analysis as an aspect of consolidation and continuity.

From the interview 73% (189) of the deputy managers strongly agree that school managers focus on staff development (human resource) and 18% (46) generally agree while 9% (25) remained neutral. This is consistent with the findings of (Dash & Dash, 2008). both stated that human resource decision ensure effective service delivery in an organization on institution. School managers approach to adaptive and change which major on building consensus and flexibility was supported by 75% (194) of deputy school

managers that strongly agree and 23% (61) generally agree while 2% (6) remained neutral. This is in line with the work of (Hanushek, 2013) that change in an organization can only be responded with degree of flexibility and consensus building (teamwork).

School Board Chairmen views on Significant Management Competencies

Chairmen of Board of Management institutions within the county were also subjected to interview to find out more about the principals position on key significant managerial competencies. Table 10 establishes that 67% (150) of the Board Chairmen strongly agree that school managers are focused on improving results by undertaking decision which major on maximization on output, 23% (51) of the Board Chairmen agree and 10% (22) remained neutral. Cumulatively 80% (201) of the Board Chairmen supported the action which lay emphasis on maximization of output. This finding is similar to that of (Walo, 2001) both laid emphasis on taking initiative and goal setting as a sub-model of maximization of output model.

Table 10 BOM Chairmen views on Significant Management Competencies

BOM Chairman vies n = 223	SD	D	N	A	SA
The principal is focused on improving result (output maximization)	0	0	22	51	150
			10%	23%	67%
The entire school manager is keen on bringing everybody on board (consolidation and continuity	0	0	3	40	178
			1%	18%	80%
The school manager has prioritized staff development and staffing (human relation)	0	0	2	50	170
			1%	22%	76%
The school manager is flexible and team leader (adaptive and change)	0	0	9	43	171
			4%	19%	77%

Chairmen of Board of Management institutions within the county were also subjected to interview to find out more about the principals position on key significant managerial competencies. Table 10 establishes that 67% (150) of the Board Chairmen strongly agree that school managers are focused on improving results by undertaking decision which major on maximization on output, 23% (51) of the Board Chairmen agree and 10% (22) remained neutral. Cumulatively 80% (201) of the Board Chairmen supported the action which lay

emphasis on maximization of output. This finding is similar to that of (Walo, 2001) both laid emphasis on taking initiative and goal setting as a sub-model of maximization of output model.

Secondly, chairmen of Board of Management supported the statement that the entire school management is keen on bringing everybody on board by 80% (178) strongly agree, 18% (40) of the Board of Management Chairmen agree while 1% (3) remained neutral. Cumulatively 98% (218) of the chairmen supported the statement. This is in line with the finding of (Irungu, 2006) that endorsed consolidation and continuity as a model of managerial competency which encompasses planning and controlling competencies.

On the statement that school managers have prioritised staff development and staffing, attracted 76% (170) of the chairmen endorsement as strongly agree, 22% (150) agree and 2% (4) remained neutral. Cumulatively 98% of the BOM chairmen supported and this was consistent with the findings of (Irungu, 2006) both singled out human relation competency as key to management competency model.

Lastly finding on the school managers flexibility and team leadership was supported by 77% (171) of the chairmen of the Board strongly agree, 19% (43) agree and 4% (9) of the board chairmen remained neutral. Cumulatively 96% of the board chairmen endorsed. This was consistent with the finding established by (Kristof-Brown et al, 2005) that stated that adaptive and change is very key in managerial competencies application.

CONCLUSION

Out of four management competencies dimension namely maximization of output, consolidation and continuity. Human relation and adaptive and change only two signatories management competencies were rank highly in terms of frequency reason and percentages as follows maximization of output which had two resources namely producer role of which had two measures namely producer role of which out of three indicators one namely personal productivity ranked 80.2% strongly agree and 19.63 agree and under director role as measure the following indicators were rank highly taking initiative 79.82% strongly agree and 27% agree and finally presenting information 72.2% strongly agree and 27.8% agree. Interview schedule established that 90% with a mean of 0.9 agreed that they apply varied managerial competencies ranging from maximization of output, consolidation and communally which laid emphasis on director role, producer

role and monitor role respectively. This was further confirmed by documentary guide analysis which identified maintenance of work covered and register as both producer and monitor role. This is consistent with interview findings of Deputy School Managers of which cumulatively 90% stated that school managers apply variety of managerial competencies of which maximization of output was ranked highly apart from consolidation and consistency, Human Resource and adaptive and change. This was further confirmed cumulatively 94% (244) of Board of Management Chairmen interviewed.

RECOMMENDATIONS

There is need to identify broader managerial competencies model and sub model and further aligned in and infused them with modern management areas such as total quality management and technology to streamline leadership and effective resource utilization.

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