

**INFLUENCE OF HEAD TEACHERS' MANAGERIAL SKILLS ON  
PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY  
SCHOOLS IN KAKAMEGA EAST DISTRICT, KENYA**

**BY**

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**A RESEARCH PROJECT PROPOSAL SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN  
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

**2012**

## DECLARATION

This project report is my original work and has never been submitted for degree award in any university

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## **DEDICATION**

I dedicate this work to my wife Beatrice, my son Wallace. I also wish to dedicate this work to my late parents Athanas and Blandina for their sacrifice to give me education.

## **ACKNOWLEDGEMENT**

My heartfelt gratitude to my supervisors Prof. Ken Onkware of Masinde Muliro University, Kakamega and Dr. John Mbugua, Lecturer University of Nairobi- Kakamega Extra Mural centre whose close supervision and advice made this work a reality. I also acknowledge the numerous pieces of advice from Dr. Stephen Luketero - lecturer Dept. of Mathematics at the University of Nairobi which came in handy in shaping this report. I would also wish to appreciate the assistance by the education office at Kakamega East district especially the DEO Mr. Jacob Onyiego, his deputy, Mr. Raphael Ekhuya, the DQUASO, Mr. Robert Nyaberi and the District examination office Mr. Elphas Muhambe among others.

I wish also to acknowledge the assistance from Mr. Bonface Lihanda and Mr. Collins Gaunya for taking their time to read and offer advice during the initial stages of this work.

My appreciation also goes to my immediate family for their moral support and understanding during the entire period of study.

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## **ABBREVIATIONS AND ACRONYMS**

**A.E.O** - Area Education Officer

**BEd** – Bachelor of Education Degree

**C.P.E.** – Certificate of Primary Education

**D.C** – District Commissioner

**DEO** – District Education Officer

**DQUASO** – District Quality Assurance and Standards Officer

**IT** – Information Technology

**KCPE** – Kenya Certificate of Primary Education

**KEMI** – Kenya Education Management Institute

**KESI** – Kenya Education Staff Institute

**KNUT** – Kenya National Union of Teachers

**MBA** – Masters of Business Administration

**SMT** – Senior Management Team

**UNESCO** – United Nations Educational, Scientific and Cultural Organization

## **ABSTRACT**

This research report is about the influence of head teachers' managerial skills on pupils' academic performance in primary schools. The study analyzed five managerial skills. The study establishes how technical skills of head teachers influence academic performance of pupils in Kakamega East District, assesses how the human relation skills of head teachers influence academic performance of pupils in Kakamega East District, investigate how the conceptual skills of head teachers influence academic performance of pupils in Kakamega East District, establish how time management skills of head teachers influence academic performance of pupils in Kakamega East District, and examine how infrastructure management skills of head teachers influence academic performance of pupils in Kakamega East District. Academic performance was measured in terms of the school mean scores and the transition rates to secondary school. The conceptual framework illustrates the relationship between the managerial skills of the head teachers and performance of pupils in K.C.P.E.

The area of study is Kakamega East District in Kakamega County. The district has seventy-eight (78) public primary schools that presented candidates for the Kenya certificate of primary education in 2011. The research adopted a descriptive survey design. A census of the seventy-eight (78) public primary school head teachers was used with four (4) education officers and eight (8) KNUT officials at the district level. A questionnaire was used to collect data from the head teachers while an interview schedule was used to collect data from the education officers and the KNUT officials. The data collected was analysed using both qualitative and quantitative techniques. The statistical package for social sciences (SPSS) was used to make a descriptive analysis to give percentages and frequency distribution which displayed data systematically for reporting. Inferential statistics including Pearson Product Moment Correlation Coefficient and Chi-Square were used to test relationships between the study variables.

The research found out that the four managerial skills if acquired and enhanced by head teachers, would greatly improve academic performance of pupils in primary schools. Head teachers who had both higher academic qualifications and higher professional qualifications had better performance in terms of pupil's marks in K.C.P.E.

The findings of the study helped in filling the identified knowledge gap. The results are also expected to enable the government in generating policies which can lead to enhanced performance in academics in primary schools.

## CHAPTER ONE

### INTRODUCTION

This chapter describes the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, limitation of the study, delimitation of the study, definition of significance terms as used in the study and organization of the study

#### 1.1 Background of the study

It is rightly believed that there exists a close relationship between students' achievements and the nature of school leadership. School heads are said to be 'sense makers' of learning institutions. This is because they ensure improved learning, effective teaching, formative supervision and teaching and learning, (Gurnam K. and Chan Y.F. 2010). Head teachers need to be good supervisors of their subordinates to realize improved performance in learning institutions. Supervision should therefore not be autocratic but collaborative and interactive not directive but democratic, (Acheson and Gail, 2003). In their research in England on the impact of school leadership on pupils' outcomes, Christopher Day *et al* (2009) report that there is a positive relationship between effective leadership and pupil outcomes. Head teachers, as school managers are taxed with ensuring that their schools meet the set objectives while maintaining required standards. As managers, head teachers need to be skillful in balancing between supervising the staff under them, implementing government policies and meeting the societal expectations.

In Pakistan, as well as many other countries, the head teacher is responsible of school management and also teaching the students, (government primary schools head teachers, training). Therefore the head teacher requires training on the essential aspects of school and classroom management so as to be effective in carrying out his/her duties.

The Kenya Certificate of Primary Education, (K.C.P.E.), is the first national examination that pupils in Kenya sit for, to determine who will continue with secondary school, who joins the village polytechnic or who drops out of the school system altogether. Eshiwani (1993) describes the structure of education in Kenya as a funnel with very high push out rates at the end of primary and secondary schools respectively. Most parents in Kenya

peg the future success of their children on their performance in this examination. Somerset (1974), notes the beliefs of parents about the performance of their children in Certificate of Primary Education (C.P.E.), a precursor to KCPE. He observes that if a child passes well and enters a good school for secondary education, then he has a good chance of entering a job where his income may reach even hundred times the national per capita income. But if he fails, then his earnings may not be different from a person without formal education. He adds that the examination produces much anxiety and tension in the country.

Those schools that perform well receive deserved accolades and they engage in dramatic celebrations and the norm is that head teachers earn the credit. However, head teachers from schools that underperform suffer the ire of disappointed parents and local residents. Reactions relating to the year 2011 examination were especially dramatic when some head teachers were violently thrown out of schools and others heckled in some schools in Kisii and in Kakamega East districts. Still in other instances quite a number of head teachers were declared persona non- grata. The matter was so serious and would have gone out of hand had KNUT and the government not intervened by threatening serious action against culprits.

The bottom line here is that pupils' performance is directly associated with the head teacher's leadership.

Schools in Kakamega East have registered mixed results in KCPE in the recent past. On average, schools from the district have posted a mean mark of 252 marks which is an average mark out of a possible 500 marks (KCPE analysis Kakamega East District 2009). Such performance can therefore, not be considered satisfactory by parents and other stake holders and the buck will always stop with the head teacher. Thus, they will be held culpable for possessing doubtful managerial skills. What then is the panacea?

Okumbe (1998), argues that education management is one of the most fundamental and precious resource and also one of the scarcest resource in educational organizations. Most of the problems we have in a number of educational institutions today do not require as many financial solutions as prudent managerial solutions. Kenyans lose a lot of money due to poor decision making, problem solving or simply low job satisfaction in these

educational organizations. When such circumstances prevail pupils' academic performance is affected adversely.

Okumbe continues to elaborate that while a number of researches have been conducted and many books written in the area of educational administration and management, little effort has been expended in providing educational managers with the attendant skills in educational leadership.

So important and crucial is the management of primary education that a unit on the management of primary education was designed and is one of the teaching and learning materials used in the innovative B Ed (Primary option) graduate program. It relates, according to Olembo *et al* (1992), to the overall objective of the B Ed (primary option) program within the broad framework of providing leadership and managerial skills in primary education in Kenya.

The classic definition of management is held to be that of Henri Fayol. He defines management as the process of forecasting and planning, organizing, commanding, coordinating and controlling. Brench defines management as a social process which constitutes planning, controlling, coordinating and motivating. Okumbe's (1998) operating definition that is based on various definitions of management is that it is the process of designing, developing and affecting organizational objectives and resources so as to achieve the predetermined organizational goals.

Primary school head teachers are at the top of organizations called primary schools. They are therefore the managers of these educational organizations since they formulate and also implement policies. How many are up to the task? Do they possess the requisite management skills? Can they acquire or sharpen them? These skills are, in a nutshell absolutely crucial and indispensable and pupils' academic performances are anchored in them.

The foremost task of a manager is to be able to determine long range goals of an organization. Having set out the goals of the organization, the manager should design and develop objectives or short term goals and then determine both the human and material resources required for the attainment of these goals. When the objectives have been

designed and put in place, the manager will then put all these entities into effect for the achievement of the predetermined organizational goals which will of course include the achievement of exemplary academic results by pupils. Management thus performs the dual function of policy making and execution. Management therefore determines both the means and the ends in an organization.

## **1.2 The statement of the research problem**

Performance of students is a product of socio-economic, psychological and environmental factors. Primary education is an indispensable tool for personal and social developments (Adei, 2004). Many countries in the world view education as a good investment for national development because it is expected to produce the required quantity and quality of human resources for the economic growth using the right mix of inputs.

Since it was carved out of the larger Kakamega district in 2008, Kakamega East has presented mixed results in the Kenya Certificate of Primary Examination (K.C.P.E). In 2008 the district had a mean of 256.8 and was ranked number 65 nationally out of 256 districts and number 12 out of 28 districts at provincial level. In 2009, the mean score dropped to 251.59 and the district ranked number 24 out of 28 districts at provincial level. In 2010, the mean dropped to 241.8 and slightly improved to 247.5 in 2011 (Kakamega East District Results Analyses 2008-2011). This trend calls for a study of the possible factors that may be contributing to such a scenario.

The Kenya's education system is dominated by examination-oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. It is generally agreed that the most important manifestations of quality education have to do with literacy, cognitive abilities, performance and progression to higher levels of learning. There is reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievement (Achua, 2001). Secondary education placement, and to some extent admission, depends on performance of Kenya Certificate of Primary Education (KCPE) examination in standard eight (Michael, Miguel & Rebecca, 2004).

The Kenya Certificate of Primary Education is a very important examination to thousands of Kenyan pupils who sit for this examination every year. This being their first national examination, it creates both fear and anxiety in pupils, teachers and parents since it determines who proceeds to high school, who joins the village polytechnic and who drops out of the school system altogether (Eshiwani, 1993).

Studies have been carried out on environmental factors at school and how they affect performance, (Jagero N.O in African Journal in Education and Technology vol. 1 April 2011), but scanty knowledge exists on the influence of the managerial skills of head teachers on the performance of pupils in Kakamega East district. Hence, the research has identified a gap to fill. This research is, therefore, necessary as it will help find out the influence of managerial skills of head teachers on pupils' performance.

### **1.3 Purpose of the study**

The purpose of this research study was to establish the influence of managerial skills of head teachers on pupils' performance in Kakamega east district.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

1. To establish how technical skills of head teachers influence pupils' performance in the Kenya Certificate of Primary Education in Kakamega East district.
2. To assess how human relations skills of head teachers influence pupils' performance of KCPE in Kakamega East district.
3. To investigate how conceptual skills of head teachers influence the performance of pupils in Kakamega East district.
4. To establish how time management skills of head teachers influence the performance of pupils in Kakamega East district.
5. To examine how infrastructure management skills of head teachers influence the performance of pupils in Kakamega East district.



## **1.5 Research questions**

The following research questions were used to interrogate the study objectives;

1. How does the technical skill of head teachers influence the performance of pupils in K.C.P.E. in Kakamega East district?
2. How does the human relations skill of head teachers influence the pupils' performance of K.C.P.E. in Kakamega East district?
3. How does the conceptual skill of head teachers influence the performance of pupils in K.C.P.E. in Kakamega East district?
4. How does the time management skill of head teachers influence pupils' performance of K.C.P.E in Kakamega East district?
5. How does the infrastructure management skill of head teachers influence the performance of pupils in KCPE in Kakamega East district?

## **1.6 Significance of the study**

This study was intended to confirm and amplify the relevance of managerial skills in primary school head teachers who are now faced by an ever changing dynamics in the areas of operations. It also revealed the influence of managerial skills of head teachers on the academic performance of pupils in the class eight national examinations.

Recent literature on school reforms suggest that school heads play a critical role in the success of strategies to improve teaching and learning. The knowledge they have of good teaching and learning practices and leadership they provide to the school and community, and the ongoing support they give to teachers are all elements important to implementing successful school reforms that have the potential of enhancing pupils' academic performance.

The study aimed at amplifying the imperative of management skills among head teachers and the need for fast tracking advanced training programmes to enhance or sharpen managerial skills in primary school heads in Kakamega East district for better academic performance among pupils. The findings may help the ministry of education in policy formulation on training of school head teachers and at the same time help head teachers

and potential head teachers and education stakeholders improve management of primary schools.

### **1.7 Basic assumption of the study**

The researcher assumed that the respondents will cooperate and that they will be honest and will truthfully participate in the research and willingly give accurate information that will yield valid results. The researcher also assumed that performance in KCPE is a reliable yardstick of good management skills of a head teacher.

### **1.8 Limitations of the study**

The district has a poor road network and most areas become inaccessible during the rainy season. The researcher used motor-cycle transport to overcome this problem to minimize the costs of transportation. Since the district had some head teachers attacked due to poor results, most of them may shy to give accurate data. The researcher framed the questionnaire in a way to limit the chances of getting inaccurate data.

### **1.9 Delimitation of the study**

The research focused on five essential managerial skills which are; the technical skills, the human relation skills, the conceptual skills, time management and infrastructure management skills. The study was limited to the head teachers of public primary schools in Kakamega East district and also included education officers and KNUT officials at the district level.

Respondents were head teachers of public primary schools in the two divisions with a total of seventy-eight (78) public primary schools and Education officers and KNUT officials from the district level.

### **1.10 Operational definition of terms used in the study**

**Authoritarian management** – this is where power is in one authority whose word is law

**Conceptual skills** – the skill associated with the analysis of complex situations and involves decision making, problem solving and creativity

**Democratic** management – this is where decision making is shared activities of the manager is shared with the subordinates

**Education management** – the application of appropriate management principles in an education setting.

**Human relation skills** – the type and style of leadership of a manager in exercising authority.

**Infrastructure management** – the establishment and maintenance of school buildings and facilities.

**Laissez- faire management** – this where the manager delegates most of the decision making activities to the subordinates

**Managerial skills**– the abilities or competencies of handling an organization successfully

**Performance** – the mean mark of a school attained by pupils in Kenya Certificate of Primary Education

**Technical skills** – the knowledge based ability acquired through academic and professional training

**Time management** – setting goals, prioritizing tasks and allocating time to school activities

### **1.11 Organization of the study**

Chapter one represents the background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, the significance of the study, limitations and the delimitations of the study and the definition of the significant terms as used in the study.

Chapter two represents literature review related to management, managerial skills and the various skills under management which include; technical, human, conceptual skills, time management skills and infrastructure management. This chapter also presents the theoretical framework and also the conceptual framework.

Chapter three looks at the research methodology which includes: research design, target population, sampling procedure, data collection procedures, data collection instruments, reliability and validity of instruments, pilot testing and data analysis.

Chapter four presents the research findings, data analysis and presentation. This is the information from the field collected by the researcher based on the research questions. It also has the analysis of the data.

Chapter five is made up of the summary of the findings, conclusions and the recommendations of the researcher. It also gives suggestions for further studies related to the topic.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter, relevant literature will be reviewed with a view to assembling supportive material on the research study topic. Focus will be on the areas that will provide insight into the relevance and significance of managerial skills necessary to enhance a head teacher's performance in a school situation. Areas of particular interest will include; global perspective on managerial skills, impact of managerial skills, types of managerial skills i.e. technical skills, human skills and conceptual skills. The facts generated will form the conceptual framework to guide the research study

#### **2.1 Global perspective on the impact of managerial skills of head teachers**

This study will look at the role of head teachers in Britain, Pennsylvania State in the USA, Zambia and finally in Kenya in relation to managerial skills. The impact of head teachers on the performance of schools has been researched by several scholars. Head teachers are considered as the main source of leadership by the staff, parents and governors. This therefore calls for head teachers to be knowledgeable in educational matters. Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies. Managerial skills of head teachers therefore contribute to the general performance of schools.

Kenya has established KESI, an institute that organizes in-service courses for administrators. KESI was established in 1981 to serve as an instrument for the development of administrative staff for the ministry of education. Its main concern was those teachers who had barely taught for two years after college and were being appointed head teachers without induction. Courses offered by KESI are tailored to address the practical day to day school administration matters, finances and the managerial aspects of school administration (Eshiwani 1993).

## **2.2 Technical skills and performance of pupils in K.C.P.E.**

The technical skill is concerned with expert knowledge in a given field, particularly involving methods and techniques and the ability to analyze issues. It is with the right way of doing things using the correct techniques, (Massie1979). Head teachers need to know current issues and trends in education. They should also be competent in their subject areas so as to set standards for the rest. Since they are tasked with the finances of institutions, they should be conversant with accounting. Cases of fund misappropriation are rife in the education sector in Kenya.

In Britain, as it is in many countries, one can only be a head of a school if he or she is a qualified school teacher. Such a person not only requires pedagogical skills but also needs to understand the trends in education. Also, it has been found out in Britain that, other non-education qualifications such as MBAs and Masters Degrees have proved to be very useful in helping deal with leadership challenges. A good head teacher is therefore one who fully understands education matters.

In America, Pennsylvania State, there is a highly structured two-stage process of certification which leads to credentials required for one to be a school administrator. A teacher who wishes to be an administrator needs to have experience as a classroom teacher first. There is a minimum standard of education and experience for one to be an administrator. There is an elaborate career path that leads to becoming a principal. After at least three years and no more than six years of teaching with a provisional teaching certificate (level I), the candidate may convert the provisional teaching certificate to level II certificate which is a permanent teaching certificate (Strauss R. 2003). To obtain this certificate a teacher needs to attend in-service course and complete twenty-four credits (24) from an institute of higher education. Strauss adds that, to obtain certification as a principal, one has to complete an approved program of graduate level study preparing him or her to manage the organizational and general educational activities of a school. And finally, to obtain administrator I provisional certificate, one must be recommended for certification as a principal by an authorized certification officer of the higher education institution where the degree was obtained with a minimum of 5 years experience.

The state of Pennsylvania places emphasis on the caliber of those entrusted with the running of institutions. Apart from a minimum number of years set for experience, the state is very particular on the career path for principals. This can only explain the desire to have those managing schools to be equipped with the requisite skills to run the institutions professionally and successfully for improved student achievement.

### **2.3 Human relations and pupils' performance in K.C.P.E.**

Interpersonal skills are of great assistance when it comes to dealing with the aspect of human resources. The head teacher needs to get along with the others, (Massie 1979). This skill is good for team building and motivation of the junior staff. For work to be coordinated and tasks shared in any institution, members should have a harmonious relationship. Time that would have been spent on solving conflicts between members is used for productive work. Leadership styles fall under human relations skills. These styles include authoritarian, democratic and laissez faire.

An authoritarian leader uses power and authority repressively to dominate and negatively control the juniors under him or her. In a school situation, such a head teacher will not appreciate the ideas of the teachers. This style runs the risk of the teachers alienating the head or becoming rebellious or still sabotaging him (Adirondack, 1998).

A head teacher who is democratic encourages teachers to share in making decisions about school-related problems. He can also involve parents, pupils and stakeholders in making decisions that may affect the entire school community.

Another style of leadership is the laissez faire style in which the leader simply abdicates responsibility. The manager constantly refers everything back to others rather than make a decision. This gives room for those who are loud mouthed to win (Adirondack, 1998).

Head teachers improve the teaching and learning of pupils and therefore their academic outcome through their influence on staff motivation, commitment, teaching practices and developing teachers' capacities for leadership. After realizing the need to professionalize school leaders England has seen the need for certified training for head teachers to provide for management skills not included in teacher training (Devos and Tuytens 2006). The human skill is essential for those in headship positions. A good head teacher

cultivates a working relationship with the teachers under him/her and their pupils. This creates a healthy environment for teaching and learning to take place effectively. The head teacher needs to offer both emotional and interpersonal support to the school community (Cotton 2003). Interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning. Delegation of duties and responsibilities builds a system of shared leadership and decision making empowering teachers to make timely decisions in their areas of operation.

As observed above, the head teacher is pivotal in the success of a school. In Zambia, it has been observed that one of the most cost-effective methods to improve the quality of education is through investing in school management, (Tamilenthi, Mohanasundram and Padmini, 2011). They continue that, the head teacher with well-developed management skills is in a position to create a stimulating learning environment and will hold teachers accountable for their work. For them, poor education outcomes, is a result of low quality schooling systems i.e. teaching methods, teachers, materials etc.

#### **2.4 The conceptual skills and pupils' performance in K.C.P.E.**

As the policy makers and policy implementers, head teachers need to have a clear vision for their institutions. They need to have clear long term goals with an elaborate road map to achieve them. Toni (in Griffin, 1990:19), identifies decision-making, problem-solving and creative skills as components of the conceptual skills.

As managers head teachers are tasked with making decisions that determine the direction and progress of their institutions. This is not easy as decision making is a skill that needs to be developed and nurtured through experience and training. Decision making involves identifying alternatives and then choosing the most appropriate alternative. Precedents may form a basis for certain decisions, thus making experience an important factor. Head teachers need to differentiate whether the decisions are policy related, organizational, personal or ideological. Head teachers may be required to consult their seniors, peers and their teachers in the decision making process. Schools have hierarchies with deputies, SMTs, senior teachers, heads of departments and class teachers who play a role in a school's decision making.



Problem-solving involves converting the present situation into a desirable future state. Toni continues, (Kreitner, 1992:225), that problem solving is the conscious process of bringing the actual situation closer to the desired situation. Head teachers need to have the skill so that they can identify problems, come up with solutions to the problem(s) and implement the right solution to solve the problem(s). They should be able to analyse the nature of the problem and its causes.

Creativity helps an organization to remain relevant in the ever changing world. Head teachers should build institutions that encourage and nurture creativity. Creativity is the ability to bring something new into existence (Saleemi, 2009). In the school environment, it involves new ways of improving the outputs which include academic results. It should therefore be encouraged but still be controlled to be in line with the government policies.

### **2.5 Time management skills and pupils' performance in K.C.P.E.**

Saleemi, 2009, in *Entrepreneurship Simplified*, defines time management as the controlling of time so that you concentrate your efforts on the things that matter most. Although everybody has the same duration of time in a day, it is interesting to note that some people use it productively while others waste it. For a school to effectively carry out its programmes to a successful completion, time allocation has to be done. Time management skills will enable the head teacher to set goals and to prioritize tasks and allocate time according to the nature of the task. Saleemi, 2009, says that, goals should be written down and that they should be important so as to motivate you. Time management skills will also lead to the head teacher to prioritizing those tasks that must come first and those that may have to wait. Though public schools have a similar timetable, each school decides which lesson precedes the other to minimize time wastage. Time management skills will ensure the timetable is learner friendly and takes into consideration all other aspects of the school situation. At the beginning of the school term the head teacher needs to have a plan or a calendar of activities for the term. This shows the activities that the school will engage in throughout the term. These include; games and other co-curricular activities, tests and examinations and meetings.

As a manager the head teacher has to identify those things that are time wasters within the school situation and work out the remedies for them. Tasks should be set and reasonable time to accomplish them allocated. To minimize interruptions from visitors a school should control the visitors and the time of attending to issues that are not school based. Such visitors should be attended to during break time and lunch time to reduce interference with teaching time unless the case is an emergency. Students need quality time with their teachers for performance in examinations to be improved. Cases of absenteeism among both teachers and pupils should be checked. In instances of poor time management, some schools are forced to organize either or both weekend and holiday tuition to cover the designated class syllabus.

## **2.6 Infrastructure management skills and pupils' performance in K.C.P.E.**

Poor infrastructure is one of the major barriers to improving access to primary education in Kenya (KESSP 2005-2010). The report adds that physical facilities are important in both school attendance and achievement. Therefore, the infrastructure of a school has a direct bearing to the achievement of learners in examinations.

Learning takes place better in an environment that is conducive and this includes good structures, in form of classrooms, libraries, workshops etc. There has been a shortage of permanent classrooms and even those in existence are generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Kessp 2005-2010). Some structures are put up without the approval of the right ministries. This is done with the excuse of minimizing expenses. Though all structures need to be approved by the Ministry of Roads and Public Works, Ministry of Health and Ministry of Education Science and Technology and also by NEMA, some head teachers fail to involve these bodies. Thus, some classrooms may be smaller in comparison with the standard sizes. And with the increase in enrolment following FPE in 2003, the result has been overcrowding. Pupils should be comfortable, healthy and therefore productive. A good structure should be weather tight, structurally sound, low operating costs and support the activities that are required (Gibberd, 2007). This means that structures should be constructed such that there is enough natural light; pupils are protected against wind and rains, the sun and flooding.

Head teachers should also maintain appropriate sanitation and water supplies. There should be enough toilets to cater for the population and afford both privacy and comfort. A school should maintain a steady supply of clean water to improve hygiene and check disease outbreaks due to uncleanliness.

Security in terms of a fence is another important consideration. Apart from helping in instilling discipline, a fence provides pupils with a sense of safety against external interference.

In South Africa, the Apartheid policies ensured that black areas were lagging behind in school infrastructure while the white areas were relatively lavish (Gibberd, 2007). Thus the academic achievements of blacks could not favourably compare to the whites.

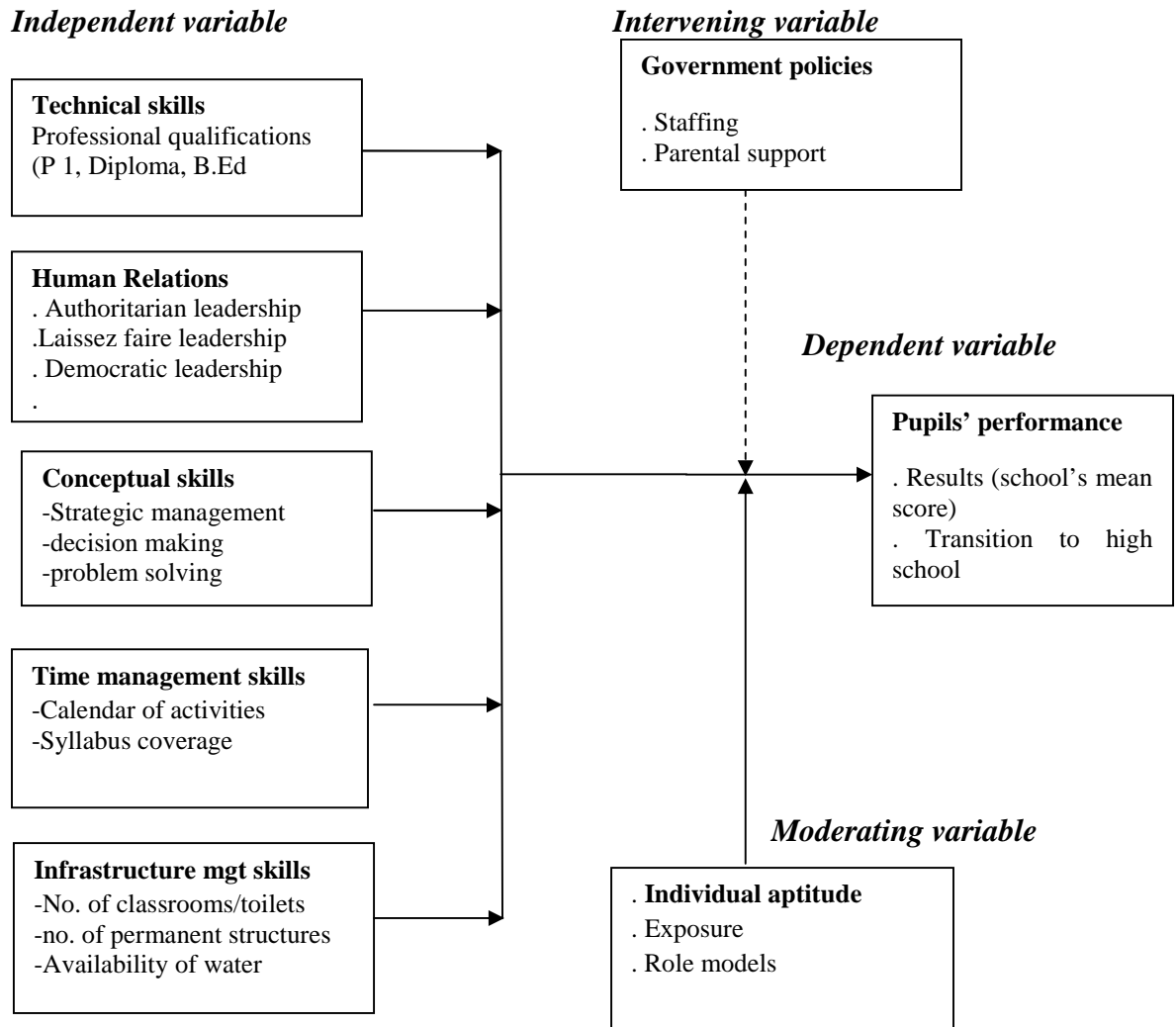
## **2.7 Theoretical framework: Human Capital theory**

Education is usually compared to other natural resources as a factor of production. The human capital theory was originally the work of Adam Smith in 1776 and later popularized by T.W Schultz in the 1960s, (Kwesiga 2002). Schultz believed that education improved the knowledge and hence the productivity of workers (Olaniyan and Okemakinde 2008). The assumption is that those who are highly educated attract better remuneration therefore making it a worthwhile investment. The theory's assumption is that workers are paid based on their productivity and that educated workers are more productive in comparison to the less educated or the illiterate.

In Kenya, education has been equated to the key of life. Kenyans believe a good education is a guarantee to a better future life. This future is viewed in terms of admission to a good secondary school, then access to a prestigious course in a good college and then finally formal employment. The type of secondary school is a determinant of future prospects. Most parents have a preference for national schools or top performing secondary schools since this determines the type of a career a student is likely to take in college and even has a bearing on the type of college.

## 2.8 Conceptual Framework

The conceptual framework will be developed from the independent variables which will be measured against the performance of pupils in K.C.P.E.



**Figure 2.1: The Conceptual Framework (Research 2012).**

From the figure above (the conceptual framework), it is evident that pupils' performance is dependent on the competence of the head teacher in terms of his or her managerial skills. These skills include the level of education and professional training of the head teacher. These are necessary for him or her to fully understand what the teachers should do to achieve success. They also include leadership styles of the head teacher which determine how they relate with those under their management so as to have them work

towards a common goal for success. Head teachers also require the conceptual skills to help them concretize abstractions that may help improve their performance and therefore impact positively on pupils' performance in K.C.P.E. Similarly, time management and infrastructure management skills also have a bearing on pupils' performance. Time management ensures that the specific course content of a class is covered appropriately while infrastructure management ensures that the necessary physical structures are in place and properly maintained for the comfort of the learners. When head teachers possess these skills and apply them in a school situation, they may realise good performance in terms of mean scores and transition to secondary schools.

Head teachers, according to the diagram, must possess or sharpen the relevant managerial techniques in order to cope in an increasingly dynamic and complex environment.

## **2.9 Knowledge gap**

Head teachers are managers of schools and therefore need to possess relevant managerial skills to effectively run these institutions. Though the Ministry of Education has organized in-service courses in managerial skills through the KEMI (KESI), the head teachers attend them voluntarily since they are not compulsory. They are also left to pay for these courses and therefore some teachers avoid them if they cannot raise the fees or still others attend those that are cheaper to them. From the literature review, it is evident that managerial skills are necessary for head teachers but little seems to have been done on the relationship between the managerial skills and the performance of pupils in K.C.P.E.

Much has been done in encouraging head teachers to acquire managerial skills through in-service courses. The ministry of education has also indicated that those who aspire to be head teachers will be required to have a degree certificate. However, it has not been captured in the literature review whether the possession of degree certificates and the training in managerial skills have any impact on the performance of pupils in K.C.P.E. This study was meant to fill this knowledge gap and therefore contribute to the world of knowledge.

## **Summary of Literature Review**

From the review of literature every head teacher requires an in-depth insight in the field of management that incorporates a positive approach towards the acquisition of new knowledge, skills, values and attitudes vital in a professionalized view of what management in educational institutions consists of. It is hoped that with a more sophisticated view of the management process expounded within the review, head teachers may lead the way towards more efficient and effective management of primary education, using appropriate management tools that will translate in improved pupils' academic performances.

In the 21<sup>st</sup> century, management of schools in Kenya as it is elsewhere in the world is and continues to be a challenge to the managers. The challenges are posed by; the changing nature of society, development in technology, social and economic change, political and cultural developments and globalization. According to Cheng (2003); Mitchell (1987), different parts of the world are now in the process of globalization in technological, economic, social, political, cultural and learning spheres.

Head teachers need to sharpen their managerial skills to have a positive influence on the examination results of their schools. There is a need to understand the various styles of leadership and the implication of adopting a particular style.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the research design, sources of data, the data collection methods, the sampling procedure and data analysis techniques to be employed. This section also looked at the reliability of data instruments and data validity.

#### **3.1 Research design**

The research design adopted for this study was descriptive survey design. The design attempts to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda, 2003). The researcher adopted this design as it was relatively inexpensive, it described a large population and flexibility was achieved by deciding how questions were administered. This study design enabled the researcher to study the entire population of public primary schools in Kakamega East district. This therefore determined and reported the way things were. Surveys are frequently used to learn people's attitudes and opinions with the most appropriate applications being those where respondents are uniquely qualified to provide the desired information (Cooper and Schindler, 2000).

#### **3.2 Target population**

The target population in the study was head teachers, education officers from the ministry of education and other stakeholders. Head teachers were from primary schools in Kakamega East district. Officers from the ministry of education and the KNUT were those at the district level. In the data collection exercise 78 head teachers, 4 education officers and 8 KNUT officials were selected as respondents making to total number of respondents to be 90.

#### **3.3 Sample size**

The researcher used a census which considered the entire population. This is because the population to be studied was small. A census has the advantage of providing data on all

the individuals in the population, thus eliminating the sampling error (Israel, 1992). The size of this study was all the 78 head teachers of public primary schools that presented candidates for KCPE in the year 2011, 4 education officers and 8 KNUT officials. This gave a total of 90 respondents.

### **3.3.1 Sampling units**

These units were primary schools, education office at the district and the KNUT office Kakamega east district.

### **3.3.2 Sampling size**

The study sample size comprised of 78 head teachers, 4 education officers, 8 KNUT officials.

### **3.3.3 Sampling technique**

The researcher used census approach given the manageable number of targeted respondents. This means that the entire population of 78 head teachers, 4 education officers and the 8 KNUT officials had the respective questionnaires and interview guide administered to them.

## **3.4 Data collection instruments**

The researcher used both quantitative and qualitative approaches to collect data. These approaches were employed as they allowed the researcher to examine and observe the subjects by asking orally or in writing the concerned subjects. All questions in the instruments were designed with reference to the five objectives of the study.

### **3.4.1 Questionnaire**

This was the main instrument of data collection. The questionnaire has the advantages of confidentiality, saves on time and allows information to be collected from a large sample and from diverse regions (Kombo and Tromp, 2007). The questionnaire was divided into specific sections that adequately captured all the study variables as presented in the conceptual framework. It consisted of both open ended and closed ended questions. This was administered to the head teachers of public primary schools in Kakamega East



District. The researcher employed the drop and pick method when administering the questionnaire. The technique was adopted because it was good for measuring attitudes and eliciting other content from research participants and that the instrument was relatively inexpensive

### **3.4.2 Interview Schedule**

Qualitative Interview schedule was administered by the researcher with the main target being KNUT officials and District education officers. This method is time saving as respondents answer what has been asked by the researcher, is reliable since the questions are similar and is also comprehensive and systematic since the questions are formulated before the interview, (Kombo and Tromp, 2007). The interview schedule allowed probing and posing of follow-up questions and provided information about respondents' internal meanings and ways of thinking about the study constructs. The responses and observation from interview schedules were recorded by hand written notes using key words and phrases. Detailed notes from interviewees were written by the researcher for easy compilation and coding with other study results. A copy of the interview schedule is in Appendix 4.

### **3.5 Validity of data collection instruments**

Validity is concerned with truthfulness or authenticity of a given measure. It therefore refers to the degree to which an instrument, a test or method measures what it is meant to measure. It is also said to be that extend to which certain inferences can be made from the test scores or other measurement, (Mehrens and Lehman 1987). The research instruments were checked for content validity. Content validity determines the extent to which the contents of a data collection tool are adequate in collecting the required data. It also checks the format of the instrument. The data collection tools were subjected to an evaluation by research experts from the department of Extra-mural studies of the University of Nairobi. The evaluation reports from the experts informed the refinement of the data collection tools to enhance content validity.

During the piloting stage the researcher used the items in the questionnaire as a checklist to examine the responses and confirm whether they meet the criteria to indicate the

influence of managerial skills vis a vis pupils' performance (Trochim, 2006). The researcher had the questionnaire framed in simple straight forward language to avoid ambiguous answers.

### **3.6 Reliability of the research instruments**

Reliability can be looked at as the ability of a test, an instrument or a method to give similar results when used by different researchers or when applied over a range of issues and settings. Mehrens and Lehman, (1987) define reliability as the degree of consistency between two measures of the same thing. The term consistency implies similar or same results of repeated measures. On another note, reliability can be seen as the measure of how stable, dependable, trustworthy, and consistent a test is in measuring the same thing each time (Worthen *et al.*, 1993). These definitions imply that for a researcher to make authentic conclusions over a research, the reliability of the research instruments has to be tested.

The researcher used Split-half reliability to test the research instruments. Split-half reliability is where a test is given and divided into halves and are scored separately, then the score of one half are compared to the score of the other to test reliability (Kaplan and Saccuzzo, 2001). This measure is useful when it is impractical or undesirable to assess reliability may be due to time or financial constraints (Cohen and Swerdlik, 2001).

### **3.7 Pilot testing**

Pilot testing was conducted to check for the validity and reliability of the research instruments which were the questionnaire and the interview schedule. The instruments were piloted in three primary schools in Kakamega Central district. This helped to check on the validity and the reliability of the research instruments. These primary schools were chosen because they share a lot with the majority of the primary schools in Kakamega East district in terms of facilities and enrolment. All of them are day mixed primary schools. They are also accessible, close to the district headquarters and therefore were easily reached hence saved on time and costs of travel. Changes in the research instruments were implemented given the feedback that was received from the pilot study

since some questionnaire items were not clearly understood by the respondents hence requiring rephrasing.

### **3.8 Data collection procedure**

Data collection means recording and preparing data for the purpose of obtaining information, keeping a record, making decisions or even passing information to others. For data collection to be successful it needs to have a plan. A researcher needs to be clear on when to do what, duration and how to do it. Such a plan needs to have a chronology of events showing what precedes what or succeeds what.

Data collection took eight (8) working days. Before proceeding on data collection, a clearance was sought from the university, a letter was written to the ministry of education seeking permission to carry out research.

The research made use of two instruments to collect data. These were the questionnaire administered across the subjects and the scheduled interview for the officers from the district office and the union officials.

### **3.9 Data analysis techniques**

Data analysis refers to the process in which raw data is ordered and organized to make it useful information. Quantitative data processing and analysis started with editing the questionnaires to minimize errors. Then there was coding of the open ended data, analysis and the interpretation. The statistical package for social sciences (SPSS) was used to make a descriptive analysis to give percentages and frequency distribution which displayed data systematically for reporting. Inferential statistics including Pearson Product Moment Correlation Coefficient and Chi-Square were used to test relationships between the study variables. Conclusions and recommendations were made based on patterns that arose from the outcome of the analysis.

### **3.10 Ethical considerations**

Ethical considerations are principles which should bind the researcher in conducting the research (Schulze, 2002). The researcher first sought permission from relevant authorities before embarking on research i.e. permission from the University of Nairobi, the National Council of Science and Technology (Kenya), from the D.E.O The researcher also observed confidentiality. This means he will keep information from the respondents confidential. The names and any form of identification that could be associated with the respondents were not sought for neither was such information included in the report. Prior to volunteering information, the respondents were given enough information regarding the study. The participation of the respondents was voluntary.

**Figure 3.1 Operation definitions of the variables**

<b>Objectives/research questions</b>	<b>source</b>	<b>Variables</b>	<b>Indicators</b>	<b>Data collection</b>	<b>Measuring scale</b>	<b>Analysis techniques</b>
How do technical skills of a head teacher influence performance of pupils in kakamega East district?	Head teachers and stake holders	Academic level, professional training	Professional and academic certificate	Questionnaire and interview schedule	Nominal and Ordinal	Percentages, frequencies, and cross tabulations
How do the human relations skills of a head teacher influence performance of pupils in kakamega East district?	Head teachers and stake holders	Type of leadership styles	Delegation of duties, consultation, decision making mechanism	Questionnaire and interview schedule	Nominal and Ordinal	Percentages, frequencies, and cross tabulations
How does the conceptual skills of a head teacher influence performance of pupils in kakamega East district?	Head teachers and stake holders	Strategic plans decision making problem solving	Mission, vision statement	Questionnaire and interview schedule	Nominal and Ordinal	Percentages, frequencies, and cross tabulations
How does time management skills of a head teacher influence performance of pupils in kakamega East district?	Head teachers and stake holders	-syllabus coverage -list of activities	Completed tasks, scheduled tasks, frequency of record checking	Questionnaire and interview schedule	Nominal and Ordinal	Percentages, frequencies, and cross tabulations
How does infrastructure management skills of a head teacher influence performance of pupils in kakamega East district?	Head teachers and stake holders	List and type of structures and nature of repairs	-no of classrooms -no of toilets	Questionnaire and interview schedule	Nominal and Ordinal	Percentages, frequencies, and cross tabulations

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.0 Introduction**

This chapter contains a presentation of the study findings, their interpretations in relation to the objectives and their discussions presented in the form of descriptive statistics on the influence of head teachers managerial skills on pupils' academic performance in public primary schools in Kakamega East District. The chapter is presented in line with the five objectives of the study. It looks at the influence of head teachers' technical skills, human relations skills, conceptual skills, time management skills and infrastructure management skills on pupils' performance in K.C.P.E.

#### **4.1 Rate of Questionnaire return**

The questionnaires were distributed among the seventy eight public primary schools during an academic meeting held to release the Shinyalu Joint KCPE mock examination of the year 2012. Fourteen questionnaires were taken to respective schools by the researcher.

The return rate of the questionnaires for the primary school head teachers was 41 returned out of seventy-eight questionnaires which was 52.5%. Out of the targeted 8 officials of the KNUT, six (6) were interviewed which gives a 75% response, while all the four (4) education officers targeted were interviewed giving a response rate of 100%.

#### **4.2 Demographic Characteristics of Respondents**

In this section respondents' background information was sought. Focus was placed on gender of respondents, their age, level of education, professional qualifications, how long they had served as head teachers and how long they served as deputy head teachers before they were promoted to the level of head teacher. These factors were considered because they may have impacted on the extent to which head teachers' managerial skills influence pupils' academic performance in public primary schools in Kakamega East district. The relationship between the factors and how they influenced study variables

was established using descriptive statistics. Table 4.1 shows the percentages by gender of head teachers in Kakamega East district.

**Table 4.1: Gender of respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	30	73.17
Female	11	26.83
<b>Total</b>	<b>41</b>	<b>100.0</b>

Findings in table 4.1 indicate that 30 head teachers constituting 73.17% of the total respondents were male as compared to 11 head teachers constituting 26.83% who were female head teachers in Kakamega East district. This is an indication that even though there are more male head teachers than their female counterparts in Kakamega East districts, both genders are represented. Information on the different age categories was also studied and is presented in table 4.2.

**Table 4.2: Age categories of respondents**

<b>Age category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
20 – 30 years	2	4.88
31 – 40 years	6	14.63
41 – 50 years	23	56.10
Above 50 years	10	24.39
<b>Total</b>	<b>41</b>	<b>100.0</b>

Findings in table 4.2 indicate that 23 respondents constituting 56.10% of the respondents in the study were within the age category of 41 to 50 years. This is followed by 10 respondents (24.39%) of head teachers who are within the age category of over 50 years. Findings also show that 6 respondents (14.63%) of the respondents were aged between 31 and 40 years while 2 head teachers representing 4.88% of the sampled head teachers were within the age range of 20 to 30 years. These findings indicate that more mature teachers

are given priority when it comes to the appointment of head teachers. This is perhaps because of their ability to make sound decisions and the possibility that they have enormous experience and generally well versed with administrative and managerial knowledge.

Table 4.3 shows the academic qualifications of head teachers of public primary schools in Kakamega East district.

**Table 4.3: Academic qualifications of respondents**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
O level	9	21.95
A level	26	63.41
University	6	14.63
<b>Total</b>	<b>41</b>	<b>100.0</b>

Results in table 4.3 show that 26 of the sampled primary school head teachers in Kakamega East district, had ‘A’ level as their highest academic qualifications and they constituted 63.41%. It was also established that 9 (21.95%) of the sampled head teachers were holders of O level academic qualifications. It is worth noting that 6 respondents (14.63%) of the respondents were holders of Bachelor’s degrees. This shows that higher academic qualifications inform the decision to appoint a teacher to the position of head teacher. This is in line with the argument that more educated candidates are more able to make informed administrative decisions and that they are better placed to guide primary schools to achieve the desired results. Information on the professional qualification is displayed in table 4.4.



**Table 4.4: Professional qualifications of respondents**

<b>Professional qualifications</b>	<b>Frequency</b>	<b>Percentage (%)</b>
P1	27	65.85
Diploma in Education	9	21.95
Bachelor of Education	5	12.20
<b>Total</b>	<b>41</b>	<b>100.0</b>

Findings in table 4.4 indicate that 27 (65.85%) of the sampled primary school head teachers in Kakamega East district have P1 level of professional qualifications. Findings also established that 9 (21.95%) of the head teachers had professional qualifications to the level of diploma in education while 5 respondents (12.8%) were holders of bachelors degrees. Table 4.5 gives information on the length of service of the respondents as teachers.

**Table 4.5: Length of service of respondents**

<b>Length of service</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 2 years	2	4.88
2 – 5years	13	31.71
Over 5 years	26	63.41
<b>Total</b>	<b>41</b>	<b>100.0</b>

Findings in table 4.5 show that 26 (63.41%) of respondents had served as deputy head teachers for a period over 5 years. It was further revealed that 13 (31.71%) of the respondents had worked for a period of between 3 to 5 years and those who had worked for a period of less than 2 years as deputies were 2 (4.88%) of the respondents. This shows that the decision to appoint head teachers is pegged on length of service and that those who had served longer were likely to be appointed head teachers as compared to those who had served for a shorter period of time. This is perhaps for the reason that

those teachers who have served for a longer period are more experienced and better placed to quality leadership. Table 4.6 shows the length of service of teachers before promotion to head teacher’s position.

**Table 4.6: Length of service before promotion to head teachers’ position**

<b>Period served before appointment as head teacher</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 2 years	3	7.32
2 – 4years	7	17.07
Over 4 years	31	75.61
<b>Total</b>	<b>41</b>	<b>100.0</b>

Results in table 4.6 show that 31(75.61%) of head teachers served for a period of over 4 years as ordinary teachers before they were appointed head teachers. It was also noted that 7( 17.07%) of head teachers had served for a period of between 3 to 4 years as teachers before they were appointed head teachers while 3 (7.32%) of the respondents had served for less than 2 years before they were appointed head teachers. This is a clear indication that seniority in service is a consideration before appointment to the position of head teacher. It is expected that a long serving teacher is more experienced and well versed with school operations. The advantage of appointing more experienced teachers to the position of head teacher is that they possess a wealth of general managerial skills accumulated through their exposure as ordinary teachers, their student- teacher interactions and their experience in syllabus coverage and curriculum implementation.

#### **4.3 Technical skills of head teachers’ and pupils’ performance**

Information provided by respondents with regard to whether technical skills of head teachers influence the academic performance of pupils in public primary schools was analyzed using descriptive statistics to generate summarized scores.

In this section responses to questions on academic and professional qualifications of head teachers were cross tabulated with the question on how the schools performed in KCPE in the year 2011.

#### 4.3.1 Academic qualifications and performance in K.C.P.E

Findings in table 4.7 show that schools led by head teachers who had higher academic qualifications of ‘A’ level and university level performed significantly better than those schools headed by head teachers who had O-level academic qualifications. This is an indication that higher academic qualifications of head teachers lead to good performance in public primary schools.

**Table 4.7: Academic qualifications of head teachers and pupils scores**

		Schools mean mark in 2011			
		350+	300 - 349	250 - 299	Below 250
What is the level of your academic qualification	<b>O level</b>	1	3	21	35
	<b>A level</b>	4	12	18	19
	<b>University</b>	7	13	9	6
	<b>Total</b>	12	28	48	60

#### 4.3.2 Professional qualification and performance in K.C.P.E.

A cross tabulation was also done for question on professional qualifications of head teachers and scores of pupils in KCPE in the year 2011. The findings are presented in table 4.8;

**Table 4.8: Professional qualifications of head teachers and pupils scores**

		Schools mean mark in 2011			
		<b>350+</b>	<b>300 - 349</b>	<b>250 - 299</b>	<b>Below 250</b>
Kindly indicate your professional qualification	<b>P1</b>	7	15	29	38
	<b>Diploma in education</b>	13	19	23	16
	<b>Bachelor of education</b>	29	25	17	11
	<b>Total</b>	<b>49</b>	<b>59</b>	<b>69</b>	<b>65</b>

Findings in table 4.8 indicate that public primary school head teachers with higher professional qualifications of bachelor of education and diploma in education produced significantly better mean scores in KCPE in the year 2011 as compared to their counterparts who had P1 level of professional qualifications. This is an indication that higher professional qualifications translate into higher pupils' scores in KCPE. Data analyzed from the interview schedules also supports the finding that technical skills of head teachers influence the academic performance of pupils in public primary schools in Kakamega East district. This is because 91% of the sampled officials from the education office and 86.81% of KNUT officials agreed that some head teachers perform better than others and that head teachers play a significant role in influencing pupils' performance in KCPE.

Pearson product moment correlation coefficient was performed to determine the relationship between technical skills of head teachers and the performance of pupils in KCPE and findings presented in table 4.9.

**Table 4.9: Correlation results for the relationship between technical skills of head teachers and the performance of pupils in KCPE**

		Head teacher's Technical Skills
<b>Pupils</b>	Pearson Correlation	0.542**
<b>Performance</b>	Sig. (2-tailed)	.024
	N	41

\*\* Correlation is significant at 0.01 level (2 – tailed)

Results in table 4.9 indicate that head teachers' technical skills have a significant influence on the performance of pupils in public primary schools ( $r=0.542$ ;  $P<0.05$ ). This implies that the higher the technical skills of the head teacher the higher the performance of pupils in public primary schools.

#### **4.4 Human relations skills of a head teacher and pupils' performance.**

This was the second objective of the study and the researcher sought to determine if human relations skills of head teachers influence the performance of public primary school pupils' in Kakamega East district.

In order to establish if human relations skill of public primary school head teachers influence the pupils' performance of K.C.P.E the researcher undertook a descriptive analysis of data collection items that were relevant to the question at hand. Information was sought regarding actions taken by head teachers in case indiscipline cases involving their members of staff are reported. Responses to the question are summarized and presented in figure 4.10.

**Table 4.10: Action taken by head teachers on indiscipline among staff members**

<b>Action taken</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Inform employer	2	4.88
Advice teacher before SMT	6	14.63
Advice teacher in a staff meeting	19	46.34
Leave it to staff members to handle	10	24.39
Ignore the issue	4	9.76
<b>Total</b>	<b>41</b>	<b>100.0</b>

Findings in table 4.10 show that 19 of the head teachers prefer to have issues with staff members settled at school level and they constituted 46.34%. It was also found that 10 (24.39%) of the head teachers leave disciplinary issues for other teachers to handle while 6 (14.63%) preferred to advise staff members before the SMT. Findings also revealed that 4(9.76%) would prefer to ignore indiscipline cases by staff members while 2 (4.88%) would inform the employer about indiscipline issues in the school. This is a clear indication that head teachers prefer dispute resolution mechanisms that do not cause more trouble to the concerned staff members. This is a way of trying to enhance good relations between management and members of staff in a bid to maintain good working relationships that are necessary for good performance in schools.

Respondents were also asked if the school had a well-defined chain of command. They were also asked what the school's mean mark was in 2009, 2010 and 2011. The two questions were cross tabulated and results presented in table 4.11;

**Table 4.11: Chain of command in schools and performance in KCPE in the years 2009, 2010 and 2011.**

<b>Question</b>	<b>What was the school's mean mark in (Average mean)</b>			
		<b>2009</b>	<b>2010</b>	<b>2011</b>
Do you have a defined chain of command	<b>Yes</b>	264.57	272.08	268.95
	<b>No</b>	187.92	196.77	197.36

Findings in table 4.11 show that head teachers who had a defined chain of command in their respective schools, consistently performed better than respondents who indicated that they did not have a defined chain of command in their respective schools. Table 4.11 shows that the mean scores in schools where there were well-defined chain of command had higher average mean marks of 264.57, 272.08 and 268.95 in the years 2009, 2010 and 2011 respectively as compared to average mean marks of 187.92, 196.77 and 197.36 for the respondents who indicated that they did not have well-defined chains of command in their respective schools for the respective years of 2009, 2010 and 2011.

Head teachers were also asked if they consulted before making decisions for the schools. This question was cross tabulated with another question that sought to find out what the school's mean mark was in 2009, 2010 and 2011. The results are presented in table 4.12;

**Table 4.12: Cross tabulation between questions on involvement of teachers in decision making and performance in KCPE in the years 2009, 2010 and 2011.**

Question	What was the school's mean mark in (Average mean)		
	2009	2010	2011
Do you consult before making decisions for the school?	<b>Yes</b> 281.02	276.32	272.07
	<b>No</b> 169.86	174.51	179.19

Results in table 4.12 show that head teachers who consulted and involved staff members in decision making processes registered higher average mean scores of 281.02, 276.32 and 272.07 in the years 2009, 2010 and 2011 respectively.

A well-defined chain of command ensures that there is a definite way of handling issues as they arise in the schools. Having a well-defined chain of command brings about predictability in the manner in which the school would respond to emerging issues. This prepares members of staff and pupils to know what follows a particular action and whom to report to in case of a particular emerging issue.

To determine whether human relation skills of head teachers influence pupils' performance in KCPE a correlation was performed and findings presented in table 4.13;

**Table 4.13: Correlation results for the relationship between human relation skills of head teachers and the performance of pupils in KCPE**

		<b>Head teacher’s Human relation Skills</b>
<b>Pupils</b>	Pearson Correlation	0.618**
<b>Performance</b>	Sig. (2-tailed)	.019
	N	41

\*\* Correlation is significant at 0.01 level (2 – tailed)

Findings in table 4.13 reveal a significant positive relationship between head teachers’ human relation skills and the performance of pupils in KCPE ( $r=0.618$ ;  $P<0.05$ ). This implies that head teachers with good human relation skills are better placed to manage challenging issues in schools and as a result increase the time taken on academic work hence improving pupils’ performance in KCPE.

An analysis of the interview schedule revealed that 71.84% of education officers and 85.93% of KNUT officials suggested that conflict resolution courses should be offered to head teachers to enhance their human relations skills among other managerial skills.

Interpersonal skills are of great assistance when it comes to dealing with the aspect of human resources.

#### **4.5 Conceptual skills of head teachers and performance of pupils**

The third objective of the study was to determine if conceptual skills of head teachers influence the performance of pupils in KCPE.

Questionnaire items capturing aspects of conceptual skills of head teachers were analyzed using descriptive statistics. Information on attendance of in-service courses is tabulated in table 4.14.



**Table 4.14: Attendance of in-service courses in management**

<b>Attended</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	37	90.24
No	4	9.76
<b>Total</b>	<b>41</b>	<b>100.0</b>

Findings in table 4.14 indicate that a high majority of the sampled head teachers had attended in- service courses in management and they comprised 90.24%. It was however observed that 9.76% of the respondents had not attended in-service courses in management. All the respondents who indicated that they had attended in-service courses in management also indicated that the in-service courses attended had helped in improving academic performance of pupils in their respective schools. This was done through a cross tabulation of the responses on the question regarding whether head teachers had attended in-service courses in management and whether the in-service course attended had relevance to pupils performance in KCPE. Table 4.15 displays the findings.

**Table 4.15: Cross tabulation of questionnaire items on influence of conceptual skills of head teachers on the academic performance of pupils**

Question	Was the in-service course relevant in improving pupils' performance in KCPE?		Total (%)	
	<b>Yes</b>	<b>No</b>		
Have you attended in-service course in management	<b>Yes</b>	96.15	3.85	100.0
	<b>No</b>	3.85	1.08	4.93

Findings in table 4.15 indicate that respondents who indicated that they had attended in-service courses in management recorded improved performance in their schools and that the courses were relevant to the pupils' performance in KCPE.

A cross tabulation was also done between the question asking whether respondents had attended in service training and school performance in the years 2009, 2010 and 2011 and the results displayed in table 4.16

**Table 4.16: Cross tabulation of questionnaire items on influence of conceptual skills of head teachers on performance in KCPE for respective years**

<b>Question</b>	What was the school mean mark in 2009, 2010 and 2011		
Have you attended in-service course in management	<b>Yes</b>	<b>Above average</b>	<b>83.77</b>
	<b>No</b>	<b>Below average</b>	<b>16.33</b>

Findings in table 4.16 show that 83.77% of head teachers who had attended in-service courses in management also recorded above average performance of over 250 marks in school mean scores during the years 2009, 2010 and 2011. This shows that whenever head teachers get trained in conceptual skills such as financial management, human resource management, institutional management, school leadership and public relations, they record better academic performance in KCPE as compared to head teachers who have not received such training. All the head teachers who indicated that they had received in-service training in management also indicated that the courses were in relation to financial management, human resource management, institutional management, school leadership and public relations.

Findings in the study also indicate that head teachers who had attended in-service training in management courses also had many pupils in their schools scoring higher marks as compared to head teachers who indicated that they had not attended in service courses in management. In this regard responses on attendance of in-service courses and performance in K.C.P.E were cross tabulated. Table 4.17 displays the relationship between attendance of in-service courses and KCPE scores.

**Table 4.17: Cross tabulation for the relationship between in-service course attendance and KCPE scores in the year 2011.**

Question		How did pupils score in 2011 (average frequencies)			
		350+	300 - 349	250 - 299	Below 250
Have you attended in-service course in management	Yes	5	12	23	22
	No	2	3	27	39
	<b>Total</b>	7	15	50	61

Findings in table 4.17 indicate that more pupils in schools where head teachers had attended in-service courses scored higher marks in KCPE in the year 2011 as compared to pupils in schools where head teachers had not attended in-service courses in management. This is a clear indication that conceptual skills of head teachers influence pupils' performance in KCPE.

Results from the analysis of the interview schedule reveal that 69.67% of KNUT officials and 72.33% of education office officials indicated that there is need for continuous upgrading of skills among the head teachers to enhance their conceptual skills.

The relationship between conceptual skills of head teachers and performance of pupils in KCPE was tested using Pearson's correlation and findings presented in table 4.18.

**Table 4.18: Correlation results for the relationship between Conceptual skills of head teachers and the performance of pupils in KCPE**

		Head teacher's conceptual Skills
<b>Pupils</b>	Pearson Correlation	0.793*
<b>Performance</b>	Sig. (2-tailed)	.004
	N	41

\*\* Correlation is significant at 0.01 level (2 – tailed)

Results in table 4.18 reveal a significant positive relationship between head teachers' conceptual skills and performance of pupils in KCPE ( $r=0.793$ ;  $P<0.05$ ). This implies that

the higher the conceptual skills of head teachers the higher the performance of pupils in KCPE.

### **Time management skills of a head teacher and the performance of pupils**

The fourth objective of the study was to determine if time management skills of head teachers influence the performance of pupils in public primary schools in Kakamega East district. Questionnaire items measuring time management in schools were analyzed in comparison with questionnaire items measuring performance of pupils in public primary schools. Findings are presented in the table 4.19;

**Table 4.19: Time management and performance of pupils in public primary schools for the years 2009, 2010 and 2011**

	What was the school mean mark in 2009, 2010 and 2011			
		<b>2009</b>	<b>2010</b>	<b>2011</b>
Do you have a calendar of activities for the school for the whole year?	<b>Yes</b>	268.72	274.61	279.33
	<b>No</b>	221.03	223.91	231.66
Do you allocate time and resources at the start of the year?	<b>Yes</b>	264.83	269.25	265.59
	<b>No</b>	226.91	229.43	233.61

Findings in table 4.19 indicate that head teachers who indicated that they had a calendar of activities for the whole year for their schools recorded consistently above average mean scores in KCPE in their respective schools in the years 2009, 2010 and 2011. Looking at respondents who indicated that they allocated time and resources at the start of the year, their schools registered higher performance in KCPE compared to those schools in which respondents indicated that they did not have a calendar of events and also did not allocate time and resources at the beginning of the year. This is a clear indication that time management skills of head teachers influence the performance of pupils in KCPE. The indication from the above results is that good time management

skills and prudent planning for the time and resources in schools results into improved performance.

The research also wanted to know whether there were time wasters and distractions within the school. In order to determine whether time wasters and distractions affect the performance of pupils in KCPE, items on time wasters and academic performance were analyzed alongside each other and the resultant predictive statistics presented in table 4.20;

**Table 4.20: Cross tabulation for the relationship between time management and performance of pupils in KCPE in the year 2011.**

Question	How did pupils score in 2011 (average frequencies)				
	350+	300 - 349	250 – 299	Below 250	
Are there any time wasters/distractions within the school	<b>Yes</b>	2	24	37	39
	<b>No</b>	39	33	34	40

A comparison was also done among head teachers who indicated that there were time wasters in their schools and how pupils scored in KCPE in the year 2011. Findings in table 4.20 show that schools in which there were time wasters had many pupils scoring lower marks as compared to schools in which respondents indicated that there were no time wasters. Schools where there were no time wasters recorded many students scoring more than 250 marks as compared to schools from which respondents indicated that there was time wasters and distractions. This is an indication that time management skills of head teachers influence academic performance of pupils in public primary schools in Kakamega East district.

In order to test the extent to which time management skills of head teachers influence performance of pupils in KCPE, the relationship was subjected to a Chi-square test ( $\chi^2$ ) and findings presented in table 4.21

**Table 4.21: Chi-square results for the influence of time management skills on the Performance of pupils in KCPE.**

Chi-Square( $X^2$ )	21.051
df	1
Asymp. Sig.	.000

Results in table 4.21 show a significant positive relationship between time management skills of head teachers and the performance of pupils in KCPE ( $X^2=21.051$ ;  $p<0.05$ ;  $df=1$ ). This implies that proper time management by head teachers positively influences performance of pupils in KCPE. Since only one degree of freedom ( $df=1$ ) was recorded in the  $X^2$  computation, Yates correction for continuity was performed and results accordingly incorporated in the final score ( $X^2=21.051$ ;  $df=1$ ).

#### **4.6 Infrastructure management skills and the performance of pupils.**

The fifth objective of the study was to determine the extent to which infrastructure management skills of public primary school head teachers influence the performance of pupils in Kakamega East district.

Questions relating to infrastructure management skills of head teachers were analysed to provide predictive statistics of how infrastructure management influences academic performance of pupils and the results tabulated in table 4.22

**Table 4.22: Cross tabulation of questions infrastructure management and performance of pupils in the years 2009, 2010 and 2011.**

	What was the school mean mark in 2009, 2010 and 2011			
		<b>2009</b>	<b>2010</b>	<b>2011</b>
Are there enough classrooms for the pupils	Yes	251.73	263.98	281.06
	No	179.43	212.13	227.12

Findings in table 4.22 show that head teachers who indicated that they had adequate number of class rooms recorded consistently above average mean scores in KCPE in their respective schools in the years 2009, 2010 and 2011. Drawing comparisons with head teachers, who indicated that they did not have adequate class rooms in their schools and results, indicate that schools without adequate class rooms consistently recorded below average mean scores in KCPE in the years 2009, 2010 and 2011. This is a clear indication that infrastructure management skills of head teachers influence the performance of pupils in KCPE.

A comparison was also done among head teachers who indicated that they regularly carry out repairs on the school infrastructure and the number of pupils from their schools who joined various cadres of secondary schools after KCPE and results presented in table 4.23.

**Table 4.23: Cross tabulation between repairs done on school infrastructure and number of pupils who proceeded to various categories of secondary schools.**

		How many students proceed to			
		<b>National</b>	<b>Provincial</b>	<b>District</b>	<b>Did not join</b>
Do you regularly carry out repair work?	Yes	5	54	42	4
	No	-	21	59	31

Findings in table 4.23 indicate that schools in which infrastructure are regularly repaired sent more students to national and provincial schools as compared to schools where repairs on their infrastructure are not done regularly. On the other hand it is clear that schools where infrastructure was not regularly repaired did not have any student proceeding to a national school while at the same time having significantly higher numbers of students who did not proceed to secondary schools. Schools that had adequate toilet facilities also performed consistently well compared to those in which head teachers indicated that they did not have adequate toilet facilities. This is a clear indication that

infrastructure management skills of head teachers significantly influence the performance of pupils in public primary schools.

The extent to which infrastructure management skills influence performance of pupils in KCPE was tested using Chi-square and findings presented in table 4.24;

**Table 4.24: Chi-square results for the influence of infrastructure management skills on the Performance of pupils in KCPE.**

Chi-Square( $X^2$ )	19.083
df	1
Asymp. Sig.	.000

Results in table 4.24 show a significant positive relationship between infrastructure management skills of head teachers and the performance of pupils in KCPE ( $X^2=19.083$ ;  $p<0.05$ ;  $df=1$ ). This implies that proper time management by head teachers positively influences performance of pupils in KCPE. Since only one degree of freedom ( $df=1$ ) was recorded in the  $X^2$  computation, Yates correction for continuity was performed and results accordingly incorporated in the final score ( $X^2=19.083$ ;  $df=1$ ).



## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the findings of the study. It also presents the conclusions of the research findings, recommendations based on conclusions and suggestions for further research on influence of head teachers' managerial skills on pupils' academic performance in public primary schools in Kakamega East district. The discussions have been guided by the objectives and research questions of the study. The five objectives of the study are summarized in the purpose of the study. The study purposed to establish the influence of managerial skills of head teachers on pupils' performance in public primary schools in Kakamega East district.

#### 5.1 Technical skills of head teachers and pupils' performance

The first objective of the study was to determine whether technical skills of head teachers influence the academic performance of pupils in public primary schools in Kakamega East district. Information provided by respondents with regard to whether technical skills of head teachers influence the academic performance of pupils in public primary schools was analyzed using both descriptive and inferential statistics to generate summarized scores.

Findings revealed that head teachers' technical skills have a significant influence on the performance of pupils in public primary schools ( $r=0.542$ ;  $P<0.05$ ). This implies that the higher the technical skills of the head teacher, the higher the performance of pupils in public primary schools.

Findings of the study indicated that schools headed by head teachers who had higher academic qualifications of 'A' level and university level performed significantly better than those schools headed by head teachers who had O level academic qualifications. This is an indication that higher academic qualifications of head teachers lead to good performance in public primary schools.

A cross tabulation was also done for questions on professional qualifications of head teachers and scores of pupils in KCPE in the year 2011.

Findings of the study also indicated that public primary school head teachers with higher professional qualifications of bachelor of education and diploma in education produced significantly better mean scores in KCPE in the year 2011 as compared to their counterparts who had P1 level of professional qualifications.

## **5.2 Human relations skills of a head teacher on pupils' performance**

This was the second objective of the study and the researcher sought to determine if human relations skills of head teachers influence the performance of public primary school pupils' in Kakamega East district. In order to establish if human relations skill of public primary school head teachers influence the pupils' performance of K.C.P.E the researcher undertook a descriptive and inferential analysis of data.

Findings revealed a significant positive relationship between head teachers' human relation skills and the performance of pupils in KCPE ( $r=0.618$ ;  $P<0.05$ ). This implies that head teachers with good human relation skills are better placed to manage challenging issues in schools and as a result increase the time taken on academic work hence improving pupils' performance in KCPE.

This is a clear indication that head teachers prefer dispute resolution mechanisms that do not cause more trouble to the concerned staff members. This is a way of trying to enhance good relations between management and members of staff in a bid to maintain good working relationships that are necessary for good performance in schools.

Respondents were also asked if the school had a well-defined chain of command. The results also showed that the mean scores in schools where there were well-defined chain of command, had higher average mean marks of 264.57, 272.08 and 268.95 in the years 2009, 2010 and 2011 respectively as compared to average mean marks of 187.92, 196.77 and 197.36 for the respondents who indicated that they did not have well-defined chain of command in their respective schools for the respective years of 2009, 2010 and 2011.

Head teachers were also asked if they consulted before making decisions for the schools.

### **5.3 Conceptual skills of head teachers and pupils' performance**

The third objective of the study was to determine if conceptual skills of head teachers influence the performance of pupils in KCPE.

Questionnaire items capturing aspects of conceptual skills of head teachers were analyzed using both descriptive and inferential statistics.

Results reveal a significant positive relationship between head teachers' conceptual skills and performance of pupils in KCPE ( $r=0.793$ ;  $P<0.05$ ). This implies that the higher the conceptual skills of head teachers the higher the performance of pupils in KCPE.

All the respondents who indicated that they had attended in-service courses in management also indicated that in-service courses attended had helped in improving academic performance of pupils in their respective schools. This was done through a cross tabulation of the responses on the question regarding whether head teachers had attended in-service courses in management and the question regarding whether the in-service course attended had relevance to pupils performance in KCPE.

This study therefore found that conceptual skills of head teachers influence the performance of pupils in public primary schools in Kakamega East district.

### **5.4 Time management skills of a head teacher and pupils' performance**

This was the fourth objective of the study and the researcher sought to determine if time management skills of head teachers influence the performance of pupils in public primary schools in Kakamega East district.

Questionnaire items measuring time management in schools were analyzed in comparison with questionnaire items measuring performance of pupils in public primary schools.

Findings of the study indicate that head teachers who indicated that they had a calendar of activities for the whole year for their schools recorded consistently above average mean scores in KCPE in their respective schools in the years 2009, 2010 and 2011.

A Chi-square test was performed for the relationship between time management skills of head teachers and the performance of pupils in KCPE.

Results show a significant positive relationship between time management skills of head teachers and the performance of pupils in KCPE ( $X^2=21.051$ ;  $p<0.05$ ;  $df=1$ ). This implies

that proper time management by head teachers positively influences performance of pupils in KCPE. Since only one degree of freedom ( $df=1$ ) was recorded in the  $X^2$  computation, Yates correction for continuity was performed and results accordingly incorporated in the final score ( $X^2=21.051$ ;  $df=1$ ).

Looking at respondents who indicated that they allocated time and resources at the start of the year, their schools registered higher performance in KCPE compared to those schools in which respondents indicated that they did not have a calendar of events and also did not allocate time and resources at the beginning of the year. This is a clear indication that time management skills of head teachers influence the performance of pupils in KCPE. The indication from the above results is that, good time management skills and prudent planning for the time and resources in schools results into improved performance.

The researcher also wanted to know whether there were time wasters and distractions within the school. In order to determine whether time wasters and distractions affect the performance of pupils in KCPE, items on time wasters and academic performance were analyzed alongside each other and the resultant predictive statistics.

A comparison was also done among head teachers who indicated that there were time wasters in their schools and how pupils scores in KCPE in the year 2011. Findings established that schools in which there were time wasters had many pupils scoring lower marks as compared to schools in which respondents indicated that there were no time wasters. Schools where there were no time wasters recorded many students scoring more than 250 marks as compared to schools from which respondents indicated that there were time wasters and distractions who had significantly higher number of students scoring marks less than below average. This is an indication that time management skills of head teachers influence academic performance of pupils in public primary schools in Kakamega East district.

### **5.5 Infrastructure management skills of head teachers and pupils' performance.**

The fifth objective of the study sought to establish if infrastructure management skills of public primary school head teachers influence the performance of pupils in Kakamega East district.

Questions relating to infrastructure management skills of head teachers were analysed to provide predictive statistics of how infrastructure management influences academic performance of pupils.

A Chi-square test was performed for the influence of infrastructure management skills of the head teacher on the performance of pupils.

Findings revealed a significant positive relationship between infrastructure management skills of head teachers and the performance of pupils in KCPE ( $X^2=19.083$ ;  $p<0.05$ ;  $df=1$ ). This implies that proper time management by head teachers positively influences performance of pupils in KCPE. Since only one degree of freedom ( $df=1$ ) was recorded in the  $X^2$  computation, Yates correction for continuity was performed and results accordingly incorporated in the final score ( $X^2=19.083$ ;  $df=1$ ).

Findings of the study indicate that head teachers who had adequate number of class rooms recorded consistently above average mean scores in KCPE in their respective schools in the years 2009, 2010 and 2011. Drawing comparisons with head teachers who indicated that they did not have adequate class rooms in their schools and results indicate that schools without adequate class rooms consistently recorded below average mean scores in KCPE in the years 2009, 2010 and 2011. This is a clear indication that infrastructure management skills of head teachers influence the performance of pupils in KCPE.

A comparison was also done among head teachers who indicated that they regularly carry out repairs on the school infrastructure and the number of pupils from their schools who joined various cadres of secondary schools after KCPE.

Results showed that schools in which infrastructure are regularly repaired sent more students to national and provincial schools as compared to schools where repairs on their infrastructure are not done regularly. On the other hand it is clear that schools where infrastructure was not regularly repaired did not have any student proceeding to a national school while at the same time having significantly higher numbers of students

who did not proceed to secondary schools. Schools that had adequate toilet facilities also performed consistently well compared to those in which head teachers indicated that they did not have adequate toilet facilities. This is a clear indication that infrastructure management skills of head teachers significantly influence the performance of pupils in public primary schools.

The overall results suggested that the independent variable (managerial skills of head teachers) has a significant effect on the dependent variable (performance of pupils). This study therefore enabled the researcher to meet the objectives of the study and to meet the purpose of the study which was to establish the influence of managerial skills of head teachers on the performance of pupils in public primary schools in Kakamega East district. This study was therefore a venture worth undertaking.

## **5.6 Conclusions**

Regarding the findings of the study in relation to the objectives, the managerial skills of head teachers play a crucial role in the performance of pupils in examinations. Head teachers need to possess and sharpen these skills to enable them make informed decisions in relation to examinations. They also need to relate well with teachers and also harness the resources at their disposal for improved performance in examinations.

## **5.5 Recommendations**

Based on the study findings and conclusion, the following recommendations are made:

Head teachers are considered as the main source of leadership by the staff, parents and governors. This therefore calls for head teachers to be knowledgeable in educational matters. Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies.

The technical skills of head teachers are concerned with expert knowledge in the field of education, particularly involving methods and techniques and the ability to analyze issues. They need to appreciate the right way of doing things using the correct techniques. Head teachers need to know current issues and trends in education. They should also be competent in their subject areas so as to set standards for the rest. Since they are tasked with the finances of institutions, they should be conversant with accounting to enable

them be good custodians of school funds given the increased funding through the free primary education programme.

Interpersonal skills are of great assistance when it comes to dealing with the aspect of human resources. The head teacher needs to get along with the other members of staff and pupils and possess good team building skills that will bring about motivation of staff members and pupils to enable them achieve the school vision and mission. Duties, tasks and responsibilities should be shared among staff members and merging challenges tackled from a team approach to make them easy and also to make coordination of tasks easy within the school. The appropriate leadership style should be identified by the head teachers and implemented in the school to bring about feelings of commitment and job satisfaction among the teachers to improve the teaching and learning of pupils and therefore their academic outcome.

As the policy makers and policy implementers, head teachers need to have a clear vision for their institutions. They need to have clear long term goals with an elaborate road map to achieve them. All teachers should be involved in decision-making, problem-solving and creative skills development and implementation as components of the conceptual skills.

As managers head teachers are tasked with making decisions that determine the direction and progress of their institutions and this should be done through consultations with their deputies, SMTs, senior teachers, heads of departments and class teachers who play a role in a school's decision making. Head teachers should create an environment that promotes and nurture creativity. At the school level, it involves new ways of improving the outputs which include academic results. Creativity and innovation should be encouraged but still be controlled to be in line with the government policies to avoid implementing school programmes that are not in line with government practice and policy.

For a school to effectively carry out its programmes to a successful completion, the time allocation has to be done so that there is adequate time to complete the tasks at hand. Time management skills will enable the head teacher to set goals and to prioritize tasks and allocate time according to the nature of the task. The set goals should be written down and should be important so as to motivate teachers and pupils for them to bring about the desired impact. Time management skills also help the head teacher in

prioritizing those tasks that must be undertaken first and those that may have to wait. Time management skills of head teachers will ensure the timetable is learner friendly and takes into consideration all other aspects of the school curriculum to avoid stalling other important school programmes. At the beginning of the school term the head teacher needs to have a plan and calendar of activities for the term. This shows the activities that the school will engage in throughout the term. These include; games and other co-curricular activities, tests and examinations and meetings. This calls for training of head teachers and all other teachers in time management skills to enable them be able to effectively operate within the frame work of time vis a vis the school programmes.

Head teachers need to make all necessary arrangements to acquire adequate facilities and repair any damaged school facilities since this study has shown that poor infrastructure is one of the major barriers to improving access to primary education. Learning takes place better in an environment that is conducive and this includes good structures in form of classrooms, libraries, workshops, proper fencing and adequate toilet facilities. Following the introduction of FPE in Kenya in the year 2003, there has been increased enrollment in public primary schools. This has resulted into overcrowding due to increase in number of pupils without a commensurate increase in available facilities like class rooms, teachers, toilets and play grounds. It is the responsibility of head teachers to put up and maintain school structures that enable the teachers and students to be comfortable, healthy and therefore productive. A good structure should be weather tight, structurally sound, low operating costs and support the activities that are required. This means that structures should be constructed such that there is enough natural light; pupils are protected against wind and rains, the sun and flooding. Head teachers should also maintain appropriate sanitation and water supplies. There should be enough toilets to cater for the population and afford both privacy and comfort. A school should maintain a steady supply of clean water to improve hygiene and check disease outbreaks due to uncleanliness. The head teachers also need to ensure that the school compound is well fenced and the fence is properly maintained to foster a sense of security among the pupils, teachers and school property.



## **5.6 Suggestions for Further Research**

In line with the findings, conclusions and recommendations made in this study, the following areas are hereby suggested for further research in order to create more knowledge on the relationship between head teachers' managerial skills and performance of pupils in public primary schools;

1. Further research should be conducted on the influence of teachers discipline on the performance of public primary schools in Kakamega East district. This is because this study focused on the managerial skills of head teachers in the performance of pupils in public primary schools and yet ordinary teachers are the ones who are directly involved with pupils in matters to do with academics.
2. A similar study may be undertaken using comparative analysis among both public and private schools in Kakamega East district and results compared with those of this study. This would generate wider knowledge about the influence of head teachers on the academic performance of pupils in public primary schools.
3. Further still, a study should be conducted on the influence of head teachers' managerial skills on the performance of pupils in public primary schools using a longitudinal study over an extended period of up to 8 years. This would enable the researcher to determine the extent to which other factors such as entry behaviour of pupils, change in subject teachers and even transfer of head teachers influence the performance of pupils.

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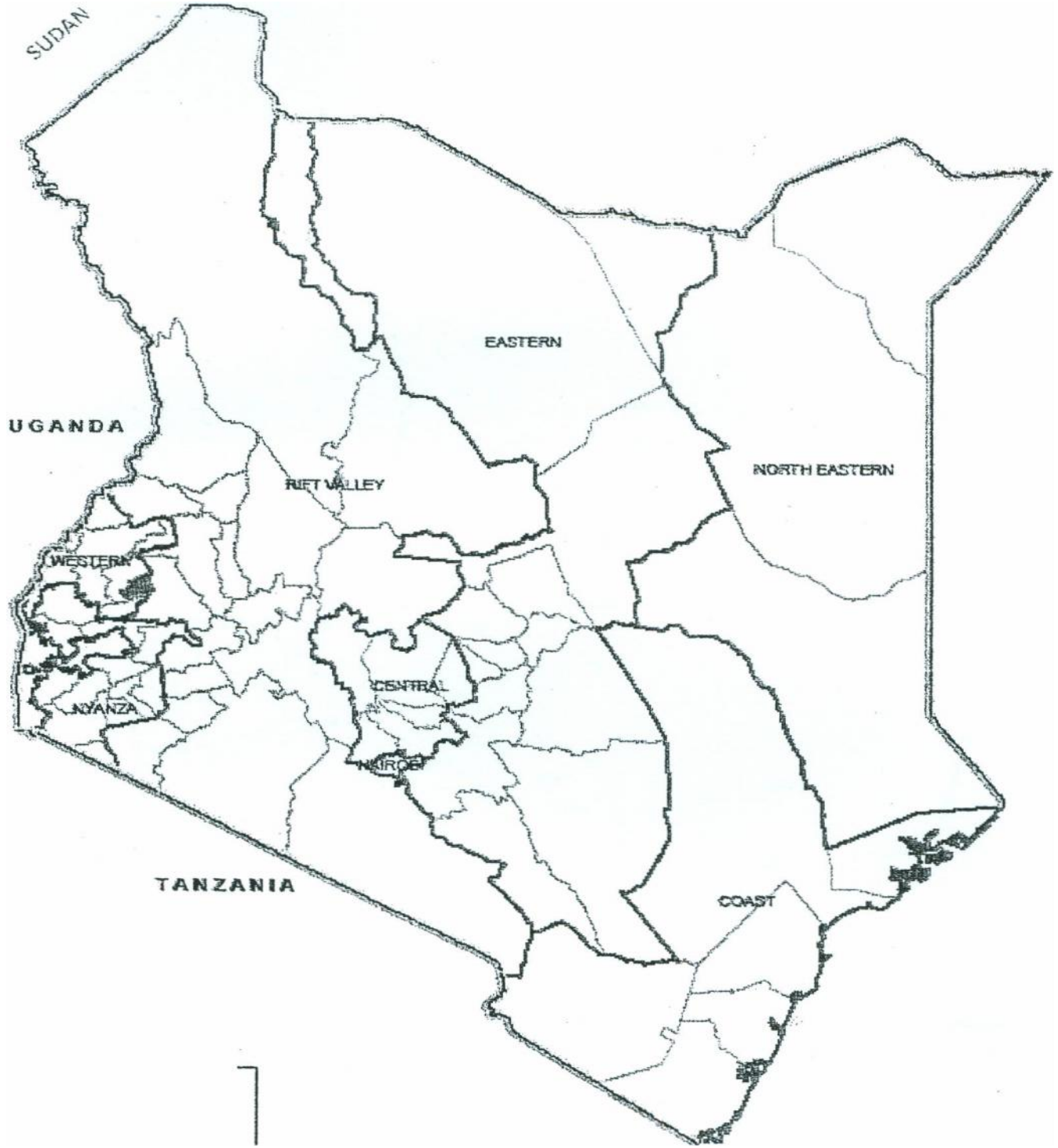
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## APPENDICES

**Appendix i:** Map of Kenya showing location of Kakamega East District





**Appendix iii:** Letter of transmittal

Mulamula V. Shigami

P.O Box 273

Shinyalu

16<sup>th</sup> Oct 2012

To the District Education Officer

Kakamega East District

P.O Box 31 – 50107

Shinyalu

Dear Sir/Madam:

RE: REQUEST TO CARRY OUT RESEARCH IN YOUR AREA

I am a student at the University of Nairobi taking a Master of Arts degree in Project Planning and Management degree. I am required to carry out research as part of my course. I intend to carry out a research on the impact of managerial skills of primary school head teachers on the performance of pupils in K.C.P.E. in Kakamega East District. The purpose of this letter is to seek your permission to collect data in your district. I have attached a copy of the questionnaire that will be used in the research.

Thanks in advance for your co-operation.

Yours faithfully,

Mulamula V. Shigami

## **Appendix iv: Questionnaire**

Dear sir/Madam:

I am conducting a survey about the impact of managerial skills of primary school head teachers on pupils' performance in KCPE in Kakamega East district. I would be grateful if you express your opinion honestly on the following list of questions:

### **QUESTIONNAIRE**

#### **Part A: Facts about the school's past KCPE performance**

1. What was the school's mean mark? in  
2007 (      )  
2008 (      )  
2009 (      )  
2010 (      )  
2011 (      )
2. What was the schools candidature in 2011? (      )
3. How did pupils score in the year 2011?  
Above 350 (      )  
300-349 (      )  
250-299 (      )  
Below 250 (      )
4. How many students proceeded to  
National schools (      )  
Provincial schools (      )  
District schools (      )  
Did not proceed to secondary school (      )

#### **Part B: Head teacher's demographic characteristics**

1. Kindly indicate your gender    Male (      )    Female (      )
2. What is your age?  
20 – 30yrs (      )      31 – 40yrs (      )      41 -50yrs (      )      Above 51yrs (      )



**Part C: Technical skills of head teachers**

For the following set of questions indicate your opinion by ( ) in the brackets provided;

1. What is the level of your academic qualification?  
O-level ( )                      A-Level ( )                      University ( )
2. Kindly indicate your professional qualification  
  
P1 ( )                      Diploma in Educ ( )                      Bachelor of Education ( )

Indicate any other qualification

.....

3. What is your working experience as a head teacher?  
  
Less than 2yrs ( )                      3 – 5yrs ( )                      Over 6 yrs ( )
4. For how long did you serve as a teacher before promotion as a head teacher?  
Less than 2 yrs ( )                      3 – 4 years ( )                      Over 5years ( )
5. Have you attended any in-service course in management?  
Yes ( )                      No ( )
6. If yes indicate the courses you have attended;  
  
Financial management ( )  
Human resource management ( )  
Institutional management ( )  
School leadership ( )  
Public relations ( )

Any other .....

**Part D: Human skills**

In this section you are required to choose from the terms provided one that captures your opinion as closely as possible, please circle the appropriate number as per your opinion;

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

1. The head teacher's style of leadership affects academic performance of pupils

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

2. A school should encourage strict adherence to the administrative structure

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

3. Functional departments in a school contribute to academic performance

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

4. It is necessary to have a functional SMT

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

5. Indiscipline cases should be forwarded to the employer (TSC)

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

6. Staff members to handle indiscipline cases of their colleagues

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

7. Staff members with indiscipline cases to be advised before other staff members

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

8. Those members found with indiscipline issues left to correct on their own

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

**Part E: Conceptual skills**

1. Schools should have school motto, vision and mission statements

**1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree**

2. A strategic plan is necessary for schools

1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
3. Targets to be achieved should be set for the school
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
4. Teachers should be involved in setting these targets
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
5. Pupils should also be involved in setting the targets
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
6. Head teacher has the responsibility to set targets for the school
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
7. Head teachers are tasked with making administrative decisions concerning the school
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
8. The staff should be involved in making decisions affecting the school
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
9. The head teacher allocates staff duties and responsibilities
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
10. Allocation of staff duties and responsibilities is done by the staff
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**

**Part F: Time Management skills**

1. Time management skills of a head teacher affect academic performance
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
2. A school should have a calendar of activities for the whole year
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**
3. Time and resources for activities should be allocated at the start of the year
1. **Strongly Disagree** 2. **Disagree** 3. **Neutral** 4. **Agree** 5. **Strongly Agree**

4. Teachers to attend all lessons

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

5. Other teachers step in for the ones who are absent

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

6. Pupils are encouraged to study on their own in the absence of teachers

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

7. Tuition is organized to make up for lost time

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

**Part G: Infrastructure management skills of head teachers**

For the following set of questions indicate your opinion by ( ) in the brackets provided;

1. Are there enough classrooms for the pupils?

Yes ( )                      No ( )

2. Does the school have enough clean toilets for the pupils?

Yes ( )                      No ( )

3. Does the school have a library?

Yes ( )                      No ( )

4. Do you regularly carry out repair work on the buildings?

Yes ( )                      No ( )

5. If yes in (4) above, which one of the following have you carried out in the last 2 years?

i) Painting ( )

ii) Roofing ( )

iii) Fitting doors and windows ( )

iv) Flooring ( )

**Appendix V: Interview guide**

**Section I**

**INTERVIEW GUIDE FOR OFFICERS AT THE DISTRICT EDUCATION OFFICE**

1. How are teachers identified for promotion to be head teachers?  
.....  
.....
2. Do you have head teachers who perform better than others?  
.....  
.....
3. If yes in (2) above, is there any explanation for the difference in performance?  
.....  
.....
4. Do you think the level of education and the professional qualification of a head teacher affect pupils' performance in national examinations? .....
5. Does the leadership style of a head teacher influence pupils' performance in national examinations? .....
6. Does the nature of infrastructure of a school have influence on academic performance of pupils? .....
7. Do you feel there is need for training in managerial skills for improved performance? .....
8. What managerial skills would you suggest are necessary to improve head teachers' performance? .....

**Section II**

**INTERVIEW GUIDE FOR THE KNUT OFFICIALS**

1. Do head teachers play a role in influencing pupils' performance in KCPE?

.....  
.....

2. Are there head teachers who perform better than others?

.....  
.....

3. If yes in (2) above, is there any explanation for the difference in performance?

.....  
.....

4. Do you think the level of education and the professional qualification of a head teacher affect pupils' performance in national examinations? .....

.....

5. Does the nature of infrastructure have impact on academic performance of pupils?

.....

6. Do you feel there is need for training in managerial skills for improved performance?

.....  
.....

7. What managerial skills would you suggest are necessary to improve head teachers' performance?

.....  
.....

## **Appendix vi: Primary Schools that took part in the study**

1. Bukhaywa Primary School
2. Bulovi Primary School
3. Buyangu S. A. Primary School
4. Chirobani Primary School
5. Handidi Primary School
6. Ileho Primary School
7. ssIngolomosio Primary School
8. Injira Primary School
9. Ivakale Primary School
10. Ivuyi Primary School
11. Iloro Primary school
12. Kwirenyi S. A. Primary School
13. Lubao Primary Primary School
14. Lugala Primary School
15. Lugusi Primary School
16. Lunyu Primary School
17. Madala Primary School
18. Magale Primary School
19. Mashindu Primary School
20. Mukulusu Primary School
21. Munasio Primary School
22. Munyanda Primary School
23. Muraka Primary School
24. Murhanda Fam Primary School
25. Navangala Primary School
26. Shabwali Primary School
27. Shagungu Primary School
28. Shanderema Primary School
29. Shiavirotsi Primary School
30. Shikalakala Primary School
31. Shikulu Primary School
32. Shikusa G. K. Primary School
33. Shiswa Primary School
34. Shivakala New Primary School
35. Singila Primary School
36. Solyo Primary School
37. St. Anne's Mundulu Primary School
38. St. Kizito Shihingo Primary School
39. St. Philips Mukomari Primary School
40. Vikutsa Primary School
41. Wanzalala Primary School