

**INVOLVEMENT OF ACADEMIC HEADS OF DEPARTMENT AND PRINCIPALS'
EFFECTIVENESS IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN
LAIKIPIA WEST SUB-COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements
for the Conferment of the Degree of Master of Education in Educational Management
of Laikipia University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for the award of a degree or diploma in any other university.

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DEDICATION

I devote my academic endeavor to my family, expressing my gratitude for their unwavering love, support, generosity, and prayers. They also helped me understand the value of discipline and diligence.

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ABSTRACT

Any organization's ability to succeed is based on both its leadership calibre and organizational structure. In secondary school administration, delegation of responsibility is a successful tactic. Heads of Departments (HoDs) and their deputies are expected to support principals in managing the operations of their schools. Nevertheless, administrators frequently ignore the academic HoDs in their schools, which leads to inefficient administration, even in the face of explicit directives regarding their responsibilities. The aim of this research was to examine the connection between academic HoD engagement and principals' general efficacy in secondary school administration. The study was based on the Path-Goal Theory of Leadership and used an *ex post facto* research approach. The target population consisted of 388 respondents, including one Sub-County Director of Education (SCDE), one Quality Assurance and Standards Officer (QASO), one representative of the Kenya National Union of Teachers (KNUT), and 335 academic Heads of Departments (HoDs) in the 67 public secondary schools in Laikipia West Sub-County of Laikipia County, Kenya. The staff establishment of these schools requires at least five academic HoDs. The study sample consisted of 298 HoDs from 59 secondary schools, chosen using a stratified selection procedure, and one representative from each of the three KNUT, SCDE, and QASO groups who were purposefully selected. A questionnaire for the HoDs and an interview schedule for the SCDE, QASO, and KNUT representative were used to gather data. A methodical validity and reliability assessment was conducted on the instruments. To guarantee the validity of the tools, experts from the School of Education and the Department of Curriculum and Education Management (C&EM) were consulted. Based on information gathered from pilot research including ten public secondary schools in the neighboring Nyandarua West Sub-County, the questionnaire's reliability was evaluated. With an average value of 0.825 from the Cronbach alpha test, it was determined that the questionnaire scales were acceptable and could move on to the primary data gathering procedure. While quantitative data were evaluated descriptively using means and standard deviations, qualitative data were grouped into emerging themes and analyzed using frequencies and percentages. A .05 alpha level was used to test hypotheses using Pearson's product-moment correlation coefficient. The analyses were done with the help of the Statistical Package for Social Sciences (SPSS) computer programme version 24.0. Findings revealed that involvement of HoDs in promoting teaching and learning ($r=.882, p=0.00$), procuring school goods and services ($r=.815, p=0.00$), managing students' and teachers' discipline ($r=.741, p=0.00$), developing school calendar of activities ($r=.844, p=0.00$), and managing school finances ($r=.832, p=0.00$) were positively and statistically related to the principals' effectiveness in managing secondary schools. Fear of failure, fear of losing control, and short deadlines were found to be the biggest hindrance to the delegation of management responsibilities to HoDs. Sensitizing principals on the benefits of delegating management responsibilities and training HoDs on managerial aspects were identified as the best strategies for enhancing delegation of responsibilities to HoDs. The study suggests that HoDs be trained in financial management and procurement, among other areas, in light of the findings. The study also recommends greater inclusion of HoDs in appraisal and professional development of teachers and management of students' and teachers' discipline.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CDE	Sub-County Director of Education
FGDG	Focus Group Discussion Guide
HoDs	Heads of Department
IGP	Interview Guide for Principals
KCSE	Kenya Certificate of Secondary Education
KNUT	Kenya National Union of Teachers
NACOSTI	National Commission for Science, Technology and Innovation
PSRS	Principals' Supervision Rating Scale
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
WVSU-JC	West Visayas State University–January Campus
PPRA	Public Procurement Regulatory Authority
QASO	Quality Assurance and Standard Officer

OPERATIONAL DEFINITION OF TERMS

Academic Heads of Department: means appointed office holders who have responsibility for an academic unit referred to as department in secondary school.

Administration: The process of managing the integration of human and material resource to achieve educational objectives.

Category of secondary schools: refers to the classification of public secondary schools into sub-groups depending on size and staff establishments as well as the physical facilities. The subgroups include national, extra-county, county and sub-county.

County: The 2010 Kenyan Constitution defines the greatest unit of governance in the decentralized form of government.

Effectiveness in Management: Management implied the efficiency with which the principals achieve their schools' aspirations through involvement of the staff under them and was measured using twenty items on a five-point Likert scale in the questionnaire

Involvement of Academic Heads of Departments: delegation of duties by principals to the HOD's.

Management of school finances: It entails putting together and implementing a financial plan, accounting, reporting, and safeguarding assets against theft, harm, and fraud. Twenty items on a five-point Likert scale were used in the study's questionnaire to measure it.

Management of staff and student discipline: It is the function of enforcing rules, regulations, and behaviours that help staff and students maintain control, order, and adhere to acceptable standards (Simamora, 2022). It was measured using twenty items rated on a five-point likert scale.

Procurement of goods and services: It is the process of choosing and agreeing to terms and buying products, services, or labor from outside vendors, frequently through a competitive bidding or tendering process (Weli & Nnaa, 2020). In this study, twenty items with five-point Likert scale ratings were used to gauge how much principals have given HoDs the authority to acquire products and services.

Promotion of teaching and learning: Engaging with learners is essential to facilitating their Comprehension and application of concepts, knowledge, and processes. It also allows them to integrate new behaviors, abilities, and knowledge that expand their repertoire of learning opportunities. In this study, HoDs involvement in promotion of teaching and learning was measured using twenty items rated on a five-point Likert scale.

Public secondary school: is an education institution that is maintained on public funds. It is free for all children to attend after completion of primary school.

School calendar of activities: It is a system that establishes the significant dates that, for the duration of a specified period, generally a term, govern most of the academic institution's daily operations.

School principal: is chosen by the Teachers' Service Commission, in collaboration with the County Education Board, to be the top administrator in a secondary school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Any successful organization's accomplishments are the result of a well-thought-out plan. However, some organizations are still able to succeed at far higher levels than others, and this is mostly due to effective organizational management (Hwa & Leaver, 2021). Management is the process of organizing, and guiding the resources and personnel of an organization to accomplish its objectives (Uwaezuoke, 2022). The manner in which these managerial functions are executed determine the effectiveness of management process and consequently the success of an organization (Jackson & Andala, 2022). One of the approaches that has been linked to effective organizational management is participative or distributed management. This is an approach of managing organizations where senior managers actively involve their subordinates in making and implementing managerial decisions (Jackson & Andala, 2022).

Involvement of staff in management increases levels of motivation among employees (Bhaker & Sharma, 2024). An organization also gains a competitive edge, increases productivity, expedites work completion, and accumulates expertise. Furthermore, senior managers can reduce functional loads, increase employee happiness, and foster a culture of trust and cooperation between them and their staff (Sengai, 2021). Globally, school management approaches have been found to have an impact on educational quality, students' academic achievement, and students' discipline. Consequently, there has been increased interest in shifting the management of schools from school principals to the school management teams. The shift to the team approach of school management encourages decentralized decision-making, transparency and accountability, and ownership in the delivery of education services (Kalane & Rambuda, 2022). The management of schools is no longer the duty of the principal alone but a team responsibility that incorporates heads of department (HoDs), who serve as middle managers. The involvement of HoDs in school management enables a school to profit from the input and expertise of diverse actors (Munje et al., 2020).

According to a study by Medford and Brown (2022) on schools in the United Kingdom (UK), HoDs are becoming more complex in their roles as they take on more duties within the senior management team, but the levels of power, support, and pay that go along with it are often

insufficient. Inadequate time, curriculum stability, professional growth, vision, and communication were further highlighted by Medford and Brown. However, Taylor (2023) noted a number of factors that increase the need for school administrators to involve HoDs in leadership duties. Student enrollment, marketing, parent management, salary and budgeting, hiring qualified instructors, growing unique programs and enhancing facilities, leadership succession, community connections, financing professional development, and governance were some of these facets.

Heads of Department (HoDs), Deputy Principals, and Principals make up the School Management Teams that manage schools in South Africa. HoDs are responsible for providing leadership in certain departments in South African schools. As a result, they directly affect how well those departments teach and learn (Kalane & Rambuda, 2022). Additionally, the Employment of Educators Act, 64 (1998), which states that the job description of a HoD is contingent upon the methods and requirements of a specific school, provides guidance for the work of HoDs and includes, but is not limited to, administration, teaching, hiring staff, organizing extracurricular activities, and facilitating effective communication within the school (Munje et al., 2020). HoDs ensure that the objectives and activities of the department are aligned with the goals of the institution.

In Kenya, the role of HoDs was introduced into the school system in the 1980s to help with the management of public secondary schools (Kabaso, 2023). Under the current system of school management, heads of department (HoDs) are senior teachers assigned to specific units or departments within public secondary schools. The unit may deal with a single topic or a group of related subjects, sports and games, boarding, guidance, and counselling. HoDs serve as a crucial conduit between a school's upper management and the teaching staff (Wanyoike et al., 2023). HoDs play a crucial role in curriculum delivery and instruction as middle-level managers. Being a HoD might be a problem rather than an advantage at some public secondary schools, while in others, their presence is crucial (Kabaso, 2023).

The roles and responsibilities of Heads of Departments (HoDs) in secondary school education management are delineated in the School Management Guide. According to Muriuki et al. (2020), these comprise personnel management for teachers and students, financial (Budgetary Process), curriculum and instruction, and people management. As part of curriculum and instruction, heads of department (HoDs) are in charge of curriculum and instruction, curriculum grasp, schemes of work formulation, records of work maintenance, lesson plans

and notes, records of tests and examinations, and specifying subject syllabuses for each class. They also oversee the maintenance of student performance records by department personnel, the coordination of methodology and teaching methods review meetings, and the use of records of internal and external assessments to improve subject teaching and learning (Muriuki et al., 2020).

Fakhr (2020) observed that academic HoDs assume multiple functions; they are the major spokespersons for departments' staff and students. Further, secondary schools are increasingly depending upon departmental heads to execute and put into practice institution's policy and other responsibilities of the institution top administrators. Munje et al. (2020) further observed that HoDs are representatives of top administration at departmental level. They articulate the requirements of the department to members on behalf of senior or top management and vice versa. Consequently, HoDs are a necessary link between the administration and staff at the department. It can therefore be argued that when HoDs fulfil their roles effectively, there is good and constructive communication between the administration and the department and conflicts and disputes are therefore avoided. When HoDs are not involved or are not effective in fulfilling their roles, then there is likely to be no harmony between the administration and the department because neither of the two would understand the necessities or viewpoints of the other (Cheruiyot et al., 2020)).

According to Maqbool et al. (2024), the caliber of leadership that has been established determines how successful any organization will be. Since the school administrator is the most powerful person in the organization, maintaining an effective administration depends heavily on his or her leadership style (Achimugu & Obaka, 2019). However, poor leadership, poor interpersonal relations, lack of proper supervision, poor communication, lack of support and lack of commitment to supervision by many school heads tend to work against the academic HoDs. Which proof that HoD's involvement is lacking in schools. Furthermore, Meyer et al. (2023) noted that a lack of transparency in the full set of management standards leads to many principals and School Management Boards hiding a lot of concerns. Principals that exhibit authoritarian behavior are frequently to blame for the breakdown of appropriate management protocols (Achimugu & Obaka, 2019).

In Tigania East Sub-County, Meru County, Kenya, Muriuki et al. (2020) conducted a study on the perceptions of teachers and secondary school HoDs regarding the role of HoDs. According

to the report, HoDs actively participate in student affairs, curriculum implementation, human resource management, physical facility management, and community relations. Of importance to this study, Muriuki et al. (2020) recommended among other things, that academic HoDs be trained through workshop and seminars to improve their management skills. According to a 2024 study by Kirui et al. on the variables influencing principals' performance on managerial responsibilities at public day secondary schools in Kenya's Mwingi East Sub-County, a shortage of teachers and other support personnel made it difficult for the schools to operate. Therefore, the study suggested conducting research on the impact of HoDs' involvement in managerial chores on principals' performance. Kieti et al. (2018) assessed how managerial procedures affected the academic achievement of pupils in public secondary schools located in Kenya's Matungulu Sub-County. The study found a substantial positive and significant relationship between management practices and academic performance. The research suggested, among other things, that principals step up the regular inspection of teachers' professional records to make sure the rules governing them are being followed. Kieti claims that the academic HoDs are responsible for carrying out this routine checking.

Indeed, related research has been carried out in Kenya and in Africa in the area of education management. Some of these studies include: Buthelezi (2021) that interrogated the scenarios in which involvement of HoDs is considered as an element of participative management in secondary schools in South Africa. Studies conducted in Kamukunji Sub-County (Munundu et al., 2022) and Rachuonyo South Sub-County (Ochieng et al., 2019) evaluated the impact of principals' involvement of HoDs in school management on teacher retention in public secondary schools. Cheruto et al. (2018) examined the types and appropriateness of the approaches used by head teachers in primary schools in Kosirai Sub-County to involve teachers in school management. Aceke et al. (2018) investigated factors in Kenya's Mbeere South Sub-County that affect involvement of subordinate staff in managerial responsibilities in secondary schools. From the reviewed literature therefore, there is little research on relationship between principals' involvement of academic HoDs and their overall effectiveness in management of secondary schools. By examining the relationship between principals' engagement of academic HoDs and their overall efficacy in managing public secondary schools in Laikipia West Sub-County, Kenya, this study aimed to close this knowledge gap.

Research by Thurairaja et al. (2022) found that there was evidence of poor procurement and financial management, which resulted in resource waste in the public secondary schools in

Laikipia County. As a result of the wastage, large number of the schools lacked adequate resources for instruction and learning, pointing to ineffective use of funding and acquisition of supplies. According to Wanjala (2019), a considerable proportion of local schools were obtaining exam scores that were lower than the national average, indicating ineffective management that hampered teaching and learning. Kanja et al. (2018) further observed that there were challenges in the implementation of strategic plans among public secondary schools in Laikipia County. Njoroge et al. (2021) also observed prevalence of disciplinary issues like substance use and vandalism among public secondary schools in Laikipia County. The purpose and indeed the motivation of this study was to ascertain whether principals' inability to include HoDs through efficient duty delegation was a contributing factor in these managerial problems.

1.2 Statement of the Problem

According to the Ministry of Education's circulars, academic HoDs' responsibilities in secondary schools are unambiguously defined (Ministry of Education, 2018). These duties encompass leading the curriculum, engaging with students, parents, and the community, contributing to the creation of a learning vision, and encouraging a responsible and supportive learning environment. Thus, in addition to being an administrator, the HoD also serves as a manager. In addition to doing regular and advisory work, HoDs take the lead in developing policies for the departments and also participate in their interpretation and implementation. Principals must involve the HoDs in order for them to manage the schools efficiently. This research sought to ascertain whether there was any relationship between principals' involvement of academic HoDs and their overall effectiveness in managing public secondary schools in Laikipia West Sub-County, Kenya, with the goal of enhancing secondary school management in the Sub-County and throughout the country.

1.3 Purpose of the Study

The purpose of this study was to establish whether there is any relationship between principals' involvement of academic HoDs and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County of Laikipia County, Kenya. This purpose motivated the study.

1.4 Objectives of the Study

The study was guided by the following specific objectives;

- i. To determine whether there is any significant relationship between principals' involvement of academic HoDs in promoting teaching and learning and their overall effectiveness in the management of public secondary schools in Laikipia West Sub-County, Kenya.
- ii. To examine whether there is any significant relationship between principals' involvement of academic HoDs in procurement of school goods and services and their overall effectiveness in the management of public secondary schools in Laikipia West Sub-County, Kenya.
- iii. To assess whether there is any significant relationship between principals' involvement of academic HoDs in management of staff and students' discipline and their overall effectiveness in the management of public secondary schools in Laikipia West Sub-County, Kenya.
- iv. To investigate whether there is any significant relationship between principals' involvement of HoDs in the development of school calendar of activities and their overall effectiveness in the management of public secondary schools in Laikipia West Sub-County, Kenya.
- v. To examine whether there is any significant relationship between principals' involvement of academic HoDs in management of school finances and their overall effectiveness in the management of public secondary schools in Laikipia West Sub-County, Kenya.

1.5 Research Hypotheses

The study posited five null hypotheses to address the five objectives. The hypotheses were tested at an alpha level of .05:

H₀1: There is no statistically significant relationship between principals' involvement of academic HoDs in promoting teaching and learning and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya.

H₀2: There is no statistically significant relationship between principals' involvement of academic HoDs in procurement of school goods and services and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya.

H₀₃: There is no statistically significant relationship between principals' involvement of academic HoDs in management of staff and student discipline and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya.

H₀₄: There is no statistically significant relationship between principals' involvement of academic HoDs in development of school calendar of activities and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya.

H₀₅: There is no significant relationship between principals' involvement of academic HoDs in management of school finances and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya.

1.6 Significance of the Study

The findings of the study will enable the Ministry of Education (MoE) to strengthen the school management policy that it has previously put into place. The benefits of the cordial connections that principals' participation in academic HoDs is supposed to provide, as well as the ways in which these ties might impact the principals' general effectiveness in leading public secondary schools, are really clarified by this study.

The report gives the MoE more motivation to educate principals on the value of collaborating with academic HoDs to guarantee efficient school administration. The study's conclusions are also crucial for education management policy makers since they provide guidance on how to enhance and reinforce efficient school administration. Therefore, the study ought to assist policy makers in education management in formulating plans that will guarantee academic HoD participation in school administration.

Regarding issues related to school management, scholars and researchers will also find the study to be crucial. The study contributes to the body of research that discusses and explores the connection between principals' engagement in academic HoDs and their general efficacy in school management. Thus, the study serves as a reference for researchers working on analogous projects including education management in the future.

1.7 Scope of the Study

The study examined the relationship between the degree to which principals at public secondary schools in Kenya's Laikipia West Sub-County involve their academic HoDs and their efficacy in managing the school. The study solely looked at secondary public schools. This is because, although private secondary schools are bound by Ministry of Education requirements regarding the responsibilities of Heads of Departments, they often fail to comply strictly because of the associated financial consequences. Furthermore, when it comes to overseeing the administration of the schools, the County Education Board frequently ignores private schools.

The study limited its scope to five aspects of the responsibilities assigned to Heads of Departments (HoDs): promoting teaching and learning, acquiring supplies and services for the school, overseeing staff and student behavior, creating an activity calendar, and managing school finances. The sub-county officers of the School of Continuing and Distance Education (SCDE), the sub-county Quality Assurance and Standards Officer (QASO), the sub-county representative of the Kenya National Union of Teachers (KNUT), and the academic heads of the chosen schools participated in the study as responders. These were thought to include the data that the study was looking for.

1.8 Limitations of the Study

In Kenya's Laikipia West Sub-County, public secondary schools served as the study's sites. The majority of the Sub-County is rural, so all of the schools, aside from those in Nyahururu town, are situated in rural areas. Because of this, it is important to exercise caution when extrapolating the study's findings to schools in cosmopolitan sub-counties. These schools may have an advantage over those in rural areas when it comes to inspections by the Quality Assurance and Standards Departments due to their closer proximity and consequently more advanced management practices.

1.9 Assumptions of the Study

The study was carried out with the following assumptions:

- i. That the participants would collaborate in offering sincere answers to the questions in the questionnaires

- ii. The degree of principal involvement of HoDs has a measurable impact on the effectiveness of the overall management of secondary schools.
- iii. That the study's information obtained from the respondents are an accurate reflection of HoD's involvement in school management and principles effectiveness in managing the schools.
- iv. Other variables influencing school management (such as community influence or funding levels) are either constant across the sample or do not significantly distort the relationship between principal involvement of HOD and school management effectiveness.
- v. The sampled schools and respondents are representative of public secondary schools in Laikipia West Sub-County

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature on efficient organizational management, secondary school education management, the function of principals and HoDs in Kenyan secondary school administration, and the management of HoDs by principals. The chapter also covers the theoretical and conceptual framework that the study used.

2.1 Effective Organizational Management

Organizational management is the process of planning, leading, controlling, and evaluating how an institution uses its human and material resources to meet its predefined objectives. According to Muriungi et al. (2023), efficient organizational management is finishing projects on time, within budget, and with the help of others. Businesses can demonstrate leadership and connect disparate facets of an activity to present a unified whole by using management. The activity's participants are able to understand accountability and authority inside the group thanks to management. Thus, the number of executives or administrators that oversee an organization's day-to-day operations is referred to as management (Bauscher & Poe, 2023).

Manager effectiveness is a key component of the modern organizational structure. For an organization to be able to accomplish its aims and objectives in an efficient and competent manner, managers must be capable and effective. Moreover, a crucial element that permits the efficient running and accomplishment of complicated projects is managerial effectiveness (Amann, 2024). Furthermore, only a very tiny percentage of the requirements for effectiveness are met by skills and abilities (Edwards, 2022). As a result, it is feasible to view good leadership as predicated on effective management, where managers must strive to maximize performance in order to deliver the desired outcomes and attain the organizational goal. Ultimately, managers' efficacy and performance in a particular environment are influenced by a multitude of factors, from organizational to human aspects. As managers are in charge of making efficient use of the resources at their disposal and because the long-term health of the organization ultimately depends on their effectiveness, management thus revolves around the development of a sustainable managerial effectiveness (Muriungi et al., 2023).

In the context of education, managerial effectiveness is the capacity of school administrators to successfully allocate the resources at their disposal towards excellence in the attainment of school goals (Maqbool et al., 2024). Effectiveness, according to Hwa and Leaver (2021), is the extent to which a company comes close to accomplishing its objectives. As a result, effectiveness and goal achievement are linked. It is focused on the connection between the resources a school receives and the results it produces in relation to the surroundings (Bolman & Deal, 2017). The managerial success of secondary school administrators is determined by how well they organize the material and human resources at their disposal to achieve the goals of the system (Hwa & Leaver, 2021). For the purposes of this study, managerial effectiveness was defined as the ability of school principals to effectively and efficiently manage the human, financial, infrastructure, and learning resources in their institutions in order to meet the objectives stated in the school strategic plans.

2.2 Management of Education in Secondary Schools

Bauscher and Poe (2023) observes that educational management, also referred to as educational administration, is frequently linked to elementary and secondary schools as well as higher education institutions such as colleges and universities. Additionally, it is a field of study and a collective group of professionals that includes teachers, principals, and other educational professionals. Based on these observations, it is appropriate to conclude that educational management is primarily a human endeavor. According to Amann (2024), there must be sufficient freedom and flexibility on the one hand, as well as the required discipline and decorum, in the educational institution in order for education management to be successful. Secondary school is considered a crucial phase in an individual's social, economic, political, emotional, and physical development. This is why creating human capital through effective secondary school administration is essential to accelerating economic growth and eradicating poverty.

According to Dare and Saleem (2022), the principal is the most significant person at a school in the United States of America (USA). He or she is in charge of all events that happen both inside and outside the school. Put another way, the way the principal runs the school determines a number of things, including the curriculum, the teaching environment, the professionalism of the faculty, and the level of concern for the future potential of the kids. Thus, it is reasonable to argue that the principal serves as the primary liaison between the community and the school, and how well he or she does this job greatly influences how parents and students feel about the

institution. Furthermore, as noted by Bauscher and Poe (2023), one can nearly always attribute the success of a school to the management strategies used by the principal if the institution is dynamic, inventive, and child-centered, if teaching at the institution is renowned for its excellence, and if student performance is strong.

In Nigeria, the head of a secondary school is referred to as the principle. Therefore, in order to achieve his or her managerial objectives, he or she must exhibit excellent leadership and possess the necessary knowledge. In their own institutions, the principals are the keeper of everything. Principals take on all routine responsibilities to complete administrative chores as leaders to achieve school objectives and succeed, as noted by Ugochukwu et al. (2021). They also note that principals are the administrators and unwavering leaders of their schools, holding the key to these establishments' destiny. It follows that in the educational system, the principal is in charge of administration. The entire administration of the school is coordinated and arranged by principals in order to accomplish objectives. As the head of the hierarchy, he or she has direct or indirect influence on all other members of the system, including teachers, students, and other non-teaching staff. The principal's role and performance have a major impact on how well teachers execute their jobs. The principal engages with the host community and government agencies such as the education commission and school board outside of the school (Onyemauche, 2020). The principal must carry out the duties that each of these bodies has allocated to them in order to successfully guide the school towards achieving its goals.

In Kenya, the role of the Head of Department (HoD) in financial management (budgetary process) includes determining needs and priorities in departmental stores and supplies with other teachers; and keeping track of textbook and equipment inventories and ledgers for their department (Muriuki et al., 2020). Under teacher personnel management, HoDs are in charge of hiring new employees, supervising and conducting routine internal inspections of subject teaching, particularly involving new hires, encouraging teacher enthusiasm, work ethic, and interest in the department, motivating teachers, and teacher development. Lastly, HoDs' responsibilities under student personnel management include instructing students in their area of expertise, inspiring them to learn, and offering them assistance and counselling (Kiogora & Njeru, 2023). Considering the material mentioned above, it is clear that the HoDs are essential to successful school management; doing otherwise would be disastrous. The majority of these crucial management domains are where many schools in the Laikipia West Sub-County fall short of expectations. How much of this situation can be ascribed to the breakdown in

communication that occurred between principals and their HoDs as a result of ineffective task delegation? This was the goal the study aimed to accomplish.

2.3 Role of Principals in Management of Secondary Schools in Kenya

The principal has a major impact on the day-to-day operations of the school, which makes them a crucial part of the educational system. Devolved administrative structure should allow school principals to become even better leaders while they create an environment that encourages smooth and effective learning (Tournier et al., 2023). According to Miri et al. (2024), the principal and the senior management group are in responsibility of strategic planning, which includes deciding on the school's direction (leadership) and setting up the daily operations (management). Both aspects play a significant role in establishing and preserving an institution's seamless learning environment. Stated differently, the principle serves as a school's leader and needs to have a clear vision for the institution. According to Hornstra et al. (2023), the principle is a standard-setter who guides the creation of expectations and aspirations for both teachers and students to do well. He or she helps instructors with their issues and makes improvements to teaching strategies, resources, and assessments. As a result, the principle offers effective quality control. With principal support, educators can improve their assessment strategies and develop their ability to analyze and comprehend data. Principals need to possess a few key skills in order to perform their administrative responsibilities to the best of their abilities.

The view of school principals as the sole actors in the management of secondary schools is increasingly being challenged (Larsson & Lowstedt, 2020). Education systems are increasingly shifting towards distributed management that is more inclusive and collective. This leadership approach recognizes that schools are complex social institutions that require cooperation from multiple stakeholders to excel. Principals do not possess adequate time and all the relevant information he need to make decisions in a fast-changing and complex environment. Therefore, principals are encouraged to involve other individuals down the hierarchy who may be highly informed in the respective areas to improve decision-making and management processes. Langat et al. (2023) found that involvement of teachers in the management of physical resources in secondary schools in the County of Uasin Gishu in Kenya led to enhanced accountability and efficiency in the management of resources and better time management for the principals.

While bearing in mind that teaching is his main priority, the principal is responsible for supervising and administering every area of school operations. If school management handles all of the work by themselves, the school will not be able to achieve its aims and objectives (Maseko, 2025). Stated differently, it is impossible for one person to manage every department, take care of all correspondence, handle disciplinary matters, work every day of the week, teach every subject in the curriculum, and be in charge of every club and society. Instead of worrying that the other instructors may replace them, the principal should trust and have faith in them, allowing them to utilize their talents. Furthermore, by utilizing even the most difficult or resistant employees, the principal may gain their trust, and they will feel more wanted and motivated (Ndirangu & Mungai, 2025). Experience has shown that when teachers are heavily involved in utilizing the original plans of delegation, they are more highly motivated to achieve targets.

Involvement of HoDs in management result in the creation of membership-based committees that span departments and are used to foster teamwork, plan events, and share information within the school community. According to Mbua (2023), when all members participate in decision-making, delegation increases democratic leadership in the school while providing the principal with access to a range of viewpoints. In the end, it will serve to strengthen the bonds between the principal and the teachers as well as the instructors themselves, which will enhance school performance. Regular delegation of responsibilities achieves more than only relieving the principal of some of her workload. Successful involvement can increase the degree of dedication that teachers and other community members have to the success of the school (Turk & Korkmaz, 2022). Because they are more concerned in the school's success and are aware of the difficulties in preserving it, teachers with greater administrative responsibilities are more likely to be devoted. A principal's authority is not trampled upon when they assign a task to a committee or member of the staff.

Principals must constantly follow up with the people to whose responsibilities have been allocated (Day et al., 2020). Principals need to set up regular meetings with those who have been assigned tasks in order to successfully follow up. Moreover, they can design a progressive form that these responsibility holders must periodically complete, ask committees to maintain and distribute meeting minutes, or establish a procedure for these people to report back to them in order to facilitate their work. To find out how much principals have trusted to their academic

HoDs, this study sought to ascertain the extent to which this may be enhanced for effective school management.

2.4 Role of HoDs in Management of Secondary Schools in Kenya

The responsibilities of Heads of Departments (HoDs) include making sure the school has the necessary external syllabus for each topic and that instructors create lesson plans for each subject they teach, as per the instructors Service Commission's 2018 career development recommendations for teachers (Muriuki et al., 2020). Additionally, it is expected of HoDs to make sure that each classroom has a well-prepared subject schedule posted on it. They are in charge of overseeing the creation, student completion, and grading of internal school exams. Furthermore, they have to guarantee that the departmental estimates are prepared in accordance with the requirements of the different disciplines within the department. However, all of these duties more often than not are not delegated to academic HoDs as required (Aceke et al., 2018; Ochieng et al., 2019).

According to Martim and Likoko (2022), the department is the fundamental unit in Kenyan secondary schools where information on the implementation of the curriculum is handed forward. It is widely acknowledged that the HoDs are the primary coordinators of all departmental activities. As a result, they must create a departmental policy that complies with the rules set forth by the school and see to it that every department member follows it. Additionally, HoDs oversee human resources to guarantee efficient instruction. The methods they use to accomplish their educational missions and objectives rely on the resources that are available in the schools. Cheruiyot et al. (2019) provided support for this idea, asserting that human resource management as well as guidance and counseling depend heavily on human resources and curriculum implementation. Additionally, according to Ataya (2015), HoDs actively participate in the creation and implementation of curricula, the administration of human resources, student affairs, facility management, and school-community interactions.

Martim and Likoko (2022) go on to say that the HoDs' responsibility is to control student conduct in order to preserve proper school discipline. In order to guarantee that students make the most progress possible, HoDs are also obliged to manage any capitation in the department. HoDs are responsible for maintaining regular communication with the principal about departmental development plans, filing reports on departments as requested by the principal or the Board of Management, taking inventory of all the books and equipment, the department

owns, conducting an annual stock check, and making sure that department members have access to lists of resources. According to Muruiki et al. (2020), HoDs must collaborate closely with teachers and assist their principals. In fact, Aebapap et al. (2021) recognized that in order to counsel and assist teachers in implementing and utilizing new instructional modifications and technological tools, Heads of Departments (HoDs) needed to possess competence in academic matters within their schools as well as a vision for curriculum innovation. In order to ensure that all teachers are aware of the mission and the duties they must do to satisfy it, Wanyonyi et al. (2023) believe that Head of Departments (HoDs) have an obligation to influence and disseminate a school's vision and mission statement to the teachers in their department.

As per the Teachers Service Commission's (TSC) management guidelines, a Head of Department (HoD) needs to possess certain fundamental skills to be able to manage people (Muriuki et al., 2020). These talents include strong decision-making and problem-solving abilities as well as effective communication, especially while handling departmental meetings. As a manager of human resources and relations, a head of department (HoD) must possess the personal ability to inspire others and foster a sense of unity within the department. The Head of Department (HoD) should possess strong instructional leadership and supervisory abilities and foster a learning environment in the classroom while teaching the department's area of specialization (Martim & Likoko, 2022). To keep the department's interactive learning going, this calls for critical and inventive thinking. Additionally, in order to oversee the department, the Head of Department (HoD) needs to be proficient in obtaining information and data, and even more crucially, experienced in converting curriculum objectives into engaging teaching and learning activities. Additionally crucial is familiarity with record and bookkeeping (Wanyonyi et al., 2023). Delegation is essential to the efficient operation of schools since HoDs play a crucial role in their management. The ensuing subsections elucidate the vital functions that academic Heads of Departments (HoDs) execute to enhance the effectiveness of school administration:

2.4.1 Promoting Teaching and Learning in Schools

According to Malinga et al. (2021), the Head of Department (HoD) executes the executive role of education leadership inside the department, with the main responsibility being to devise plans for accomplishing the department's fundamental goals, which include the intended academic outcomes for the students. The legislative framework in which the activities take

place, as well as contextual factors including student admission behavior, available resources, and personnel caliber inside the school, strategically influence the activities. Whatever the case, they need to concentrate on optimizing the current circumstances to promote positive student learning, enhanced performance, and positive interpersonal interactions. Because there is harmony, role compatibility, and role clarity in the management and administration of schools, there will be less strikes and discontent in the classroom.

According to Alsaleh (2020), HoDs are respected for their knowledge of the instructional strategies used in their particular fields. They are also acknowledged as the catalyst for change, a storehouse of knowledge with the most recent information that may transform and invigorate instruction, and the secret to creating effective schools. As a result, HoDs are essential to controlling the teaching-learning process and guaranteeing that instruction in schools is of a high calibre. Onno adds that in order to improve learning, HoDs must determine the most effective and cutting-edge pedagogical approaches. They will oversee groups of educators to make sure that programs are reviewed, teachers are rated, and curricula are created, delivered, and assessed. Additionally, they have to choose, develop, and arrange the teaching-learning resources and promote their efficient usage in the classroom. According to Sengai (2021), Head of Departments (HoDs) serve as a spark for activity inside the department, a teacher with the ability to discuss specifics of teaching with other instructors, a teacher with some administrative responsibilities, and a liaison between the school's administration and teachers. In their particular domains, HoDs also serve as instructional teachers. It is also expected of HoDs to be the most competent and successful leaders. They can therefore serve as resources and consultants for the department's members.

In Limuru Sub-County, Kiambu County, Juma et al. (2021) assessed the impact of HoDs on performance on the Kenya Certificate of Secondary Education (KCSE) examination. The study revealed that HoDs were not properly delegated tasks, however the authors did not establish how this impacts the principal's ability to effectively manage schools. Ndungu et al. (2015) investigated the effect of monitoring and evaluation on effective teaching and learning in secondary schools in the Githunguri Sub-County. They found that the majority of secondary schools in the Githunguri Sub-County did not require teachers to create lesson plans or work schemes, and there was no system in place to assess how well teachers performed in the classroom. According to the study, instructors who create lesson plans are more productive

than those who don't. The subjects that were covered in class were not routinely discussed by the HoDs with the pupils.

Therefore, Ndungu's study is pertinent to this one since it helps determine whether or not the principals' lack of delegation to their academic HoDs resulted in inadequate instruction in Githunguri sub-county. According to Aebapap et al. (2021), in order for Heads of Departments (HoDs) to support the school's curriculum in its efforts to align it both horizontally and vertically, they must participate in supervision as leaders of learning. A curriculum that is closely monitored and well-aligned guarantees that students are taught the standards and abilities that boost their self-esteem and enhance their performance.

Since HoDs should be the leaders of learning activities, it is their responsibility to advise and direct instructors to make teaching and learning engaging in the classroom. According to Wanyonyi et al. (2023), in order to influence teacher learning and raise the standard of education, leaders must provide instruction. Stated differently, they should design and concentrate on guidelines that should be provided to educators to support them in their day-to-day tasks as leaders of learning. As learning leaders, HoDs should use meetings in the classroom to plan, direct, and instruct instructors. It is the responsibility of HoDs to ensure that an atmosphere that is favorable to instruction and learning is present. HoDs should also encourage instructors' regular introspection and professional growth. Finding out how much the Laikipia West Sub-County demonstrates the indicators of excellent teaching and learning was the aim of this study. It also sought to determine whether principal delegation of tasks affected the quality of teaching and learning.

2.4.2 Procurement of School Goods and Services

Procedures for procurement are crucial for every organization that wants to acquire resources in an economical way. The Public Procurement and Disposal Act (PPDA), which was created by the government in 2005 in response to this requirement, was primarily created to streamline the process of obtaining goods and services in the public sector (Mutangili et al., 2021). This Act outlined the processes and guidelines that must be adhered to in order to improve value for money and cost effectiveness in procurement. One of the six support services that will ensure the Ministry of Education Strategic Plan of 2023–2027 is implemented and services are delivered is procurement in secondary schools (Ministry of Education, 2023). Since public monies are used to pay their purchases, public secondary schools are classified as public

entities. The Public Procurement Manual for Schools and Colleges, 2009, the Public Procurement Regulations of 2006, and the PPDA of 2005 regulate procurement in these institutions (Mulwa, 2024). The Public Procurement Regulatory Authority (PPRA) created the latter document, which is sector-specific and serves as guidance on procurement and disposal issues concerning the aforementioned organizations. In order to further support the Act in guiding the procurement and disposal procedures, further PPRA documents should be included (Kosgei & Lekheto, 2024).

Tendering is a common procurement method used in secondary schools, with open tendering being the recommended method. Restricted open tendering and selective tendering, however, are also used under certain circumstances. As permitted under PPOA, schools are permitted to use framework contracting (Boniface & Ngugi, 2022). It would be appropriate for secondary schools as a way to consistently acquire big amounts of products—the same thing—over time. The school would have to evaluate a list of providers if selective tendering was to be used. Despite this laid down procedures for procurement by the government, several financial leakages have persisted in the public education institutions. Nyaecha et al. (2022) notes, in the year 2010, several education officials were suspended due to fraud in procurement process of educational goods and services. Boniface and Ngugi (2022) adds that procurement corruption has gotten worse in the majority of Kenya's public schools. Rotich et al. (2021a) brought up this issue as well, noting that school tendering committees have a reputation for being weak on authority. Their composition as per the Act (Kenya Gazette Supplement No. 92, 2006) can cause conflicts between the committee and the school principal especially where either has vested interests. The principal, who serves as the school's financial manager, always takes over the final responsibility in procurement, where money is to be used, from the tendering committee.

According to Rotich et al. (2021b), a number of head teachers of public secondary schools disregarded financial criteria related to managing their institutions, one of which calls for the participation of HoDs in the procurement process. The growth and expansion of instructional facilities in public secondary schools have been impeded as a result. According to Rotich et al. (2021), the procurement of inferior goods and services in public schools is a result of several factors, including the lack of inspection committees and receipts, a shortage of personnel to carry out the various duties outlined in the procurement Act, and a lack of involvement from other supplementary parties like HoDs in the planning of the procurement plans. Lack of human

resources is one problem Kenyan secondary schools are facing, according to the Ministry of Education's 2006–2011 Strategic Plan. The secondary schools in Laikipia West Sub-County were found to be wasting resources, according to Thurania et al. (2022). The reason behind these wastes was unknown; it's possible that the principals didn't assign HoDs procurement responsibility. Ascertaining whether this was the case was the aim of this study.

2.4.3 Management of School Discipline

The term discipline that can be defined as a system of rules, regulations, and behaviours that enables individuals or groups to maintain order, control and adhere to certain standards (Weli & Nnaa, 2020). Consequently, management of school discipline entails formulating and enforcing rules and regulations among stakeholders in the school. Njoroge et al. (2021) assert that discipline is essential to a school's ability to achieve its objectives and standards. It also aids in the growth of a sense of accountability in both teachers and students (Ibid). According to Salina (2022), discipline has the effect of eradicating disruptive conduct, fostering a positive teaching and learning environment, and facilitating the smooth execution of school operations.

Academic achievement and student indiscipline in Kenyan public schools were assessed (Kipkosgei, 2020). The results showed that 90% of respondents opposed using corporal punishment again and instead supported counselling as an approach to assist pupils in moving away from indiscipline. Schools have taken various efforts to mitigate student dissatisfaction. These measures include providing a venue for students to vent their grievances through open system management, ensuring that school administrators answer students' concerns, and enticing parents to participate in their child's educational affairs (Jarvinen et al., 2021). It was noted that schools did not use counselling as a behavior modification strategy.

For HoDs, maintaining school discipline is a crucial responsibility. According to Buthelezi et al. (2021), a HoD's responsibility is to oversee, mentor, and assist teachers in their department. They oversee the department's teaching and learning activities as well as the curriculum's implementation. Mpisane (2015) also observed that in South African schools, HoDs planned together with teachers on different aspects of classroom management including the management of learners' discipline. Furthermore, HoDs are in charge of making sure that all subjects are taught and learned in diverse departments in an effective manner. Wanyonyi et al. (2023) state that a head of department (HoD) is responsible for supervising and assisting instructors, managing student and teacher work, creating policies, and organizing department-

wide assessments for every topic. Nonetheless, the principals of certain under enrolled schools continue to be in charge of all administrative responsibilities. Because principals have multiple tasks, this results in an ineffective execution of the discipline management obligations.

According to Chepngetich and Koskei (2023), the principal has the final say over maintaining discipline in the secondary school setting. The principle has a direct say in determining the conduct expectations for students and other staff members as well as the sanctions that will be applied and the methods that will be employed to enforce discipline. On the other hand, Salina (2022) recommends that principals work in tandem with HoDs to administer student discipline in schools. The majority of the time, HoDs at schools use their judgment and experience to determine how to handle student discipline issues.

Mwenesi et al. (2024) examined how punishment is handled in Kenyan secondary schools, using Bungoma County as a case study. It was noted that head teachers and HoDs employ a variety of strategies to uphold school policies. Among the physical punishment methods are canning, kneeling, pinching, slapping, and smacking. They also use alternatives including reprimanding, encouraging and counselling, and maintaining the wearing of the school uniform. It was recommended that school administrators implement the "whole school" approach to managing student behavior. This strategy calls for the involvement of all important parties, including HoDs, and discipline in every facet of the educational system. However, the sample included only eight participants (four deputy principals and four guidance and counselling heads), which may not capture the full diversity of experiences across all secondary schools. The focus on a specific geographic area limits the generalizability of findings to other regions in Kenya or different educational contexts. The study centers solely on teachers' lived experiences, neglecting students' views on discipline, moral decline, and the effectiveness of alternative disciplinary strategies. The role of HoDs is also not examined. The current study sought to address these gaps.

2.4.4 Development of School Calendar of Activities

Setting and achieving goals requires planning. Since planning is the cornerstone of all other management duties, it involves developing and organizing regulated operations with the goal of meeting future demands. Planning takes into account the activities involved, the resources available, and the goals of the institution. It entails creating the best possible plan to accomplish these goals, as noted by Munje et al. (2020). The basic education calendar in Kenya, which

encompasses secondary education as well, is organized into three terms and runs from January to November. Three consecutive learning months make up a term. January marks the start of the first term, which concludes in March. The final academic term of the school year comprises the months of September, October, and November, while the second term starts in May and ends in July. There is a one-month break between the three terms. The official school break periods in Kenya are April, August and December; these are also known as school holidays (Baingana, 2024). Up until 2020, when COVID-19 caused a calendar disruption, that was the standard. Things returned to normal in 2023.

There are school specific activities that are observed during an academic year. These may include among others prize giving, parent's day, clinic days, games, drama and music festivals. There are also special days like inter-house competitions, clubs, symposiums, inter-school competitions, and many others (Juma, 2021). In addition, there are public holiday that may fall within the school term dates. Planning and developing programmes for these activities require the intervention of the HoDs. As managers, HoDs are in charge of organizing their departments' annual schedule, creating lesson plans, assessing instructors, and organizing teacher professional development opportunities. According to Jones (2022), in order to achieve predetermined goals, heads of departments (HoDs) should oversee the methodical coordination of the various tasks associated with running a school. These tasks include task organization, delegation of authority and responsibility, and assessment of interpersonal interactions. Even while planning school events is a significant part of the HoD's job description, it is hard to overlook the amount of time spent on it as well as the needless underutilization and duplication of material and human resources.

Munje et al. (2020) state that HoDs should compile comprehensive data about the nature and scope of the teaching and learning tasks and activities that must be scheduled. Additionally, they must to list and evaluate every task and activity related to teaching and learning. Furthermore, they should assign the job and activities to persons for completion after dividing them into meaningful tasks (Muriuki et al., 2020). Nonetheless, HoDs should set up power structures and assign the resources required to carry out responsibilities inside their departments. Additionally, they must inform everyone in their departments of all choices and preparations made by the school administration (Ito & Schonchoy, 2020).

According to Alsaleh (2020), HoDs are the subject matter experts and catalyts. Making sure that there is appropriate teaching and learning is their primary responsibility. HoDs are

responsible for keeping an eye on and managing teachers. They should also meet at least twice a month. Indeed, a smooth calendar of events in a school cannot be properly formulated without effective delegation of responsibilities to HoDs. According to Martim and Likoko (2022), HoDs ought to be involved in the strategic planning of the school since they are in charge of the operation of their departments. Strategic planning, according to the authors, is long-term planning that includes creating goals, establishing the school's vision, and creating plans for reaching those goals. Few studies have looked at the relationship between HoDs' engagement in planning and the success of planning in secondary schools in the Laikipia West Sub-County. The study sought to bridge this disparity.

2.4.5 Management of School Finances

The term school finances refer to funds available to a school for use in acquiring goods and services needed to execute school activities, projects, and programmes (Vincente et al., 2023). The art of managing school finances involves distributing, budgeting, saving, and investing monies in a way that helps the institution achieve its objectives and expectations (Simamora, 2022). Management of school finances also entails handling school income streams such as fee payment with the view of ensuring that the school get the funds needed to execute activities in timely manner (Rupia & Chai, 2022). Management of school finances also entails managing school's debts and credits as well as ensuring that school funds are utilized efficiently and effectively. According to Pagaduan (2020), management of school finances entails formulating and implementing a financial plan, accounting for the usage of funds, reporting, and safeguarding school assets from loss or fraud. School administrators are ultimately in charge of overseeing school finances because they are the leaders of the educational institution (Rupia & Chai, 2022).

A department's budget specifies the boundaries of its educational programs as well as the department's educational goals. The basic concepts of bookkeeping must be understood by HoDs in order to prevent them from becoming so confused as to become afraid. Instead, they ought to feel free to collaborate with whichever individuals they like. Gueta et al. (2024) points out that creating intricate systems for every area isn't always required, though. According to Musungu (2023), HoDs' only responsibilities in terms of managing school finances were to prepare departmental budgets and advise the school's executive management of the real departmental allocation. In Kenya, a lot of public secondary schools currently employ a bursar or another person whose main responsibility is managing the school's finances. They set up the

systems, typically following discussions with HoDs, in order to establish a functional and pertinent financial system.

In the Uasin Gishu County, public secondary schools' implementation of development goals was investigated by Ngigi and Tanui (2019) in relation to budgeting. The study's research design was a descriptive survey. According to the results, over 90% of HoDs in the field of science stated that monitoring and evaluation are effective ways to identify financial issues. According to Mbugua et al. (2024), the Kenyan government has an effect on how educational institutions handle their finances. Financial restraints, including credit management, inventory, and auditing rules that address imprest management among other things, are employed to achieve this. Nonetheless, administrators continue to have the main duty for overseeing school budgets (Musungu, 2023). The principals oversee buildings, make purchases, and create school budgets. Additionally, school heads are acknowledged in the Secondary School Head' Manual as accounting officers and financial controllers in charge of managing all school revenue and expenses (Mbugua et al., 2024). Nonetheless, the presence of HoDs would guarantee appropriate financial management for schools. Although the Public Procurement and Disposal Act was implemented in 2005, Rotich et al. (2021b) discovered in their investigation that secondary school finance management was not delegated as required by the Act. A significant portion of head teachers continued to manage all financial affairs by themselves.

A well-designed financial system is essential to creating a budget that is actually effective. There are at least three separate categories into which the department's demands are divided: those supplies that are necessary to keep each classroom's successful current educational programs running for another year (Gueta et al., 2024). Here, replacement costs are typically prioritized over acquisition costs. Second, things needed to put programs into action that are crucial to reaching new, intermediate-range targets that the department had previously set. The third set of items are those that will enable all departments within the department to conduct extensive experiments in innovative teaching methods (Zamiri & Esmaeili, 2024). These components do, in fact, make up the department's ideal budget, and it is the department head's duty to see that it is implemented properly and effectively once it has been set. The review of literature did not uncover any study examining financial management practices in Laikipia West as well as the association between financial management and delegation of management responsibilities to HoDs. This study aimed to close this gap.

2.5 Involvement of HoDs and Principals' Effectiveness in the Management of Schools

The term involvement of HoDs refers to empowering of HoDs to take part in managerial decision-making and the execution of managerial functions (Sholesi et al., 2022). It is a form of participatory management where the executive management team involved the HoD in making key decisions about the school (Ajetunmobi et al., 2020). It is an inclusive management strategy that involves giving HoDs the authority to take part in school policy-making. HoDs' involvement is a process whereby the school senior management team works together with HoDs to execute managerial functions that including planning and organizing school activities, staffing and providing leadership to staff, and controlling school activities (Omorobi et al., 2020). It entails developing strong bonds between the HoDs and the school's senior management group with the goal of accomplishing school objectives.

Involvement of HoDs and other stakeholders in managerial functions enhances the quality of management by enabling the school obtain diverse ideas and inputs. Obiekwe et al. (2019) opines that involvement of HoDs and other stakeholders in managerial activities can lead to innovation. Involvement of HoDs in management also increases the sense of ownership in the decisions made increasing the chances for successful implementation of these decisions. Sholesi et al. (2022) observed that HoDs who take part in making decisions are likely to exert extra effort in ensuring that the decisions are implemented successfully. In addition, involving HoDs in management enhances their motivation and commitment levels leading to better execution of their roles and responsibilities (Buthelezi & Ajani, 2023). Omorobi et al. (2020) also noted involvement of staff in school management reduces absenteeism, improves work attitude, and enhances the individual work performance of the staff.

Martim and Likoko (2022) performed research on the involvement of Heads of Departments (HoDs) in strategic planning in South African schools located in the Pinetown District. Data were gathered via semi-structured interviews in addition to qualitative research. The analysis discovered that while the HoDs were somewhat involved in planning, there was no evidence to support their involvement in significant strategic planning issues. The study also demonstrated that ensuring HoDs' participation in strategic planning requires collaboration and transparency-driven leadership. The findings suggest that the involvement of HoDs is necessary to increase teaching and learning. Their study mainly focused on involvement of HoDs in planning. This study will focus on involvement of HoDs by principals in management of schools and not just planning.

Mpisane (2015) assessed how high school HoDs function as instructional leaders. Using a case study framework, the study took a qualitative approach. The participants were chosen from two schools using purposeful sampling. To gather data, semi-structured interviews and document analysis were used. The study came to the following conclusions: Overcrowded classrooms made it difficult to give students individualized attention; Teachers' workloads made it difficult for them to manage class work and provide feedback; Teachers' absenteeism and tardiness made it difficult for HoDs to implement the goals set; Meetings help teachers become more empowered by allowing them to share knowledge, develop their communication skills, and gain new insights. Mpisane's study concentrated on how HoDs serve as instructional leaders. This study focuses on HoDs' involvement in school management and their interactions with principals, rather than just their leadership in teaching.

Research on the function of HoDs in UK secondary schools was conducted by UK Ministry of Education (2022). The study examined the function of HoDs and how they could improve education. The findings support the assumption that distributed leadership, or shared power, between middle and senior administrators in UK schools is still mostly theoretical. Therefore, in order to help middle managers become better curriculum leaders and managers, there is an increasing need for training and development programs. In order to determine whether or not a lack of HoDs contributes to ineffective school management, this study concentrated on principal engagement in school administration.

Bipath and Nkabinde (2018) studied how department heads influence students' performance and the quality of education in South Africa. An approach to quantitative research was adopted. The results showed that HoDs' perceptions of their role in inspiring students were moderate. Moreover, they fail to acknowledge the function of parents in inspiring their children to learn. They seem to be too focused on teaching in their classrooms to have the time or experience to supervise their subordinates and include parents in the education triangle. It might be argued that HoDs are not given enough time by the legislative structure to perform their tasks in an efficient manner. Bipath and Nkabinde concentrated on the motivational roles that Head of Departments (HoDs) play in students' performance, rather than the connection between Head of Departments' involvement in school management and managerial effectiveness.

2.6 Theoretical Framework

The study employed a theoretical framework that comprised of two theories namely: path-goal theory and Context Input Process Output System Theory of Education. The study was able to properly contextualize its topic and achieve its aims thanks to the theoretical framework, which also served as a tool for investigation. The following subsections go over the theories in more detail:

2.6.1 The Path–Goal Theory

The path-goal theory was developed by Robert House in 1971 (Russel & Cohn, 2012). The Path-Goal theory concentrates on determining a leader's style or conduct that best fits the worker and the workplace in order to achieve a goal. Enhancing an individual's motivation, empowerment, and happiness levels is crucial for their constructive contribution to the organization. The ability of a leader to support, encourage, and acknowledge the efforts of their team members is a key factor in determining employee satisfaction. The Path-Goal theory identifies directive, supportive, participatory, and goal-oriented actions in leaders. According to the principle, a leader can select multiple styles that complement each other and can be effective in a certain situation.

Each of these approaches will work in certain circumstances but not in others, according to the hypothesis. It continues by stating that the requirements, locus of control, experience, perceived ability, contentment, readiness to leave the company, and anxiety of the employee all have an impact on the relationship between a leader's efficacy and style. Workplace characteristics include things like team dynamics and task organization that are not within an employee's control. In a similar vein, non-routine jobs are far better suited for the participative style of work than routine ones. A supportive leadership style is required when team cohesiveness is minimal; on the other hand, a directive or possibly achievement-oriented style is more effective when performance-oriented team norms are present. In order to combat team norms that are in opposition to the stated aims of the team, leaders ought to employ a directive approach (Dare & Saleem, 2022).

The Path-Goal theory was relevant to this study since a school's principle is the leader responsible for directing the entirety of the organization towards accomplishing its objectives. This idea makes sense within the study's framework because it highlights how crucial it is for

the principal to clearly define expectations for the subordinates, involve them in those expectations, and give them with the tools necessary to achieve those objectives. In various scenarios within the school setting, principals can apply the various leadership philosophies outlined in the path goal model. As a result, path-goal theory assisted the principal in realizing the crucial function academic HoDs play and the necessity of assigning responsibilities. In addition, the principle will assist his staff members in analyzing the workplace to detect obstacles and devise solutions. This can be accomplished through efficient instructional monitoring, which is impacted by the administrative background of principals. In terms of school management, the setting or atmosphere in which the principle and the administration work is equally significant and occasionally difficult. This study also made use of the context input process output system theory of education to address this problem.

2.6.2 Context, Input, Process, Output Systems Theory of Education

The path-goal theory does not account for specific context of secondary schools and limits its focus to interpersonal relationships between leaders and their subordinates (Nzeneri, 2020). Additionally, it over emphasizes task-oriented habits while failing to recognize the complex role that heads of departments play in secondary education. In order to address these aspects not covered by path-goal theory, the study incorporated the Context, Input, Process, Output Systems Theory of Education. This theory was originally developed by Bentafray in 1968 and has been customized to different contexts (Scheerens, 2015). This idea holds that education may be viewed as a manufacturing process in which input is transformed into output through a process. Context affects input, procedure, and output. In addition, the context supplies resources, specifies requirements for the output, and accepts input. All of the theory's elements are related to one another in this way.

The term "context" refers to changes in the economy, population, and technology that have an impact on education. National education policies also set standards and goals, which create a significant context. According to Sidik (2022), there is a significant chance that this will have an impact on educational quality.

Financial and material resources, such as textbooks and school buildings, are referred to as input. Input also includes the HoDs and the resources they need in addition to these documents and resources. Input also includes the students' starting knowledge level, the qualities of the students and teachers, and the credentials of the teachers. In the context of this study, inputs

are the five roles and responsibilities that are delegated to the HoDs. These roles include promoting teaching and learning, procurement of school goods and services, managing school discipline, developing school calendar of activities, and managing school finances.

Within an educational system, the method of achieving the intended result is referred to as the process (Sidik, 2022). The five delegated roles that the HoDs carry out to support the principal in managing are referred to as the "process" in this study. Output contains the results expected by the education system after delegating the five roles to HoDs and performance of this role by the HoDs. The outcome expected is effective management of the school.

2.7 Conceptual Framework

A conceptual framework is mental drawing that shows the interface of the variables of the study (Buckler & Moore, 2023). The factors that will direct the collection and analysis of data are represented diagrammatically in this document. In this study, principals' effectiveness in management of schools is hypothesized to be a function of involvement of academic HoDs in five critical areas namely: promotion of teaching and learning, procurement of goods and services, management of staff and students' discipline, development of school calendar of activities and management of school finances. Diagrammatic representation of the study's conceptual framework is shown in Figure 2.1:

Independent Variables Variable

Extraneous Variables

Dependent

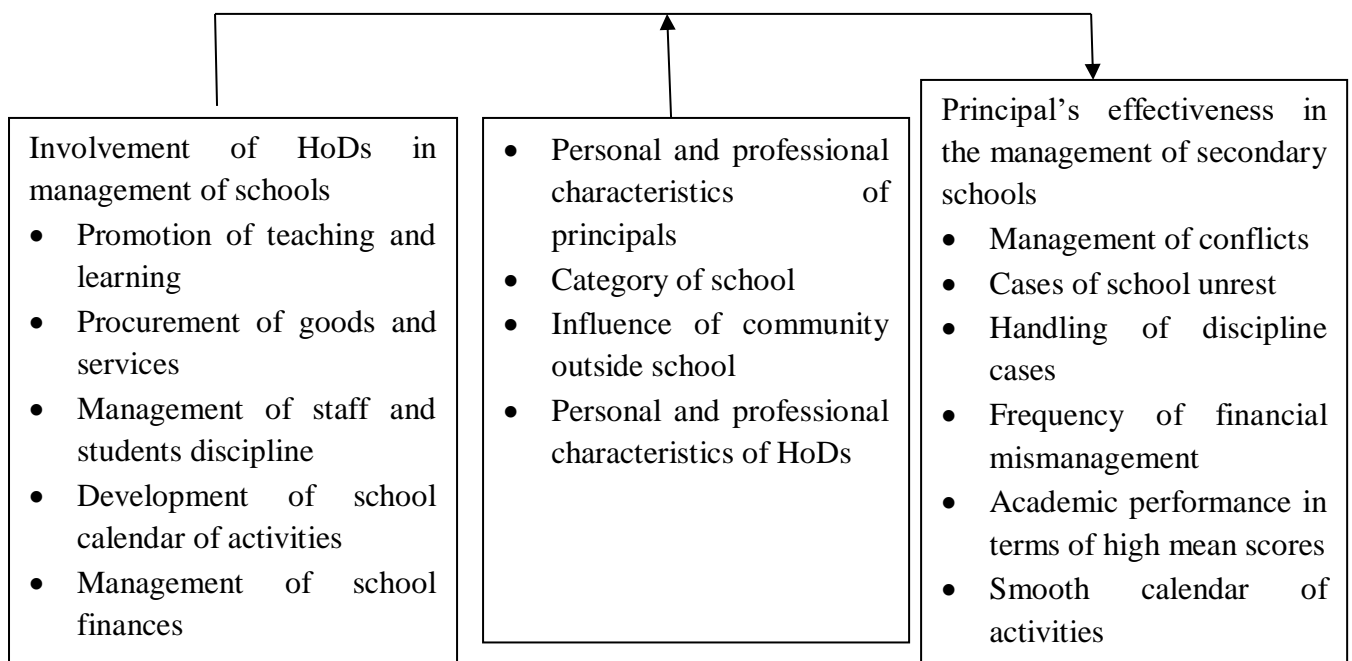


Figure 2.1: Interaction of variables subsumed in the study

Based on the paradigm, the efficacy of principals in managing public secondary schools, the dependent variable, was impacted by the degree to which Heads of Departments (HoDs) fulfilled the five essential functions, which were considered independent variables. The conceptual framework also suggests that other unrelated factors affect the relationship between the independent and dependent variables. According to this study, these variables include the principals' personal and professional traits, the school's age, its categorization, and its interactions with the community outside of it. Validity concerns demand that extraneous factors be controlled otherwise they may constitute rival hypotheses that can explain the dependent variable (Natulapati et al., 2024). By selecting the participating schools at random, the study's extraneous elements were kept under control.

2.8 Summary of Research Gaps

The existing body of literature on secondary school management, particularly in the Kenyan context, provides substantial insights into the roles of principals and Heads of Departments (HoDs), their management functions, and the impact of their involvement on school outcomes. However, several notable gaps emerge from a critical review of these studies, highlighting areas that warrant further investigation.

Firstly, many studies focus predominantly on the instructional roles of HoDs without explicitly examining how their involvement influences specific managerial effectiveness outcomes, such as resource management, discipline, or curriculum implementation. For instance, while research by Ndungu et al. (2015) and Juma et al. (2021) assesses the impact of HoDs on teaching quality and student performance, they do not delve into the mechanisms through which principals' delegation or involvement affects these outcomes. Consequently, there is limited understanding of the causal pathways linking principal-HoD interactions to overall school effectiveness. Although some studies, such as those by Bipath and Nkabinde (2018) and Mpisane (2015), touch on the managerial aspects of HoDs, they seldom explore how their involvement in school management influences management outcomes.

The studies by Sholesi et al. (2022) and Omorobi et al. (2020) emphasize the importance of participatory management, they do not provide empirical evidence linking the HoD involvement in managerial duties to measurable outcomes such as discipline management, resource utilization, or academic performance. In addition, there is limited focus on the quality and effectiveness of the involvement of HoDs in specific managerial functions, such as financial management, discipline enforcement, and curriculum development. Although some studies, like those by Mbugua et al. (2024) and Rotich et al. (2021b), highlight challenges in financial oversight and procurement, they do not link these challenges directly to the level of principal-HoD collaboration. Consequently, the literature falls short of providing comprehensive insights into how HoDs' active participation in these critical areas influences overall school management efficiency.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The current chapter outlines the research methodology used to investigate the relationship between principals' level of academic HoD involvement and their overall effectiveness in managing public secondary schools in Laikipia West Sub-County, Laikipia County, Kenya. This includes information on the research design, study location, target population, sample and sampling methods, data collection tools, data collection processes, data analysis, and ethical considerations.

3.2 Research Design

The research design used in this study was ex post facto. This type of study is quasi-experimental in nature and looks at the effects of an exogenous independent variable on a pre-study dependent variable. Ex-post facto design is a set of procedures and strategies selected for a study to integrate different research components in a reasonably logical way in order to effectively address the research problem (Buckler & Moore, 2023). The choice of this research design was justified by the reason that the researcher did not have control over the study variables. Without the researcher's control, the inquiry in this study design started after the fact. In an ex post facto study design, changing the characteristics of human volunteers is neither practical nor suitable. The independent variables were uncontrollable because they had already occurred and could not be altered, which is why the study's design was chosen.

3.3 Location of the Study

In the Laikipia West Sub-County, public secondary schools hosted the study's participants. One of the Kenyan administrative divisions of the larger Laikipia County is the Laikipia West Sub-County. 95,594 people called it home as of the 2019 National Population and Housing Census, covering an area of 1,233 square kilometers (National Bureau of Statistics, 2019). The primary economic activities in this primarily rural area, which has a population density of 77.5 persons per square kilometer, are farming and cattle raising. Current statistics from the Sub-County Education Office indicate that there are 67 public schools in Laikipia West Sub-County. This location was chosen for the study because it has all of the MoE's several school classifications,

including national, extra-county, county, and sub-county schools. Laikipia West Sub-County was chosen due to indications of inefficient management in the local public secondary schools. Thurania et al (2022) investigation revealed resource waste in the region's public secondary schools, indicating problems with procurement and financial administration. According to Thurania et al. (2022), the majority of public secondary schools lacked sufficient resources for instruction, demonstrating the incapacity of school administration to get funding and acquire these resources. Wanjala (2019) claims that a large number of schools were reporting exam scores below the national average, suggesting that the management was falling short in their efforts to promote teaching and learning. This study set out to investigate if the lack of management participation among HoDs is connected to these managerial issues. Wanjala (2019) claims that a large number of schools were reporting exam scores below the national average, suggesting that the management was falling short in their efforts to promote teaching and learning. This study set out to investigate if the lack of management participation among HoDs is connected to these managerial issues.

3.4 Target Population

The target population of units from which conclusions should be made in a study is known as the target population. Therefore, the units for which the study's conclusions are intended to be generalized are defined by the target population (Buckler & Moore, 2023). The Sub-County KNUT representative, the Sub-County QASO, the Sub-County director of education, and 335 HoDs from 67 public secondary schools in Laikipia West were the main subjects of the study (Ministry of Education, 2020). A public secondary school is required by ministry of education requirements to contain a minimum of five academic divisions. Table 3.1 displays the distribution of the target population.

Table 3.1:

Target Population for the Study

Category of Respondents	Number
Academic Heads of Departments	335
Sub-county Director of Education	1

Sub-County QASO	1
Sub-County KNUT Representative	1
Total	338

The rationale behind focusing on Heads of Departments (HoDs) was their unique ability to provide insight into the degree of managerial responsibility that HoDs in Laikipia West secondary schools have been given. The Sub-County Director of Education was the target as he or she is in charge of every school in the study area. Consequently, he/she was in a position to provide insights regarding involvement of HoDs in school management across the schools. The Director of Education is also the representative of the Ministry of Education with Laikipia West Sub-County and thus was best placed to articulate the implementation of policies related to HoDs involvement in school management. The Sub-County QASO was involved because his/ her job entail visiting schools within the Sub-County and assessing various aspects including effectiveness of management practices, consequently, the QASO was privy to information regarding the level of HoDs' involvement in school management as well as the effectiveness of management in the schools. The Sub-County KNUT representative was targeted because being the representative of teachers and HoDs, he/ she receives information from the teachers regarding work practices in the schools. As a result, the study assumed that the KNUT representative has comprehensive knowledge on the extent of HoDs' involvement in secondary school administration and the efficacy of that administration.

3.5 Sample Size and Sampling Procedure

Sampling is the process of determining the characteristics of the entire population by selecting a subset of the target group. Research offers methods for extrapolating population characteristics from those of a representative sample (Buckler & Moore, 2023). This has the effect of making research more financially and logistically manageable. According to Nutulapati et al. (2024), the sample should be chosen so that each subgroup within the population is represented in it proportionately to how they make up the population. Purposive and stratified sampling methods were used in this investigation to create the sample. The SCDE, QASO, and KNUT representative were chosen by the use of purposeful sampling. This is because it was believed that the knowledge these officers possessed would augment that

which was acquired from the HoDs. Using a stratified sampling procedure, the academic HoDs were chosen. The categories used to stratify schools were national, extra-county, county, and sub-county schools.

Additionally, although selecting a sample reduces the cost and workload and makes it easier to obtain high quality information, it has to be balanced against having a large enough sample size with enough power to detect a true association (Kitsantas et al., 2024). The sample size in this study was determined using the Krejcie and Morgan (1970). This determined schools sample sizes from given finite populations. The schools were sampled as shown in Table 3.2.

Table 3.2
Sample Size for Schools According to Category

Category of Schools	Population (N)	HoDs Sample size (n)
National	5	5
Extra-county	40	40
County	70	70
Sub-county	220	180
Total	335	295

The study focused on the population of 335 HODs, as shown in Table 3.2, from which a sample of 295 HoDs was chosen by means of the stratified random sampling technique. Consequently, 298 respondents—295 HoDs, 1 SCDE, 1 QASO, and 1 KNUT representative—made up the study's overall sample size.

3. 6 Data Collection Instruments

The term "research instruments" describes the equipment or tools used to gather data for studies (Buckler & Moore, 2023). Due to their inherent flexibility and convenience of gathering data from respondents on a wide range of topics, questionnaires are praised as effective research tools. Conversely, interview schedules are seen to be better at obtaining the detailed

information that the study is looking for (Kitsantas et al., 2024). In this study, a questionnaire was used to collect data from the HoDs.

The first component collected the professional and personal data of the respondents. All of the items in the sections that followed were designed to collect data in order to meet the various goals of the study. On a 5-point Likert scale, the respondents were asked to indicate how much they agreed with the statements that characterized the incident. Each of the five levels—strongly disagree, disagree, neutral, agree, and extremely agree—was given a score between one and five.

The purpose of the interview schedule was to collect data from the SCDE, QASO, and KNUT representative. The primary topics of discussion during the interview schedule were the difficulties in assigning managerial duties to HoDs and the methods for overcoming them. In addition to the data acquired from the HoDs, the interview schedule was also utilized to enhance the information. Additionally, components of the timetable were created to coincide with the study variables. All inquiries were designed to allow for unrestricted dialogue among the participants.

3.6.1 Validity of the Research Instruments

According to Nutulapati et al. (2024), an instrument's validity is determined by how well it measures what it is supposed to measure and performs as intended. To guarantee that the behavior of the respondents is accurately sampled in relation to the study's goal, a valid instrument is essential. Comprehensive literature research was the first phase, after which items that captured the elements of delegation in each of the five categories the study found were constructed. The questionnaire and interview schedule were structured into sections to ensure that all variables are covered. Subsequently, the supervisors and lecturers at the education institution will examine it with expertise. In order to make sure the study collected the required data; a pilot study was done. The items underwent adjustments to ensure that they collected the data required for the study in an accurate manner.

It is crucial to evaluate the instruments' flexibility in collecting the data required for the study on a small scale when doing research (Kitsantas et al., 2024). To that end, a pilot study was carried out in the adjacent Nyandarua West Sub-County, involving 50 HoDs and 10 public secondary schools. The Sub-County was selected due to its inclusion of public-school

classifications that are national, extra-county, county, and sub-county. The aim of the pilot study was to assess the effectiveness of the questionnaire in collecting the necessary data for the research, as well as the items' and instructions' general clarity, time requirements, and lucidity.

The pilot study response rate was 88%, which suggests that the acceptability of the questionnaires and effectiveness of the methods used to distribute them was high. All the 44 respondents completed the questionnaire in full without leaving out any questions. This implies that there were minimal flaws in the questionnaire that could encourage respondents to leave many items answered. The fact that 88% of the respondents completed the questionnaire implies that most of the questions were understandable and straightforward for the participants. The information gathered during the pilot study also suggested that the questionnaire performed well in gathering information on each of the study's variables.

3.6.2 Reliability of the Research Instruments

A research instrument's reliability is defined as its capacity to measure the relevant parameters consistently over an extended period of time (Buckler & Moore, 2023). This suggests the degree to which an instrument produces reliable outcomes following several attempts. Thus, consistency, dependability, and stability of the instrument are factors that contribute to reliability (Buckler & Moore, 2023). The consistency of the questionnaire was evaluated methodically. Using the data from the pilot study mentioned in subsection 3.5.1, the internal consistency technique was applied. Because it correlates each thing to the other elements in a specific scale, this technique was deemed appropriate. Six scales, one for each of the study variables, were included in the questionnaires, and their reliability was evaluated using the Cronbach alpha method. For every scale, the Cronbach alpha method calculates an alpha that goes from zero to one. The researcher then compares the alpha to a preset threshold value. The acceptance criterion in this investigation was set at 0.7. Table 3.3 provides a summary of the results.

Table 3.3:

Results of the Reliability Test for the Questionnaire

Scale	Number of Items	Cronbach Alpha
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Involvement of HODs in Teaching and Learning	20	0.821
Involvement of HoDs in Procurement of School Goods and Services	20	0.838
Involvement of HoDs in Management of Staff and Students' Discipline	20	0.791
Involvement of HoDs in Developing School Calendar of Activities	20	0.840
Management of School Finances	20	0.834
Effectiveness of Principals in Managing Schools	20	0.827
Average	20	0.825

All six of the scales used to measure the study variables had Cronbach alpha values larger than 0.7, as indicated by the results in Table 3.3. According to Bonett and Wright (2014), an alpha of more than 0.7 indicates that the scale's items consistently assess the variable the scale is intended to measure. The average coefficient for all the six scales was 0.825 suggesting that overall, the questionnaire reliability was adequate.

3.7 Data Collection Procedures

Finding the necessary authorization allowed the researcher to proceed with the study. First, the Laikipia University Institutional Ethics Review Committee reviewed the study and provided advice on how to apply for and obtain a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Once the research permit was obtained, the researcher proceeded to request permission from the Laikipia West Sub-County SCDE and the Laikipia County Director of Education (CDE). After that, the researcher conducted a reconnaissance visit to the sample schools in order to provide the respondents with the appropriate introductions via the individual principals. After distributing the questionnaires to

the schools during the second visit, the researcher gave the respondents a week to finish them. One week later, the researcher collected the completed questionnaires for analysis. After that, the researcher spoke with representatives from KNUT, QASO, and SCDE in interviews.

3.8 Data Analysis

The study's objectives guided the arrangement and completeness check of the field data gathered from the equipment. The coded data was then entered into the computer. After the qualitative data was organized into emergent themes, frequencies and percentages were utilized to analyze the data. Quantitative data were examined using descriptive statistics like means and standard deviations. At the alpha level of.05., Karl Pearson's Pearson's product moment correlation coefficient (1948) was employed to assess the hypotheses. Qualitative data was analyzed using the thematic analysis technique. Table 3.4 shows a summary of the data analyses.

Table 3.4
Summary of Data Analysis

Data Analysis: Hypothesis and research questions.	Independent Variable	Dependent Variable	Statistical Analysis
H₀₁: There is no significant relationship between principals' involvement of academic HoDs in promoting teaching and learning and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya	Involvement of academic HoDs in promotion of teaching and learning	Principals' effectiveness in management of public secondary schools	Pearson's product moment correlation coefficient
H₀₂: : There is no significant relationship between principals' involvement of academic HoDs in procurement of school goods and services and their overall	Involvement of academic HoDs in procurement of school goods and services	Principals' effectiveness in management of public	Pearson's product moment correlation coefficient

effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya

secondary schools

H₀₃ : There is no significant relationship between principals' involvement of academic HoDs in management of staff and student discipline and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya

Involvement of academic HoDs in management of staff and students' discipline

Principals' effectiveness in management of public secondary schools

Pearson's product moment correlation coefficient

H₀₄ : There is no significant relationship between principals' involvement of academic HoDs in development of school calendar of activities and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya

Involvement of academic HoDs in development of school calendar of activities

Principals' effectiveness in management of public secondary schools

Pearson's product moment correlation coefficient

H₀₅ : There is no significant relationship between principals' involvement of academic HoDs in management of school finances and their overall effectiveness in management of public secondary schools in Laikipia West Sub-County, Kenya

Involvement of academic HoDs in management of school finances

Principals' effectiveness in management of public secondary schools

Pearson's product moment correlation coefficient

3.9 Ethical Considerations

It is crucial to take ethical considerations into account when conducting any kind of research in order to preserve the study's integrity and guarantee accurate findings. Buckler and Moore (2023) assert that confidentiality of the information provided is necessary to safeguard research participants. Because of this, participants in the study were guaranteed complete confidentiality about their answers. By mandating that respondents not reveal their names anywhere on the questionnaire, anonymity was guaranteed. Moreover, involvement was entirely voluntary. Because the respondents' psychological safety was ensured, they were more likely to be truthful while supplying the study with the information it needed.

The researcher assured the participants that their data would be used only for the investigation. The instruments used in the study explicitly indicated its purpose and its intrinsic value in enhancing school administration. This gave the respondents even more reason to be confident that they would voluntarily and readily supply the requested information. Both the interviewee and the respondents received this information directly and in a brief letter issued at the beginning of the questionnaire. In the end, the study did not begin until all relevant authorities, including NACOSTI, had granted their clearance. Every source of information was carefully acknowledged.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In order to determine whether principals' overall effectiveness in overseeing public secondary schools in Kenya's Laikipia West Sub-County and their engagement of academic HoDs through responsibility delegation were related, this study set out to gather data. This chapter presents and discusses the study's findings. There are seven primary sections in this chapter:

response rate, respondents' profile, level of HoD involvement in school management, principal effectiveness, relationship between HoD involvement and principal effectiveness, difficulties principals face when assigning responsibilities to HoDs, and solutions to the difficulties

4.2 Response Rate

There was a 73.5% response rate because 219 of the 298 respondents who were targeted finished the survey. Robbins and Dawson (2020) recommended a 70% average response rate for surveys intended for educators, yet this survey's response rate is far higher. The results can be more broadly used when there is a high response rate. Further information on the response rate is given in Table 4.1.

Table 4.1:
Questionnaire Response Rate

Respondent category	Expected Number	Response Number	Response Rate
HoDs	295	216	73.2%
SCDE	1	1	100%
QASO	1	1	100%
KNUT	1	1	100%
Total	298	219	73.5%

Table 4.1 demonstrates that 216 of the 295 HoDs that were sampled properly filled out their surveys, resulting in a 73.2% response rate. The SCDE, QASO and KNUT representatives also participated in an interview.

4.3 Respondents Profile

The study sought to establish the profile of the HoDs in terms of the number of years they have worked in their current schools as well as the number of years they have served as HoDs. Understanding these characteristics was essential in determining the representativeness of the sample and the quality of data. Table 4.2 summarizes this information:

Table 4.2
Respondents' Profile

Profile	Categories	Frequency	Percent
Years working in current school	1-5 years	21	9.7
	6-10 years	106	49.1
	11-15 years	67	31.0
	Above 16 years	22	10.2
	Total	216	100.0
Year served as HoD in current school	1-2 years	44	20.4
	3-4 years	98	45.4
	5-6 years	52	24.1
	Above 6 years	22	10.2
	Total	216	100.0

According to Table 4.2's results, 49.1% of the respondents had worked for the current school for six to ten years, 31% for eleven to fifteen years, 10.2% for sixteen years or more, and 9.7%

for fewer than five years. According to the findings, more than 90% of the participants had been employed by their present school for a minimum of five years. This result suggests that the majority of HoDs had enough knowledge about their participation in school administration and the efficiency of school management. The number of years a HoD has worked in their current school and their duration in the HoD position can serve as indicators of their experience and familiarity with the school's management systems and culture. Experienced HoDs are more likely to have developed effective leadership and management skills, which can influence their involvement and effectiveness in school management functions.

According to the data, over 80% of the participants had been Head of Departments (HoDs) in their respective schools for a minimum of three years. Consequently, most respondents were privy to sufficient information regarding involvement of HoDs in school management. The length of time served as HoD can affect attitudes towards authority and participation in decision-making processes. Seasoned HoDs might be more proactive in engaging with principals and staff, whereas less experienced ones may require more guidance. Longer service periods may correlate with deeper understanding of the school's needs, community dynamics, and operational challenges. This knowledge can impact their ability to collaborate with principals and other staff

4.4 HoDs Involvement in the Management of Schools

The extent to which Principals had delegated responsibilities in the five areas of school management identified by the study. These areas include: promoting teaching and learning, procurement of goods and services, management of staff and students' discipline, developing school calendar of activities, and management of school finances. The results and discussion with respect to each of these areas are presented in the subsections hereunder:

4.4.1 Involvement of HoDs in Promoting Teaching and Learning in Schools

HoD engagement in managing teaching and learning was the study's first independent variable. A collection of twenty statements measuring the degree to which respondents supported teaching and learning in their individual schools were given to them, and they were asked to rate their agreement with each statement on a five-point scale: 1, strongly disagree; 2, disagree; 3, neutral; 4, agree; and 5, strongly agree. The results are shown in Table 4.3:

Table 4.3:
Involvement of HoDs in Promoting Teaching and Learning

S/N	Statement	1	2	3	4	5
In my school, the principal involves me in:						
1	Developing strategies to improve teaching and learning	2.9	15.2	19.9	49.8	12.2
2	Ensuring that the right instructional methods are used	0.0	18.1	19.9	48.7	13.3
3	Ensuring right learning materials are acquired	6.9	13.9	21.3	55.1	2.8
4	Ensuring conducive learning environment	3.2	17.6	19.4	53.7	6.0
5	Monitoring the implementation of the curriculum	0.9	18.1	19.9	41.2	19.9
6	Solving learning challenges in the school	2.8	21.3	22.2	50.9	2.8
7	Evaluation of learners	2.3	28.7	18.5	31.0	19.4
8	Promoting learner involvement	3.2	17.6	22.2	50.9	6.0
9	Reviewing teachers teaching and interaction skills	5.1	21.3	28.2	41.7	3.7
10	Ensuring teachers are adequately knowledgeable of the subject they are teaching	4.2	27.3	29.6	19.9	19.0
11	Ensuring that learners are provided with feedback	3.2	17.1	18.5	39.4	21.8
12	Keeping records of student's education progress	0.9	6.5	34.4	35.5	22.7
13	Ensuring classroom discipline	6.0	23.1	26.4	37.0	7.4
14	Ensuring diversity in learning	3.2	11.1	24.5	39.4	21.8
15	Discussing with teachers on the problems they encounter at school especially in their classrooms.	1.4	18.1	23.1	30.6	26.9

16	Conducting regular formal and informal classroom observations in my school	0.9	19.4	38.0	19.9	21.8
17	Conducting post-classroom observation conferences with teachers with the focus on improving instruction	3.7	27.3	21.8	45.4	1.9
18	Assisting teachers in setting and achieving personal and professional goals related to improvement of school instruction	6.5	26.4	32.4	20.4	14.4
19	Providing constructive critical evaluations to teachers	5.6	22.7	30.6	40.3	0.9
20	Making recommendations for personal and professional growth goals according to individual needs	3.2	20.8	31.0	22.2	22.7

The majority of respondents admitted being involved in 12 out of the 20 areas related to organizing and directing teaching and learning, according to Table 2's results. Specifically, the results indicate that most of the sampled schools include HoD in most aspects of teaching and learning management, such as creating plans for enhancing instruction, enforcing appropriate teaching practices, obtaining teaching and learning resources, and resolving student difficulties.

Nonetheless, less than 50% of the participants concurred that they are actively engaged in; reviewing teachers' teaching and interaction skills (item 9), ensuring teachers are adequately knowledgeable of the subject they are teaching (item 10), ensuring classroom discipline (item 13) and doing regular formal and informal classroom observations (item 16). Likewise, less than fifty percent of the Heads of Departments (HoDs) concurred that they carry out post-classroom observation conferences with teachers aimed at enhancing instruction (item 17); help teachers establish and accomplish personal and professional objectives linked to the enhancement of school instruction (item 18); offer teachers constructive critical evaluations (item 19); and suggest goals for personal and professional development based on individual needs (item 20). These findings suggest that in most of the studied schools, HoDs are not active in overseeing these aspects of teaching and learning.

These findings suggest that in most of the schools in the research area, HoDs are not regularly involved in promoting teaching and learning. According to the data, the majority of principals in Laikipia West's public secondary schools do not include Heads of Departments (HoDs) in the process of devising methods to enhance student learning, evaluating instructors, or assessing teaching and learning. The findings denote the presence of a top-down approach to management, where the principals make most decision with little inputs from the HoDs. The findings also connote that in most schools; principals had retained many of the responsibilities related to teaching and learning. It represents a squandered chance for the principals to take advantage of the proficiency and capacity of HoDs in overseeing various facets of education. Qualitative data from the interview also indicated that principals and heads of departments rarely collaborate to oversee the instructional process. The interviewee recollected that:

HoDs ought to hold regular meetings with the school management team to discuss issues related to teaching and learning, share department perspectives, provide insights to the principal on how teaching learning can be improved, and contribute to decision making. This does not happen in most of the schools (Interviewee 2, male 45 years old, 2023).

In many of the secondary schools, HoDs deal with a lot of work-load especially with the increase in the number of students following the 100% transition policy. These HoDs have little time to guide and mentor teachers within their department, provide instructional guidance, and oversight the implementation of the curriculum (Interviewee 3, female 48 years old, 2023).

The outcomes align with the research carried out by Tumusiime et al. (2021), which found that HoDs have very little involvement in the Teacher Performance Appraisal and Development (TPAD) tool completion process, with principals and their deputies being the only parties involved. The results align with the research conducted by Ndungu et al. (2015), which revealed that most secondary schools in Githunguri Sub-County did not ensure that instructors prepared lesson plans and work schemes, and that there was no assessment of teachers' performance in the classroom. In a similar vein, students and the HoDs did not routinely debate the material covered in class. The findings are also reinforced by the information provided by the QASO during interview. The QASO, who is responsible for supervision of teachers,

explained that he is the one largely involved in assessment and training of teachers and that HoDs play a minimal role in this exercise.

4.4.2 Involvement of HoDs in Procurement of School Goods and Services

HoDs' engagement in the purchase of supplies and services for schools made up the study's second independent variable. A set of twenty statements that evaluated the respondents' level of involvement in the purchase of supplies and services for schools were given to them. The percentage distribution of the sampled HoDs is shown in Table 4.4 when they are categorized based on how much they value their participation in the purchase of supplies and services for the school.

Table 4.4:
HoDs Involvement in Procurement of Goods and Services

S/N	Statement	1	2	3	4	5
In my school, the principal involves me in:						
1	Developing the list of requirements for procurement	4.2	24.1	15.1	41.3	15.3
2	The tendering process for school goods and services	5.6	21.8	10.6	40.3	21.8
3	Evaluating supplier options	5.6	25.2	9.7	48.9	10.6
4	Negotiating contracts with selected suppliers	4.2	19.9	22.3	31.4	22.2
5	Determining the best price and specific delivery terms for goods that school orders for my department	3.2	16.2	26.3	41.0	13.2
6	Assessment of the quantity and quality of goods that have been delivered to the school	5.1	20.4	17.3	36.9	20.4
7	Overseeing the payment for goods and services delivered to the school	4.6	19.4	16.4	35.9	23.6
8	Ensuring that the procured goods are stored at the right places	3.7	20.4	27.3	25.9	22.7

9	Supervising the usage of goods and services procured in my department	5.1	19.0	27.3	27.3	21.3
10	Ensuring early procurement of goods in my department before they depleted	4.2	20.4	25.9	27.3	22.2
11	Assessing the quality of school goods and services procured	3.7	20.4	17.3	35.5	23.1
12	Ensuring that procurement is done on the right time to ensure smooth running of the school	2.3	34.3	5.6	37.0	20.8
13	Selecting a consistent and reliable supplier	4.2	24.1	14.3	41.8	15.7
14	Accompanying development of written agreement for procurement transactions.	5.6	41.8	10.2	20.7	21.8
15	Addressing complaints related to the procurement process.	10.6	34.7	19.7	29.8	5.1
16	Ensuring that procurement is done in line with school budget	4.2	19.9	20.5	35.2	22.2
17	Enforcing compliance with procurement regulations set by the government in the school	5.1	20.4	36.9	17.8	19.9
18	Ensuring there is transparency and accountability of procurement funds	4.6	19.4	23.6	28.7	23.6
19	Ensuring that the goods and services procured by the school are of good quality	3.7	20.4	16.4	36.9	22.7
20	Ensuring timely payment of procured goods and services	5.1	19.0	24.1	31.0	20.8

Of the 20 statements used to evaluate HoD's engagement in school goods and services procurement, results in Table 4.4 demonstrate that over 50 percent of the respondents agreed

or strongly agreed with 18 of them. In particular, over 50% of respondents agreed that their principals involve them in: developing the list of requirements for procurement, tendering process for school goods and services, evaluating supplier options, negotiating contracts with suppliers, and determining best prices and specific delivery terms. Similarly, the HoDs are involved in: assessment of the quantity and quality of goods delivered to their schools, overseeing the payment of suppliers, ensuring that procured goods are stored in the right places, supervising the usage of procured goods, and ensuring timely procurement of goods or services needed the school. Additionally, the findings demonstrated that principals in the majority of secondary schools, work with Heads of Departments (HoDs) to evaluate the caliber of the goods and services the school purchases, choose dependable and consistent suppliers, handle complaints pertaining to procurement, enforce procurement laws and regulations, encourage accountability and transparency, and make sure suppliers are paid on time.

These results suggest that the majority of study region school principals involve HoDs in most aspects of goods and service procurement. This include creating demand lists, putting out bids for school supplies and services, looking at potential suppliers, making sure that supplies are acquired on schedule, and guaranteeing the caliber of the products that are delivered. This result is consistent with the Wanjala (2021) survey, in which 69.4% of participants felt that principals confer with HoDs prior to budgeting and acquiring departmental needs. The findings also support the study of Moruri (2015), which found that most of the tendering committees in the public secondary schools in Nyamache Sub County were composed of six HoDs. This implies that HoDs' opinions are given a lot of weight when making procurement decisions at Kenya's public secondary schools.

Less than 50% of the participants concurred with statement 14, which suggested that House of Deputies (HoDs) had a responsibility to guarantee that procurements are accompanied by a written agreement. This result implies that HoDs have not been given this function in the majority of the research area's schools. This result is in line with the observations made by Moruri (2015), who noted that the secretary of the tendering committee, who is typically the head of the procurement unit, also referred to as the storekeeper, handles the majority of the documentation work associated with school procurement. In a similar vein, less than 50% of the participants concurred with statement 17, which put out the idea that HODs are responsible for guaranteeing adherence to government regulations. This result suggests that HoDs are not

actively involved in enforcing compliance with procurement laws and regulations in the majority of the study areas' schools.

The results align with those of Wanjala (2021), who noted that the majority of public secondary school tendering committee members lack sufficient training in procurement-related matters. Consequently, they may not have complete knowledge of all government regulations that govern school procurement. In addition, Moruri (2015) observed that tendering committee members in most public secondary schools have little voice vis-à-vis the principal and; consequently, most of the decisions are made in line with the wishes of the principal. This implies that HoDs may have minimal power to enforce compliance with government regulation in situations where noncompliance has been sanctioned by the principal.

4.4.3 Involvement of HoDs in Management of Staff and Students' Discipline

Table 4.5 displays the results of the study. The third independent variable examined HoD involvement in staff and student discipline management. The respondents were given twenty statements assessing this involvement, and they were asked to indicate how much they agreed with each one.

Table 4.5:

Involvement of HoDs in Management of Staff and Students' Discipline

S/N	Statement	1	2	3	4	5
In my school, the principal involves me in:						
1	Developing the school rules and regulations	2.8	35.2	2.3	30.1	29.6
2	Monitoring lesson attendance by teachers in my department	3.7	23.2	13.2	31.2	28.7
3	Observing student's behaviour inside and outside the classroom	27.8	29.6	13.7	25.6	3.2
4	Investigation and resolution of disciplinary cases within my department	29.6	30.1	2.3	25.2	2.8

5	Developing acceptable standard of behaviour for both students and staff	3.2	24.3	14.2	30.6	27.8
6	Analysis of discipline data to assist BoM to identify patterns and develop targeted interventions	29.6	29.6	13.2	24.7	2.8
7	Reviews disciplinary issues for both staff and students as part of the disciplinary committee	3.7	33.8	3.7	30.6	28.2
8	Assessing the current situation of students' discipline in the school	3.2	25.2	14.6	29.6	27.3
9	Initiating changes in school rules and regulations	2.3	20.2	18.3	29.2	29.6
10	Formulating school wide behaviour policy	2.8	34.3	6.0	29.6	27.3
11	Receiving complaints about staff within my department	2.8	29.7	7.8	30.1	29.6
12	Developing strategies for addressing recurring disciplinary issues within my department	3.2	23.8	14.2	29.7	29.1
13	Educating learners the importance of following school rules	29.6	30.6	2.3	35.2	2.3
14	Providing feedback and recommendations to the BoM on how to handle specific disciplinary issues	29.6	30.6	12.3	25.2	2.3
15	Deliberating on disciplinary cases	27.8	40.6	14.2	14.3	3.2
16	Communicating disciplinary decisions to staff in my department	2.8	24.7	12.8	30.6	29.2
17	Reviewing discipline measures	4.2	23.3	13.7	30.6	28.2
18	Communicating changes and updates in school policies and disciplinary procedures to staff in my department	27.3	29.6	15.1	24.7	3.2

19	Supporting other teaching staff in the management of students' behaviour problems	29.2	29.2	14.2	25.6	1.9
20	Planning of preventive work in the management of behaviour problems	2.3	23.8	16.9	30.1	26.9

Results in Table 4.5 shows that more than 50% of the respondents either agreed or strongly agreed with 11 out of the 20 statements that the study used to measure HoDs' involvement of management of staff and student discipline. These results show that HoDs are involved in some aspects of discipline management but not all aspects. In particular, results show that over 50% of the respondents reported that principals in their school involve HoDs in: developing the school rules and regulation, monitoring lesson attendance by teachers, developing acceptable standards of behaviour for both teachers and students, review disciplinary issue as part of disciplinary committee, giving input during changes in school rules and regulation, and formulating school wide behaviour policies. HoDs in most of the schools are also involved in receiving complaints about staff, developing strategies for addressing recurring disciplinary issues, communicating disciplinary decisions to staff, reviewing disciplinary measures, and planning preventative work.

However, the findings indicate that most schools' guiding principles have not assigned responsibilities for monitoring student behavior in the classroom, looking into and handling disciplinary cases, organizing peer support, analyzing discipline data, evaluating the current state of student discipline, and instructing students on disciplinary matters. These results suggest that HoDs actively participate in the development of policies, procedures, and methods intended to manage student behavior in the majority of the study areas' schools. HoDs do not, however, actively participate in the application of the laws, policies, and guidelines. The results align with the opinion of Wanyonyi et al. (2023), who suggested that one of the functions of HoDs is to develop policy aimed at assisting teachers to effectively deliver instructions and for learning to take place. Since discipline has a major implication on learning, formulation of policies and strategies for managing discipline would effectively fall within the purview of HoDs. These finding are also consistent with the study by Etyang and Okoth (2018), who found that discipline management in most public secondary schools is done by the class teacher,

deputy principal, the principal, and the BoM. Some schools have an office of the discipline master or mistress to whom the class teachers refer indisciplined children.

However, qualitative data gleaned from the interviews suggest that revealed that the level of delegation of management of staff and student discipline varies across school depending on the principles management style, school culture, and structure of the school. The interviewees several ways in which HoDs can assist in the management of school discipline including monitoring of conducts of staff within their department, attending disciplinary committees, and providing guidance and counselling to students.

4.4.4 Involvement of HoDs in Developing School Calendar of Activities

The fourth independent variable of the study was involvement of HoDs in developing school calendar of activities. Respondents were given a set of twenty statements that evaluated the degree of HoD participation in this process in order to gauge this involvement. The total replies from the respondents are shown in Table 4.6, which offers information about the general degree of HoD involvement in the creation of the school calendar of events.

Table 4.6:

Involvement of HoDs in Developing School Calendar of Activities

S/N	Statement	1	2	3	4	5
In my school, the principal involves me in:						
1	Drawing the school calendar of co-curricular activities	5.9	12.4	17.6	54.6	19.4
2	Preparing the school calendar learning activities	4.5	13.2	20.3	41.7	20.4
3	Organizing the school calendar sports activities	4.9	13.2	19.8	42.1	19.9
4	Communicating the school opening dates	3.9	5.2	18.9	54.2	14.8
5	Ensuring that the school calendar is strictly followed	1.9	8.2	11.6	40.3	38.0
6	Preparing the school subjects timetable	0.9	3.7	13.9	19.4	62.0
7	Drawing the school calendar for examinations	1.7	3.4	12.6	69.4	12.8

8	Setting the examination dates	4.8	7.3	11.9	33.8	42.1
9	Communicating the school examination dates	2.5	19.8	15.6	42.1	19.9
10	Planning annual programmes for my departments	3.4	17.9	16.7	42.1	19.9
11	School lesson preparation	2.6	11.5	23.8	42.1	19.9
12	Evaluation of teachers	21.9	40.1	17.6	19.4	0.9
13	Preparing professional development programs for teachers.	19.9	36.6	29.1	10.5	3.9
14	Preparation of schemes of work	3.7	10.5	23.8	41.7	20.4
15	Drawing records of work and lesson plans	3.9	17.2	20.0	41.7	17.1
16	Setting and administration of CATS and examinations	2.9	19.9	20.8	34.6	21.8
17	Drawing meeting schedule in the department	3.9	14.2	19.8	42.1	19.9
18	Drawing meeting schedule with parents	3.9	14.8	30.2	29.3	21.8
19	Formulating the school time table	3.9	15.2	18.8	42.1	19.9
20	Communicating changes in the school calendar	3.8	17.4	16.7	40.3	21.8

Table 4.6's results demonstrate that more than 50% of the participants agreed or strongly agreed with 18 of the 20 statements the study used to gauge how involved HoDs were in creating the school calendar of events. These results imply that in most schools in the study area, the principal involves HoDs in most aspects of developing school calendar of activities. In particular, results show that principals in most of the schools involve HoDs in drawing the calendar for co-curricular activities and academic activities, communicating school opening dates, drawing timetables, preparation of scheme of works and lesson plans, and scheduling meetings with parents. These findings are in line with the recommendations by Jones (2022), who opined that HoDs ought to ensure the systematic coordination of school tasks including assigning duties, authority and responsibility. The outcomes also support the conclusions

drawn by Munje et al. (2020), who noted that in order for Heads of Departments (HoDs) to effectively plan teaching and learning activities, they must collect comprehensive data regarding the type and scope of the activities, identify and analyse them all, group them into meaningful categories, assign authority and responsibility, allot the necessary resources, and communicate all decisions and arrangements.

Nonetheless, assertion 12, which claimed that HoDs regularly participate in teacher evaluation, was only supported by 20.3% of respondents. According to this finding, most secondary schools in the study area do not actively involve HoDs in teacher evaluation. This outcome is in line with research by Tumusiime et al. (2021), which found that in most secondary schools, the principle and the deputy complete the TPAD instrument for each teacher in order to evaluate the instructor. This is accurate despite the TSC's criteria stating that the head of department (HoD) should evaluate teachers and that the deputy principal should only take over in the event that the HoD is not available. In addition, QASOs are given greater consideration in teacher evaluations than HoDs.

In a similar vein, just 14.4% of respondents supported statement 13, which suggested that HoDs are involved in creating teacher professional development programs. This result suggests that HoDs are not primarily responsible for creating teacher professional development programs in the majority of public secondary schools in the research locations. This finding is consistent with Odhiambo (2021), who observed that teacher professional development programmes are developed centrally by the Teacher Service Commission and implemented through contracted service providers that mainly comprise leading universities in the country. The TSC has already developed modules for different training areas to be administered by these service providers. Teachers have the option of taking the module virtually or enrolling to face-to-face class during school holidays.

4.4.5 Involvement of HoDs in Management of School Finances

The study's final independent variable examined the role played by HoDs in overseeing school budgets. Respondents were given a set of 20 statements that measured the degree of HoD participation in financial decision-making in order to gauge this involvement. After that, each item was requested to be rated on a five-point scale from 1 (which means "strongly disagree") to 5 (which means "strongly agree"). The assessment's findings are shown in Table 4.7.

Table 4.7:
Involvement of HoDs in Management of School Finances

S/N	Statement	1	2	3	4	5
In my school, the principle involves me in:						
1	Collecting fees from students	18.1	39.8	19.0	20.8	2.3
2	Drawing up the school budget	3.2	19.9	17.1	40.7	19.0
3	Planning on how school finances will be used	8.1	21.3	9.9	40.4	20.4
4	Accounting for the school finances	5.6	23.1	28.7	23.6	19.0
5	Reporting on school finances	18.1	21.3	13.0	42.1	5.6
6	Reviewing school finances	17.6	45.8	21.3	13.9	1.4
7	Routine review of how school finances are utilized	18.1	19.9	36.6	19.4	6.0
8	Ensuring that the budget is properly implemented	2.3	39.8	36.6	16.2	5.1
9	Regularly approving school budgets	19.4	19.9	36.6	20.4	3.7
10	Revising school budgets	1.9	32.9	17.6	41.2	6.5
11	School account tracking	18.1	40.3	10.4	20.4	9.9
12	Evaluation of school accounts	2.8	44.7	21.8	28.4	2.3

13	Reporting the use of school funds to the relevant parties	21.8	48.2	10.1	18.5	1.4
14	Establishing procedures for procurement	5.9	18.1	14.4	51.4	10.2
15	Establishing procedures for quotation	17.6	19.4	30.5	21.6	10.9
16	Ensuring financial transactions are carried out according to regulations to avoid conflict of interest	1.4	16.7	20.4	55.6	6.0
17	Ensuring financial transactions are carried out according to the relevant laws to avoid the misuse of resources	17.1	21.3	35.2	21.3	5.1
18	Ensuring all financial policies are up-to-date	14.1	37.5	19.2	16.4	12.8
19	Monitoring spending within budget parameters.	8.1	36.4	17.1	19.4	19.0
20	Ensuring the use robust and transparent budgeting processes.	1.9	17.6	31.9	39.4	9.3

Only 4 of the 20 statements that the study used to gauge HoD engagement in school financial management received more than 50% of the respondents' support, according to Table 4.7's results. This result suggests that HoDs are not involved in the majority of components of school financial management by principals in the secondary schools in the study area. Specifically, the findings indicate that the majority of schools hardly ever include HoDs in fee collecting, bookkeeping, budget approval, account tracking, or spending monitoring. There exist multiple explanations for the non-participation of HoDs in the financial management operations. The most probable reason include lack of awareness of the benefits of involving HoDs among the principals, presence of rigid centralized decision-making structure in the schools, staffing constraints, perception that HoDs do not have the competence to undertake the financial management activities, and limited trust between principals and HoDs. These results are in line with those of Ngoma (2018), who discovered that at secondary schools located in Zambia's Nakonde District, teachers are hardly ever involved in financial management.

But according to the most recent findings, 59.7% of respondents agreed that HoDs are involved in creating the school budget in the majority of the examined schools. Similarly, findings show that HoDs in most schools are involved planning how school finances will be used with 60.8% of the respondents agreeing with this assertion. The involvement of HoDs in budgeting and resource allocation could be attributed to the need to have budgets that are responsive to the needs of all the departments in the school. Involving the HoDs gives them a platform to presents the needs and requirement of their department to the budgeting team. These findings are consistent with Wanjala (2021), who found that HoDs prepare budgets for their own department and forward their requirements to the team preparing the budget for the entire school.

The finding that HoDs are involved in establishing procurement procedures is congruent with Moruri (2015), who found HoDs are a critical part of tendering committees in most secondary schools in Kenya. The tendering committees are responsible for setting and implementing procurement procedures, and thus; HoDs form a critical part of this process. Finally, 61.6% of the participants concurred that the involvement of HoDs is crucial in guaranteeing that financial operations are executed in compliance with legislation. Involving HoDs in ensuring compliance could be informed by the reason that department is basic units of expenditure in the schools and thus it is easier for HoDs to enforce regulations at the departmental levels. This result is in line with Muriuki et al. (2020) observation that, in the majority of schools, every department functions as a cost center with its own budget and spending authority. Consequently, HoDs have the mandate of ensuring resources allocated to their department are spent in line with budget and in strict adherence to financial procedures such as maintain receipts for every expenditure.

4.5 Effectiveness of Principals in the Management of Schools

The study's dependent variable was the principals' efficacy in running their schools. HoDs were encouraged to estimate the success of principals in their schools based on how well they handle a set of twenty managerial activities that were included in the questionnaires in order to gauge this efficacy. A five-point evaluation system was used: 1 represented ineffectiveness, 2 below average, 3 average, 4 above average, and 5 very effective. The results are shown in Table 4.8:

Table 4.8:
Effectiveness of Principals in Managing Schools

S/N	Statement	1	2	3	4	5
How effective is your principal in handling the following tasks:						
1	Resolution of conflicts in school	15.3	20.4	20.4	38.9	5.1
2	Managing cases of school unrest	1.9	19.4	19.9	38.0	20.8
3	Handling of discipline cases in the school	1.4	19.9	19.9	38.0	20.8
4	Handling of financial mismanagement in the school	1.9	19.4	19.9	19.9	38.9
5	Improving the academic performance of the school	10.2	17.1	15.7	35.6	21.3
6	Running of school calendar of activities	12.5	15.3	14.4	23.1	34.7
7	Appraising the performance of staff	10.6	17.6	14.4	36.1	21.3
8	Ensuring participation of the school in sports activities	3.2	18.1	20.4	40.3	18.1
9	Facilitating participation in of the school in drama	24.1	27.5	2.8	26.9	18.8
10	Enabling participation of the school in music festivals	16.9	37.9	7.8	27.8	9.7
11	Maintaining active school clubs	19.4	35.8	2.8	24.7	16.4
12	Implementing a student's award schemes in the school	28.7	33.6	2.8	19.6	15.3
13	Implementing a teachers' award scheme in the school	22.2	33.3	2.8	21.8	19.9
14	Ensuring students' involvement in school decisions	25.9	28.8	5.9	20.8	18.5
15	Facilitating teachers' involvement in decision making	4.6	37.0	18.1	38.9	1.4
16	Supporting the adoption of effective teaching strategies	2.8	25.0	13.4	37.0	21.8

17	Enabling student's active participation in daily running of the school	25.5	33.8	1.4	19.0	20.4
18	Aiding effective classroom management by teachers	18.5	19.4	3.2	18.1	40.7
19	Creating a stress-free environment within the school	5.9	27.4	26.9	19.0	20.8
20	Ensuring effective curriculum implementation by the academic staff	2.3	26.9	12.0	37.5	21.3

Table 4.8's results indicate that, on 10 of the 20 managerial duties, the majority of respondents gave their principals positive ratings. The favourably rated tasks include: managing of school unrest, handling discipline cases, handling financial mismanagement in schools, improving academic performance, appraising the performance of staff, running the school calendar of activities, ensuring school participation in sports activities, supporting the adoption of effective teaching strategies, aiding effective classroom management, and ensuring effective curriculum implementation. The findings suggest that principals in most of the schools have been effective in performing these tasks. The findings are consistent with Ombasa (2021), who found that secondary schools in Laikipia County had adopted various strategies of managing indiscipline including guidance and counselling, manual punishment, and expelling delinquents. These strategies have been regarded as effective. The findings are also congruent with Kongori (2019) who found that Laikipia County has recorded a positive trend in the academic performance as indicated in the county mean scores for the five years between 2013 and 2018.

However, the vast majority of the HoDs reported unfavourable ratings to their principals with regards to facilitate participation of the school in drama and music festivals, maintaining active school clubs, implementation of a students' and teachers' award scheme, ensuring students involvement in school decisions, and enabling active participation of students in daily running of the school. These results imply that principals in the majority of the Laikipia West Sub-county's schools have not carried out these duties in an efficient manner. The findings align with the study conducted by Kirui et al. (2024), which discovered that co-curricular activities in secondary schools located in Central Kenya have little administrative backing, leading to a negligible impact of these activities on the holistic growth of students. The findings also

support those of Marakis (2021), who found that there was little teacher and student involvement in secondary school decision-making in Mombasa County, Kenya.

4.5 Relationship between HoDs Involvement and Effectiveness of Principals in the Management of Schools

Five hypotheses were tested in order to determine the direction and strength of the relationship between principal effectiveness and HoD involvement in school management. The statistical instrument for the analyses was the Pearson correlation coefficient. The statistical mean of all 20 items used to measure each of the study's six variables was calculated to create composite scores, which made Pearson correlation analysis easier. Subsequently, a link was discovered between the independent and dependent variables' composite means. The results of each of these analyses are given and discussed in the ensuing subsections.

4.5.1 HoDs' Involvement in Promoting Teaching and Learning and Principals' Effectiveness in Managing Schools

The main objective of the study was to determine whether there was a significant correlation between the academic HoDs' participation in teaching and learning as principals and their overall effectiveness in managing public secondary schools in Kenya's Laikipia West Sub-County. To that end, the study produced hypothesis (H01), which put out the theory that there is no statistically significant correlation between the effectiveness of administrators in overseeing schools and the involvement of Heads of Departments (HoDs) in advancing teaching and learning. Pearson's correlation coefficient was used to evaluate the direction and strength of the link. The results are displayed in Table 4.9.

Table 4.9:
Correlation between HoDs involvement in Management of Teaching and Learning and Principals' Effectiveness in Managing Schools

	Effectiveness of Principals in Managing Schools score
Involvement of HoDs in Teaching and Learning score	Pearson Correlation .882**
	Sig. (2-tailed) .000

The findings presented in Table 4.9 demonstrate a robust and affirmative correlation ($r=.882$, $n=216$) between the effectiveness of administrators in managing schools and the engagement of HoDs in advancing teaching and learning. This suggests that a rise in the participation of Home and Development professionals in instruction leads to a significant improvement in the efficiency of principals in overseeing educational institutions. At the 0.05 level of significance, the p-value indicates that this link is statistically significant ($p<.05$). The study's first hypothesis, according to the results, was rejected. It asserted that the academic HoDs' engagement in teaching and learning and the principals' overall effectiveness in overseeing public secondary schools in Kenya's Laikipia West Sub-County were not significantly related.

The strong and positive relationship that exists between the effectiveness of administrators in running schools and the involvement of Heads of Departments (HoDs) in promoting teaching and learning can be explained in a number of ways. One such way is that when a HoD is involved, faculty members and other staff members feel strongly that they own the strategies and interventions that the principal has put in place to promote teaching and learning, which leads to a high level of commitment from the teachers to carry out these strategies and interventions. An alternative argument could be that the involvement of the Head of Department fosters a common vision and alignment among all staff members for the advancement of teaching and learning. Greater synergy results from goal and vision alignment since it guarantees that every employee is working towards the same goal.

Similarly, involvement of HoDs in promoting teaching and learning could have resulted in greater effectiveness in managing schools by enabling principals to draw on the expertise and ideas of HoDs. Instead of relying on their thinking and ideas alone, the principals get to receive diverse input from HoDs leading to better decision-making and outcomes. In addition, active involvement of HoDs could have led to effective school management by creating effective communication and feedback loops between teachers and the principals. It's possible that the HoDs served as a conduit for information and concerns between the principal and the teachers, acting as a vital link between the two parties.

The study's findings can be explained by the Path-Goal hypothesis, which holds that effective leaders adapt their style of leadership to the characteristics and needs of their followers in order to help them achieve their goals. When HoDs actively promote teaching and learning, a supportive environment for teachers is established. This is consistent with the Path-Goal theory's supportive leadership approach, in which leaders offer direction, help, and resources to enable their followers to reach their objectives. The process of advising and supporting teachers is improved by the engagement of HoDs. HoD involvement is also consistent with the Path-Goal theory's participative leadership style, which encourages leaders to involve followers in decision-making. This involvement promotes motivation and satisfaction among staff leading to greater support towards the principals' initiatives.

One possible interpretation of the positive correlation between the efficacy of principals in managing schools and the involvement of Heads of Departments (HoDs) in promoting teaching and learning is the Context, Input, Process, and Output (CIPO) Systems theory of education. The involvement of HoDs in promoting teaching and learning creates a positive context within the school. It fosters a culture of continuous improvement, collaboration, and shared vision. This involvement also contributes vital input into the education system. The HoDs bring their expertise, knowledge, and insights into design of instructional strategies and assessment practices leading to enhanced effectiveness of principals in managing schools. The involvement of HoDs also shapes various school processes including design of instructional practices, professional development initiatives, and learners' assessment procedures. Improving this process contributes to better educational outputs including improved students learning outcomes and enhanced overall performance of the schools. Higher academic achievement has a beneficial impact on principals' ability to effectively run their schools.

4.5.2 HoDs' Involvement in Procurement of School Goods and Services and Principals' Effectiveness in Managing Schools

Finding out whether there was a significant correlation between the general efficacy of principals in managing public secondary schools in Kenya's Laikipia West Sub-County and their usage of academic HoDs in the purchase of supplies and services for the school was the second purpose of the study. A hypothesis (H02) that stated there was no statistically significant correlation between the academic HoDs' involvement in school supply purchases and the

principals' general efficacy in supervising and managing public secondary schools in Kenya's Laikipia West Sub-County was created in order to explore this relationship. Additionally, a Pearson correlation coefficient was computed to investigate this link. Table 4.10 displays the outcomes.

Table 4.10:
Correlation between HoD involvement in Procurement of Goods and Services and Principals' Effectiveness in Managing Schools

	Effectiveness of Principals in Managing Schools score
Involvement of HoDs in Procurement of Goods and Services	Pearson Correlation .815**
	Sig. (2-tailed) .000
	N 216

The findings shown in Table 4.10 indicate a robust and affirmative correlation between the performance of principals in managing schools and their involvement in the purchase of goods and services ($r=.815$, $n=216$). This suggests that administrators' ability to manage schools would be significantly enhanced by increasing the engagement of HoDs in the purchase of goods and services. At the 0.01 level of significance, the p-value indicates that this link is statistically significant ($p<.001$). The study's second hypothesis is rejected as a result of this finding, which also leads to the conclusion that there is a statistically significant correlation between principals' involvement of academic HoDs in purchasing supplies and services for the school and their general efficacy in managing public secondary schools in Kenya's Laikipia West Sub-County.

The idea that HoD involvement enhances resource allocation provides a reasonable explanation for the high positive correlation shown between HoDs' involvement in the procurement of goods and services and principal effectiveness in the overall management of the school. HoDs are more knowledgeable about the particular demands and specifications of their departments. By including them in the purchase of goods and services for schools, principals can acquire their knowledge and apply it to improve resource allocation. It guarantees that the school only

acquires supplies and equipment that each department deems essential, improving departmental performance and, ultimately, the efficacy of the school's management as a whole.

Budget control and cost reductions are possible outcomes of including HoDs in the purchasing of supplies and services for schools. HoDs are more aware of the financial effects of the supplies and services their departments need. By involving them in the purchase of these products and services, the principals are able to find more affordable options and bargain for lower rates. The savings can then be transferred to other high-priority areas, improving the overall efficacy of the school's management. Furthermore, buying appropriate and high-quality goods and services for schools is facilitated by incorporating HoDs in the procurement process. HoDs have first-hand knowledge of the desired quality standards and functionalities of goods and services needed in their departments. Their involvement ensures that the procured goods and services are of the highest quality and suitable for the intended purposes. When every department receives appropriate and high-quality supplies and services, the principal's overall efficacy in overseeing the school is enhanced.

From the Context, Input, Process, Output (CIPO) Systems theory of education, involvement of HoDs may have contributed to overall effectiveness of principals in managing schools by enhancing the acquisition of inputs needed to run the school system effectively. There are inputs are vital to optimal running of the school including teaching and learning materials, food stuffs for school meals, electricity, security services, and water supply among others. Involving HoDs in procurement may have led to enhanced acquisition of these input leading to overall effectiveness in the management of the schools. Involvement of HoDs may also have led to streamlined and more accountable procurement processes. Involvement of HoD may have enhanced compliance to procurement procedures including competitive bidding. It may also have increased the transparency of the procurement process by HoDs acting as “eyes” and “ears” of the principals in the procurement transactions. Enhanced delivery of inputs and streamlined procurement process might have eventually led to better school outputs including better academic achievement and improved performance in sports and other co-curricular activities.

From the Path-Goal theory perspective, involvement of HoDs in procurement of school goods and services may have cultivated a unified vision within the schools. Principal's effectiveness in managing schools is enhanced because they are able to work together with HoDs towards common goals and priorities. The HoDs and the principal get to agree on which goods and

services to prioritize and those than can be given low priority during the allocation of resources. This approach creates a sense of ownership in the procurement decisions made by the school management. Consequently, the HoDs develop stronger commitment towards the implementation of the procurement decisions.

4.5.3 HoDs’ Involvement in Management of Staff’s and Students’ Discipline and Principals’ Effectiveness in Managing Schools

Second, the study sought to ascertain whether there was a significant correlation between principals' use of academic HoDs in staff and student discipline management and their overall efficacy in managing public secondary schools in Kenya's Laikipia West Sub-County. To test this hypothesis, a hypothesis (H03) was developed, which states that there is no significant relationship between the principals' overall efficacy in managing public secondary schools in Laikipia West Sub-County, Kenya, and their involvement of academic HoDs in staff and student discipline management. A person correlation coefficient was also computed to investigate this relationship. The findings are displayed in Table 4.11.

Table 4.11:
Correlation between HoD involvement in Management of Staff’s and Students’ Discipline and Principals’ Effectiveness in Managing Schools

	Effectiveness of Principals in Managing Schools score
Involvement of HoDs in Management of Staff’s and Students’ Discipline	Pearson Correlation .741**
	Sig. (2-tailed) .000
	N 216

The findings in Table 4.11 demonstrate a robust and affirmative correlation between the effectiveness of principals in overseeing staff and student discipline and the engagement of HoDs in this regard ($r=.741$, $n=216$). This suggests that a greater degree of HoD involvement in staff and student discipline management would lead to a significant increase in principals' efficacy in overseeing schools. At the 0.01 level of significance, the p-value indicates that this

link is statistically significant ($p < .001$). The third hypothesis of the study is rejected as a result of this finding, which also leads to the conclusion that principals' involvement of academic HoDs in staff and student discipline management and their overall effectiveness in managing public secondary schools in Laikipia West Sub-County, Kenya, are statistically related.

HoDs' involvement in management of staff and students' discipline might have enhanced principal's effectiveness in the management of schools by facilitating clear communication and expectations. HoDs can ensure effective communication of school's expectations regarding discipline to both the staff and students. This ensures that everyone understands and follows the established guidelines, creating a disciplined school environment. This perspective is consistent with Path-Goal theory, which advocates the creation of a clear path for everyone involved making it easier for leaders to guide followers towards common goals. The role of HoDs in establishing disciplinary expectations aligns with the clarifying leader behaviour emphasized in Path-Goal theory.

HoDs' involvement might have led to development of consistent approaches for dealing with disciplinary issues across different departments. Consistency in dealing the discipline leads to a sense of fairness that promotes trust in the disciplinary process and systems. The end result is enhanced order in the schools that leads to enhanced effectiveness in management of the school by the principals. This position is consistent with the Context, Input, Process, Output Systems Theory of Education. The consistency that comes with involving HoDs improves the processes of managing disciplines in the school leading to positive outcomes like enhanced order, healthy and safe school environment, improved relationships, and improved academic performance.

Involvement of HoDs might have also led to collaborative problem solving between the principals, BOMs, and teachers within the schools. By working together to address discipline issues, HoDs may have supported principals to develop effective solutions, implement strategies, and ensure a coordinated approach to managing discipline throughout the school. This position is also consistent with the Context, Input, Process, Output Systems Theory of Education. Collaborative problem solving serve as input for improving the discipline management process in schools leading to positive outcomes that reflect the high effectiveness of the principal in the overall management of schools.

4.5.4 HoDs' Involvement in Developing School Calendar of Activities and Principals' Effectiveness in Managing Schools

The study's fourth objective was to find out if there was a connection between the principals' use of HoDs in the creation of the curriculum and their general efficacy in running public secondary schools in Kenya's Laikipia West Sub-County and management of those schools. In order to achieve this goal, a hypothesis (H04) was proposed, which claimed that there is no meaningful correlation between the principals' overall efficacy in managing public secondary schools in Kenya's Laikipia West Sub-County and their engagement of academic HoDs in the formulation of the school calendar of events was created. To verify this theory, a Pearson correlation coefficient was calculated. The results are shown in Table 4.12.

Table 4.12:
Correlation between HoD involvement in Developing School Calendar of Activities and Principals' Effectiveness in Managing Schools

	Effectiveness of Principals in Managing Schools score
Involvement of HoDs in Developing School Calendar of Activities	Pearson Correlation .844**
	Sig. (2-tailed) .000
	N 216

The findings in Table 4.12 demonstrate a robust and affirmative correlation ($r=.844$, $n=216$) between the success of principals in managing schools and the involvement of HoDs in the development of school calendar events. According to this research, principals would be much more successful in running their schools if they were given more influence in creating the school schedule of events. The p-value reveals this link's statistical significance at the 0.01 level of significance ($p<.001$). Data also indicate that there is a statistically significant correlation between principals' general efficacy in managing public secondary schools in Kenya's Laikipia West Sub-County and their involvement in academic HoDs' development of the school calendar, which leads to the rejection of the study's fourth hypothesis.

Enhancing efficiency and coordination is one way that the inclusion of HoDs in the creation of the school calendar of events could have led to an improvement in the principals' effectiveness in running the schools. HoDs have expertise in specific subject areas and departments. Involving them in calendar development allows for efficient coordination of activities and resource allocation. HoDs may provide valuable insights on how to alleviate scheduling conflicts, distribute workload, and sequence events optimally. This input would enhance the principals' effectiveness by ensuring that activities are well-coordinated leading to minimal disruption and optimal utilization of resources.

Involving HoDs in calendar development could also have brought a holistic perspective of scheduling and planning school activities. The holistic approach of planning views the school as a system whose output as a whole is greater than the sum of the outputs of individual departments (Turner & Baker, 2019). This perspective means that the school achieves greater outcomes when the departments work together towards the same goals than when each department acts independently and the outcomes of each department are summed up. By involving HoDs in developing the school calendar, the principals are able to facilitate a close working relationship between the departments. This leads to greater synergy that leads to overall effectiveness in the management of the school.

The path-goal theory provides an explanation of the link between HoDs involvement in calendar development and principals' effectiveness in managing schools from the perspective of staff motivation. The theory contends that by adopting a leadership style that entails involving HoDs in developing the school calendar of activities, the principals would increase the satisfaction levels of the HoDs and the staff in their departments. The heightened satisfaction would in turn increase the staff's motivation to execute the task detailed in the school calendar leading to enhance effectiveness of the principals in managing the schools. The path goal theory may also explain the study results from the perspective removing obstacles. The path-goal theory suggest that a leader become effective when he or she is able to remove obstacle that hinder the followers from attaining common goals. Since HoDs have first-hand experience of the challenges and barriers that staff in their departments have with regard to implementation of school activities, involving HoDs in developing the calendar of school activities will make it easier for the principals to identify and remove the barriers.

From the perspective of the Context, Input, Process, Output Systems Theory of Education one can argue that involving HoDs in the development of the school calendar of activities enables

the principals to develop activities that are aligned to the contexts of and input available to the schools. The HoDs assist the principals in the assessment of the school context and inputs leading to a better understanding of these variables. Involving HoDs also impact the process component calendar development task. It makes the process of developing the school calendar more inclusive, reflective, collaborative, and comprehensive. This process leads to high quality outputs such as activities that are aligned to the curriculum, optimize learners' needs, and tailored to suit the goals of the schools. These outputs lead to improved effectiveness of the principals in managing the schools.

4.5.5 HoDs' Involvement in Management of School Finances and Principals' Effectiveness in Managing Schools

The study's fifth objective was to determine whether principals' use of Head of Departments (HoDs) in managing school finances and their overall effectiveness in overseeing public secondary schools in Laikipia West Sub-County, Kenya, were significantly correlated. A person correlation coefficient was also computed in order to investigate this connection. Table 4.13 provides a summary of the findings.

Table 4.13:
Correlation between HoD involvement in Management of School Finances and Principals' Effectiveness in Managing Schools

			Effectiveness of Principals in Managing Schools score
Involvement of HoDs in Management of School Finances	Pearson Correlation		.832**
	Sig. (2-tailed)		.000
	N		216

The findings in Table 4.11 demonstrate a robust and affirmative correlation ($r=.832$, $n=216$) between the effectiveness of principals in managing schools and the involvement of HoDs in financial management of schools. This suggests that a larger involvement of HoDs in school finance management would lead to a significant increase in principal effectiveness. At the 0.01

level of significance, the p-value indicates that this link is statistically significant ($p < .001$). This result means that the study's fifth hypothesis, which claimed that there was no meaningful correlation between principals' use of academic HoDs in financial management of the school and their general efficacy in running public secondary schools in Kenya's Laikipia West Sub-County, is rejected.

Improving financial decision-making is one way that integrating HoDs in school finance management could improve the overall efficacy of the fundamentals in school administration. Involvement of HoDs make the financial decision-making process more inclusive of diverse views. The HoDs bring the subject-specific expertise and understanding of departmental need to the financial decision-making table. When it comes to their departments' needs and financial priorities, the HoDs offer insightful information that helps departments allocate funds more wisely. The effectiveness in financial resource allocation in turn affects the implementation of school activities and programmes leading to improved effectiveness of the principals in managing the schools.

Involving HoDs in managing school finances can also affect principal's managerial effectiveness by enhancing financial monitoring and accountability. HoDs can assist principals in monitoring how funds allocated to their departments is utilized. This would enhance accountability by increasing the likelihood of detecting financial misappropriations. The HoDs can also assist the principals in enforcing financial policies and procedures within their department and in ensuring that financial transaction adhere to ministry regulations and guidelines. This involvement strengthens financial accountability mechanisms, minimizes the risk of financial mismanagement, and promotes effective monitoring of financial activities.

Involving HoDs in financial management could also have provided them with a sense of ownership and control over departmental resources. This ownership could have motivated the HoDs to take greater responsibility for the financial management within their department. This consistent with Path-Goal theory, which suggest that a leadership style that involves subordinate tend to enhance the subordinate motivation levels. As result, the HoDs became kin to identify and address financial challenges and opportunities proactively. This drive by the HoDs could have relieved some financial burden from the principals allowing them to focus on broader school management issues.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The goal of this study was to ascertain whether principals' involvement as Academic HoDs through responsibility delegation and their overall effectiveness in leading public secondary schools in Kenya's Laikipia West Sub-County were correlated. This chapter presents the study's findings, recommendations, and summary. The chapter concludes with suggestions for further reading.

5.2 Summary of Findings

Using a questionnaire, data was gathered from 216 HoDs in a sample drawn from 59 public secondary schools in the study area. The following is a summary of the main conclusions from the interviews with one QASO, one KNUT representative, and one sub-county director of education:

According to descriptive data, HoDs are only somewhat involved in advancing teaching and learning. Twelve of the twenty survey questions that were used to assess this topic received at least 50% of the responses in agreement or strong agreement, leading to this result. The outcomes of the Pearson correlation study showed a strong and statistically significant positive link between the effectiveness of HoD in promoting teaching and learning and the managerial abilities of principals in schools.

According to descriptive data, HoDs are also heavily involved in the procurement of products and services; at least 50% of respondents affirmed at least 18 of the 20 items included in the study to measure this variable. Additionally, a high, positive, and statistically significant correlation was found between the success of principals in managing schools and the engagement of HoDs in the purchase of goods and services, according to the Pearson correlation analysis.

According to the results of the descriptive analysis, the involvement of Heads of Departments (HoDs) in staff and student discipline management is rather moderate. At least 50% of the respondents supported 11 out of the 20 items used to measure this variable. The results of the Pearson correlation analysis demonstrated a substantial, positive, and statistically significant

relationship between the success of principals in overseeing schools and the involvement of HoDs in the purchase of goods and services. With at least 50% of respondents supporting 18 of the 20 items used in the study to measure this variable, the descriptive analysis results show the high level of involvement of Head of Departments (HoDs) in creating the school calendar of activities and the effectiveness of principals in managing schools. The results of the Pearson correlation study show a strong, positive, and statistically significant association between the efficacy of the principle in running the school and the engagement of the Head of Department in creating the schedule of activities for the school.

According to a descriptive analysis, there is very little HoD involvement in school finance management. Of the twenty items assessed for this variable, only four had at least 50% of respondents supporting them. The Department of Defense's involvement in financial management and school principal effectiveness were shown to be positively correlated in a statistically significant and robust way, according to the results of the Pearson correlation study.

5.3 Conclusions

The study's conclusion, drawn from the data, is that the engagement of Academic HoDs by principals in the delegation of responsibilities has a statistically significant and favorable impact on their general efficacy in managing public secondary schools. The study comes to the specific conclusion that principals' efficacy in overseeing public secondary schools is improved when they involve HoDs in the promotion of teaching and learning.

The study also finds that principals' efficacy in overseeing public secondary schools is strengthened when they involve HoDs in the procurement of supplies and services for the school. Including HoDs in the purchase of products and services tends to increase openness and accountability, which promotes effective use of school resources. Including HoDs in the procurement process also allows for the inclusion of diverse viewpoints and skills, which improves decision-making.

Furthermore, the study comes to the conclusion that giving HoDs responsibility for staff and student discipline increases administrators' efficacy in overseeing public secondary schools. The inclusion of HoDs in discipline management adds a distinctive and varied viewpoint to the process. Additionally, it improves procedural justice by making disciplinary procedures more transparent, which increases fairness perception.

The report went on to say that incorporating HoDs in the creation of the school calendar improves principals' ability to oversee public secondary schools. HoDs feel more invested in and accountable for the school events and schedule when they are involved in the creation of the school calendar of activities. Additionally, it improves collaboration and communication across departments and increases the flexibility of the school schedule.

In a similar vein, the study finds that giving HoDs control over school budgets improves principals' ability to oversee public secondary schools. When HoDs are involved in the financial management of the school, resources are allocated more effectively since all departments' demands are taken into account. The planning process is also enhanced because HoDs are more aware of the budgetary requirements of their departments. Additionally, it fosters accountability and openness, which promote wise resource allocation and use.

5.4 Recommendations

The study offers the following recommendations in light of its findings:

1. It is recommended that the Teacher Service Commission conduct a review of their teacher development system to guarantee that Heads of Departments (HoDs) actively participate in both the creation of professional development initiatives and the evaluation of teachers' performance. By adding the opinions of Head of Departments (HoDs) who work closely with instructors, this modification will enhance the teacher development process.
2. HoDs ought to get training on topics pertaining to procurement, including the policies and practices of government procurement. The HoDs' involvement in the purchase of supplies and services for schools will be strengthened by this training. HODs will be able to contribute greater value to the school procurement process if they are aware of the regulations and procedures around procurement.
3. The study suggests that HoDs should be involved in the actual execution of disciplinary tactics in order to improve their involvement in the discipleship of instructors and students. Better inclusion of HoDs is needed in the following areas: peer counsellor selection, counselling of delinquent pupils, and committee membership.
4. The study suggests better including HoDs in teacher evaluation and development programs in relation to their involvement in creating the school calendar. The results indicate that while

HoDs are not as involved in this work, their participation could be beneficial to the teacher development process.

5. Additionally, HoDs ought to be more involved in all aspects of managing school finances, such as collecting fees from students, creating revenue-generating initiatives, assessing how funds are being used, and reporting on funds. The results of the descriptive analysis show that HoDs have relatively little engagement in these areas of financial management.

6. The report also suggests creating a system that pays HoDs who excel at managing tasks. HoD of the month or term awards can be given out at the school level with the implementation of the system. Implementing the reward system at the national level can be accomplished by linking awards to the performance of the managerial job HoDs appraisal report.

7. The development of HoDs' confidence and trust should be a priority for principals in public secondary schools. The principals can accomplish this by giving the HoDs chances for professional development, guiding them on matters of school administration, and encouraging open lines of communication. Principals will no longer be afraid to provide tasks to HoDs thanks to these interventions.

8. In order to guarantee that secondary schools have enough teachers, the government must also give TSC enough funding to hire more instructors. By hiring teachers on Boards of Management conditions, understaffing can be mitigated in the short run.

5.5 Suggestions for Further Research

The purpose of this study was to determine whether there was any connection between the general efficacy of principals in managing public secondary schools in Kenya's Laikipia West Sub-County and their engagement of academic HoDs through responsibility delegation. To ensure a comprehensive understanding of the findings, subsequent investigations could potentially:

i. Conduct more research in other sub-counties and counties around the nation to see if the same correlation holds true. To make comparisons easier, similar research should be conducted at private secondary schools in future studies. The external validity of the study findings will be improved by repeating the investigation in different contexts.

ii. Carry out a long-term study that investigates the connection between principals' engagement of academic HoDs and their general efficacy as managers. The dynamic elements of the connection, such as the influence of assigning management duties to HoDs on principals' effectiveness over the short- and long-terms, will be captured by a longitudinal study.

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APPENDICES

APPENDIX A: Consent to Take Part in Research

I ----- thus freely consent to take part in the research project, "Principals' Effectiveness in Management as a Correlate of the Level of Involvement of Academic Heads of Department in Public Secondary Schools in Laikipia West Sub-County, Kenya." Even if I agree to participate right now, I understand that I can withdraw at any time and won't be held accountable if I choose not to answer any questions.

I've been given the opportunity to ask questions as well as an overview of the study's objectives and methods.

I understand that my participation in this study will not yield any immediate advantages.

I voluntarily fill out the form and give permission for my interview to be audio recorded.

I understand that every piece of data I provide for this study will remain confidential. I understand that my identity will be kept anonymous in any report that uses this study's findings. In order to accomplish this, I'll take on a new identity and withhold any details from my interview that would reveal who I am or the subject of my speech.

I understand that my interview might be used, with some quotes taken out of context, in a dissertation, conference presentation, published paper, etc.

I understand that, because freedom of information is now legal, I have the right to see the data I have submitted at any time while it is being stored.

Signature of participant..... Date

Signature of researcher..... Date

APPENDIX B: Questionnaire for the Academic Heads of Departments

Dear respondent,

As a Master of Education in Educational Management student at Laikipia University, my goal is to gain this degree. The research project I'm working on right now is titled “**Relationship between Principals’ Involvement of Academic Heads of Department and their Overall Effectiveness in Management of Public Secondary Schools in Laikipia West Sub-County, Kenya**”. It is anticipated that the study would yield valuable data that will aid in enhancing school administration. One of the study's key respondents has been identified as you. For that reason, I'm asking that you fill out the form as completely as you can. Your submission of any information will be handled with the highest confidentiality and used exclusively for this study's objectives.

Yours Faithfully

Lucy Ndero

Instructions

- a. Kindly refrain from signing your name on the questionnaire.
- b. Indicate your choice using a tick (✓)
- c. Please respond to all of the questions

Part A: Pertinent Information

1. What is the duration of your employment in this school?
 - 1-5 years ()
 - 6-10 years ()
 - 11-15 years ()
 - 16 and above years ()

2. How long have you been a Head of Department at the school?
 - 1-2 years ()
 - 3-4 years ()
 - 5-6 years ()
 - Above 6 years ()

Part B: Involvement of HoDs in Teaching and Learning

The following statements illustrate the various ways in which a principal might assign duties to Heads of Departments (HoDs) in order to enhance instruction and learning within the school. Please tick the boxes to indicate how much you agree with the comments about your school. Apply the key. 1. Strongly disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly agree

Sno.	Statement	1	2	3	4	5
	In my school, the principal involves me in:					
1	Creating methods to enhance instruction and learning					
2	Ensuring the appropriate teaching strategies are applied					
3	Ensuring right learning materials are acquired					
4	Ensuring conducive learning environment					
5	Monitoring the implementation of the curriculum					
6	Solving learning challenges in the school					
7	Evaluation of learners					
8	Promoting learner involvement					
9	Reviewing teachers teaching and interaction skills					
10	Ensuring teachers are adequately knowledgeable of the subject they are teaching					
11	Ensuring that learners are provided with feedback					
12	Keeping records of student's education progress					
13	Ensuring classroom discipline					
14	Ensuring diversity in learning					
15	Talking with educators about the issues they face at work, particularly in the classroom.					
16	Observing classes in my school on a regular basis, both formally and informally					
17	Holding sessions with instructors following classroom observations with the goal of enhancing education					
18	Helping educators develop and accomplish professional and personal objectives linked to bettering instruction in the classroom					
19	Giving educators helpful, critical assessments					

20	Recommending objectives for professional and personal development based on the needs of each individual						
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Part C: Involvement of HoDs in Procurement of School Goods and Services

The statements below highlight ways in which a principal can effectively delegate responsibilities to HoDs to procure goods and services in the school. Please tick the boxes to indicate how much you agree with the comments about your school. Apply the key. 1. Strongly disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly agree

Sno	Statement	1	2	3	4	5
	In my school, the principal involves me in:					
1	Developing the list of requirements for procurement					
2	The tendering process for school goods and services					
3	Evaluating supplier options					
4	Negotiating contracts with selected suppliers					
5	Determining the best price and specific delivery terms for goods that school orders for my department					
6	Assessment of the quantity and quality of goods that have been delivered to the school					
7	Overseeing the payment for goods and services delivered to the school					
8	Ensuring that the procured goods are stored at the right places					
9	Supervising the usage of goods and services procured in my department					
10	Ensuring early procurement of goods in my department before they depleted					
11	Assessing the quality of school goods and services procured					
12	Ensuring that procurement is done on the right time to ensure smooth running of the school					
13	Selecting a consistent and reliable supplier					
14	Accompanying development of written agreement for procurement transactions.					
15	Addressing complaints related to the procurement process.					
16	Ensuring that procurement is done in line with school budget					

17	Enforcing compliance with procurement regulations set by the government in the school						
18	Ensuring there is transparency and accountability of procurement funds						
19	Ensuring that the goods and services procured by the school are of good quality						
20	Ensuring timely payment of procured goods and services						

Part D: Involvement of HoDs in Management of Staff and Students' Discipline

The statements below highlight ways in which a principal can effectively delegate responsibilities to HoDs in managing staff and students' discipline in the school. To show how much you agree with the remarks made about your school, please click the boxes. Utilize the key. 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly agree are the possible outcomes.

Sno	Statement	1	2	3	4	5
	In my school, the principal involves me in:					
1	Creating the policies and procedures for the school					
2	Monitoring lesson attendance by teachers in my department					
3	Observing student's behaviour inside and outside the classroom					
4	Investigation and resolution of disciplinary cases within my department					
5	Developing acceptable standard of behaviour for both students and staff					
6	Analysis of discipline data to assist BoM to identify patterns and develop targeted interventions					
7	Reviews disciplinary issues for both staff and students as part of the disciplinary committee					
8	Assessing the current situation of students' discipline in the school					
9	Initiating changes in school rules and regulations					
10	Formulating school wide behaviour policy					
11	I am getting complaints about the employees in my department.					
12	Creating plans to deal with persistent disciplinary problems in my department					
13	Teaching students the value of abiding by the rules at school					

14	Giving the BoM input and suggestions regarding how to resolve particular disciplinary matters						
15	Considering disciplinary matters						
16	Notifying my department's personnel of disciplinary actions						
17	Reviewing discipline measures						
18	Communicating changes and updates in school policies and disciplinary procedures to staff in my department						
19	Supporting other teaching staff in the management of students' behaviour problems						
20	Planning of preventive work in the management of behaviour problems						

Part E: Involvement of HoDs in Developing School Calendar of Activities

The statements below highlight ways in which a principal can effectively delegate responsibilities to HoDs in developing the school calendar of activities. Please tick the boxes to indicate how much you agree with the comments about your school. Utilize the key. 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly agree are the possible outcomes.

Sno	Statement	1	2	3	4	5
	In my school, the principal involves me in:					
1	Drawing the school calendar of co-curricular activities					
2	Preparing the school calendar learning activities					
3	Organizing the school calendar sports activities					
4	Communicating the school opening dates					
5	Ensuring that the school calendar is strictly followed					
6	Preparing the school subjects timetable					
7	Drawing the school calendar for examinations					
8	Setting the examination dates					
9	Communicating the school examination dates					
10	Planning annual programmes for my departments					
11	School lesson preparation					

12	Evaluation of teachers					
13	Putting together teacher professional development programs.					
14	Preparation of schemes of work					
15	Drawing records of work and lesson plans					
16	Configuring and carrying out CATS and tests					
17	Creating a departmental meeting schedule					
18	Drawing meeting schedule with parents					
19	Formulating the school time table					
20	Communicating changes in the school calendar					

Part F: Management of School Finances

The statements below highlight ways in which a principal can effectively delegate responsibilities to HoDs in managing the school finances. Indicate by ticking, the extent to which you agree with the statements as applied to your school. Use the key: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5- strongly agree

Sno	Statement	1	2	3	4	5
	In my school, the principal involves me in:					
1	Collecting fees from students					
2	Drawing up the school budget					
3	Planning on how school finances will be used					
4	Accounting for the school finances					
5	Reporting on school finances					
6	Reviewing school finances					
7	Routine review of how school finances are utilized					
8	Ensuring that the budget is properly implemented					
9	Regularly approving school budgets					
10	Revising school budgets					
11	School account tracking					

12	Evaluation of school accounts					
13	Reporting the use of school funds to the relevant parties					
14	Establishing procedures for procurement					
15	Establishing procedures for quotation					
16	Ensuring financial transactions are carried out according to regulations to avoid conflict of interest					
17	Ensuring financial transactions are carried out according to the relevant laws to avoid the misuse of resources					
18	Ensuring all financial policies are up-to-date					
19	Monitoring spending within budget parameters.					
20	Ensuring the use robust and transparent budgeting processes.					

Part G: Effectiveness of Principals in Managing Schools

The statements below highlight the tasks performed by principals for effective management of schools. Indicate by a tick the extent to which the principle in your school is effective in their performance. Use the following scale: 1-ineffective, 2-below average, 3-average, 4-above average, 5- highly effective.

Sno	Statement	1	2	3	4	5
	How effective is your principal in handling the following tasks:					
1	Resolution of conflicts in schools					
2	Managing cases of school unrest					
3	Handling of discipline cases in the school					
4	Handling of financial mismanagement in the school					
5	Improving the academic performance of the school					
6	Running of school calendar of activities					
7	Appraising the performance of staff					
8	Ensuring participation of the school in sports activities					
9	Facilitating participation in of the school in drama					
10	Enabling participation of the school in music festivals					
11	Maintaining active school clubs					

12	Implementing a student's award schemes in the school					
13	Implementing a teachers' award scheme in the school					
14	Ensuring students' involvement in school decisions					
15	Facilitating teachers' involvement in decision making					
16	Supporting the adoption of effective teaching strategies					
17	Enabling students' active participation in daily running of the school					
18	Aiding effective classroom management by teachers					
19	Creating a stress-free environment within the school					
20	Ensuring effective curriculum implementation by the academic staff					

APPENDIX C: Interview Schedule for the SCDE, QASO and KNUT Representative

1. How effective are principals in managing secondary schools in your Sub-County?
2. Which areas are pertinent areas for delegation of responsibilities to HoDs in schools?
3. How would you advise principals in as far as delegating responsibilities to HoDs is concerned?
4. To what degree do HoDs support high-quality education in the Sub-county's secondary schools?
5. How much do HoDs contribute to the process of making sure the school schedule of events is developed?
6. How much do HoDs contribute to maintaining student and staff discipline?
7. How much do HoDs become involved in buying supplies and services for schools?
8. What are the primary signs that principals are not including HoDs in school management? What ramifications result?
9. To what extent are HoDs involved in procurement of school goods and services?
10. What are the main indicators of lack of involvement of HoDs by principals in managing schools? What are the implications?
11. What are the main challenges hindering principals from effectively engaging HoDs in managing schools? How can these challenges be addressed?

Thank you

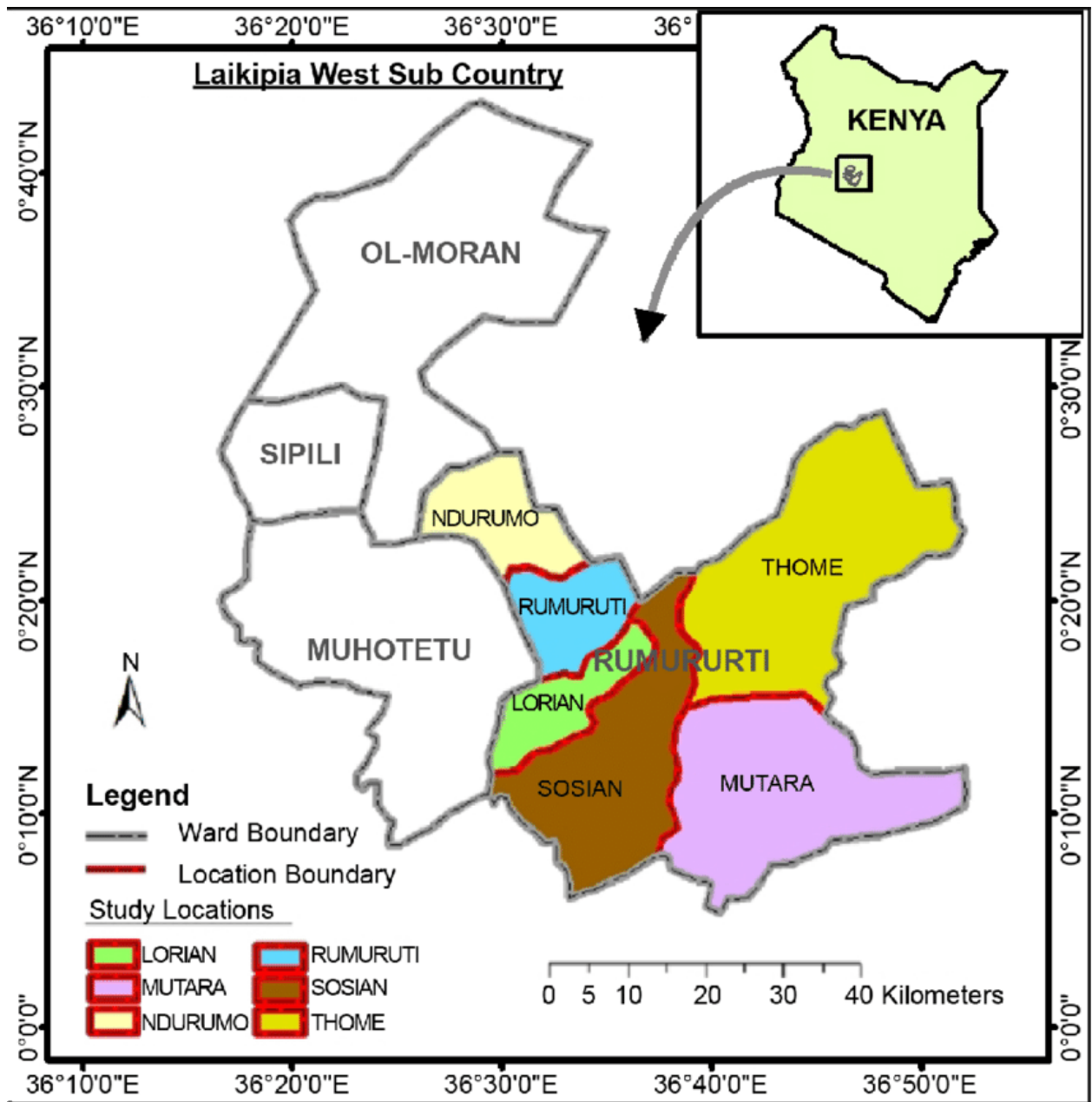
APPENDIX D: Table for Determining Sample Sizes from Finite Populations

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384


Note.—*N* is population size. *S* is sample size.


Source: Krejcie & Morgan, 1970

APPENDIX E: Map of the Study Area




APPENDIX F: NACOSTI Permit


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