

**INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE ROLE ON
KENYA CERTIFICATE OF PRIMARY EXAMINATION
PERFORMANCE IN GUCHA SOUTH DISTRICT, KENYA**

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**A Project Submitted in Fulfillment of the Requirements for the Award of
the Degree of Master of Education in Educational Administration**

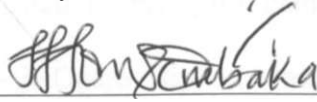
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DECLARATION

This research project is my original work and has not been presented for any award in any other university.



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This research project has been submitted for examination with our approval as university supervisors * •

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DEDICATION

This research is dedicated to my wife Esther Nyabonyi and my children Moureen Kerubo, George Ogaro, Biphon Mbaka and Hellen Nyanduko.

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Primary school headteachers, standard eight teachers and the standard eight pupils of the sampled schools

Finally, I wish to acknowledge colleagues, staff mates and the school community of Riosiri Secondary School who always walked by my side. Glo*y to God the giver and taker without whom my work would have never been.

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LISTS OF ABBREVIATIONS AND ACRONYMS

EFA Education for All

KCPE Kenya Certificate of Primary Education

KNEC Kenya National Examination Council.

MOEST Ministry of Education Science and Technology.

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ABSTRACT

The study was to investigate how primary school headteachers' administrative role influence KCPE performance in primary school in South Gucha district. The study sought to investigate how headteachers' administrative role influences the motivation of teachers and pupils as a strategy to improve KCPE performance, how the headteachers' administrative role in the provision of teaching and learning resource influence KCPE performance by the pupils in South Gucha district, the influence of headteachers' administrative role in the facilitation of refresher courses for teachers on pupils KCPE performance and to determine how headteacherV administrative role in involving parents in school administration influence KCPE performance by the pupils. The required information is obtained through self administered questionnaires, informal interviews and documents analysis.

Headteachers are the custodians of the schools because they provided all the required facilities in their respective schools. This includes hiring of teachers through transfers, providing of teaching and learning resources, administering schools, determining time utilizations and creating a conducive school climate.

In conclusion the following area is identified for further research; Research on headteachers' administrative role on KCPE performance in an urban school set

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Kenya government had continued to give priority to education in its national development plans since her political independence in 1963. The government, parents and other stakeholders have over the years invested significant resources to expand and improve education at all levels. Since education was a fundamental strategy for human resource development input in the development process of the human capital that was embodied, on its beneficiaries (Republic of Kenya, 1966)

In the United States of America, school administrators set standards and goals and established the policies and procedures required to achieve them. They also supervised managers, supported staff, teachers, counselors, librarians, coaches and other employees. They developed academic programs, monitored students' educational progress, trained and motivated teachers and other staff, managed career counseling and other students' services, administered recording, prepared budgets and performed other duties. They also handled relations with parents, prospective and current students, employees and the community. In large school systems responsibilities, were divided among many administrators, each with a specific function. They initiated parents and the community so as to become a part of the school community and made it clear to these stakeholders that their participation in the educational process

was desired and valuable. They worked to garner community favor for the school by organizing community outreach programs to encourage lifelong learning among all community members and to increase the likelihood that community members saw the school as an asset, and, therefore, vote to provide school with money in future school with money in future school improvement ([http. www.b/sgov/ocos007.htm](http://www.b/sgov/ocos007.htm)).

In Tanzania, headteachers viewed themselves as being responsible for supervising teaching and learning activities in the school, including teacher professional development. They also saw themselves as playing an important role with respect to promoting* irtclusion and gender equity, although a minority did not see themselves as having a role in combating harassment or promoting health education. The cumulative of roles performed by headteachers eroded their capacity to monitor the process of teaching and learning. This diminished their supervision roles leading to poor performance in national examination (Bush and Glover, 2003)

In Ghana, the baseline study on headteachers' administrative roles showed that the majority of headteachers at the primary school level did not see themselves as leaders who should take the initiative as change agents. Rather, they saw themselves more as administrators, whose primary responsibility lay in taking custody of school property, attending meetings and implementing directives from local directors and supervisors. They lacked the courage to take the initiative at school level. These responsibilities shouldered by headteachers

led to poor performance in examinations by pupils because of too much absenteeism from their schools (Bush and Glover, 2003)

In Nigeria, the duties of the school headteacher included responsibility to pupils, responsibility to staff, financial transactions, public relations and the evaluation of school's programmes. In doing this, the school headteacher established channels of communication between himself and his staff. This enabled them to spell out school targets with the aim of improving examination performance. The staff and learners remained focused on the school targets and headteacher ensured that all necessary facilities were put in place to improve teaching and learning process (Aliyu, 2003).

Although societies have a lot of differences in their nature and culture, they also have some common characteristics. Societies were social systems which required the fulfillment of some universal functions if they were to continue to exist. Education was a process concerned with these universal functions. Therefore education had the function of transmitting skills, knowledge, norms and values from generation to generation, as well as the formation of social personalities (Eshiwani, 1993)

Education had a purpose and that purpose was to transmit from one generation to the next, the accumulated wisdom and knowledge of the society. Education also prepared the young people for their future membership in the society for active participation in its maintenance or development. This was true of all societies; the capitalist societies, the socialist societies of West and East and the African societies too (Nyerere, 1975)

The benefits of educated individuals ranged from their roles in promoting economic growth, enhancing productivity, reducing poverty, increasing individual earnings and the spill over to the society, enhancing democracy and good governance (Schultz, 1961).

It is clear that education was a worthwhile investment. For example investment at the primary school level earned governments more social returns than all other levels of education. Whereas, the private returns to education increased with the level of education with university having the highest private returns (Psacharopoulos, 1985).

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Elementary schools served as children's first introduction to the world of education, a world which was dominated and shaped their lives for the subsequent years. A child's economic and social success was to a significant extent determined by how well he or she performed in school during these first critical years. The evaluation and prediction of a child's future based on his or her performance occurred through both formal and informal education efforts. Headteachers ensured that teachers whom they employed to teach in pre-primary level had undergone professional training so that learners were to receive quality services otherwise quality was compromised (Reilly, 1995)

In Kenya, primary education currently lasts eight years and is offered to children who range from 6 to 14 years of age (except for special cases). The goal of primary education was to provide all children with an access to quality education on an equitable basis thus ensuring education for all at this level (Ministry of Education Science and Technology, 2001).

Bogonko (1992) notes that Kenya Certificate of Primary Examination had been reduced to a mere selection device for secondary education entrance, thus it ignored the need of pupils for whom the primary school education was terminal. Psacharopoulos (1985) observed that examinations that determined pupils' chances of proceeding with education from primary to secondary was a decisive effect on measures of output from primary schools and often caused high rate of wastage and repetition in the developing countries. He further warned that examinations may be inefficient criteria for selection. Headteachers were the chief executives and were charged with the daunting task of managing teachers and resources available both the physical facilities and the parents to improve the attainment of the objectives of education based on improved examination results (Ayot and Briggs, 1992)

Examinations were used to exercise undue influence on the education system. Examinations were used to serve the highly selective objectives, structures and content of the formal education system. The headteachers were responsible for the overall running and control of the school and for the maintenance of the tone and all-round standards. The organization and control of the staff, both teaching and non-teaching was all part of the headteacher's duties. In particular, the headteacher must check the teaching standards by reference to schemes of work, lessons notes, records of work done and pupils' exercise books. Headteachers who motivated teachers to prepare their lessons in advance covered the syllabus in time to allow learners an opportunity to revise for examinations leading to better performance in KCPE (Eshiwani, 1993).

Headteachers needed to have a focus and vision in the management of schools to avoid imbalance in the allocation and use of resources. Good results in examinations were related to the resources allocated to it. If this parameter was not recognized, it became very difficult to understand why a school continued to perform poorly in national examinations. For example schools whose parents were doing their best in providing school facilities, such as course books, reference materials and physical structures, the blame for poor performance was shifted to teachers (Ayot and Briggs, 1992).

The organization and control of staff both teaching and not teaching was part of the headteachers' duties. The headteacher checked the teaching standards by references to schemes of work, lesson notes and records of work done against pupil's exercise books. The school headteachers were the accounting officers responsible for all revenue and expenditure. The headteachers were to be conversant with school accounting and book keeping procedures and practices. This was to help them to supervise and control the work of the bursar or the accounts clerk. The headteachers maintained and improved the buildings and ground as well as the pupils' classrooms. Physical facilities that were well maintained provided conducive environment for learners to study. Learners spend little time in cleaning them whereas more time was devoted to curriculum instruction which will have a direct impact in the performance of the learner (Eshiwani, 1993).

1.2 Statement of the Problem

The parents, students, the community and the public in general associate success with good examination results. Such results enhance students' chance of advancing for further studies and consequently securing employment. Poor performance is therefore a great concern to the interest groups.

South Gucha District's constant poor performance in Kenya Certificate of Primary Examination over the last few years had raised such concern. The headteachers who formed one of the main pillars in the education sector need training in human relations, conceptual and technical skills which are essential in organizational behaviours (Mutula, 2006). Some headteachers were appointed straight from classroom and thus without training (Kalai 1998).

According to the headteachers' hand book the Teachers Service Commission ensures that the headteachers are allocated fewer lessons so that they can be able to perform their duties efficiently and effectively but this has not translated into improvement in the Kenya Certificate of Primary Examination performance in those schools. There has been minimum research on this topic. The current study attempts to fill this gap.

1.3 Purpose of the study

The study investigated the extent to which primary school headteachers' administrative role influences the performance of pupils in KCPE in South Gucha District.

1.4 Objectives of the Study

The study sought to

- i. Analyze how the headteachers' administrative role in the motivation of staff and students as a strategy affected KCPE performance by the pupils in Gucha South District.
- ii. Analyze how the headteachers' administrative role in the provision of teaching and learning resources influenced KCPE performance by the pupils in Gucha South District.
- iii. Assess the headteachers' influence in the facilitation of refresher courses for teachers on KCPE performance by the pupils in Gucha South District.
- iv. Determine how headteachers' involved the parents in school administration affected KCPE performance by the pupils.

1.5 Research Questions

The following research questions were developed to facilitate the study;

- i. How does the headteachers' administrative role in the motivation of staff and pupils affected KCPE performance by pupils in Gucha South District?
- ii. To what extent is the headteachers' administrative role in the provision of teaching and learning resources influenced KCPE performance by pupils in Gucha South District.

- iii. How does the headteachers' influence in the facilitation of refresher courses for teachers' impacted KCPE performance by pupils in Gucha South District?
- iv. To what extent does the headteachers' ability involved the parents in school administration impacted KCPE performance by pupils in Gucha South District?

1.6 Significance of the Study

The findings of the study may help headteachers to become aware of the influence of their administrative roles in schools and how they affected the performance of learners. The knowledge gained will increase the efficiency of the headteachers as they administer their schools.

The study will also be useful to the educational administrators, for instance the Kenya Staff Institute in identifying the areas which need to be addressed when offering in-service courses to headteachers. The Kenya Institute of Education will be made aware of the numerous problems the headteachers encounter in advising teachers in instructional methods and in selecting teaching materials and use them to reverse the situation.

1.7 Limitations of the Study

The headteachers will be required to give their views on their own performance and the performance of their schools. This may be affected by their subjectivity. The teachers are also likely to be biased depending on their

relationship with the headteachers. The researcher will explain the importance of the research findings to them and to the public. These will change their perception and they will give the right information

1.8 Delimitation of the study

The study only cover public primary in Gucha South District because private schools may have different factors that influence the manner in which headteachers carry out administrative tasks. The Study involved headteachers, standard eight teachers and standard eight pupils of the sampled schools only. Parents and members of the public will not be included in the study.

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1.9 Assumption of the study

The main assumptions of the research were

- i. That the headteachers' administrative roles influence KCPE performance by the pupils.
- ii. That the respondents will provide true and honest responses to the items to the research instruments.
- iii. That the respondents will be motivated to fill the questionnaires in time.

1.10 Definition of significant terms

Chief Executive Officer This is an overall person in charge of an institution or plant.

Drop outs Withdrawing pupils from school before completion of a course of study.

Enrolment Number of pupils in a school or class.

Human Resources This is the personnel that is required in the teaching and learning process. They include teachers and subordinate staff.

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Material resources Physical inputs in teaching and learning process for example text books, chalks, exercise books, pens and rulers

Mean score Average scores obtained by students and schools arrived at after dividing total marks by number of students.

Motivation Stimulation of interest towards high achievement.

Repetition Learn in one class more than once.

Primary Education Basic education offered in primary schools.

Pupils Academic Performance Marks scored by pupils after evaluation

Zone Educational administrative areas in a division.

8-4-4 The years spend in various levels of education. 8 years in primary, 4 years in secondary and 4 years in university.

1.11 Organization of the Study

The study is organized in five chapters. The focus of chapter one is about the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitation and assumptions of the study as well as the definitions of significant term used in the study.

Chapter two comprises of literature review, with specific reference to the various administrative roles of headteachers, summary of literature review and theoretical and conceptual frameworks. Chapter three consists of description of the research methodologies used in the study. Chapter four is about data analysis and interpretation. Chapter five presents the main findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The main focus in this section is about the contributions of primary school headteachers in school administration in South Gucha District in relation to the performance of KCPE. The performance in KCPE largely depended on the input of the headteachers.

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2.2 Primary school staff establishment

Headteachers ensured that their schools acquired enough teachers with the right qualifications. The teachers' qualifications have been identified as a crucial factor influencing performance. Unequal distribution of graduate teachers and the ineffective role played by the teachers and headteachers were major factors influencing performance in Kericho District. The quality of teaching staff in a school was a main determinant in the achievement of student in the examination (Bett 1986). Headteachers can improve the quality of education once they improve the teachers' practices through in-service training, seminars and workshops which influenced their personal and professional competence as well as allowing them to use new materials and effective life and participation in their classrooms (UNESCO, 2002).

Cynthia Cuttman (UNESCO, 2002) mentioned that, "the quality of education will not improve without a critical look at teacher's practices. The in-service training workshops give teachers a personal and professional growth, allowing them to use new materials and inject more life and participation in their classrooms". It was therefore the responsibility of the headteachers to ensure that their teachers were regularly in in-serviced to keep in touch with the changing educational trends so as to improve performance in examinations.

Headteachers should initiate, guide and maintain goal oriented behavior. This will increase the driving force of teachers who will work to the realization of the set out goals. Motivated teachers have a positive attitude towards teaching. Teachers' attitudes towards their work and pupils, class management and interaction with pupils had a great impact on the academic achievement and the retention of the pupils, particularly girls. Teachers' negative attitudes 'push' pupils out of school. Such pupils are sometimes neglected, abused mishandled and sent out of class during teaching-learning periods. This atmosphere is not conducive to learning and made some children especially girls to withdraw from attending learning school programs. The obvious results of all this was absenteeism and poor performance, if not non-completion of the education cycle (Abagi, 1997)

2.3 Provision of resources and facilities

Headteachers of primary schools arranges for the provision of the teaching and learning facilities. They should ensure that the right materials relevant to the school curriculum were acquired in time to facilitate classroom instruction

which lead to improved performance by pupils. This was included among others, school physical facilities such as classrooms, desks, playgrounds and textbooks. These facilities have a direct bearing on performance among students in developing countries. Headteachers therefore ensure that these facilities are in place and in the right proportions (Ayoo, 2002).

Gakuru (1982) cited in Ndiritu (1992) indicate that the condition of school buildings was an important aspect in learning. He revealed that teachers in classrooms with lockable doors and windows could be able to leave their teaching aids in their classes for as long as they wished without the fear of either damage or theft, while those without lockable doors and windows experienced storage problems.

The MOEST (2003) Technical Working Group recognizes that "the availability of Educational materials which is one of the responsibilities of headteachers have a major bearing on education outcomes. These materials include textbooks, equipment, furniture, library facilities and students writing materials. The availability of all materials increased contact hours of the pupils.

2.4 School and class sizes

According to statistic (MOEST, 2008) average school sizes in Kenya range from 282 in Tana River to 1470 in Nairobi. The average class size ranged from 22 in Tharaka to 140 in Nakuru municipality. It is noted that in both

school and class sizes, the highest enrolment was found in high potential urban areas like Nairobi and Nakuru.

The technical Working Group (MOEST 2008) established that large classes have a negative effect on the teaching and learning process, because teachers hardly adequately pay attention to slow learners or effectively carried out proper assessment of their pupils. This in turn affected pupils' performance in examinations. It was therefore the responsibility of headteachers to ensure that classes are kept within the optimum size of 50 pupils to enable the teachers to give efficient and effective services that increase retention rate and subsequently the performance of the learners.

However, schools with a large enrolment can perform better than those with small enrolment. This was due to the fact that large schools attracted better headteachers with good administrative skills which created conducive learning atmosphere and teaching environment resulting into high academic achievement. Large schools received promptly and effectively adequate equipment and textbooks for use in their school (Ndiritu, 1999)

2.5 Headteachers' role in school management

Duignan (1986) cited in Asuga (2002) identified school leadership as one of the crucial factors in schools' success. He pointed out that some of the activities that constituted effective leadership by school Headteachers included; setting an orderly atmosphere, creating a climate of high expectations for the teachers and students, encouraging collegial and

collaborative relationships and building commitment among students and staff in order to achieve the set school goals.

Griffin (1994) in his book, "School Mastery" argued that the school administration has direct bearing on the achievement of the learners because it played a key role in coordinating, directing and facilitating the learning process. He further pointed out that many schools in Kenya have been brought down by poor management. The study by Eshiwani (1983) also underscored the fact that schools that showed signs of good performance had sound efficient leadership. Headteachers of such schools were actively involved in organizing the learning process of* their schools and did not leave it to mere chance. They were not only readily available in their schools but also participated actively in the actual teaching process and were familiar with classroom activities.

Creemers (1994) in his education effectiveness model, identified the teacher-related factors as well as student-related factors (school climate) that determined students' achievement. At the student level, Creemers identified the students "background" motivation and aptitudes as strong determinants of their achievement. At this level, he identified two variables as being crucial to students' achievement, namely time on task and opportunity to learn. He defined "time on task" as the time students are willing to spend on school learning and on education tasks, which he considered as being determined by both students motivation and factors evident at both the school and classroom level. Time on task was specified as being the time the students are actually

involved in learning. However, he pointed out that time have to be filled by opportunities which dealt with the supply of learning materials, experiences and exercises through which students acquired knowledge and skill. He also identified the quality of instruction as being an important determinant of the outcomes of education. In this study, he singled out the quality of textbooks and other materials used by the teacher. This was the responsibility shouldered on headteachers who are in charge of procurement of school teaching and learning resources.

Creemers (1994) underscored teacher's behavior as an independent contribution to school effectiveness by pointing out the important role of the teacher as being that of setting the time framework (for lessons as well as for homework), organizing the instructional environment, and providing, initiating and continuing the instructional process. He concluded by listing the characteristics of effective teacher behaviors that positively affected pupils' performance, which included; effective class management, orderly and quiet atmosphere, use of homework, high expectations, clear goal setting, structuring the curriculum content, clarity of presentation, frequent questioning, use of an immediate exercise after presentation of new content, and use of evaluation, feedback and corrective instruction which were all the supervision of headteachers

2.6 Time utilization in school

Headteachers monitor timetable making and the allocation of periods to the teaching staff. The time allocation in teaching and learning had also been

shown as being a contributing factor to a school's performance. Comber and Keeves (1973) had observed that within limits, the more hours allowed for instruction in a subject the higher the achievement. A report on performance by the KNEC as quoted in Mutea, (2002) cited lack of adequate revision time as a major factor that influence KCPE performance. Eshiwani, (1983) noted that most school lost many teaching and learning hours at the beginning and end of each term.

These could account for many failures at the national examinations. Simiyu, (2002) noted that a crucial factor consistent with good performance was the students' discipline. This was reflected in an organized study timetable which individual students drew for proper management of their time.

A study done by Michieka (1999) on students' dropouts rates in Kisii District revealed that frequent absenteeism of learners led to loss of study time and consequently failure in examinations. Abagi (1997) further noted that there was a lot of wastage of pupil's learning time in primary schools which led to inadequate syllabus coverage in preparation for national examinations leading to poor performance. It was therefore the responsibility of headteachers to ensure that no time is lost during the opening weeks of every school term calendar.

Headteachers and teachers should alert the learners in advance that an assessment date had been scheduled for a certain day. This eliminated surprise assessment which got some learners off guard leading to poor performance which will not reflect their ability. The assignments were marked and

discussed accordingly. This approach encouraged the learner since he/she was involved in decision making (Mbithi, 2002).

2.7 Involvement of parents in school administration

Headteachers involved parents and community in school administration and decision making process. The school management committee had a clear vision and focus towards the improvement of examination performance. For many years there has been

General acceptance was given to parents and community members. A strong voice in school management can strengthen schools' accountability to communities, increase teacher and student attendance, improve the efficiency of resource used, and mobilize increased community support for schools, and improve student learning. Global experience showed that community involvement in school governance can be a positive force for school improvement, even where parents were illiterate (UNESCO, 2003).

Griffin (1996) also accorded parental participation great importance as a factor determining the pupils' performance in examination. He pointed out that parent's involvement is an important element in the learners' academic achievement and that this relationship was observed even when the school-student population, teacher qualifications and experiences were controlled.

Headteachers should encourage parents to visit schools in order to discuss the progress of their children with their teachers. Kathuri, (1997) cited in Asuga, (2002) revealed that children whose parents paid regular visits to school to

find out their progress or attend school functions did better academically than those whose parents never paid such visits.

2.8 Summary of Literature Review

In this section, various headteachers' administrative roles that influenced pupils' academic performance have been presented. They included the availability and quality of teachers, teaching and learning resources, school and class sizes, time utilization and parental and community involvement in school matters.

Finally, the inter-play of the headteachers' administrative roles and the process of schooling determined the level of pupils' academic achievement in examinations was illustrated by use of the stated conceptual framework.

The study had highlighted in details the contributions of headteachers' administrative roles on the performance of the Kenya Certificate of Primary Examinations in South Gucha District.

The study investigated the contributions of primary school headteachers' administrative roles on KCPE performance, a study that has not been carried out by educational administrators in South Gucha District primary schools. The study enabled primary School administrators to understand their roles and put necessary systems in place so as to improve the performance index of their schools and subsequently fill the gaps of poor performance in the Kenya Certificate of Primary Examination.

2.9 Theoretical framework

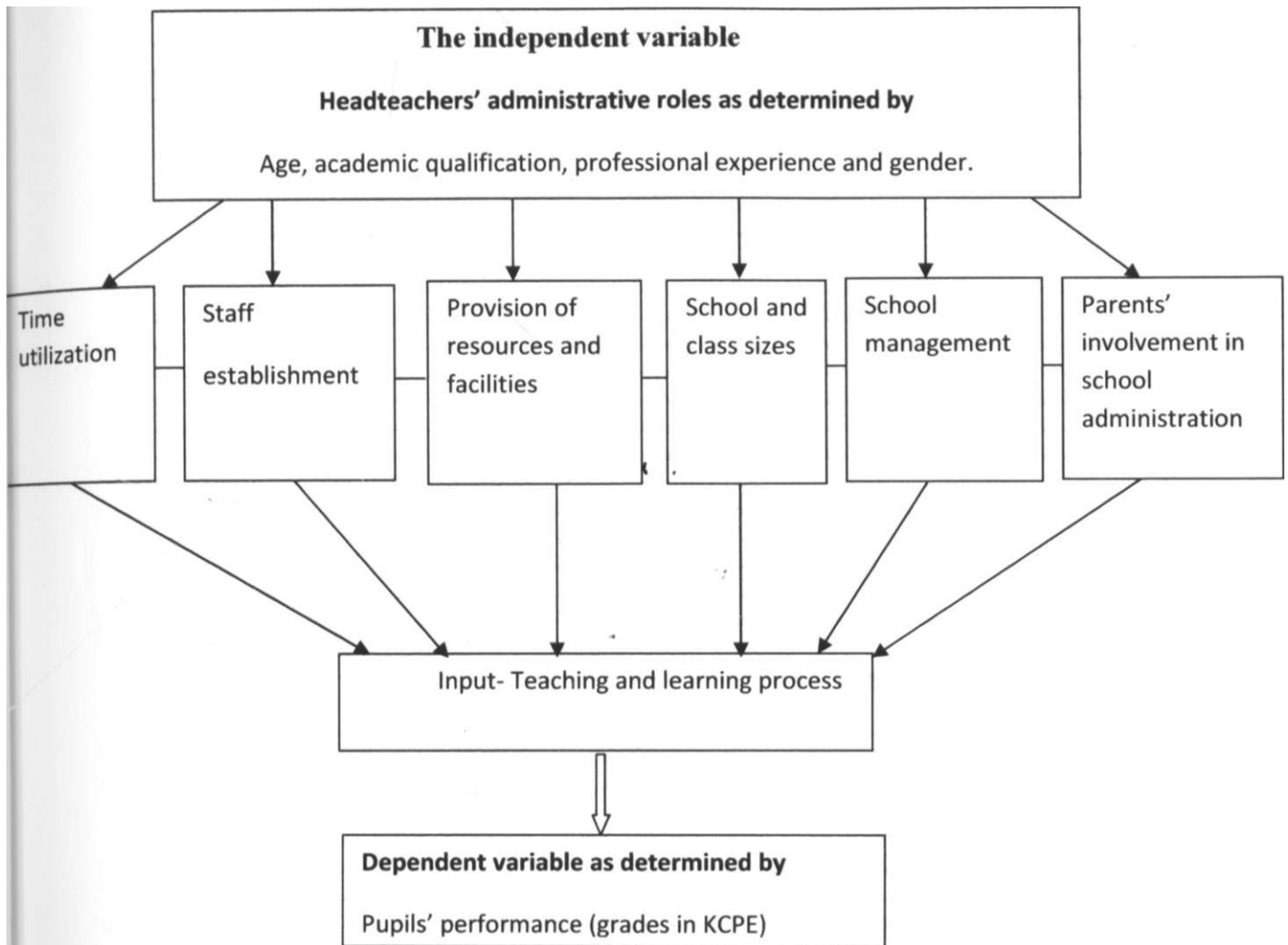
The study is anchored on the Path Goal Theory (1971). This is a leadership theory in the field of organizational studies developed by Robert House, an Ohio State University graduate in 1971 and revised in 1996. The theory stated that a leader's behavior was contingent to the satisfaction, motivation and performance of his or her subordinate. The revised argues that the leader engages in behavior that complements the subordinate's abilities and compensate for deficiencies. The path-goal model is classified both as a contingency and as a transactional leadership theory.

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Path-goal model applies to this study because once the headteachers' behavior is accepted to teachers it becomes a source of satisfaction and motivation. The headteacher will facilitate, coach and reward effective performance. Headteachers will vary their leadership behaviors to suit situations so as to assist teachers in attaining educational goals and provide direction and support needed to ensure their goals are compatible with the organizational goals. The theory provides guidance to headteachers on how to manage human resources and the physical facilities so as to improve KCPE performance. The headteachers should clarify the objectives to help followers achieve the goals and make the journey easier by reducing roadblocks and pit-falls, (en.wikipedia; ogr/wiki).

2.10 Conceptual framework

Fig 2.1: Model of headteachers' administrative roles on KCPE performance



Source: Adopted from Mulwa (2005)

According to the conceptual framework, the headteachers controls all the activities of the school and ensure that all the required materials and structures are pufin place for effective learning process. These include acquisition of

enough teaching and learning resources, physical facilities and the human resources who are motivated after training. This becomes the inputs that undergo processes in the form of classroom organization, classroom dynamics and effective time utilization in a disciplined environment. When all is observed the targeted outcomes was realized in form of high scores in Kenya Certificate of Primary Education.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the procedures that were used in carrying out the study. It is organized along the following sub sections; research design, target population, sampling techniques and sample size, research instruments, instruments validity, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

Research design is a plan, structure and strategy of investigation conceived to obtain answers to research questions. It is the researcher's plan for the study, which includes the methods to be used, what data to be gathered, where, how and from whom. Quantitative researchers maintain that once the research had been designed, it must be followed throughout the study (Ary, and Jacobs, 2006)

This study adopted survey research design. Sapsford, (2007) defines survey research as ^{4t}the collection of quantified data from a population for purposes of description or identify variation between variables that may point to casual relationship". Survey research design is selected for the study because questions about peoples' beliefs, opinions, attitudes, characteristics and behaviors are answered in order to generalize the population of Gucha South

District. The design is used to investigate into the influence of primary school headteachers on KCPE performance in South Gucha District.

3.3 Target population

The target population for this study consists of eighty headteachers of all primary schools in South Gucha District, all the teachers handling standard eight and all standard eight pupils because the performance is a product of the input of the headteacher, teachers and standard eight learners. The headteachers organize and facilitate the teaching and learning process in their schools, and are in a better position to provide general information about their schools. Teachers handling class eight are in constant contact with the pupils on daily basis. The standard eight pupils, who experience the curriculum are evaluated to determine their performance in their schools.

3.4 Sample size and sampling procedure

Although researchers want to gather information about the characteristics of population they usually study a small group (sample) carefully drawn from the population and then use the findings from the sample to make inferences about the population (Ary, et al, 2006). The number of schools sampled in the study were determined using the formula $n=0.3N$ where n is the sample size and N is the population size (Best and Kahn, 2004). The sample size of the schools is $0.3 \times 73 = 22$ which means that 22 schools were sampled. To determine the schools to take part in the study, random sampling was done. In this method, each school was assigned a number on screwed up pieces of paper. The paper is put in a basket and then thoroughly mixed to ensure that each number has

equal chance of being selected. Once mixed, a representative sample is selected by picking a piece of paper from the basket and recording the schools' name. The procedure continues till all the **22** schools are selected. Then the headteacher, two standard eight teachers and 5 standard eight pupils are sampled to take part in the study. This method is suitable for the study because the population is small and finite (Sapsford, 2007)

3.5 Research Instruments

This study used questionnaires to collect data from the sampled schools. Kumar (2005) defines a questionnaire as a written list of questions, whose answers to which are recorded. These questionnaires contained questions related to the objectives of the study.

To collect data from the respondents, three questionnaires one for headteacher, standard eight teacher and standard eight pupil were administered. Each of the questionnaires contained twenty four items.

3.5.1 Instrument Validity

Validity of research instruments refers to the extent to which a test or an instrument measures what is intended to be measured. To enhance content validity, appropriate and adequate items relevant to research objectives are included in the questionnaires. In addition, questionnaires are pilot-tested in four schools that are randomly sampled, this is followed by their revision. Similarly colleagues, supervisors and experts in the university's school of education were consulted to validate the instrument. During the piloting, a

small sample, consisting of three class eight pupils, two class eight teachers and one headteacher of the sampled four schools are chosen to participate in the study. The sample is obtained through random sampling to allow equal chance of participation. The pretest instrument is evaluated by two university lectures who are experts in Educational Administration. Their feedback helps to restructure the instruments.

3.5.2 Reliability of the instruments

Reliability of the instruments refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another (Fraenkel & Wallen.2006). The questionnaires are split into two halves. The split half method is used and all odd numbered items form one subset and all even numbered items form another subset. The scores of the two subsets for each individual are then correlated. The correlation obtained represents the reliability coefficient of only half of the test so that a correction or modification is applied in order to obtain the reliability of the entire test. Therefore, the Spearman Brown Prophecy formula applied as follows;

$$\mathbf{R_e = 2r/1+r}$$

Where **Re** = Correlation coefficient of the entire test

r = Correlation coefficient of the even numbered statement with the scores of odd numbered statements.

3.6 Data collection procedures

A research permit is obtained from the Ministry of Higher Education Science and Technology. Then the District Commissioner and the District Education Officer, South Gucha District was informed. Thereafter, schools are visited and the headteachers' consent is sought. The researcher personally visits each school. A sample of **22** headteachers, **44** standard eight teachers and **110** standard eight pupils are sampled. They respondents are then issued with questionnaires which are filled and returned to the researcher.

3.7 Data analysis techniques

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Data analysis is the process of bringing order and meaning to raw data collected (Mugenda & Mugenda, 1999). Data analysis involves the cleaning, coding and editing. Coded data was entered into the computer using Statistical Package for Social Sciences (SPSS) where it is developed into a database and analyzed. The findings are presented using tables, charts, graphs and inferential statistics such as the regression models. The study is generated using both quantitative and qualitative data. Descriptive statistics is used to analyze qualitative data by using mean scores frequencies and percentages.

CHAPTER FOUR

Data analysis and interpretation

4.1 Introduction

This Chapter is composed of all the findings of the study which include the questionnaire return rate, demographic information of the respondents and the analysis of the three questionnaires. The objectives in this chapter are analyzed using tables, percentages, means and graphs.

This chapter also deals with the presentation and analysis of data which were collected from 22 schools. The data was obtained through document analysis in schools and in the DEO's office. The study investigated the influence of headteachers administrative role on KCPE performance in South Gucha District.

4.2 Questionnaire return rate

Three sets of questionnaires were used to collect data. A questionnaire for headteachers, which was meant to elicit school policy, class eight teachers' questionnaires were used to delve into school practice as experienced by the implementers of the school policy and class eight pupils' questionnaire meant to obtain information in the school practice as experienced by the pupils who are the recipients of the school policy.

The headteachers' questionnaires were 22, a total of 44 questionnaires were given out to class eight teachers and 110 questionnaires were given out to class eight pupils and all were returned.

4.3 Characteristics of respondents.

The respondents provided demographic information regarding their Zone, Gender, academic and professional qualifications. The pupils further provided information on their Zone, gender and the number of times they had learned in standard eight. The demographic information is summarized in the tables as follows:

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Table 4.1 Distribution of respondents in the Zones

Zone	No. of h/teachers	No. of teachers	No. of pupils	Total	Percentage
Mochengo	6	12	30	48	27%
Nyakembene	6	12	30	48	27%
Tabaka	5	10	25	40	23%
Moticho	5	10	25	40	23%
Total	22	44	110	176	100%

The table 4.1 indicates that Mochengo and Nyakembene zones each contributed the largest number of respondents at 48 of the 176 respondents.

This indicated that all the schools that were sampled showed that they had equal staffing rates

Table 4.2 Distribution of Headteacher Respondents by Gender

Gender	Headteacher		Teachers		Pupils		Total	
	F	%	F	%	F	%	F	%
Female	2	9	10	23	47	43	59	34~
Male	20	91	34	77	63	57	117	66
Total	22	100	44	100	110	100	176	100

The table 4.2 indicates that in general, the male respondents were more than female respondents in all the categories. There were 59 female respondents and 117 male respondents. The highest difference between male and female respondents was found among the headteachers where only 2 out of 22 were female.

4.4 Analysis of the headteachers questions

The study focused on primary school headteachers' administrative role on the performance of pupils in KCPE in South Gucha District. Twenty two questionnaires for headteachers were distributed and all were returned, where 20 male headteachers while 2 were female headteachers.

Table 4.4 Distribution of headteachers by professional qualification

**Academic qualification and Headteachers
education level attached**

	MALE	%	FEMALE	%
EACE/KCE/KCSE FORM 4	13	65	0	0
EAACE/KACE-FORM 6	7	35	2	100
TOTAL	20	100	2	100

According to table 4.3, 13 out of the 20 male teachers had form 4 level of education as their highest academic qualifications. The two female headteachers had form 6 as their highest academic qualification. All the 22 headteachers had the academic requirements for primary school teachers. Hence, all headteachers were academically qualified.

Table 4.4 Distribution of headteachers by professional qualification

Teachers' qualification	Headteachers	
	Frequency	Percentage
PI	1	5~
SI	0	0
ATS	12	54
DIPLOMA	2	9
GRADUATE	7	32
TOTAL	22	100

As indicated in table 4.4 all the headteachers who participated in the study fall under four main categories while there was no headteacher with SI qualification. Among the headteachers only 1 had the PI qualification, 12 ATS qualification and 7 had graduate qualification. The training of headteachers enabled them to control the teachers who worked under them. These increased harmony and good relations as it further influenced the teaching and learning process and eventually influenced pupils' academic performance in schools.

Table 4.5 Distribution of headteachers' by their administrative experience

Score interval in years	Frequency	Percentage	Cumulative Percentage
0-2	4	18	18
3-5	6	27	45
6-8	3	14	59
9-10	3	14	73
Over 10	6	27	100
Total	22	100	

The table 4.5 indicates that 55% of the headteachers had an administrative experience of over five years. This means that the majority of them were familiar with their duties and could dispense them effectively.

4.5 Analysis of the standard eight teachers' questions

The study focused on primary school teachers employed by the Teachers Service Commission in South Gucha District and who were teaching standard eight pupils. Forty four questionnaires were issued to the teachers which were dully filled and collected.

The standard eight teachers benefited from the administrative services of the headteachers and therefore better placed to assess them.

Table 4.6 Distribution of teacher respondents by professional qualification

Gender	Frequency	Percentage	Cumulative Percentage
PI	25	58	58
SI	0	0	0
ATS	6	11	69
Diploma	6	13	82
Graduate	8	18	100
Total	44	100	100

According to the table 4.6, 25 of the total standard eight teachers who participated in the study had attained Primary teacher one (PI) training qualification. This was an indication that all teacher respondents qualified appropriately to teach in primary schools.

4.6 Headteacher's role in determining school and class sizes

Table 4.7 Population of teaching staff in sampled primary schools

No. of teachers	Frequency	Percentage	Cumulative Percentage	Streams
6 and below	0	0	0	8
7 - 8	11	50	50	8
9 - 10	9	41	91	8
11 - 12	2	9	100	8
Above 12	0	0	100	8
Total	22	100	100	40

According to the table 4.7, most of the school sampled had a population of between 7 - 8 teachers at 50%, 41% had 9 - 10 teachers while only 9% had 11 - 12 teachers. This gave a clear indication that most of the schools sampled were single streamed schools.

Table 4.8 The average number of lessons per teacher respondent in a week

Number of lessons	Frequency (f)	Class mid point (x)	Product of f and x	Percentage	Cumulative Percentage
20 and below	0	18	0	0	0
21-25	16	23	368	30	30
26-30	17	28	476	39	69
31-35	8	33	264	22	91
36-40	3	38	114	9	100
Over 40	0	43	0	0	100
Total	44		1,222	100	100

Mean lessons per teacher per week =28

According to table 4.8; on average primary school teachers have 28 lessons per week. This is a clear indication that the teachers handle an average of 6 lessons per day. The standard eight teachers are therefore not overloaded.

Table 4.9 Subjects currently taught by class eight teachers.

No. of subject taught	Frequency (f)	Observation(x)	Percentage	Cumulative Percentage
1 subject	12	12	14	14
2 subjects	25	50	58	72
3 subjects	4	12	14	86
4 subjects	3	12	14	100
5 subjects	0	0	0	0
Over 5subjects	0	0	0	0
Total	44	86	100	100

According to above table 4.9; more than half of the standard eight teachers 72% out of the 44 teachers that were sampled handle between one and two subjects in class eight. This indicated that the teachers had enough time to prepare for their lessons, through the preparations of the schemes of work, lesson notes and lesson plans including the records of work.

4.7 Headteacher's role in determining time utilization

Table 4.10 Number of teachers who observed school policy (practices as reported by class eight teachers)

Practices/Policy	All the time		Most time		Limited time		No time		Total
Punctuality	20	45	24	55	-	-	-	-	44~
Marking Promptly	16	36	24	54	4	9	-	-	44
Syllabus Coverage	8	18	32	73	4	9	-	-	44

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According to table 4.10, all of the teachers (100%) observed punctuality, 90% of the teacher marked the pupils' books promptly while 91% managed to cover the syllabus for their classes. This indicated that all teachers we dedicated to teaching their pupils and prepared them well in advance for examination.

Table 4.11 Teachers responses on practices depicting commitment to teaching

practices	Always		Frequently		Occasionally		Rarely		Never		Total
	F	%	F	%	F	%	F	%	F	%	
1. Strict observation of timetable	26	59	17	39	1	2	0	0	0	0	44
2. Attend all lessons	29	66	10	23	3	7	2	4	0	0	44
3. Compensate missed lessons		^		29	6	14	3	7	2	5	44
4. Giving Homework	21	48	12	27	7	16	4	9	0	0	44
5. Revise Home work				<							
	18	41	14	32	8	18	3	7	1	2	44

According to table 4.11, the majority of the teachers 90% attended to their lessons. This meant that they could not cover their syllabus or covered it in hurry. Only 74% teachers compensated for the lost lessons, 26% teachers never compensated for the lost lessons. 75% of teacher gave homework to the pupils,

25% of the teacher did not give homework. Finally 73% of teacher revised the homework with the learners and 27% of the teachers did revise the homework with the learners.

The availability of pupils progress records which were updated indicated that the learners were regularly tested to enable them memorize facts in readiness for summative KCPE evaluation.

Table 4.12 Class size distribution of standard eight pupils in sampled schools per zone

No. of pupils/class population	Frequency	Percentage	Cumulative percentage
15 and below	1	4	4
16-20	9	41	45
21-25	5	23	68
26-30	2	9	77
30 and above	5	23	100
Total	22	100	100

According to table 4.12, nine schools had registered between 16 to 20 candidates for KCPE 2012. This represented 41%. Only one school had registered 15 candidates. 23% of the school had registered between 21 to 25 candidates another 23% had registered 30 and more candidates.

The remaining 9% registered between 26 and 30 candidates. This was attributed to the high rate of repeating in standard seven.

Table 4.13 Distribution of pupils' population in the sampled schools

No. of pupils/ population	Frequency	Percentage	Cumulative percentage
201 -300	5	23	23
301 -400	6	27	50
401 -500	6	27	77
501 -600	4	18	95
600 and above	1	5	100
Total	22	100	100

According to table 4.13, it was revealed that 77% of the schools sampled had a population of more than 300 pupils.

Table 4.14 Distribution of standard eight pupils' repetition rate

Number of classes repeated	Frequency	Percentage	Cumulative percentage
None	90	82	82~
1	16	14	96
2	14	3	99
More than 3	96	1	100
Total	110 < .	100	100

From the table 4.14, it is evident that repetition was not so much pronounced in the district. Only 18% had repeated. This indicates that time was not wasted on the part of the pupils.

4.8 Headteacher's role in the motivation of teachers and pupils

Table 4.15 Distribution of rewarding system as reported by class eight Teachers⁹ and pupils

Rewarding	Always		Frequently		Occasionally		Rarely		Never		Total
	F	%	F	%	F	%	F	%	F	%	
Teachers	18	41	6	14	15	34	4	9	1	2	44~
Pupils	52	47	16	15	8	7	24	21	10	9	110

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According to table 4.15, both teachers and pupils revealed that most schools did not have a rewarding system for teachers and pupils. However a good number of schools had the rewarding system in place. This was through the contribution of parents and the stakeholders.

In those schools where there was no rewarding system, the teachers and pupils lacked the motivation. This was a likely indication that performance was to decline.

Table 4.16 School Mean scores for four consecutive years

Mean score	2008		2009		2010		2011	
	F	%	F	%	F	%	F	%
151 -200	3	14	6	27	5	23	7	32
201 -250	10	45	9	41	14	64	9	41
251 -300	9	41	6	27	3	13	6	27
301 -350			1	5				
Total	22	100	22	100	22	100	22	100

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According to table 4.16, most school had registered mean scores of 201 - 250 for the four consecutive years. This means that most of schools in the district were performing at average mean of below 250. Equally a large proportion of the schools were able to obtain mean scores of between 301 - 350 marks. In the year 2011 for example, 32% of the schools had a mean of 150 - 200, 41% of the schools had a mean of 201 - 300 marks. This indicated that the performance was still wanting especially for those schools with a means score of below 200 marks. The headteachers of those schools were not contributing enough as required. Since performance is the key to quality transition from primary to secondary learning, then much is still need from those headtachers.

Table 4.17 The amount of pupils' learning time consumed by various activities

Activity	Very little		Little		Moderately		A lot		Totals
	F	%	F	%	F	%	F	%	
"Sp^S	3	3	8	7	48	44	51	46	110
Festivals	2	2	20	18	48	44	40	36	110
Punishment	49	45	41	37	18	16	2	2	110
Working in school farm	70	64	31	28	9	8	0	0	110
Smearing classrooms	104	95	6	5	0	0	0	0	110

From the table 4.17, there is evidence that pupils' learning time was sometimes interrupted by other activities outside the class notably sport activities and drama festivals. However pupils were not so much involved in school gardening and smearing. This was because most schools have relatively small compounds and all of their classrooms were permanent ones which need to be washed. Although this time may not have been significantly high, eventually it could have an effect on the total time spend on learning activities, ultimately affecting pupils' performance in the KCPE examinations. It is the responsibility of the headteachers to create time as compensate for the lost

time in the co-curricular activities. This could be done through attending both morning and evening preps and also attending lessons over the weekends.

4.9 Parents and community participation in school activities

Table 4.18 The level of participation by parents/community in school activities as reported by the pupils

Activity	Always		Most times		Sometimes		At no time		Totals	
	F	%	F	%	F	%	F	%	F	%
Discuss on pupils academic progress	41	37	24	22	43	39	2	2	110	100
Parent assist pupils to do homework	25	23	18	16	61	55	6	6	110	100
Development activities of the school	62	56	21	19	26	24	1	1	110	100
Give advice and suggestions on academic progress	23	21	25	23	53	48	9	8	110	100

According to table 4.18, 37% of the pupils had their parents always participating in discussions concerning academic progress, 22% participated most times, 43% sometimes while 2% did not participate at all. 23% had their parents assist them in doing homework always, 16% most times, 61% were

only assisted sometimes while 6% were never assisted at all. 62% had their parents participate in development activities of their school always, 21% most times while 1% never participated at all. 21% reported that members of the community always consented to advice and guided pupils on academics. 23% reported that this was done most times, 48% sometimes while according to 8% such members were never invited in their schools.

Generally, this means that parents/community involvement in school activities was just moderate, which could be creating some distance between the school (teachers) and home (parents). This could in turn affect pupils' performance in school. It was up to the headteachers to bridge the gap between the school (teachers) and home (parents) by creating an enabling conducive school environment for positive interaction between the two groups for subsequent improvement in performance.

Low participation of parents in the Management of homework could be due to the low education level of the parents. The low education level of parents could also account for the low level of participation of parents in discussions concerning the academic progress of their children. However, the headteachers could be to blame on their failure to invite members from the community to talk to pupils on academic issues, as this could be a source of encouragement to the pupils.

4.10 Headteachers' role in school management

Headteachers are school administrators who have a direct contribution towards the achievement of learners. They play a key role in coordinating, directing and facilitating the learning process. Headteachers are therefore involved in organizing the learning process in their schools.

Among the indicators that were used to measure headteachers' commitment to teaching were initiating and directing goals for teachers, displaying confidence and trust in staff members, giving opportunity to individual teachers to make decisions, giving rewards and recognition generously to teachers who deserve, supervising teachers' work always, allowing teachers to attend workshops and seminars so as to improve their competencies in instruction. All the headteachers admitted they had **Valued** and incorporated the above as part of their daily school practices. Their responses were sampled as follows:

Table 4.19 Headteachers' comments on the extent to which various practices are part of their school policy

Practices/school policy headteachers	Always		Frequently		Occasionally		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Initiate and direct goals for teachers	6	27	U	50	3	14	2~9		0	0	22	100
Display confidence and trust in teachers	12	55	8	36	2		0	9	0	0	22	100
Allow teachers to make decisions	10	45	7	32	2	9	2	9	1	5	22	100
Give rewards and recognition to teachers who deserve	10	45	7	32	4	18	0	0	1	5	22	100
Allow teachers to attend workshops and seminars	10	45	7	32	3	14	2	9	0	0	22	100
Invite parents to attend class conferences	9	41	7	32	6	27	0	0	0	0	22	100
Encourages parents and community to participate in school projects	6	27	9	41	6	27	15		0	0	22	100

According to table 4.19 most of the headteachers' responses indicated that their school policies were positively skewed. Almost all headteachers scored over 50%. However, in all the 22 schools sampled, only 27% involved parents and community to participate in school projects always. This indicated that the 32% of the parents had left all their responsibilities in the hands of the teachers and therefore could not even find out about the academic progress of their children. Only 45% of the headteachers were rewarding their learners always. From the data collected, 5% headteacher never reward the learners at all. This meant that the learners as well as their teachers had a very low motivation. The low the motivation, the poorer the performance that was attained. It was noted that 77% of the headteachers allowed their teachers to attend workshops and seminars frequently. This subsequently enabled the teachers to improve on their teaching methodologies and practices. They were also kept in touch with the ever changing emerging issues in field of education in both theory and practice. This led to the improvement of performance by the pupils. It is also important to note that 77% of the headteachers had allocated roles to their teachers through the decision making process which was left in the hands of teachers. This increases motivation among the teachers who were potential headteachers.

Table 4.20 Headteachers¹ Comments on whether teachers in the school prepared various official documents as a matter of policy

No.	Document	Always		Frequently		Occasionally		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Schemes of work	18	81	3	14	1	5	-	-	-	~		
2	Lesson plan	14	64	6	27	2	9						
3	Records of the work covered	10	45	8	36	3	14	15					
4	Pupils progress record/record forms/cards	20	91	2	9	-	-	--					

According to table 4.20, more than 80% of the headteachers had their teachers preparing the required tools of work without which, they could not be able to give effective services to the learners. In specific terms, 95% of the headteachers had the teachers preparing schemes of work which were certified by the deputy headteachers. The headteachers also confirmed that lesson plans were prepared by the teachers, where 81 prepared them frequently, 81% prepared records of work frequently and 100% prepared pupils progress records frequently.

Table 4.21 Headteachers* comments on the availability of various teaching and learning resources in their schools

No.	Facilities	Very adequate		Adequate		Undecided		Inadequate		Percentage %	TOTAL
		F	%	F	%	F	%	F	%		
1	Class textbooks for teachers for pupils	10	46	4	18	0	0	8	36	100	22
ii.	Pupils	6	27	6	27	0	0	10	46	100	22
2	Class 8 exercise for teachers pupils	11	50	9	41	0	0	2	9	100	22
		10	45	8	36	0	0	4	18	100	22
3	Reference books for teachers	4	18	10	45	0	0	6	27	100	22
	Pupils	4	18	6	27	0	0	12	55	100	22
4	Chalkboard	12	55	8	36	0	0	2	9	100	22
5	Chalk	10	45	9	41	0	0	3	14	100	22
6	Desks	12	55	9	41	0	0	1	4	100	22
7	c/rooms	14	64	6	27	0	0	2	9	100	22
8	Teaching aids	8	36	10	45	0	0	4	18	100	22

In table 4.21, it is evident that teaching and learning resources were inadequate. Among the resources that were found to be inadequate a number of schools were; textbooks for both teachers and class eight pupils, reference books for teachers, revision books for pupils and teaching aids; wall maps, charts, exercise books, chalkboards and chalks were found to be quite adequate and of high quality.

Table 4.22 Relationships between headteacher-teacher collaboration and KCPE performance in South Gucha District in 2011

NO.	SCHOOLS	STAFF	KCPE MEAN
1	Getono	8	172.6
2	Matangamano	8	277.5
3	Nyabigena	8	269.2
4	Ensoko	7	223.8
5	Riosiri	8	195.9
6	Mosache	9	227.3
7	Esaka	7	232.5
8	Rianyamari	8t	200.7
9	Kabonyo	9	232.6
10	Kiorina	9	199.0
11	Nyamonaria	9	251.5
12	Kenyoro	11	255.6
13	Gotichaki	11	246.8
14	Gesonso	8	152.5
15	Emesa	8	215.8
16	Nyandiwa	9	246.8
17	Bomonyanya	8	246.8
18	Ayora	9	240.3
19	Riagumo	9	251.7
20	Nyangweta	8	250.1
21	Eburi	8	239.7
22	Omogwa	10	201.9

The percentages of headteacher-teacher collaboration were correlated with KCPE 2011 mean score to determine any significant correlation. The details are shown in the table 4.11 below.

Table 4.23 coefficient of correlation between staffing of teachers and KCPE results in 2011

No. of teachers (X)	School mean (Y)	X ²	Y ²	XY
9	172.6	81	29790.8	1553.4
8	277.5	64	77006.3	2220.0
8	269.2	64	72468.6	2153.6
7	223.8	49	50086.4	1566.6
8	195.8	64	38337.6	1567.2
9	227.3	81	51665.3	2045.7
7	232.5	49	54056.3	1627.5
8	200.7	64	40280.5	1605.8
9	232.6	81	54102.8	2093.4
9	199.0	81	39601.0	1791.0
9	251.5	81	63252.3	2263.5
11	255.6	121	65331.4	2811.6
11	246.8	121	60910.2	2714.8
8	152.5	64	23256.3	1220.0
8	215.8	64	46569.6	1726.4
9	246.8	81	60910.2	2221.2
8	246.8	64	60910.2	1974.4
9	240.3	81	57744.1	2162.7
9	251.7	81	63352.9	2265.3
8	250.1	64	62550.0	2000.8
8	239.7	64	57456.1	1917.6
10	201.9	100	40763.6	2019.0
190	5030.5	1664	1,170,402.5	43,521.5

Co-efficient of correlation (V)= $\frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$

$$V = \frac{22(43521.5) - 190(5030.5)}{\sqrt{[22(1664) - (190)^2][22(170402.5) - (5030.5)^2]}}$$

$$= \frac{22(43521.5) - 190(5030.5)}{\sqrt{[22(1664) - (190)^2][22(170402.5) - (5030.5)^2]}}$$

$$= \frac{22(43521.5) - 190(5030.5)}{\sqrt{[22(1664) - (190)^2][22(170402.5) - (5030.5)^2]}}$$

$$r = 0.35$$

The KCPE for the year 2011 had a positive weak correlation of 0.35. The average mean standard score was low 228.7

Table 4.24 Teachers comments on headteacher's administrative roles

practices/school policy	Always		Frequently		Occasionally		Rarely		Never		Total
	F	%	F	%	F	%	F	%	F	%	
1. Initiate and direct goals	13	30	24	55	5	11	1	2	1	2	44
2. Display confidence and trust in teachers	24	55	16	36	4	9	0	0	0	0	44
3. Allow teachers to make decision	22	50	14	32	3	7	4	9	1	2	44
4. Give rewards and recognition to teachers	17	39	10	23	7	16	4	9	16	13	44
5. Allow teachers to attend workshops and seminars	18	41	17	39	5	11	4	9	0	0	44
6. Invite parents to attend class conferences	25	57	10	23	7	16	2	4	0	0	44
7. Encourage parents and community to participate in school projects	28	64	13	29	2	5	1	2	0	0	44

According to table 4.24, most headteachers were aware of their administrative roles. 85% initiated and directed goals for their teachers and pupils. They spelled clearly the goals and objectives of education through school motto, Mission and vision which were clearly displayed in their offices and signposts. 91% of the headteachers allowed teachers to make decisions on matters

affecting the school. However, only 61% of the headteachers organized for giving rewards and recognition to teachers whose teaching subjects excelled despite of the fact that motivation is a basic component that influences performance, 22% of the headteachers never organized for it. This was a likely indication that most cases of poor performance were attributed to lack of motivation through the rewarding and recognition of teachers.

Most teachers were allowed to attend workshops and seminars. This was 90% Teachers were therefore given opportunities to acquire new techniques of handling their pupils in readiness for summative evaluation during KCPE, 80% of headteacher invited parents' to attend class conferences where the performance of their children was discussed. This enabled the headteachers to overcome blame game during poor performances. Headteachers encouraged parents and the community to participate in school projects at 95%. The parents owned the school.

CHAPTER FIVE

Summary, conclusion and recommendations

5.1 Introduction

This chapter presents a summary, conclusion and recommendations from a study that investigated the influence of primary school headteachers' administrative role on KCPE performance in South Gucha District. The chapter focused on the main findings drawn from data presented and discussed in chapter four. In addition, gaps were identified where further research is needed to improve the performance of headteachers in primary schools.

Headteachers control all the undertakings in their schools on daily basis and are therefore in a better position to change the unethical trends so as to reverse the poor performance that has been recorded in the district for many years. They can make great improvement on the theory, policy and practice of educational administration. Consequently, the findings of this study make a contribution to the body of knowledge in the area and ways in which headteachers' administrative role can be improved for better KCPE performances.

5.2 Summary of the main findings

The findings are summarized according to the themes derived from the research questions.

5.2.1 Motivation of teachers and pupils

Headteachers' being the overall overseers of the school management and since they linked the community with the school, they were needed to have enough and competent knowledge on how to mix and match the resources available so as to influence the performance of KCPE. According to the research, most headteachers had enough qualification to hold the position. This in itself motivated teachers and pupils who otherwise had enough trust in them. However, the percentage of male headteachers was high (91%) compared to the female teachers (9%). This indicated that the female pupils lacked enough role model who they were to imitate as they were on the process of building their future careers. This in itself led to lack of motivation among the female pupils.

In relation to the experience of headteachers, most of them were found to have been headteachers for more than three years. This meant that they had acquired enough experience to enable them motivate the teachers and pupils. The motivation of teachers was witnessed through the fact that most schools had school lunch programmes. This enabled the headteachers to control and manage teachers in preparation for the afternoon lessons which were mostly attended.

Most headteachers had confidence and trust on their teachers. This enabled the teachers to feel secure and safeguarded by them. In return the teachers were motivated extrinsically and therefore provided quality services to the pupils.

Equally important, most headteachers gave rewards and recognized the teachers who were dedicated to their work. The rewards were given to teachers and pupils during school prize giving days and district education days.

5.2.2 Provision of teaching and learning resources

From the research, most schools were adequately staffed. Since most of the schools sampled were single streamed with average teacher population of 8 teachers and average pupil population of 400 pupils the ratio of teachers to pupils was therefore 1:50. This therefore indicated that the staffing of teachers in the district was adequate. This situation was attributed to changing of retirement of teachers at age 55 to the age of 60. Equally, the government has been employing a given fraction of teachers per year. However, a few schools that were sampled had below eight teachers which is a minimum number of staff per primary school giving the ratio of one teacher per class.

On the side of school facilities, most schools had enough except a few cases where the playing field was not of the right size for the pupils. The study also revealed that headteachers had procured enough teaching and learning resources which were adequate except the course books. The course books were not adequate because of high rate of theft. Others were either lost due to high rate of transfer of pupils to different schools or no surrender by former standard eight pupils.

5.2.3 Refresher courses and seminars

Teachers were allowed to attend various courses and seminars that were arranged by the headteachers through the District Education office in liaison with the Ministry of Education. The workshops and seminars enabled teachers to acquire necessary teaching methodologies which enabled them to render quality services. The seminars attended included proficiency courses, in-service training and SMASE. The teachers attended the training during the school holidays.

The district subject panels also organized for subject seminars which teachers of the respective subjects were allowed to attend at the district headquarter. These seminars enabled teachers to improve on their service delivery approach.

5.2.4 Parents involvement in school administration

The parents and the community participated in school activities at an average level. This created some gap between the school (teachers) and home (parents). This could in return affect the performance of the pupils. The headteachers were to bridge the gap by creating an enabling and conducive environment for positive interaction between the teachers, parents and pupils with the aim of improving performance.

5.3 Conclusion

The parents should play a more active role in the education of their children by providing basic needs, ensuring that they attend school always, allowing them time to study at home and assisting them in doing homework. In addition it is beneficial when parents are engaged in guiding and counseling, co-operating with teachers to ensure that discipline is enhanced, being in touch with the academic progress of their children and participating in schools' development activities.

The local community should endeavor to ensure the succeed by supporting the
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needy and orphaned children, supporting the school projects, assisting in controlling drug abuse among pupils, motivating excelling teachers and pupils in their respective schools, hold *barazas* to create awareness among parents, pupils and teachers of any dangers such as HIV/ AIDs, drug abuse and speaking positively about education is also important.

The pupils not only constitute a very crucial part of the school but also play a key role of contributing at least 50% to their success. For this reason, they should attend school regularly, work hard in all subjects, utilize their time wisely both in school and at home. The pupils should also do all assignments and homework, sit for all tests and examinations as well as always seek assistance in case of difficulties. They need to have positive attitude towards education, and above all be disciplined and co-operate with teachers.

Teachers play a key role in the teaching and learning process, and regularly determine the level at which a school performs. In order to improve pupils'

academic performance, the researcher recommends that the teachers need to cover the syllabus in good time, test pupils regularly and do enough revision before the KCPE examination. This will build confidence in them and reduce anxiety during the KCPE examination. Teachers should avoid tardiness in lesson attendance, pay attention to the learners who have learning difficulties as well as avoid unnecessary absenteeism in school. Teachers also need put more emphasis on assignments and homework so as to keep the pupils actively involved in school, as guide they counsel and encourage the pupils. Teachers also need to enroll and study for degree programmes which are available in most public universities so as to improve on their academic qualifications other than relying on promotion by merit.

In order to improve pupils' academic performance, the headteachers should adopt school policies that foster hard work by both pupils and teachers, cultivate a positive relationship between teachers, parents and pupils. Teachers should ensure good discipline among the pupils and encourage team work among the teachers. Headteachers need to ensure smooth running of the school by holding regular staff meetings at least twice a term to review the operations of their respective schools, organize for open and prize-giving days, to review the academic progress and reward the performance both in curricula and co-curricula activities as well as enlightening parents on their role in education and always update them on what is taking place in school.

The Kenya National Examination Council should make sure that all the questions are written clearly as they consider pupils from poor families (orphans) in the payment of examination registration fees and introduce a single continuous examination system instead of just one examination.

In order to ensure that there is smooth running and good performance in schools, the government through the Ministry of Education, Science and Technology should employ more teachers to cater for the increased enrolment due to the introduction of free primary education. The ministry should expand the FPE budget to include provision of sanitary towels for girls to improve their daily attendance and concentration in class. The government should also provide enough teaching and learning resources including reference and revision materials, make policy decisions which focus on construction of libraries in primary schools and upgrade one of the good provincial schools in South Gucha District that could serve as a role model for further studies and boost teachers' morale by implementing their scheme of service.

5.4 Suggestions for further research

The researcher advises the following

1. That research be conducted focusing on performance in specific subjects so as to establish the subjects that are performed poorest,
2. That another research to be conducted in an urban setting to give a balanced overview on the influence of headteachers administrative role on KCPE performance in public primary schools.

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Letter of Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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ourRef jycST/RCD/14/012/455

Date: 2nd May 2012

Tom Odili Mbaka
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"influence of headteachers* administrative role on Kenya Certificate of Primary Examination performance in Gucha South District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **South Gucha District** for a period ending **30th June, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, South Gucha District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

-JT^tui-^C..
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
South Gucha District

APPENDIX B

LETTER TO THE RESPONDENTS

Dear Respondent

I am a Post-graduate student pursuing a Master's Degree in Educational Administration and Planning at the University of Nairobi. I'm conducting a research for my final year project which is a requirement of the degree programme.

I am therefore requesting you to kindly spare a few minutes to answer this questionnaire. The information obtained will be used purely for the purpose of this research and it will be treated as strictly confidential.

The findings of this research will enlighten the headteachers, teachers' pupils, parents and the government on the influence of primary school headteacher on KCPE performance and possibly put measures in place to improve the performance.

Please do not write either your name or the name of your school anywhere in this questionnaire.

Yours truly,

Tom. Odili Mbaka
(M.Ed student UON)

APPENDIX C

QUESTIONNAIRE FOR HEADTEACHERS

Section A

Indicate the correct option as honestly as possible by ticking (V) on one of the options. Kindly respond to all the questions.

1. What is your gender?

(a) Female [] (b) Male []

2. What is your highest professional qualification?

a) P3 [] e) ATS
b) P2 [] f) Diploma
c) PI [] g) Graduate
d) SI [] h) Other-specify

3. Number of teachers (a) Males (b) Females

Section B

This section contains questions and statements about the headteacher. Read each item carefully and chose the most appropriate answer from the choices given by ticking under the best choice that describes the headteacher.

Key: the following words will be taken to have the following meanings.

1. Never-occurred at no time
2. Rarely- occurs in few occasions
3. Occasionally- occurs from one time to time but not frequently
4. Frequently-occurs many tiipes
5. Always-occurs all times without fail

No	Questions	1	2	3	4	5
4	I allow teachers to take centre stage in discussions during staff meetings and in informal meetings.					
5	I acknowledge all members of staff efforts towards attainment in school affairs.					
6	I consult with teachers towards improving standard of the school.					
7	I initiate and direct goals for teachers.					
8	I listen well to the staff members whether I am in agreeable to their point of view or not.					
9	I display confidence and trust in my staff whether we agree or not.					
10	I expect staff members to do their best so as to improve performance of the learners.					
11	I avoid imposing decisions upon teachers.					
12	I give opportunity to individual teachers to make decisions.					
13	I pay attention to individual's interest in the place of work.					
14	I give rewards and recognition generously to teachers who deserve.					
15	I supervise teachers work always.					
16	Expect a high quality job from teachers.					
17	Allow members of the staff to question your views and actions.					
18	I genuinely share information with staff members.					
19	I encourage members of staff to bring changes as well as creative ideas.					
20	Teachers attend workshops and seminars that enable them to improve their competencies in instruction.					
21	Invite teachers to attend class conferences where the performance of their children is discussed.					
22	I encourage parents and the community to participate in school projects.					

23. Please fill the table on the performance of the pupils in the Kenya Certificate of Primary Examination in your subject

KCPE performance from 2008 to 2011 for your school

Year	2008	2009	2010	2011
Mean score				

24. What would you attribute this performance to? Tick all that apply.

- (a) Pupils' efforts
- (b) Teachers' efforts
- (c) Parents' responsibility
- (d) Team work
- (e) Headteachers' efforts
- (f) Others

Thank you for your co-operation and participation.

APPENDIX D

QUESTIONNAIRE FOR CLASS EIGHT TEACHERS

Section A

Indicate the correct option by ticking (V) on one of the options given below each question.

1. What is your gender?

(a) Female (b) Male

2. What is your highest professional qualification?

a) P3 e) ATS

b) P2 f) Diploma

c) PI g) Graduate

d) SI h) Other-specify

3. Do you reward standard 8 pupils so as to improve KCPE performance?

(a) Always (d) Rarely

(b) Most times (e) Very rarely

(c) Sometimes

Section B

This section contains questions and statements about the headteacher. Read each item carefully and chose the most appropriate answer from the choices given by ticking under the best choice that describes the headteacher.

Key: the following words will be taken to have the following meanings.

1. Never-occurred at no time
2. Rarely- occurs in few occasions
3. Occasionally- occurs from one time to time but not frequently
4. Frequently-occurs many timps
5. Always-occurs all times without fail

No	Questions	1	2	3	4	5
	Does your headteacher					
4	Allow teachers to take centre stage in discussions during staff meetings and in informal meetings.					
5	Acknowledge all members of staff efforts towards attainment in school affairs.					
6	Consult with teachers towards improving standard of the school.					
7	Initiate and direct goals for teachers.					
8	Listen well to the staff members whether I am in agreeable to their point of view or not.					
9	Display confidence and trust in my staff whether we agree or not.					
10	Expect staff members to do their best so as to improve performance of the learners.					
11	Avoid imposing decisions upon teachers.					
12	Give opportunity to individual teachers to make decisions.					
13	Pay attention to individual's interest in the place of work.					
14	Give rewards and recognition generously to teachers who deserve.					
15	Supervise teachers work always.					
16	Showing no favorites, and threats all members equally.					
17	Blame teachers for mistakes or failures.					
18	Genuinely share information with staff members.					
19	Encourage members of staff to bring changes as well as creative ideas.					
20	Allow Teachers to attend workshops and seminars that enable them to improve their competencies in instruction.					
21	Invite teachers to attend class conferences where the performance of their children is discussed.					
22	Encourage parents and the community to participate in school projects.					

23. Please fill the table on the performance of the pupils in the Kenya Certificate of Primary Examination in your subject

Subject performance from 2008 to 2011

Subject (1).....(2)

Year	2008	2009	2010	2011
Mean score		< .		
Mean score		..		

24. What would you attribute this performance to? Tick all that apply.

- (a) Pupils' efforts []
- (b) Teachers' efforts []
- (c) Parents' responsibility []
- (d) Team work []
- (e) Headteachers' efforts []
- (f) Others []

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Thank you for your co-operation and participation.

APPENDIX E

QUESTIONNAIRE FOR CLASS EIGHT PUPILS

SECTION A

Indicate the correct option honestly as possible by ticking (**V**) on the correct option. Kindly respond to the entire question and in case do not understand any question, ask for clarification.

1. What is your gender?

(a) Male (b) Female

t .

2. How many times you have learned in class eight?

(a) Once (b) Twice

(c) More than three

3. How many marks did you score in your last examination?

Section B

This section contains questions and statements about the headteacher. Read each item carefully and chose the most appropriate answer from the choices given by ticking under the best choice that describes the headteacher.

Key: the following words will be taken to have the following meanings.

1. Never-occurred at no time
2. Rarely- occurs in few occasions
3. Occasionally- occurs from one time to time but not frequently
4. Frequently-occurs many tipies
5. Always-occurs all times without fail

No	Questions	1	2	3	4	5
	Does your headteacher					
4	Allow pupils to participate in making decisions on matters affecting them					
5	Acknowledge pupils efforts in working towards attaining good grades.					
6	Discuss with pupils with the aim of improving their performance.					
7	Initiate and give homework to pupils.					
8	Display confidence and trust in his/her pupils.					
9	Expect pupils to do their best so as to improve their performance.					
10	Avoid imposing decisions upon pupils.					
11	Prove friendly to pupils and easy to talk to. •					
12	Give rewards and recognition generously to pupils who deserve.					
13	Ensure that pupils' homework is marked and corrected.					
14	Genuinely share information with pupils.					
15	Attend to his/her lessons always.					
16	Invite parents to attend class conference where your performance is discussed.					
17	Encourage parents to participate in school projects.					
18	Discipline pupils who brake school rules					
19	Treat all pupils equally and consistently.					
20	Check pupils' work always to find out on their progress.					
21	Encourage pupils to do their very best so as to do well in examinations.					
22	Buy enough teaching and learning materials for pupils.					

23. Please fill your performance of your last test in the table below.

Subject	Mathematics	English	Kiswahili	Science	Total
Score					

24. What would you attribute this performance to? Tick all that apply.

(a) Pupils' efforts

(b) Teachers' efforts

(c) Parents' responsibility

(d) Team work

(e) Headteachers' efforts

(f) Others

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Thank you for your cooperation and participation.

