

**INFLUENCE OF HEAD TEACHERS' MANAGEMENT  
STRATEGIES ON KENYA CERTIFICATE OF PRIMARY  
EDUCATION PERFORMANCE IN PUBLIC PRIMARY SCHOOLS  
IN KIENI EAST DISTRICT**

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Educational Administration**

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## **DECLARATION**

This research project is my own original work and has not been presented for a degree 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 work is dedicated to my beloved parents Mr. Paul Kithinji and Prisilla Kithinji. To my wife Beatrice Kagwiria Mwiti. To my children Dennis Muriithi Mwiti and Winfred Mwendwa Mwiti.

## **ACKNOWLEDGEMENT**

I acknowledge the almighty God who has given me the strength and will to pursue this study. I thank University of Nairobi for giving me this opportunity to further my studies. Much thanks to my supervisors Dr. Rosemary Imonje and Dr. Mari Nelson who have guided me to the end in this project.

## TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
Declaration .....	<b>ii</b>
Dedication .....	<b>iii</b>
Acknowledgement .....	<b>iv</b>
Table of contents.....	<b>v</b>
List of tables .....	<b>ix</b>
List of figures .....	<b>x</b>
Abbreviations and acronyms .....	<b>x</b>
Abstract .....	<b>xii</b>

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem .....	7
1.3 Purpose of the study.....	8
1.4 Objectives of the study .....	9
1.5 Research questions .....	10
1.6 Significance of the study .....	10
1.7 Limitations of the study .....	11
1.8 Delimitation of the study .....	11
1.9 Assumptions of the study .....	12
1.10 Definition of significant terms .....	12
1.11 Organization of the study .....	13

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	14
2.2 Concept of training and job performance.....	14
2.3 Importance of training .....	15
2.4 Role of headteachers management strategies.....	16
2.5 Influence of curriculum and instruction on K.C.P.E performance.....	17
2.6 Personnel management on K.C.P.E performance .....	19
2.6.1 Influence of staff personnel on K.C.P.E performance.....	20
2.6.2 Influence of student personnel on K.C.P.E performance.....	22
2.7 Influence of finance management on K.C.P.E performance.....	23
2.8 Influence of physical facilities on K.C.P.E performance.....	24
2.9 nfluence of school community relations on K.C.P.E performance .....	26
2.10 Summary of the literature review .....	28
2.11 Theoretical framework.....	28
2.12 Conceptual framework.....	29

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction .....	31
3.2 Research design.....	31
3.3 Target population.....	32
3.4 Sample size and sampling procedure.....	32
3.5 Research instruments .....	33
3.6 Instrument validity.....	34

3.7 Instruments reliability .....	34
3.8 Data collection procedure .....	36
3.9 Data Analysis Techniques.....	36

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

4.1 Introduction .....	38
4.2 Response rate.....	38
4.3 Socio-demographic information.....	39
4.4 Head teachers’ management strategies on personnel management.....	42
4.5 Head teachers’ management of finances.....	48
4.6 Head teachers’ management of curriculum implementation .....	52
4.7 Head teachers’ management of school physical facilities .....	55
4.8 Head teachers’ management of community relations.....	58

## **CHAPTER FIVE**

### **SUMMARY, STUDY, CONCLUSION AND RECOMMENDATIONS**

5.1 Introduction .....	62
5.2 Summary of the study .....	62
5.3 Conclusions .....	65
5.4 Recommendations .....	66
5.5 Suggestions for further study .....	67
<b>REFERENCES .....</b>	<b>68</b>

## **APPENDICES**

Appendix A: Letter of introduction.....	74
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Appendix B: Questionnaire for head teachers .....	75
Appendix C: Questionnaire for teachers.....	78
Appendix D: University authorization letter.....	81
Appendix E: Authorization letter .....	82
Appendix F: Reaseach permit.....	83



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1 Pupils below 200 marks.....	8
Table 2 Response rate .....	39
Table 3 Staff personnel management.....	43
Table 4 Student management .....	44
Table 5 Teachers' responses on head teachers' staff personnel management.....	45
Table 6 Teachers' responses on head teachers' student management .....	47
Table 7 Head teachers' responses on management of finances.....	49
Table 8 Teachers responses on head teachers' management of finances.....	51
Table 9 Head teachers' responses curriculum implementation .....	53
Table 10 Teachers' responses curriculum implementation.....	54
Table 11 Head teachers' responses on management of school physical facilities	56
Table 12 Teachers' responses on management of school physical facilities .....	57
Table 13 Head teachers' responses on management of community relations.....	59
Table 14 Teachers' responses on management of community relations .....	60

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 1 Conceptual framework of primary school head teachers' management strategies on pupils' academic performance .....	30
Figure 3 Gender of respondents.....	40
Figure 3 Age of respondents.....	41
Figure 4 Respondents' level of education .....	42

## **LIST OF ABBREVIATIONS AND ACRONYMS**

HEADLAMP	Head teachers' Leadership and Management Programme
ISSLLC	Inter State School Leaders Licensure Consortium
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KESSP 1	Kenya Education Sector Support Programme 1
MOE	Ministry of Education
NCSL	National College for School Leadership
NPQH	National Professional Qualification for Headship
NVO	National Vocational Qualification
PQP	Principal's Qualification Programme
PRISM	Primary School Management Project
SPRED	Strengthening of Primary Education
TLM	Teaching and Learning Materials
TPR	Teacher-Pupil Ratios
USA	United States of America

## ABSTRACT

The head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. K.C.P.E results in Kieni East District in general point to the fact that measures need to be put in place to ensure better performance (D.E.O report, 2014). The purpose of this study was to investigate the influence of head teachers' management strategies on K.C.P.E performance in public primary schools in Kieni East District. Specifically, the researcher aimed to examine the following objectives, Influence of Curriculum and Instruction on academic Performance, Influence of Staff Personnel on K.C.P.E Performance, Influence of Student Personnel Management on K.C.P.E Performance, Influence of Finance Management on K.C.P.E Performance and Influence of School Community Relations on K.C.P.E Performance in public primary schools in Kieni East District. Descriptive survey design was used because information was collected without changing the environment (i.e., nothing was manipulated). It was the best method for collecting information that demonstrated relationship between the independent and dependent variables. Questionnaires were used to collect data from 30 head teachers and 121 teachers in public primary schools in Kieni East District. Frequencies and percentages were used in the analysis with the help of SPSS software. The study found that, the teachers did not always finish the syllabus in time and in addition, the teachers indicated that the head teacher did not always supervise curriculum. The study found that head teachers of primary schools in Kieni East District had good management practices in personnel management of staff; however this was not extended to the students especially in the area of decision making which led to poor performance. The study also found that head teachers had good financial management skills however this was at a very basic level since the school heads could not for example audit finances. The study finds that head teachers rarely supervised curriculum implementation. The findings also indicated that the school head had poor management of physical facilities. The study found that head teachers of primary schools in Kieni East District had good management practices in community relations. The research showed that the head teachers had poor management practices in personnel management, curriculum implementation and physical facilities; which led to poor performance in KCPE due poor relationship with the students, failure to complete syllabus coverage and overcrowding in classes. The study concluded that the headteachers of public primary schools in Kieni East District had good management practices in finance and community relations. They also had poor management in personnel management, curriculum implementation

and physical facilities The recommendation were (a) that the Ministry of Education should provide special training to primary school head teachers to improve their skills in financial management; (b) that Quality Assurance and Standards Officers (QASOs) should ensure supervision of teachers by head teachers and place emphasis on curriculum implementation and syllabus coverage; and (c) the head teachers of public primary schools should involve teachers in managing school facilities.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

A priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students (De Grauwe, 2001) since learning outcomes depend largely on the quality of education being offered (Barro, 2006). Headteachers strategic management consists of the analysis, decisions, and actions a school undertakes for example in finance, personnel, curriculum and instruction, physical facilities and in community relations in order to create and sustain competitive advantages. According to Sushila (2004) the headteacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. It has often been said that schools are as good as their head teachers. Sergon (2005) says that schools' success depends on the head teachers. According to Sergon (2005) a leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These qualities are crucial for head teachers to be effective in their work. The headteacher should be involved in making most of the decisions of the school. It is therefore important that the headteacher is a leader, a thinker and a decision maker.

Professional training in school management and leadership ought to enhance management strategies and performance capabilities, as well as confidence among the head teachers while conducting their duties within schools UNESCO (2009). The headteacher has the role to present the school to the outside world. Enhancing parents support in the development of the school, encouraging the use of community resources for learning and working with the school management committee (Kochnars, 1993). It is for this reason that the Kenya Education Sector Support Programme 1 (KESSP 1) made enhancement of capacities for head teachers a running theme for the ministry of education (Republic of Kenya, 2005b). This undertaking is critical for Kenya where many head teachers have to deal with challenges of inadequate resources in terms of infrastructure, equipment, Teaching and Learning Materials (TLMs), and not in at least, high teacher-pupil ratios (TPRs).

An effective principal possesses the following characteristics: is situationally aware of details and undercuts in the school; has intellectual stimulation of current theories and practices; is a change agent; and, actively involves teachers in design and implementation of important decisions and policies, Glanz, Shulman and Sullivan (2006). They also believe that effective principals provide effective supervision. Fuller (2004) argues that the headteacher should ensure that there is adequate learning, teaching materials and adequate equipments because indeed curriculum design is vocal of practical meaning without supporting materials. To

them, an effective principal creates a culture of shared belief and sense of cooperation, monitors and evaluates the effectiveness of school practices, is resourceful and communicates and operates from strong ideas and beliefs about schooling.

Training needs of any manager should include technical skills that is special knowledge, human skills that is ability to work with people and conceptual skills that is mental ability to co-ordinate all organizational interests and activities Okumbe (1998). These skills will enable them to handle, curriculum implementation, poor infrastructure in terms of classrooms and toilets, finance, personnel management and community relations. The headteacher should device a method of appraising the staff personnel. The main aim of appraising the teachers work should be done solely to improve their performance to adjust to the job if they are new. The headteacher should help them to grow professionally by encouraging them to attend seminars, in- service training programmes and workshops.

Most developed countries have organized courses for preparation of school teachers. Education in master's degree is mandatory in many American states for head teachers. Thirty five states in the USA have adopted the Inter State School Leaders Licensure Consortium (ISSLLC) standards (Bush, 2005). In the city of Ontario, all aspiring head teachers must complete the Principals' Qualification Programme (PQP) before being appointed as a principal or even vice-principal.



PQP is operated by universities rather than government agencies (Bush and Jackson, 2002). Staff development is needed for three reasons; it offers understanding and use of the expanded knowledge base in teaching; It provides insight in addressing continuing social complexity in school work; and it is a means of self renewal (Kagunya, 2010).

Olembo, Wanga & Karagu (1992) point out that the head teachers can be regarded as agents of supervision on behalf of the inspectorate (Kenya Institute of Education and the Teachers Service Commission) at the school level. They are involved in the implementation of educational policies and curriculum through the role of the supervisor (from time to time checking the teachers' classroom work, updates the schemes of work and assess their overall performance based on the pupil's achievement. As a supervisor, the head teacher should be concerned with the improvement of instruction by helping teachers to improve and teach effectively.

In United Kingdom, learning environment is conducive since in most schools classrooms have adequate space, enough ventilation and are well heated (Mohanty, 2002). The National Vocational Qualification (NVO) framework has put emphasis on skills as required for competent average management performance. Head teachers in United Kingdom are properly prepared and equipped with necessary institutional and financial management skills to enable them to manage the schools more effectively and efficiently (South Worth, 2004).

In England, there were several disconnected initiatives for school leadership and management training during the 1980s and 1990s. It was the introduction in 1995 of the Head teachers' Leadership and Management Programme (HEADLAMP) to address the training needs of newly appointed school heads. It was followed by the National Professional Qualification for Headship (NPQH) for aspiring heads in 1997, which signaled a much higher profile for leadership preparation (Bush, 2005). The opening of the National College for School leadership (NCSL) in 2000 provided a visible symbol of the British government's commitment to school leadership and its development in England. NCSL's mandate is to ensure that England's current and future school leaders develop the skills, the capability and capacity to feed and transform the school education system into the best in the world. In England the role of head teachers' is three fold: to provide a strategic view for the school; to support and to advise on school improvement; and to advise on school improvement; and to ensure accountability for the schools performance.

The involvement of parents and families as members of our larger community can only help to strengthen our schools. Saskatchewan (1980) has a proud history of schools being central to its communities and the families of the community being central to the schools. It is through continuing to actively involve and invite parents, families, and community members into the education system that we can hope to make the best possible schools for our children. Actively involving schools, families and community members in identifying issues, assessing the

needs of the community, and developing solutions makes for more effective schools that can better meet the needs and expectations of its community (Henderson, 1991).

In Zimbabwe the proposal for the head teachers' course (Ministry of Education, African Division) was first made in 1964 when it was generally recognized that for the newly trained teacher, the most important period in his teaching career was the first two to three years of service. During this period, the supervision, guidance and sympathy of the head teacher plays a major role. In addition it was realized that the head teachers were appointed without managerial or administrative experience and hence the Ministry of Education saw the need to organize courses to cater for this vital ingredient in the teaching career (Calvin, 2010).

The success of every educational system depends on the quality and quantity of its factors of production – human and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. The efficiency of human resource management in Kenyan schools is being called to question both within and outside the profession. Many educationists will fully admit that the school resources are being mismanaged and under-utilized simply because the schools lack or there is shortage of qualified personnel and management resources needed for the improvement of instruction (Kremer, 2003).

Kieni East District is in the present Nyeri County. According to an unpublished report from Kieni East District Education Office (DEO's, 2014). The majority of the headteachers from Kieni East District appointed lack the necessary training in educational administration and has had little or no job experience in administration while they served as the classroom teachers office, other issues compounding effective provision of quality primary education include; poor infrastructure in terms of classrooms and toilets, lack of skills in financial management, personnel management and community relations. As a result there was need to evaluate the influence of head teacher's management strategies on K.C.P.E performance in public primary schools in Kieni East District.

## **1.2 Statement of the Problem**

Performance in schools is a product of teacher commitment, efficiency and effectiveness. Okwiror (2006) looks at a headteacher as the operating core of the schools and the output are the students who graduate through the teachers' performance efforts. The education system still lacks the necessary funds and materials to implement the various programmes in schools. There are myriad challenges that surround the public primary school heads in management. Head teachers require technical skills, human relations skills and conceptual skills on management of pupils' performance. Although the Kenyan government has tried to address issues such as leadership, training and appointments to those positions of authority through in-service courses for persons newly appointed as heads of

primary schools, K.C.P.E (Kenya Certificate of Primary Education) results in Kieni

East District in general reveals that measures need to be put in place to ensure better performance. For instance, the 2012 and 2013 results indicate that 307 and 324 pupils respectively had less than 200 marks out of 500 marks as shown in the table below

**Table 2 Pupils below 200 marks**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Kieni East</b>	201	180	289	307	324
<b>Kieni West</b>	250	230	277	265	282

(Source: District Education Office 2014)

The above scenario is probably an indication that head teachers are encountering administrative challenges that impede them from performing to their maximum. This study therefore sought to investigate whether there is any relationship between the head teachers' administrative strategies and pupils' K.C.P.E performance in public primary schools in Kieni East District.

### **1.3 Purpose of the Study**

The study investigated the influence of head teachers' management strategies on K.C.P.E performance in public primary schools in Kieni East District.

#### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i) To examine the extent to which headteachers' interpersonal skills in personnel influence K.C.P.E performance in public primary schools in Kieni East District.
- ii) To establish the influence of headteachers' accounting skills in finance on K.C.P.E performance in public primary schools in Kieni East District.
- iii) To establish how headteachers' supervisory skills in curriculum implementation influence K.C.P.E in public primary schools in Kieni East District.
- iv) To assess the extent to which headteachers' planning skills in physical facilities influence K.C.P.E performance in public primary schools in Kieni East District.
- v) To examine how headteachers' public relations skills in community relations influence K.C.P.E performance in public primary schools in Kieni East District.

## **1.5 Research Questions**

The study was guided by the following questions:

- i) What is the extent to which headteachers' interpersonal skills in personnel influence K.C.P.E performance in public primary schools in Kieni East District?
- ii) To what extent does the influence of headteachers' accounting skills in finance affect K.C.P.E performance in public primary schools in Kieni East District?
- iii) How does headteachers' supervisory skills in curriculum implementation influence K.C.P.E in public primary schools in Kieni East District?
- iv) To what extent does headteachers' planning skill in physical facilities influence K.C.P.E performance in public primary schools in Kieni East District?
- v) How does headteachers' public relations skills in community relations influence K.C.P.E performance in public primary schools in Kieni East District?

## **1.6 Significance of the Study**

The study brings forth factors affecting performance, which can be a basis for looking into ways of improving overall pupil's performance. First of all, the

findings of the study could help the policy makers (Ministry of Education) to come up with the necessary leadership policies that can enhance teacher performance. The research findings might help the practitioners like head teachers to exercise good management strategies so as to improve students' performance. The study findings could enrich the scholars with new knowledge, theories and methodologies. Practical skills learnt might be beneficial to headteachers in primary schools and other institutions of learning in general and in Kieni East District in particular.

### **1.7 Limitations of the Study**

Limitation refers to challenges faced by the researcher beyond his control. The study was affected by some teachers withholding information from the questionnaires to give a positive impression of the administrative work.

### **1.8 Delimitation of the Study**

Delimitations are boundaries that are set by the by the researcher in order to control the range of a study. They are created before any investigations are carried out, in order to reduce the amount of time spent in certain areas that may be seen to be unnecessary, and perhaps even unrelated, to the overall study. The study targeted only Kieni East District which has 67 primary schools. The study only targeted public primary schools. The study was confined to head teachers and teachers in public secondary schools who are the direct beneficiaries of the



findings of the study. The head teachers and teachers included in the sample were those in session in the respective schools by the time of the study since they were the ones directly responsible for the school performance.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions:

- i) That the respondents were knowledgeable and competent to provide the required information.
- ii) That the information given by the respondents was correct and true.
- iii) That the respondents were willing to give the desired information.

### **1.10 Definition of Significant Terms**

**Education:** refers to the delivery of skills, knowledge and information from the teacher to the student.

**Implementation:** refers to the carrying out, execution, or practice of a plan, a method or any design for doing something.

**Management:** refers to the art of getting people together on a common platform to make them work towards a common pre-defined goal.

**Quality:** refers to a high level of value or excellence. It determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits.

**Schools Facilities:** refers to school equipment and materials used to facilitate the teaching learning process.

**Strategy:** refers to a method or plan chosen to bring about the desired future, such as achievement of a goal or solution to a problem. It is a quick reference guide for both teachers and parents alike to help them improve performance.

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

The study consists of five chapters. Chapter one consists of the background of the study, statement of the problem, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms. Chapter two consists of related literature that will analyze the influence of head teacher's management strategies in the provision of quality education in public primary schools, theoretical framework and the conceptual framework. Chapter three explains the methodology of the study, while Chapter four presents analysis of the findings. Finally, chapter five presents the summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review focused on the concept of training and job performance, importance of training, role of headteachers in educational management, influence of curriculum and instruction on K.C.P.E performance, influence of staff personnel on K.C.P.E performance, influence of student personnel management on K.C.P.E performance, influence of finance management on K.C.P.E performance, influence of school community relations on K.C.P.E performance and conceptual framework.

#### **2.2 Concept of Training and Job Performance**

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of occupation or task which benefits not only the organization but also the individual (Cole, 1997). Training is necessary as technologies learnt earlier became obsolete due to rapid technological changes. The school as an organization has not been spared by these changes (Okumbe, 2001).

In the United States of America, the principals undergo training before recruitment whereby the excellent teachers with strong leadership potential are

taken through a program based on their knowledge and experience on school leadership. The programme also provides the candidates with mentoring by experienced administrators and continuous training throughout their career as principals (Standford Report, 2007). In Africa principals undergo no formal training and are appointed on the basis of their teaching records, rather than their leadership potential (Bush, 2006).

In Kenya, Koech (1999) noted that training adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. The commission thus recommended that appointment of the headteachers and other managers be based on institutional management, training, on proven competence and possession of appropriate qualifications and relevant experience as opposed to picking teachers from the classroom to be headteachers. Another recommendation was that in-service training programmes be provided regularly to administrators and implementers.

### **2.3 Importance of Training**

Okumbe (2001) noted that training enables educational organizations to increase their productivity, increase best quantity and quality of their infants and enhance its human resource planning which buffers drastic manpower changes which are likely to occur. It improves its workers morale, job satisfaction and motivation, attract the most needed employees through the provision of special training. This reduces or prevents work related accidents by providing safety training to the

personnel which creates a sense of association with supervision of employees since it improves employee's value to an organization which prepares them for promotion. This reduces the problems which are associated with supervision of employees.

Okumbe (2001) noted that employees regardless of their previous training, education and experience must be given further training and development because the competence of employees will never last forever due to such factors as curriculum changes transfers and promotions.

#### **2.4 Role of Headteachers' Management Strategies on K.C.P.E Performance**

The Education Act (1968) defines a manager as any person or body of persons responsible for the management of a school. Indeed, the Act presumes that head teachers are knowledgeable in educational management. The term management can be defined as the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing, and controlling for the purpose of accomplishing a goal (Lewy, 1991). Eshiwani (1993) and Okumbe (1998) agreed that training improves workers' effectiveness in discharging their functions. It is therefore important that training needs for school heads are addressed immediately one is appointed. This would render them effective in discharging their managerial duties such as implementing educational policies.

The headteacher performs various functions or tasks that are indispensable to effective leadership and management of the school. Campbell (2003) identified six operational areas of school administrators. They include finance and business management, staff personnel, physical facilities, curriculum and instruction and school relations. A school headteacher is entrusted with human resources, students, non-teaching staffs, physical facilities and financial resources for running and development of the school (Republic of Kenya, (1999).

## **2.5 Influence of Curriculum and Instruction on K.C.P.E performance**

### **Performance**

Curriculum is a “plan or program of all experiences which the learner encounters under the direction of a school” (Tanner and Tanner, 1995: 158). According to Gatawa (1990: 8), it is “the totality of the experiences of children for which schools are responsible”. All this is in agreement with Sergiovanni and Starrat (1983), who argue that curriculum is “that which a student is supposed to encounter, study, practice and master of what the student learns”. Curriculum in narrow view includes content and examination. In wider frame curriculum includes aims, learning methods and subject matter sequencing. Broader concept of curriculum describes it as a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students’ learning style, personal timetable and the program of work. Curriculum not only covers the formal teaching/learning but also the other aspects

of human development associated with institutional life. This entails formulating objectives for the school through time scheduling, ensuring that proper schemes of work and lesson plans are well prepared and evaluation procedures are observed.

According to Gatawa (1990) clear responsibility of certain bodies, committees and individuals should be one of key elements in the process of curriculum implementation. Role of the students in process of curriculum management should be clearly defined. The committee for coordination among courses in order to synchronize objectives of courses and overall curriculum should be established. Clear feedback on stakeholders requests should be defined. Very important aspect of successful implementation of curriculum is teaching environment and fact whether the atmosphere inside the institution is encouraging for the people with ideas, initiatives and cooperation among students Harden R.M. (2001).

Knowing what to teach and providing adequate time to teach are essential for effective instruction. Teachers and administrators must balance issues of increasing curricular demands with limited instructional time. In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential curricular areas. For a high percentage of this time, students are actively engaged in whole class or large group, teacher directed, planned learning activity (Lezotte, 2001).

The head teacher supervises curriculum and instructions and safeguards the school records. According to Olembo, Wanga and Karagu (1992) this tasks focuses on determining goals and purposes of the learning process, designing and developing courses, organizing learning activities, promoting changes and improvement of curriculum and instruction and supervising teaching and learning activities on the instructional roles. Nwagu (1991) asserts that the headteacher should ensure that there is a school timetable and seeing the day today operation of the school. Equipment and supply for any given school must be first of all be up to date and in the line with the current syllabus. The headteacher has the role of supervising instructional activities of teachers as well as helping them grow professionally by encouraging them to attend in-service training programmes, seminars and workshops; hence effective student welfare services.

## **2.6 Influence of Personnel Management on K.C.P.E Performance**

Every social organization such as the school is embodied of human beings who interact with one another in one way or the other and having specified their roles to perform in line with their assigned duties. However there is need for effective personnel management so as to avert conflicts and equally manage conflict when they inevitably occur.



### **2.6.1 Influence of Staff Personnel on K.C.P.E Performance**

This entails carrying out a staff needs assessment, reporting staff shortage to the TSC, inducting and orienting new teachers, organizing staff training and development, appraising and recommending staff for promotions as well as providing a conducive climate at the school for all members. Orubuloye (2006) outlined the ways in which headteachers can create co-operation among the staffs as follows: creating an exciting and stimulating environment for his staff. Having confidence with them, consulting them before making decision which affect their working conditions, deploying them in such a way that their teaching load are reasonable and fair in comparison to those of others. He / she should involve them in policy making procedures.

On human resources, various educators for example, Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of teachers to the educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher.

Teachers represent a large proportion of the input of an educational system. Coombs (1970) observed that “the problem of teacher supply is not one of simple numbers. It is first and foremost a problem of quantity and of getting the right quality. Fayemi (1991) also observed that “it is a truism that teachers are the hubs of any educational system” that upon their number, their quality and devotion depend the success of any educational system”.

Fagbamiye (1977) noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff. Numerous investigations have also been carried out to find the effects of instructional resources on students’ academic achievement. Eminent scholars have also contributed immensely to report the effect of one variable on the other. Consequently, there have been many reports from these studies which had served as useful guides to the present one.

Okumbe (2001) noted that the headteacher, is the head of the both the teaching and non-teaching staff. He / she must maintain and develop their morale. The headteacher must delegate duties using good communication channels and develop good human relations. The headteacher has the responsibility of accessing the staff needs and advising the Teachers Service Commission (TSC) appropriately for the smooth running of lively school (Olembo, Wanga and Karagu, 1992).

### **2.6.2 Influence of Student Personnel Management on K.C.P.E Performance**

This entails admission of students, placing them in classrooms, dormitories, providing them with necessary facilities, ensuring acceptable social behaviours, setting school rules and regulations and ensuring student safety and health. Thurairaja (2000) says that without students there would be no education. The students themselves by virtue of attitudes, hardworking, discipline habits and educational culture greatly influence performance.

School policies includes various accountability issues such as whether or not the school conducts self-evaluations and monitors student progress and whether or not the school communicates student performance information to parents or the local authorities (PISA, 2005). In the effective school, pupil progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole (Lezotte, 2001).

Peer pressure among students is a factor, which influence management of school welfare services. Students often measure themselves with peer. Many would have been successful learners but having been enticed and involved by their peers through falling into bad habits, absenting themselves in school and becoming lazy. Student personnel services are to keep them healthy and motivate them to learn. They include administering admission and attendance services, organizing

classes, maintaining discipline and supervising student's activities such as sports and health services (Mworia, 1993).

## **2.7 Influence of Finance Management on K.C.P.E Performance**

As the chief accounting officer for the school, the head teacher collects fees, prepares budget estimates, monitors expenditure of the school finances, ensures proper bookkeeping of all books of accounts, carries out internal auditing and presents books of accounts for external auditing. According to Okumbe (1999) the head teacher as the accounting officer of the school is in charge of all the revenue and expenditure within the school. He has the duty of determining needs and means of acquiring financial resources. He should establish policies for distributing funds into programmes, book keeping supervising, allocation and use of funds and identifying measures and inventions' required for education including student welfare services.

Okumbe (2001) ascertains that the business management in an educational organization is concerned with understanding the source of revenue for the school such as school fees, government grants, donations, fundraising and income generating activities. There must be an efficient control of the finance to keep the school budget and monitoring expenditure in light of the approved budget which is concerned with the maintenance of appropriate record-keeping accounting and auditing procedure in the educational organizations. It deals with the purchase of materials and supplies; storage and distribution of materials and supplies. The

headteacher should ensure the hiring utilization and training of effective personnel.

## **2.8 Influence of Physical Facilities on K.C.P.E Performance**

The physical facilities entails provision of all the relevant physical facilities ensuring their proper utilization and maintenance, authorizing and approving the procurement of all teaching-learning equipment in consultation with the heads of departments. Every school needs a programme of improvement of the school buildings and environment and for the purchase of equipment as part of the school development plan (Deans, 1995). The headteacher is responsible for the overall development of the school plans. He determines the student needs and provides materials required for operating and maintaining school facilities.

The physical characteristics of the school have a variety of effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates (Frazier, 2002 Lyons, 2001; and Ostendorf, 2001). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers, and poor learning attitude among student.

Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers. Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students (Frazier, 2002).

Mutinda (2012) found out that availability of physical facilities is an important aspect of the learning process. He further indicated that if children are crowded in their seating positions they would find it difficult to write. Teachers also cannot move freely in the classrooms and it means that the teacher can neither help the needy children nor mark the pupils work as they continue working. The Standard Manual (2008) maintains that a safe, secure and caring environment is that, which fosters teaching and learning. It sets out the standard, guidelines and incorporates safety at school grounds, physical infrastructure, health and hygiene, school environment, food safety, safety against drug and substance abuse, safe teaching and learning environment, social cultural environment, safety against child abuse, etc.

## **2.9 Influence of School Community Relations on K.C.P.E Performance**

As the public relations officer for the school the head teacher markets the school to the surrounding community. Principal's further plan the amount and nature of school community contacts and evaluate their effectiveness. Barasa (2007) observes that headteachers should know their communities well enough to be able to make members interested in what their children are doing.

Henderson and Berla (2004) argue that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's community is able to: create a community environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community. Henderson and Berla (2004) argue that when parents are involved in their children's education at home they do better in school. Student achievement improves when parents become involved in their children's education at school and in the community. Steinberg (2006) shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities.

Model, home-school relations is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Wright and Saks

(2008) are of the opinion that inviting parents to identify academic goals and standards and quantify measures of progress sends the message that what students learn and how well they learn it is not an issue just for teachers and administrators but is a real priority for the community as well.

According to Hammer (2003) the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into the classroom. It's also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement (Odhiambo, 2005).

Castle (1996), states that a good school community is one in which the personnel is united for common interest. The administrator works as a mediator between the school and the surrounding community. He / she is expected to improve relations through a two way exchange of ideas and activities. He needs to familiarize himself with the leaders and members of the community so as to learn how they2



can contribute to the school and how the school can help the community (Ministry of Education, 1999).

### **2.10 Summary of the Literature Review**

Headteachers are faced with problems of overloading curriculum and frequent changes in the curriculum as well as inadequate human and physical resources. Mouka (2005) found that the headteachers faced challenges of inadequate teaching and learning materials. Kitavi (1997) postulated that the headteachers are faced with the shortage of school equipment and physical facilities. In the few cases where physical facilities are in place, they are scanty equipped and in dilapidated conditions. parental support in provision of good learning environment, physical facilities and spiritual health is crucial in the success of the learner. The headteacher is expected to cultivate a good working relationship with the community.

### **2.11 Theoretical Framework**

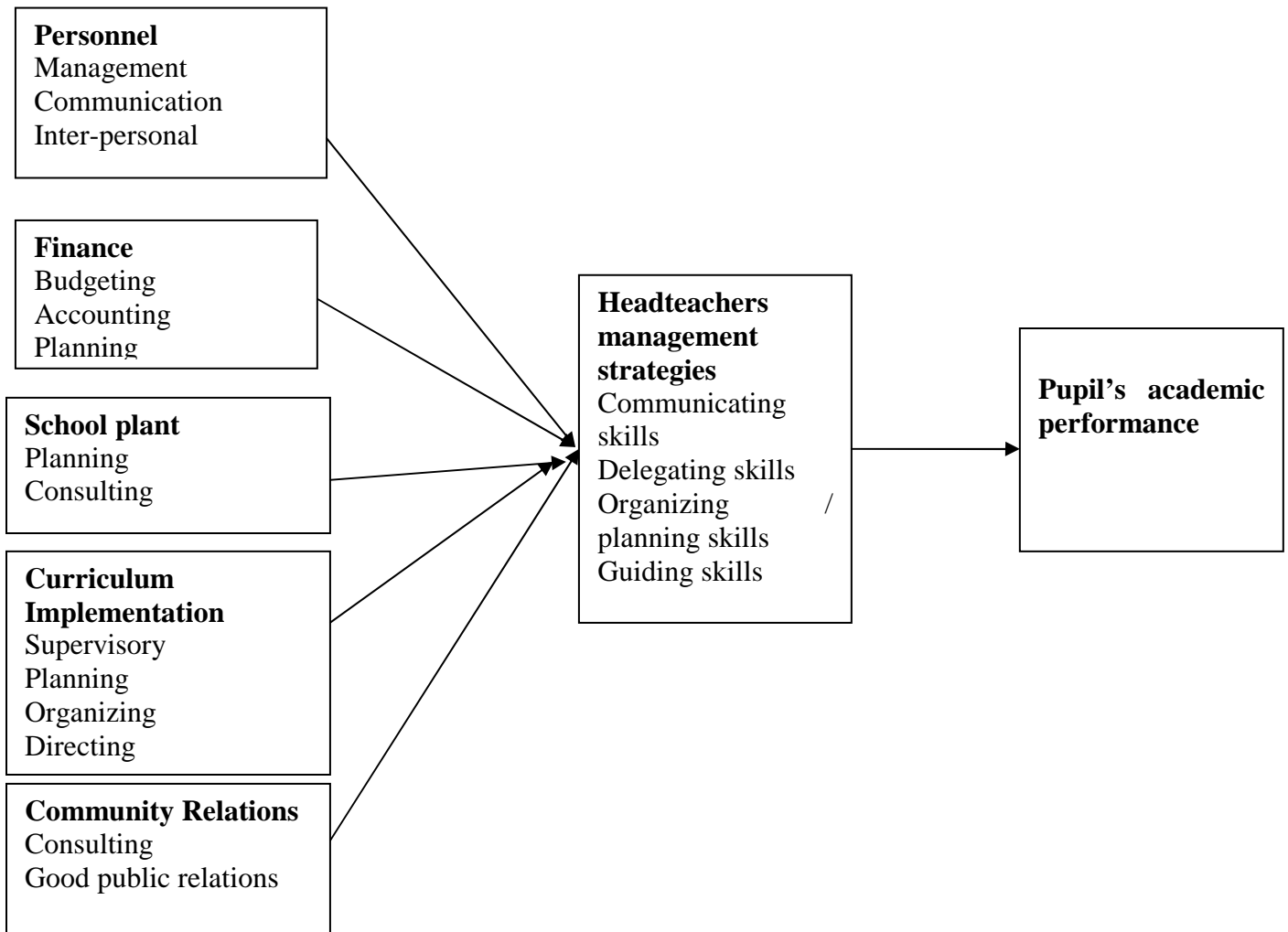
This study was guided by Henri Fayol's administrative theory (1925). He is the father of modern management. He was concerned with the principles of organization and functions of management. In this model Henri Fayol shows that good administrative management is based on four activities namely: personnel, commercial, financial, and security which are guided by principles such as division of labour, discipline, authority, and responsibility among others. Fayol's

theory is suitable for this study because it provides headteachers with general guidelines on how a supervisor should organize his / her department and manage her staff hence high pupils' performance. Henri Fayol's theory is extremely comprehensive as a way to deal with management techniques in a school. It is also the most used theory because it has been proven to work. Its advantage is being comprehensive as it covers just about anything one might need to do in a management position to ensure success.

## **2.12 Conceptual Framework**

The conceptual framework for this study is based on head teachers' management strategies on pupils' K.C.P.E performance in public primary schools in Kieni East District. An effective head teacher should have skills in management of personnel, curriculum implementation, school plant, finance, and community relations. If the above management strategies are adequately considered, they will lead the pupils' high performance in K.C.P.E in public primary schools as illustrated in Figure 1.

**Figure 1 Primary school head teachers' management strategies on pupils' K.C.P.E performance**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the research design, target population, sample size and sampling procedure, research instruments, validity and reliability of the instruments, data collection procedure and data analysis.

#### **3.2 Research Design**

A research design is the investigators plan of action for answering the research questions and realizing the objectives (Nachmias & Nachmias, 1996). The type of research design determines the kind of statistical operations that can be performed on the resulting data. This study used descriptive survey design.

This design was suitable for the study because according to Kerlinger (1964) it is that branch of social scientific investigations which studies large and small populations or universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations. Survey design enables a researcher to draw conclusions from one transitory collection of data to extrapolate what is likely to happen again under similar circumstances.

### **3.3 Target Population**

Mugenda and Mugenda (2010) defined target population as the entire group of individual's events or objects having observable characteristics. The target population of this study was 33 public primary schools, 33 primary school head teachers and 402 primary school teachers in Kieni East District. The district was divided into 3 zones namely Naromoro zone, Kabaru zone and Gakawa zone (D.E.Os Office Kieni East District, 2014).

The head teachers were selected in the study since they are educational managers in their institutions. Teachers do the teaching and the supervisory tasks at various levels. They therefore interact with students in many different ways. They are informed and could therefore provide useful information concerning the study.

### **3.4 Sample Size and Sampling procedure**

Sample size is the number of subjects in your study (Mugenda and Mugenda, 1999). Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). In selecting the number of schools to be involved in the study, the guidelines given by Orodho (2005) is that the sample should be proportionate to the target population that be will be considered.

The researcher used stratified random sampling to sample the polulation. This method of sampling involves the division of a population into smaller groups

known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. Stratified random sampling was suitable for this research because a random sample from each stratum was taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata were then be pooled to form a random sample. The method ensured that the researcher obtains sufficient data to support separate analysis of each of the three zones of Kieni East District.

According to Mulusa (1998) for descriptive and correlation studies 30 cases are the minimum. Out of 33 primary schools, 33 head teachers and 402 teachers the researcher used 30% of the target population. This resulted in using 30 head teachers and 121 primary schools teachers. At least a minimum of thirty per cent of the different categories will be contacted according to Aryl and Razaviah (1972) who postulate that a study can use 10% or a third of the population to represent the universe of the subjects.

### **3.5 Research Instruments**

The study used questionnaires. The questionnaires were used to collect data from head teachers and teachers from Kieni East District. The questionnaires were preferred in the study because they allow objective collection of data from numerous schools simultaneously. Borg and Gall (1989) state that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaires were used to collect data from institution

managers and caregivers or teachers based on the objectives. The questionnaires consisted of short structured questions.

### **3.6 Instrument Validity**

Validity is the degree to which an instrument measures what it purports to measure (Borg and Gall, 1989). Content validity is therefore the degree to which the sample of test items represents the content that the text is designed to measure. A pilot-test was conducted on 3 head teachers and 12 teachers. The research instrument was availed to the supervisors to appraise their suitability in obtaining data. This was done before the researcher proceeds for data collection. This was crucial for fulfilling the stated research objectives and questions. Recommendations for change will be discussed with research supervisor (guide) and incorporated in the final draft questionnaire.

### **3.7 Instrument Reliability**

Mulusa (1998) states that an instrument is “reliable” when it can produce the expected results. Instrument reliability is the level of internal consistency or stability of a measuring device. Reliability is influenced by random error, thus, as error increases, reliability decreases. The error may arise at the time of data collection and may be due to inaccuracy by the investigator or inaccuracy of the instrument (Best & Khan, 2004).

A pilot study was conducted to find the instruments reliability and the procedures of administration. Reliability co-efficient was obtained by correlating the scores of odd numbered statement with the score of even numbered statement in the questionnaire. The researcher used test-retest to ascertain the coefficient of internal consistency or reliability.

To estimate test-retest reliability, one must administer a test form to a single group of examinees on two separate occasions (Best & Khan, 2004). Typically, the two separate administrations are only a few days or a few weeks apart; the time should be short enough so that the examinees' skills in the area being assessed have not changed through additional learning. The scores of the first and the second will be correlated using Pearson Product Moment Correlation Coefficient formula.

$$r_{xy} = \frac{\sum x_i y_i - n \bar{x} \bar{y}}{(n-1) s_x s_y} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Where,

r= Pearson correlation coefficient

x = Values in first set of data

y = Values in second set of data



$n$  = total number of values.

If there is a strong relationship between the two sets of scores, highlighting consistency between the two tests, the measurement procedure is considered to be reliable (i.e., stable). A Pearson correlation coefficient of 0.73 was obtained. According to Cronbach (1951) a coefficient of 0.7 and above is deemed reliable for the administration of the questionnaires.

### **3.8 Data Collection Procedure**

The researcher will obtain an introduction letter from the University of Nairobi and a research permit from the National Council of Science and Technology (NCST) to conduct the research. The researcher will seek permission from the District Commissioner and then the District Education Officer Kieni East District. The researcher will then book an appointment with the sampled schools through the headteacher to administer the questionnaires. On the actual visit to the sample school the researcher will create rapport with the headteacher and the teachers. The respondents will be given instructions and assured of confidentiality after which they will be given enough time to fill in the questionnaires.

### **3.9 Data Analysis Techniques**

The completed questionnaires were checked for completeness as part of the preparation for analysis. Qualitative data was analyzed through content analysis. Quantitative data was analyzed through descriptive statistics such as frequency

counts, means and percentages. After editing and sorting out the questionnaire, data was tabulated, coded and processed using Statistical Packages for Social Science (SPSS) computer software, version 20.0 for windows to generate frequencies (f) and percentages which were used in the analysis.

Quantitative research focuses on gathering numerical data and generalizing it across groups of people. Qualitative research gathers information that is not in numerical form. Data was summarized, organized according to research questions, arranged into themes and presented in narrative form where it was possible. Tabular forms indicating averages, percentages and frequencies were used to highlight meaning.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the analysis, presentation and interpretation of the study. It provides general information on the influence of head teachers' management strategies on academic performance in public primary schools in Kieni East District. This section comprises of the questionnaire return rate and socio-demographic characteristics of the respondents. The other findings are presented in the order of the study objectives.

#### **4.2 Response rate**

Findings in Table 2 show that out of the 151 questionnaires distributed, 141 were returned. This accounts for a response rate of 93%. This is a good response rate as it is above the 70% threshold recommended by Mugenda and Mugenda (2003).

**Table 2 Response rate**

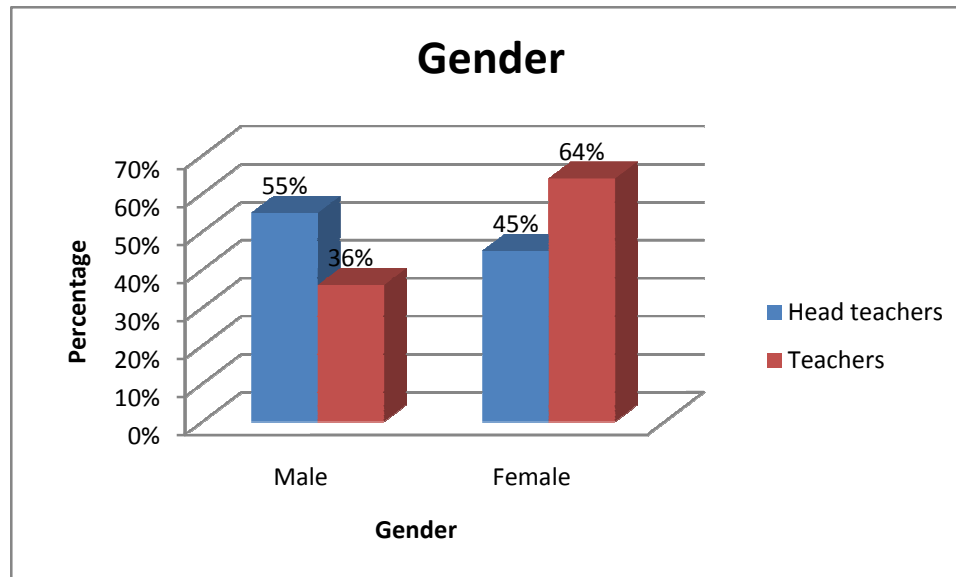
Population	Questionnaires distribute	Questionnaires returned	Response rate
Head teachers	30	23	77%
Teachers	121	117	97%
Total	151	140	93%

### **4.3 Socio-demographic information**

The researcher collected socio-demographic information on the head teachers' and teachers' gender, age and level of education. The findings are presented in this section.

#### **4.3.1 Gender of respondents**

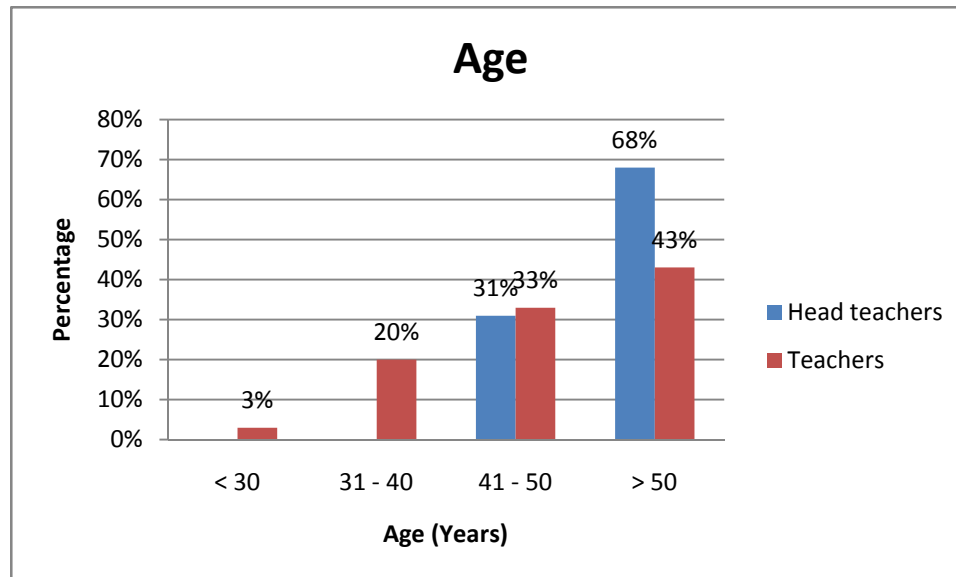
Findings in Figure 2 Indicate that the majority 55% of the head teachers were male whereas the majority of the teachers 64% were female. The findings indicate that there exists only a small gender disparity among staff of primary schools in Kieni East District. This is a shift from past situations where a significant number of head teachers and teachers were male.



**Figure 2 Gender of respondents**

#### **4.3.2 Age of respondents**

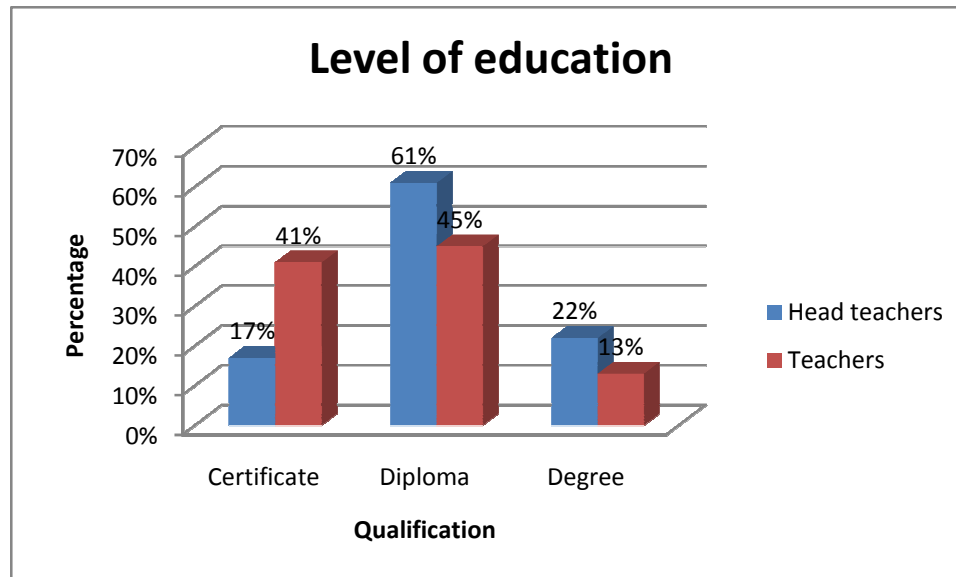
The majority of the head teachers were aged over 50 years. Findings in Figure 4.2 also show that less than half of the teachers were aged over 50 years. The findings show that majority of the staff of primary schools in Kieni East District are elderly. Although more elderly staff brings in many years of experience in teaching, the teachers and head teachers lack age diversity. The benefits of age heterogeneity are based on additional productivity effects that arise due to interaction among individuals of different ages with differing skill profiles, differing perspectives and perhaps different personality traits, which leads to better K.C.P.E performance.



**Figure 3 Age of respondents**

#### **4.3.3 Respondents' level of education**

Findings in Figure 4 show that majority of the head teachers and almost all of the teachers had a diploma in education. The findings indicate that majority of the staff of primary schools in Kieni East District were professionally qualified. However, the findings also indicate that few had pursued higher education beyond the college diploma required for employment. Higher education would equip head teachers with more knowledge on management strategies to enable them manage their schools better for better performance.



**Figure 4 Respondents' level of education**

#### **4.4 Head teachers' management strategies on personnel management**

The first objective of the study sought to examine the extent to which head teachers' management strategies on personnel management influence K.C.P.E performance in public primary schools in Kiini East District. The findings are presented in this section.

##### **4.4.1 Head teachers' responses regarding personnel management on K.C.P.E performance**

To examine the extent to which head teachers' management strategies on personnel management, the head teachers in the study were asked some questions regarding how they manage the staff in their institutions. The findings are presented in Table 3.

**Table 3 Staff personnel management**

Statement	Always	Regularly	Rarely
Maintain a desirable working climate	57%	39%	4%
Motivate teachers and staff	61%	39%	
Deal with staff performance problems	65%	35%	
Recommend teachers for promotion	35%	61%	4%
Provide feedbacks to teachers/staff about their performance	52%	48%	

Findings in Table 3 show that the majority (65%) of the head teachers always dealt with staff performance problems. The findings show that the head teachers had good staff personnel management skills. Creating a good school climate and motivating teachers' results in favorable working conditions for teachers. Good working conditions improve teachers' performance, which translates to improved school performance. The findings are in agreement with Orubuloye (2006) who indicated that head teachers can create co-operation among the staffs by creating an exciting and stimulating environment for their staff.

To examine the extent to which head teachers' management strategies on personnel management, the head teachers in the study were asked questions



regarding how they manage the students in their institutions. The findings are presented in Table 4.

**Table 4 Student management**

Statement	Always	Regularly	Rarely
Initiate pupil's discipline	70%	30%	
Provide feedback to pupils about their performance	70%	30%	
Ensure presence and punctuality of pupils	65%	30%	4%
Resolve/handle pupils conflicts when disputes occur	74%	26%	

A significant number of the head teachers indicated that they always resolved pupils' conflicts when disputes occur. The findings also indicate that majority always provided feedback to pupils about their performance while an equal number always initiated pupil's discipline. The findings show that the head teachers in primary schools in Kieni East District had good student management skills. A head teacher can improve performance of his school by ensuring students are disciplined. In addition, head teachers can motivate students by listening to and addressing problems faced by students. The findings are in agreement with

Mworia (1993) student personnel services are to keep them healthy and motivate them to learn.

#### **4.4.2 Teachers' responses regarding head teachers' personnel management**

To examine the extent to which head teachers' management strategies on personnel management, the teachers in the study were asked questions regarding how they manage the staff in their institutions. The findings are presented in Table 5.

**Table 5 Teachers' responses regarding head teachers' staff personnel management**

Statement	Always	Regularly	Rarely	Never
Head teachers consults teachers before making decisions	52%	31%	9%	8%
Sharing of work is shared fairly and according to capability	61%	28%	8%	3%
Head teacher involves teachers in school policy making procedure	47%	33%	12%	8%
Head teacher maintains staff morale	49%	28%	13%	9%
Head teacher assesses the staff needs	48%	33%	12%	7%

Findings in Table 5 indicate that head teachers always shared work fairly and according to capability according to majority of the teachers. Majority (52%) of teachers indicated that head teachers always consult teachers before making decisions. The findings show that the head teachers in primary schools in Kieni East District had good staff management skills. The findings are in agreement with those of the head teachers (Table 5) which showed that head teachers motivated teachers. The findings are also in agreement with Okumbe (2001) who noted that the head teacher, is the head of the both the teaching and non-teaching staff and therefore must maintain and develop their morale.

To examine the extent to which head teachers' management strategies on personnel management, the teachers in the study were asked questions regarding how head teachers' manage the students in their institutions. The findings are presented in Table 5.

**Table 6 Teachers' responses regarding head teachers' student personnel management**

	Always	Regularly	Rarely	Never
Head teacher discusses the importance of new rules and regulations with students	40%	32%	23%	5%
Head teacher consults students when making changes that involve them	22%	44%	25%	9%
Head teacher allows students to elect their own prefects	65%	28%	8%	
Head teacher is consistent to all students when instilling discipline	61%	23%	11%	4%

A majority of the teachers indicated that their head teacher allows students to elect their own prefects; in addition majority of teachers in the study indicated that the head teacher was consistent to all students when instilling discipline. However the findings indicate that the head teacher did not always discuss the importance of new rules and regulations with students or consult students when making changes that involve them. The findings indicate that the head teachers had poor student management skills. This is because students were not involved in decision-making. When students are not involved in making decisions that affect them, they may develop resentment to the rules and regulations creating

conflict between them and the school management. This may raise indiscipline and negatively affect performance.

#### **4.5 Head teachers' management of finances**

The second objective of the study sought to establish the influence of head teachers' management of finances K.C.P.E performance in public primary schools in Kieni East District. The findings are presented in this section.

##### **4.5.1 Head teachers responses regarding management of finances**

To examine the extent to which head teachers' management strategies on finances, the head teachers in the study were asked some questions regarding how they manage the finances in their institutions. The findings are presented in Table 7.

**Table7 Head teachers' responses regarding management of finances**

	Always	Regularly	Rarely
Account for school funds	67%	33%	
Prepare and present books and accounts for auditing	57%	39%	4%
Prepare a budget for the school	61%	35%	4%
Maintain an effective filing system	44%	56%	

The findings in Table 7 indicate that the majority of the head teachers always accounted for school funds whereas 61% always prepared a budget for their school. However, the findings indicate that of the headteachers did not always maintain an effective filing system. The findings in the study show that head teachers of public primary schools in Kieni East District had good financial management skills. The head teachers were able to prepare budgets, account for funds and prepare financial statements. Financial management is important for academic performance of students because good management of funds ensures proper procurement of teaching and learning materials. The money is also used in school feeding programs which improve enrollment and completion rates of students.

The findings are in agreement with Okumbe (2001) who indicated that the head teacher is the chief accounting officer for the school; he must ensure that there is an efficient control of the finance to keep the school budget and monitoring expenditure in light of the approved budget which is concerned with the maintenance of appropriate record-keeping accounting and auditing procedure in the educational organizations.

#### **4.5.2 Teachers' responses regarding head teachers management of finances**

To examine the extent to which head teachers' management strategies on finances, the teachers in the study were asked some questions regarding how their head teachers manage the finances in their institutions. The findings are presented in Table 8.

**Table 8. Teachers' responses regarding head teachers' management of finances**

	Always	Regularly	Rarely	Never
The head teacher keeps proper finance records	58%	23%	12%	7%
The head teacher attends accounting seminars and workshops	44%	36%	16%	4%
The head teacher allocates funds according to vote heads	51%	29%	14%	6%
The head teacher carries out internal auditing	36%	39%	14%	10%

Findings in Table 8 indicate that majority of the teachers indicated that the head teacher always kept proper finance records; in addition 51% indicated that the head teacher allocated funds according to vote heads. However majority of teachers indicated that the head teacher did not always attend accounting seminars and workshops or do auditing. Although the findings indicate that the head teachers did not perform all financial management tasks, it is the view of the researcher that a significant number of head teachers were able to carry out the



basic tasks necessary like budgeting and preparing financial statements as indicated in Table 8.

#### **4.6 Head teachers' management of curriculum implementation**

The third objective of the study sought to establish how head teachers' management of curriculum implementation academic performance in public primary schools in Kieni East District. The findings are presented in this section.

##### **4.6.1 Head teachers' responses regarding curriculum implementation**

To examine head teachers' management strategies on curriculum implementation, the head teachers in the study were asked some questions regarding how they manage the curriculum in their institutions. The findings are presented in Table 9

**Table 9 Head teachers' responses regarding curriculum implementation**

Statement	Always	Regularly	Rarely	Never
Ensure that teachers prepare schemes of work	83%	17%		
Organize and coordinate examinations (internal & external)	70%	26%	4%	
Prepare school time-table	83%	17%		
Ensure that guidance/counseling services are provided to pupils	65%	30%	4%	
Ensure that classes are held	83%	13%	4%	

Findings indicate that a significant number always ensured that teachers prepared schemes of work, prepared school timetables and classes were held. Lack of completion of syllabus has been adversely cited by researchers as a leading cause of poor performance in public primary schools. It therefore follows that curriculum implementation is an important element of a head teachers management strategy. The findings indicate that the head teachers were committed to curriculum implementation. This was achieved by ensuring that teachers prepared well for classes and attended their classes. The findings are in agreement with Nwagu (1978) who asserted that the head teacher should ensure that there is a school timetable and seeing the day today operation of the school.

#### 4.6.2 Teachers' responses regarding curriculum implementation

To examine head teachers' management strategies on curriculum implementation, the teachers in the study were asked some questions regarding how their head teachers managed the curriculum in their institutions. The findings are presented in Table 10.

**Table 10 Teachers' responses regarding curriculum implementation**

Statement	Always	Regularly	Rarely	Never
Teachers finish the syllabus in time	37%	47%	15%	9%
Teachers hold subject panels	14%	56%	28%	2%
Head teacher supervises curriculum	47%	40%	11%	2%
Teachers go for seminars on syllabus interpretation	23%	31%	37%	9%
You use up to date text books and revised syllabus	77%	17%	5%	

A significant of teachers indicated that they always used up to date text books and revised syllabus. The majority indicated that they regularly held subject subjects panels. However, unlike the head teachers (Table 10) the teachers indicated they

did not always finish the syllabus in time and in addition, the teachers indicated that the head teacher did not always supervise curriculum.

The teachers also indicated they did not attend training for syllabus interpretation. The findings are contrary to the head teachers' responses on curriculum implementation and indicate that the head teachers rarely supervised curriculum implementation; consequently, teachers rarely covered the syllabus.

#### **4.7 Head teachers' management of school physical facilities**

The fourth objective of the study sought to assess the extent to which head teachers' management of school physical facilities influence academic performance in public primary schools in Kieni East District. The findings are presented in this section.

##### **4.7.1 Head teachers' responses regarding management of school physical facilities**

To assess the extent to which head teachers' management of school physical facilities influenced K.C.P.E performance in public primary schools in Kieni East District the head teachers were asked a number of questions relating to management of physical facilities. The findings are presented in table 11

**Table 11 Head teachers' responses regarding management of school physical facilities**

Statement	Always	Regularly	Rarely
Maintain a safe and healthy school environment	65%	30%	4%
Initiate and implement physical development of the school	64%	36%	
Ensure that school facilities are effectively used	61%	35%	4%
Inspect the physical plant, initiate and carry out procedures to maintain and improve	44%	52%	4%

Majority of the head teachers (65%) always maintained a safe and healthy school environment whereas most ensured that school facilities are effectively used. The findings indicated that head teachers were dedicated to maintaining school; facilities and ensuring that they are used in the right way. School facilities are an important tool for education and as such they should be managed well to ensure good performance of students in exams.

The findings are in agreement with Mutinda (2012) who found out that availability of physical facilities is an important aspect of the learning process. He further indicated that if children are crowded in their seating positions they would find it difficult to write.

#### 4.7.2 Teachers' responses regarding management of school physical facilities

To assess the extent to which head teachers' management of school physical facilities influenced academic performance in public primary schools in Kieni East District the teachers were asked a number of questions relating to the head teachers' management of physical facilities. The findings are presented in table 12.

**Table12 Teachers' responses regarding management of school physical facilities**

	Always	Regularly	Rarely	Never
There is proper utilization of school physical facilities	48%	39%	10%	3%
The classes in my school are maintained	37%	49%	8%	6%
The head teacher ensures the school facilities meet the student needs	42%	44%	9%	5%
The head teacher plans standard infrastructure	32%	48%	16%	4%

Findings in Table 12 indicate that the head teachers did not always ensure proper utilization of school physical facilities according to majority of the teachers. In addition majority of the teachers indicated that head teachers did not always

ensure the school facilities met the student needs. These findings are in contrast to those of the head teachers (Table 12) as they indicate that head teachers in primary schools in Kieni East District had poor management of physical facilities.

#### **4.8 Head teachers' management of community relations**

The fifth objective of the study sought to examine how head teachers' management of community relations influence academic performance in public primary schools in Kieni East District. The findings are presented in this section.

##### **4.8.1 Head teachers' responses regarding management of community relations**

To examine how head teachers' management of community relations influenced academic performance in public primary schools in Kieni East District, the head teachers were asked a number of questions relating to community relations. The findings are presented in Table 13.

**Table 13 Head teachers' responses regarding management of community relations**

Statements	Always	Regularly	Rarely	Never
Inform parents of new ideas in education	48%	52%		
Utilize the resources of the community to support new programs	44%	52%	4%	
Sharing facilities and resources within communities	44%	44%	13%	
Teachers to guide parents on how to help their children academically	30%	70%		

A significant number of head teachers (70%) indicated that they regularly ensured teachers guided parents on how to help their children academically. Majority (52%) of the head teachers indicated that they utilize the resources of the community to support new programs while a similar number informed parents of new ideas in education. The findings indicate that head teachers had good management of community relations; this is because they involved parents in school decisions and collaborated parents and teachers to improve academic performance of pupils. The findings are in agreement with Barasa (2007) who observed that head teachers should know their communities well enough to be able to make members interested in what their children are doing.



#### 4.8.2 Teachers' responses regarding management of community relations

To assess the extent to which head teachers' management of community relations influenced academic performance in public primary schools in Kieni East District the teachers were asked a number of questions relating to the head teachers' management of physical facilities. The findings are presented in table 14.

**Table 14 Teachers' responses regarding management of community relations**

Statements	Always	Regularly	Rarely	Never
The head teacher invites other community leaders when he has school ceremonies	47%	32%	15%	6%
The school employs subordinate staff from the surrounding community	63%	18%	16%	3%
The head teacher acts as a mediator between the school and the community	57%	25%	15%	3%
The school allows the community to hire school facilities when in need	43%	25%	11%	21%

The findings indicate that the school always employed subordinate staff from the surrounding community according to the majority of the teachers. In addition, most of the teachers indicated that the head teacher always acted as a mediator between the school and the community. The findings are in agreement with those

of the head teachers (Table 14) and show that head teachers managed community relations well. The findings are in agreement with the MoE (1999) which indicated that the administrator works as a mediator between the school and the surrounding community. He / she is expected to improve relations through a two way exchange of ideas and activities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study, the conclusions and recommendations made by the researcher. This was done in respect to the objectives and the ultimate aim was to answer the research questions regarding the influence of head teachers' management strategies K.C.P.E performance in public primary schools in Kieni East District.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the influence of head teachers' management strategies on K.C.P.E performance in public primary schools in Kieni East District. Descriptive survey design. Questionnaires were used to collect data from 30 head teachers and 121 teachers in public primary schools in Kieni East District. Frequencies and percentages were used in the analysis with the help of SPSS software. The following are the major findings of the study presented in the order of the study objectives.

The majority of the head teachers always dealt with staff performance problems (65%) and motivated teachers and staff (61%). A significant number (74%) of the head teachers indicated that they always resolved pupils' conflicts when disputes occur. The findings also indicate that the majority (70%) always provided

feedback to pupils about their performance while an equal number always initiated pupil's discipline. Head teachers always shared work fairly and according to capability according to majority (61%) of the teachers. Majority (52%) of teachers indicated that head teachers always consult teachers before making decisions. Majority (65%) of the teachers indicated that their head teacher allows students to elect their own prefects; in addition majority (61%) of teachers in the study indicated that the head teacher was consistent to all students when instilling discipline.

The majority (67%) of the head teachers always accounted for school funds whereas 61% always prepared a budget for their school. However the findings indicate that majority (56%) did not always maintain an effective filing system. 58% of the teachers indicated that the head teacher always kept proper finance records; in addition 51% indicated that the head teacher allocated funds according to vote heads. However majority of teachers indicated that the head teacher did not always attend accounting seminars and workshops or do auditing.

Findings indicate that a significant number (83%) always ensured that teachers prepared schemes of work, prepared school timetables and classes were held. A significant number (77%) of teachers indicated that they always used up to date textbooks and revised syllabus. A majority (56%) indicated that they regularly held subject subjects panels. However, unlike the head teachers the teachers

indicated they did not always finish the syllabus in time and in addition, the teachers indicated that the head teacher did not always supervise curriculum.

The majority (65%) of the head teachers always maintained a safe and healthy school environment; 64% indicated that they initiated and implement physical development of the school whereas 61% ensured that school facilities are effectively used. Head teachers did not always ensure proper utilization of school physical facilities according to majority (52%) of the teachers. In addition majority (58%) of the teachers indicated that head teachers did not always ensure the school facilities met the student needs.

A significant number (70%) of head teachers indicated that they regularly ensured teachers guided parents on how to help their children academically. The majority (52%) of the head teachers indicated that they utilize the resources of the community to support new programs while a similar number informed parents of new ideas in education. The findings indicate that the school always employed subordinate staff from the surrounding community according to the majority (63%) of the teachers. In addition, 57% of the teachers indicated that the head teacher always acted as a mediator between the school and the community.

### **5.3 Conclusions**

The study found that head teachers rarely supervised teaching in most subjects. The study also found that head teachers of primary schools in Kieni East District had good management practices in personnel management of staff; however this was not extended to the students especially in the area of decision making which led to poor performance.

The study also found that head teachers had good financial management skills however this was at a very basic level since the school heads could not for example audit finances. Hence, most headteachers did not always maintain effective filing system.

The study also found that the teachers did not always finish the syllabus in time and in addition. This was because most of the head teachers' did not always supervise curriculum implementation.

The findings also indicated that the school head had poor management of physical facilities. This is because majority of the teachers indicated that head teachers did not always ensure the school facilities met the student needs.

The study found that head teachers of primary schools in Kieni East District had good management practices in community relations. This is because they involved parents in school decisions. There was collaboration between parents and teachers to improve academic performance of pupils.

#### **5.4 Recommendations**

The researcher recommends the following:

Head teachers in public primary schools should involve pupils in making decisions that affect them (the students).

The Ministry of Education should provide special training to primary school head teachers to improve their skills in financial management.

The Quality Assurance and Standards Officers (QASOs) should ensure supervision of teachers by head teachers and place emphasis on curriculum implementation and syllabus coverage.

The head teachers of public primary schools should involve and consult teachers in managing school facilities.

The headteachers should continue maintaining good school community relations to ensure high pupils performance in K.C.P.E.

### **5.5 Suggestions for further study**

This study was carried out in Kieni East District which is a rural area. Future studies should be carried out in an urban area for comparative analysis. This study was carried out in public primary schools only. A similar study should be carried out in private primary schools to compare the results.



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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi  
Department of Educational  
Administration and Planning  
P.O. BOX 30 197  
NAIROBI.

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To the Head teacher:

\_\_\_\_\_ Primary School

**Dear Sir/Madam,**

I am a post graduate student at the School of Education, University of Nairobi.

I am currently working on a research project on the influence of head teachers' management strategies on K.C.P.E performance in public primary schools in Kieni East District. I am kindly requesting you to allow me to gather data in your school. I will highly appreciate your assistance.

Thank you in advance.

Yours sincerely,

Moses M. Kithinji

## APPENDIX B

### QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this questionnaire is to gather information on the evaluation of the influence of head teachers' management strategies on K.C.P.E performance in public primary schools in Kieni East District. This questionnaire is divided into parts A and B. Please respond to all items in the questionnaire as correctly as possible by putting a tick (✓) next to the correct option and fill in the space provided. The information you will give will be kept confidential and will be used for research only.

#### Part A: Introduction

1. What is your gender?

- a) Male ( ) b) Female ( )

2. Which is your age bracket in years?

- a) Over 50 ( )      b) 41-50 ( )  
c) 31-40 ( )      d) 30-below ( )

3. What is your highest professional qualification?

- a) Certificate ( )    b) Diploma ( )    c) Degree ( )



**Part B**

1. What is your opinion on the statements given below?

2. Use a tick (√) to indicate your response.

3. Use the following scales; Always=4, Regularly =3, Rarely=2, and Never=1

	ALWAYS	REGULARLY	RARELY	NEVER
<b>Curriculum Implementation</b>				
1. Ensure that teachers prepare schemes of work				
2. Organize and coordinate examinations (internal & external)				
3. Prepare school time-table				
4. Ensure that guidance/counseling services are provided to pupils				
5. Ensure that classes are held				
<b>Staff Personnel</b>				
1. Maintain a desirable working climate				
2. Motivate teachers and staff				
3. Deal with staff performance problems				
4. Recommend teachers for promotion				
5. Provide feedbacks to teachers/staff about their performance				
<b>Student Personnel</b>				
1. Initiate pupil's discipline				
2. Provide feedback to pupils about their performance				

3. Ensure presence and punctuality of pupils				
4. Resolve/handle pupils conflicts when disputes occur				
<b>Finance Management</b>				
1. Account for school funds				
2 Prepare and present books and accounts for auditing				
3. Prepare a budget for the school				
4. Maintain an effective filing system				
<b>Physical Facilities</b>				
1. Maintain a safe and healthy school environment				
2. Initiate and implement physical development of the school				
3. Ensure that school facilities are effectively used				
4. Inspect the physical plant, initiate and carry out procedures to maintain and improve				
<b>School Community Relations</b>				
1. Inform parents of new ideas in education				
2. Utilize the resources of the community to support new programs				
3. Sharing facilities and resources within communities				
4. Teachers to guide parents on how to help their children academically				

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information on the evaluation of the influence of head teachers' management strategies on K.C.P.E performance in public primary schools in Kieni East District. This questionnaire is divided into parts A and B. Please respond to all items in the questionnaire as correctly as possible by putting a tick (✓) next to the correct option and fill in the space provided. The information you will give will be kept confidential and will be used for research only.

#### Part A: Introduction

1. What is your gender?

- a) Male ( ) b) Female ( )

2. Which is your age bracket in years?

- a) Over 50 ( )      b) 41-50 ( )  
c) 31-40 ( )      d) 30-below ( )

3. What is your highest professional qualification?

- a) Certificate ( )    b) Diploma ( )    c) Degree ( )

**Part B**

1. What is your opinion on the statements given below?

2. Use a tick (√) to indicate your response.

3. Use the following scales; Always=4, Regularly =3, Rarely=2, and Never=1

<b>Curriculum Implementation</b>	ALWAYS	REGULARLY	RARELY	NEVER
1. Teachers finish the syllabus in time				
2. Teachers hold subject pannels				
3. Headteacher supervises curriculum				
4. Teachers go for seminars on syllabus interpretation				
5. You use up to date text books and revised syllabus				
<b>Staff Personnel</b>				
1. Headteachers consults teachers before making decisions				
2. Sharing of work is shared fairly and according to capability				
3. Headteacher involves teachers in school policy making procedure				
4. Headteacher maintains staff morale				
5. Headteacher assesses the staff needs				
<b>Student Personnel</b>				
1. Headtecher discusses the importance of new rules and regulations with students before making them effective				
2. Headteacher consults students when making				

changes that involve them				
3. Headteacher allows students to elect their own prefects				
4. Headteacher is consistent to all students when instilling discipline				
<b>Finance Management</b>				
1. The headteacher keeps proper finance records				
2. The headteacher attends accounting seminars and workshops				
3. The headteacher allocates funds according to vote heads				
4. The headteacher carries out internal auditing				
<b>Physical Facilities</b>				
1. There is proper utilization of school physical facilities				
2. The classes in my school are maintained				
3. The headteacher ensures the school facilities meet the student needs				
4. The headteacher plans standard infrastructure				
<b>School Community Relations</b>				
1. The headteacher invites other community leaders when he has school ceremonies				
2. The school employs subordinate staff from the surrounding community				
3. The school acts as a mediator between the school and the community				
4. The school allows the community to hire school facilities when in need				

**APPENDIX D**

**UNIVERSITY AUTHORIZATION LETTER**



**UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telegram: "CEES"  
Telephone: 020-2701902

P.O BOX 30197  
OR P.O BOX 92 - 00902  
KIKUYU

27<sup>th</sup> May, 2014

Our Ref: UON/CEES/SOE/A&P/1/4

**TO WHOM IT MAY CONCERN**

**RE: MOSES MWITI KITHINJI – REG. NO. E55/75313/2012**

This is to certify that **Moses Mwit** **Kithinji** has completed his coursework towards Master of Education Degree in Educational Administration and Planning of the University of Nairobi. He is currently doing his research on "*Influence of Head Teachers' Management Strategies on Academic Performance in Public Primary Schools in Ki* *eni East District.*"

Any assistance accorded to him will be highly appreciated.

**DR. GRACE NYAGAH  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

## APPENDIX E

### NACOSTI AUTHORIZATION LETTER



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

26<sup>th</sup> June, 2014

NACOSTI/P/14/5375/2102

Moses Kithinji Mwit  
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 management strategies on academic performance in public primary schools in Kieni East District,”* I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending 24<sup>th</sup> July, 2014.

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** 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.

  
DR. M. K. RUGUTT, PhD, HSC.  
Ag. SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Nyeri County.

# APPENDIX F

## NACOSTI PERMIT

**THIS IS TO CERTIFY THAT:**

**MR. MOSES KITHINJI MWITI**

**of KARICHUTA, 140-10105**

**naro-moru, has been permitted to**

**conduct research in Nyeri County**

**on the topic: INFLUENCE OF HEAD**

**TEACHERS MANAGEMENT STRATEGIES**

**ON ACADEMIC PERFORMANCE IN PUBLIC**

**PRIMARY SCHOOLS IN KIENI EAST**

**DISTRICT**

**for the period ending:**

**24th July, 2014**

**Permit No : NACOSTI/P/14/5375/2102**

**Date Of Issue : 26th June, 2014**

**Fee Received : Ksh 1,000**

**DISTRICT EDUCATION OFFICER  
KIENI EAST  
P. O. BOX 205-3000  
KIGALIYO**

**Applicant's**

**Signature**

**Secretary**

**National Commission for Science,**

**Technology & Innovation**