

**MANAGERIAL SKILLS AND HEAD TEACHERS JOB
SUCCESS IN SELECTED NINE YEARS BASIC EDUCATION
SCHOOLS OF HUYE DISTRICT-RWANDA**

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ABSTRACT

This study on “Managerial skills and Head teachers’ job success in selected nine years basic education of Huye District-Rwanda” was conducted to describe the extent to which possession of managerial skill can determine or explain the level of job success among 9YBE Head teachers. The study design used was of descriptive survey and particularly a descriptive correlation design because the investigator was looking the relationship between two variables: managerial skills and job success of head teachers. The research findings showed that the level of managerial skills of H/T in 9YBE schools of Huye District is qualified as very high. The job success of H/T in 9YBE schools of Huye District was at high level. The computed overall mean index was 3.11 with a standard deviation of 0.69, which fell under high on Likert scale. The findings showed also that there is no significant difference in the level of job success between male and female; single and married H/T with the t-value of 0.96 and significance of 0.31 and 0.32 respectively. It was found that the two variables are significantly correlated at 0.68 r- value and these results are significant at 0.000 level of significance. The researcher recommended the Government of Rwanda via Ministry of Education to train H/T on new and accepted human resources supervision ways; provide enough training on technical skills used daily in the head teachers’ businesses and train H/T on the institutions’ needs assessment.

Key words: managerial skills, job success, nine years basic education school

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I. Introduction

The education sector in Rwanda is steadily expanding and many more schools especially those of Nine Years Basic Education have been established. In today's retail education environment leading skills, management skills, effective service delivery and customer satisfaction are indispensable competitive strategies mostly adopted by Head teachers of schools so that they can perform, compete and come up with the success of the signed performance contract.

Education sector in Rwanda is being developed even more rapidly, marked progress in the field of education has led to massive improvement of job success and service delivery. However, due to the lack of experience (95% of H/T are young leaders coming freshly from the school and due to the lack of managerial skills, most of the 9YBE head teachers perform poorly tasks related to customer satisfaction, job success and service delivery.

In the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job.

Joseph and Stone (2003) pointed out that, effective job success is important and has great influence on customer satisfaction especially in education sector by improving success, performance and competition to the job market.

A summary of indications from Rwanda Education Board shows that there are many challenges of leading and management of New Coming Nine Years Basic Education Schools Head teachers due to the lack of managerial skills.

1. Statement of the Problem

The main problem of the study was specifically concerning the poor job success. The indicators of this problem were mainly the poor management, the failure in reporting, poor technical skills, conceptual skills and human skills. The possible main causes of the problem were namely the lack of technical, conceptual and human skills in management, no experience,

no qualification, incompetency, etc. For the present study, the researcher focused only on the factor of managerial skills because there is a gap in that domain.

2. Purpose of the Study

The purpose of this study was to describe the extent to which possession of managerial skill can determine or explain the level of job success among 9YBE Head teachers.

3. Research Objectives

a. General objective

This research aimed at correlating managerial skills to job success of Head teachers in selected 9YBE of Huye District ,Rwanda.

b. Specific Objectives

To determine the demographic characteristics of respondents as to age, gender, level of education, managerial experience, and marital status; to determine the level of managerial skills of 9YBE Head teachers; to determine the level of job success; to establish whether there is a significant difference in the level of job success between male and female; single and married 9YBE Head teachers; and to establish the relationship between levels of managerial skills and job success.

c. Hypotheses

1. There is no significant difference in the level of job success between male and female; single and married 9YBE head teachers.
2. There is no significant relationship between levels managerial skills and job success among 9YBE head teachers.

d. Operational Definitions of Key Terms

Demographic characteristics: These are the attributes of the respondents as to age, gender, occupation, qualification, length of experience, etc.

Managerial skills: refer to as communication skills, decision making skills, human relations skills, technical skills, and conceptual skills.

Job success: refers to as setting good environment, disposition of communication channels, decision making and time management.

9YBE: Is nursery; primary and three years of secondary of ordinary level.

II. REVIEW OF RELATED LITERATURE

1. Managerial skills

To become a manager you must demonstrate competence in three areas: technical, human relations, and conceptual skills. Most managers have both a specialized background and a set of managerial skills.

The first detailed case study of managerial skills was undertaken by Rhee and Belot (1990). Technical skill refers to knowledge and understanding of the mechanics of a specific job; Human relations skill means understanding of people and being able to effectively work with people while conceptual skill is the ability to visualize the organization as a whole. It includes analytical, creative and initiative skills. It helps the manager to identify the causes of the problems and not the symptoms. It helps him to solve the problems for the benefit of the entire organization. It helps the manager to fix goals for the whole organization and to plan for every situation. According to Gaurav (2011), conceptual skills involve in the formulation of ideas, conceptualization about abstract and complex situations.

Human relations skills are necessary for all levels of managers. As a manager, you spend the majority of your time with people and getting work done through people (Rhee & Belot, 1990). Jack (2008) pointed out skills for effective managers in competitive market: multi-skilling, proactive, mater-in-charge, global vision, become tomorrow manager today, winning strategies, complete manger, global mindset, managerial grid theory.

Communication skills are required equally at all three levels of management. A manager must be able to communicate the plans and policies to the workers. Similarly, he must listen and

solve the problems of the workers. He must encourage a free-flow of communication in the organization.

2. Decision making skills

Decision-making is the process of selecting one course of action from several alternative actions. Improving your decision-making skill can help you approach decisions with more confidence. A skilled decision-maker develops more alternatives from which to choose and a better chance of achieving the alternative selected.

3. Development of effective management skills

Adaptation requires leadership, and companies continually struggle to find leaders who can drive them through periods of transformation. Most would agree that people who can create a vision, define strategies, and lead the execution of those strategies are rare. The dilemma most organizations face is that they need more leaders than they currently have to achieve their goals. What makes the challenge seem even greater is the popular belief that leaders are born, not created; leadership is seen as a quality that cannot be taught. Many of the qualities referred to as leadership competencies (organization, change management, communication, project management, etc.) are management attributes. Effective management and proper execution is crucial to the success of any leadership vision.

4. Career Management Skills

These are the skills you will need to survive and succeed in a challenging/changing work environment, including: self awareness; awareness of the changing world of work; ability to take responsibility for your own career and personal development; ability to manage the relationship between work and learning throughout all stages of life.

5. Necessary managerial skills for 9YBE school head teachers

In schools the tasks of head teachers are planning, strategic planning, budgeting, resolving conflict disciplining, rewarding improving productivity, managing time, managing change, managing ethics and, leading. The head teacher's job is varied and complex in nature, head teacher needs certain skills to perform his duties and activities associated with being a

school head teacher. The head teacher needs skills that are technical, human and conceptual skills.

Whitten and Cameron (2008) provided an empirical derivation of effective leadership skills. They are verbal communication including listening; managing time and stress, managing individual decisions, recognizing, defining, and solving problems, motivating and influencing others, delegating, setting goals and articulating a vision, self awareness, team building, managing conflict.

6. DUTIES OF SECONDARY SCHOOL HEAD TEACHERS IN RWANDA

The Ministry of Education (2007) lines up the duties of H/T and categorizes them into three: management of personnel and students (apply laws and regulations governing education, represent the school; responsible for staff performance, etc); communication (get information from formal and informal sources, pass on information to teachers, parents, learners and other concerned people; etc) and decision making (supervise the preparation of school action plan, coordinate school activities, negotiate responsibilities with teachers and find out solutions to problems; etc).

7. JOB SUCCESS

To succeed one's job, some tips are provided here below by Reid (1993) be reliable, set realistic goals and expectations, develop strong interpersonal communication skills, take the initiative, understand your human resources benefits, learn the office procedures and practices, learn the office culture, find a mentor, network, seek out professional development opportunities, update records.

8. Managerial skills and job success

It is the role of management to bridge all interests of a business family. As such, managers need a diverse, flexible skill set to ensure success. Without these skills, a firm cannot become successful nor can it compete to remain successful. Looking at successful people, it becomes clear that they are successful in their environments, because their skills fit what is

needed. Furthermore, the ability to recognize a good opportunity helps a manager become successful. A successful manager must be a dynamic individual who can adapt to changing circumstances in his or her environment and be flexible enough to work under diverse conditions.

9. Theoretical orientation

This study was guided by the structural-Functionalist theory by Herman (1977). It sees society as a complex system whose parts work together to promote solidarity and stability. The functional aspect in the structural-functionalist theory stresses the role played by each component part in the social system, whereas the structural perspective suggests an image of society wherein individuals are constrained by the social forces, social backgrounds and by group memberships.

10. Related Studies

A number of researches in relation with managerial skills and job success have been carried out and what can be noticed from them is that in countries where Head teachers were provided with these management skills, it led to high level of job success and the level of these managerial skills influenced practices adopted by the Head teachers.

Kyeyune (2008) emphasized that there is a gap in leadership training to prepare head teachers for their roles. Given the education reforms and the many challenges, which come with the reforms, educational management is increasingly becoming a big concern.

Another study has been conducted in Kenya to investigate on the role of the head teachers in academic achievement in secondary schools (Masinde, 1984). This study showed how much when a head teacher is a good manager, this has even a positive impact on academic improvement for the school.

Another study by Sweeney (1982) stresses how head teachers' organizational skills influenced performance.

Another similar study has been conducted in Kiambu District by Wambui (2005) to analyze managerial skills gap of newly appointed Head teachers in Kiambaa Division, Kiambu

District. The findings of this study revealed that there is a skills gap in financial management, discipline management and delegation.

III. METHODOLOGY

3.1. Research Design

The study design used was of descriptive survey and particularly a descriptive correlation design.

3.2. Research Population

The target population involved in this study was teachers and head teachers of 9YBE schools within Huye District where the researcher had 132 and 31 respectively.

3.3. Sample Size

The sample for this study was drawn from the target population (132 teachers and 31 head teachers) using the Sloven's formula, hence 99 and 29 respectively. This formula is written as $n = \frac{N}{1+N(\epsilon^2)}$ where **n**: the sample size, **N**: the population size, **e**: the level of confidence at the margin error of 0.05

3.4. Sampling Procedure

The researcher used purposive and simple random sampling. Purposive sampling was used to select respondents basing on the following criteria: either male or female, only those schools with Nine Year Basic Education and only those teachers with Bachelors degree and Diploma.

3.5. Research Instrument

A Likert scale instrument to measure levels of agreement from respondents was a standardized one and adopted from Hasan (2007) and Ridge (2005).

3.6. Validity and Reliability of the Instrument

Cronbach Alpha was used to calculate the reliability of the standardized questionnaires. The Cronbach Alpha value was 0.85 considering fifty three items.

3.7. Data collection procedures

Respondents were requested to answer completely and not to leave any part of the questionnaires unanswered, and data gathered were collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.8. Data Analysis

The frequencies and percentage distribution were used to determine the demographic characteristics of the respondents. The mean and standard deviations were applied for the levels of managerial skills and job success. The following mean ranges were used to arrive at the mean of the individual indicators and interpretation:

3.26-4.00- Always- Very high

2.51-3.25- Sometimes- High

1.76-2.50- Rarely- Low

1.00-1.75- Never- Very low

Correlation statistics such as Pearson's correlation coefficient was used to investigate the relationship between levels of managerial skills and job success of head teachers at 0.05 level of significance. The students' sample t-test was utilized to determine the significant difference in the level of job success between male and female; single and married head teachers.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Demographic Characteristics

Respondents in this study were described in terms of age, gender, level of education and teaching experience.

Table 1: Demographic characteristics

Category	H/T		T	
	F	%	F	%
Age				
20-30	3	10.3	89	89.8
30-45	25	86.2	10	10.1
Over 45	1	3.4		

Gender				
Male	20	68.9	74	74.4
Female	9	31	25	25.5
Experience				
2 or less	18	62	61	61.6
3-5	3	10.3	32	32.2
6-10	7	24.1	3	3
Over 10	1	3.4	3	3
Marital status				
Single	22	75.8	79	79.7
Married	7	24.1	20	20.2

Researcher, 2015

In general, the majority of the H/T in Huye District are between 30 and 45 years old while the greater minority is 45 and above years old. By generalizing these numbers, the majority of H/T are adults, which is connected to the general age of Finalists in Rwandan Universities and ready to job market. As far as gender is concerned, the table 1 highlights that the sample was dominated by male H/T. The numbers prove how teachers in Rwanda are generally young as the big percentage of Rwandans is youth because here the majority 89 (89.8%) is young. It is equally clear that both male H/T and male teachers in Huye District outnumber female H/T and female teachers, which can be compared with the characteristic of Rwandan secondary and university finalists were generally male finalists students are many in number than female finalists students and the disparity is represented every where even at the work places.

All sampled H/T are of Bachelor's Degree, teachers with Bachelor's Degree were represented by 65% whereas 35% represented Diploma teacher's holders. Concerning the managerial experience, it is generally observable that the sample was dominated by H/T who have been in teaching career between 2 and less years while the minority are those who have been in teaching career for 3 and 5 years and over 10 years. This is equally the case for Nine Years Basic Schools because a big percentage is occupied by young experienced teachers with 61.6 % who are in teaching career for only 2 years or less.

4.2 Level of Managerial Skills of Head teachers

Table 2: *Level of Managerial Skills*

Indicators	X	SD	Inte	R
Communication skills				
I always listen to my members more than I talk to them, and I am open to their thoughts and suggestions	3.35	0.66	Very high	1
I impartially consider the opinions and needs of all my workers when resolving a conflict, and I work hard to resolve it	3.32	0.59	Very high	2
I am able to keep control over all my team members without ever suppressing their esteem an self-motivation	3.16	0.89	High	3
Average Mean	3.27	0.71	Very high	
Decision making skills				
I focus on planning, organizing and motivating my team players, and I do not assign these tasks to others	3.41	0.67	Very high	4
I implement a change and then give my team members time to adjust themselves to it	3.35	0.66	Very high	5
I can overcome any work pressures, enjoy making tough decisions and have the desire to become an outstanding leader	3.35	0.79	Very high	6
Average Mean	3.37	0.70	Very high	
Human relations skills				
I regularly spend time analyzing reports to identify my workers' deficiencies and opportunities for improvement	3.51	0.85	Very high	7
I provide the a spirit by encouraging to work together, and I always appreciate their individual talents and abilities	3.48	0.62	Very high	8
I always plan an agenda to find a solution to a	3.45	0.56	Very high	9

challenging project, and I openly and honestly				
Average Mean	3.48	0.67	Very high	
Technical skills				
I always set and follow ground rules for the office meeting, and I properly complete each point before moving to the next one	3.41	0.67	Very high	10
I delegate a project help my team members develop their skills and expertise, and I hold responsible for results	3.22	0.61	High	11
I always ensure that my staff members have required training, and know how to apply it to their job	3.12	0.67	High	12
Average Mean	3.25	0.65	High	
Conceptual skills				
I set short and long-term goals, involve my team members in the goal setting process, and then organize a clear plan to reach them	3.67	0.47	Very high	13
I am visionary, believe risk-taking and always seek and accept bigger challenges	3.54	0.62	Very high	14
I am able to increase the efficiency of my department by understanding the motives and needs of each team mate	3.32	0.65	Very high	15
Average Mean	3.51	0.58	Very high	
Grand Mean	3.38	0.66	Very high	

The mean index of 3.38 confirmed that the level of managerial skills of 9YBE Head teachers in Huye District is very high. This mean ranges between 3.12 and 3.67 on the Likert scale. The problem of managerial skills has not been completely dealt with in secondary schools in Huye district despite the government's efforts to cope with the situation. This has been also found by (Lall, 1999) where he has presented a model of managerial skill acquisition where unskilled individuals invest to obtain skills by accepting employment in firms where managerial skills are present. For example, Odubaker (2007) conducted a study to investigate the influence of the head teachers' management competences on the management of primary schools in North Western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the principals or head teachers' management training was critical to the performance of the school.

4.3 Level of Job Success of Head teachers

Table 3: Level of Job Success

Indicators	X	SD	I	R
Setting good environment				
Head teacher takes strategy to view school environment, clearly understands business strategy	3.26	0.70	Very high	1
Head teacher understands concepts of profit and loss, each flow and management budgets in order to use financial information effectively	3.22	0.59	High	2
Head teacher understands business, its costumers and markets, the way it works, its structure and culture	2.78	0.58	High	3
Average Mean	3.09	0.62	High	
Disposition of communication channels				
Head teacher conveys ideas and information clearly in a manner appropriate to the audience	3.18	0.71	High	1
Head teacher appreciates that cultural differences exist and workers to adapt own behaviors in order to create effective outcomes	3.16	0.74	High	2
Head teacher adapts behavior and communication style	3.12	0.74	High	3

with others to gain agreement and commitment to ideas and actions				
Head teacher uses effective communication technique	3.07	0.62	High	4
Head teacher builds community/parental involvement	3.01	0.82	High	5
Head teacher demonstrates inquiring mind and encourage new ideas	3.00	0.79	High	6
Average Mean	3.09	0.73	High	
Decision Making and Time Management				
Head teacher demonstrates good time management by monitoring own performance against realistic targets and goals	3.33	0.63	Very high	1
Head teacher thinks through issues before making a decision	3.15	0.54	High	2
Head teacher evaluates the implication to various options before deciding on a course of action and then showing commitment to and accountability for that decision	3.11	0.66	High	3
Average Mean	3.19	0.61	High	
Organization of Staff development				
Head teacher develops staff to their potential, providing timely, constructive feedback on performance, setting challenging work assignment objectives, and monitoring progress	3.36	0.68	Very high	1
Head teacher understands agenda and perspectives of others, recognizes and balances needs of the group and broader organization	2.99	0.73	High	2
Head teacher understands impacts of, trends in, human resources management, and how they contribute to organization's performance management system	2.94	0.66	High	3
Average Mean	3.09	0.69	High	
Empowering HR with technical abilities				
Head teacher understands the need for and implications of change in the organization's context	3.14	0.64	High	1

Head teacher understands the concepts of profit and loss, cash flow and management budgets in order to use financial information effectively	3.11	0.75	High	2
Head teacher understands how to use new technologies in business and their potential impact on business	3.10	0.69	High	5
Head teacher appreciates the importance and relevance of effective information and technology management	3.04	0.86	High	4
Head teacher understands the principles of how the school operates both on day-to-day and longer term basis with view towards performance improvement	3.02	0.83	High	5
Head teacher is prepared to move from familiar ways to thinking and working and deals with uncertain situations comfortably	2.82	0.85		6
Average Mean	3.03	0.77	High	
Respect of leadership principles				
Head teacher has ability to see how effective performance management contributes to the delivery of the organization's strategy	3.29	0.72	Very high	1
Head teacher ensures that all people with interest in the school are involved in the school mission	3.24	0.59	High	2
Head teacher leads, encourages, supports the work of others to achieve their objectives in the most effective way	3.14	0.80	High	3
Head teacher takes charge and adapts own leadership style to suit the situation, to inspire, influence and motivate others to perform effectively	3.13	0.69	High	4
Average Mean	3.20	0.70		
Solve problems within the institution				
Head teacher identifies issues, gather relevant information, interprets the facts and explores all possible solutions	3.23	0.65	High	1
Head teacher resolves conflicts/handling information	3.14	0.73	High	2
Head teacher effectively handles conflicts among employees	2.93	0.76	High	3

Average Mean	3.10	0.71	High	
Personal knowledge upgrading				
Head teacher takes responsibility and control for own development and learning; plans for future direction	3.22	0.76	High	1
Head teacher demonstrates self-confidence and assertiveness in a variety of business situations	3.04	0.81	High	2
Average Mean	3.13	0.78	High	
Demonstration of team spirit				
Head teacher is open to employees' ideas and suggestions	3.10	0.73	High	1
Head teacher works well in cross-functional groups with peers, subordinates and seniors, encourages participation and involvement by team members through being open and approachable	3.04	0.74	High	2
Average Mean	3.07	0.73	High	
Improvement of new ways of working				
Head teacher is involved in the process of matching student learning styles with appropriate teaching methods	3.28	0.74	Very high	1
Head teacher knows ways in which reflective practice develops healthy organizations	3.22	0.68	High	2
Head teacher knows how educational trends and issues influence organizational change	3.19	0.69	High	3
Head teacher has the basic principles which guide assessment and evaluation	3.17	0.58	High	4
Head teacher knows how values and attitudes affect the way people view educational issues	3.14	0.69	High	5
Head teacher knows how the planning and selection of appropriate curriculum affect students' learning	3.10	0.68	High	6
Average Mean	3.18	0.67	High	
Demonstration of good attitudes and values				
Head teacher creates a community of learners	3.23	0.69	High	1
Head teacher encourage respect for lifelong learning	3.17	0.62	High	2

Head teacher behaves in ways consistent with his/her attitudes, values and beliefs	3.10	0.70	High	3
Head teacher promotes ethical practices in the school	2.89	0.70	High	4
Average Mean	3.09	0.67		
Development of students' potentials				
Head teacher organizes school administration	3.26	0.70	Very high	1
Head teacher identifies children with special needs	3.22	0.66	High	2
Head teacher plans future needs and growth	3.13	0.68	High	3
Head teacher effectively exercises authority	3.10	0.72	High	4
Head teacher puts vision into words	3.09	0.74	High	5
Head teacher works effectively with adults	3.09	0.72	High	6
Head teacher applies educational law to specific situations	3.09	0.69	High	7
Head teacher uses student performance data to plan curriculum	3.06	0.72	High	8
Head teacher works with underperforming teachers	3.05	0.72	High	9
Head teacher conducts meetings	3.01	0.76	High	10
Head teacher maintains effective school discipline	2.93	0.61	High	11
Average Mean	3.09	0.70	High	
Grand Mean	3.11	0.69	High	

The mean index of 3.11, confirmed that H/T job success in Huye District 9YBE schools was rated as high. A study by Musungu (2008) found that head-teachers' internal supervision leads to effective teaching resulting into high academic achievement. Internal supervision includes management plan for carrying out curriculum goals, regular checking of teachers' internal professional records, and regular class supervision.

In recent years, more attention has been given to the need to improve school management and strengthen the role of the head teachers. Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of

available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher.

4.4 Significant difference in the level of job success of head teachers between male and female; single and married

The analysis of t-test was used to test the difference between means at 0.05 level of significance as indicated in the table below

Table 4: Significant difference

	G	X	t-value	Sig.	I	Decision	
Job success	M	2.89	0.96	0.31	No s. d	Ho Accepted	
	F	2.93					
	M.S						
	S	2.78	0.96	0.32	No s. d	Ho Accepted	
	M	2.99					

It is clear from the table 4 that there is no significant difference in the level of job success of head teachers between male and female (t-value=0.96, sig 0.31); single and married (t-value=0.96 sig 0.32). This is due to the gender balance and equity which is governing in Rwanda and it is believed that men and women can and are able to perform jobs equally regardless the marital status and the sex. These findings are in agreement with Emmanuel (2012) who found out that demographic characteristics such as gender do not correlate with commitment.

4.5 Significant Correlation between Levels of Managerial Skills and Job Success

Pearson correlation coefficient at 0.05 level of significance was used to correlate the items of both managerial skills and job success.

Table 5: Significant Correlation

Variables Correlated	r-value	Sig-value	I	Decision on Ho
Level of Managerial Skills vs. Level of Job Success	0.68	0.000	Sign.cor relation	Rejected

The r-value (r= 0.68, sig= 0.000) in table 5 indicated that there is a significant correlation between the level of managerial skills and the level of job success in 9YBE schools in Huye district.

These findings are in agreement with Wambui (2005) who found out that there is a skills gap in financial management, discipline management and delegation.

V. FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

It has been found out that the majority of the head teachers and teachers are male. The majority of head teachers are found in the age range of 30-45 and the majority of teachers is youth. The findings showed that the level of managerial skills of H/T in 9YBE schools of Huye District is qualified as very high. The findings also showed high level of job success of H/T in 9YBE schools of Huye District. The computed overall mean index was 3.11 with a standard deviation of 0.69, which fell under high on Likert scale.

The findings showed that there is no significant difference in the level of job success between male and female; single and married H/T with the t-value of 0.96 and significance of 0.31 and 0.32 respectively. It was found that the two variables are significantly correlated at 0.68 r-value and these results are significant at 0.000 level of significance.

5.3 Conclusion

The researcher concluded that there is no significant difference in the level of job success of head teachers between male and female (t-value=0.96, sig 0.31); single and married (t-value=0.96 sig 0.32). Basing on the calculated r-value (0.68), the researcher concluded that there is a significant correlation between the level of managerial skills and the level of job success, which provided sufficient evidence to reject the null hypothesis of there is no significant relationship between the level of managerial skills of H/T and the level of job success in 9YBE schools of Huye District.

5.2 Recommendations

The Government of Rwanda should train H/T on new and accepted human resources supervision ways; enough training on technical skills used daily in the head teachers' businesses is needed; a better understanding of the school environment is highly needed and the way it is handled; training on the institutions needs assessment;

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