INFLUENCE OF HEAD TEACHERS’ MANAGEMENT PRACTICES
ON PUPILS PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS
BUNGOMA CENTRAL SUB-COUNTY, KENYA

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A Research Project submitted for in Partial Fulfillment of the
Requirement for the Degree of Master of Education in Educational
Administration

University of Nairobi

2015
DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This research report is dedicated to my dear husband Charles Barasa Muramara and my children Charity Nasimiyu, Dorothy Namuki, Mary Sylvia Nafula, Austin Wekesa, Collins Mukhwana and Michelle Mulongo. Be blessed always.
ACKNOWLEDGEMENT

I am greatly indebted to God who has been my faithful guider. I am also indebted to Dr. Ursula Okoth and Dr. Rose Obae for their constant advice, constructive criticism, patience, guidance and encouragement that saw this research report completed successfully. I am grateful for the patience, understanding and encouragement from my family. My heart-felt appreciation goes to my sister-in-law Mary Clare Muramara and my sister Carolyne Imbwenya for being an inspiration to me during the study period. Lastly, my sincere appreciation goes to my husband Charles Muramara and my children for the patience and understanding during the long absence and the financial support.

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Thank you all may you be blessed abundantly.
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<td>Education for All</td>
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<tr>
<td>ESQAC</td>
<td>Education, Standards and Quality Assurance Council</td>
</tr>
<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standard Officer</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NACOSTI</td>
<td>National Council for Science, Technology and Innovation</td>
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<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF</td>
<td>United National Children’s Find</td>
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<td>SPSS</td>
<td>Statistical Package for the Social Science</td>
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ABSTRACT

The purpose of the study was to determine the influence of headteachers’ management practices on KCPE performance in public primary schools in Bungoma Central Sub-county. The specific objectives were to determine whether head teachers’ curriculum supervision influences pupils performance in KCPE, establish whether head teacher’s acquisition and usage of teaching/learning materials influences pupils performance in KCPE, examine whether head teacher’s communication strategies influences pupils performance in KCPE and to examine whether pupils involvement in management influences pupil’s performance in KCPE in public primary schools in Bungoma Central sub-county. The study adopted a descriptive survey design. The theoretical framework was based on Abraham Maslow theory of motivation. The study targeted 22 public primary schools, 22 head teachers, 22 class eight teachers, 22 standard eight prefects and one education officer. The study utilized all the 66 (100%) questionnaire from head teachers, teachers and pupils and interview schedule for education officer and the observation check list for the researcher to collect data. Reliability of the instrument was done through a pear Son’s product correlation. The validity was done by conducting a pilot study on four schools that were not included in the actual study. Both qualitative and quantitative techniques were used to collect and analyze data. The statistical packages for social science (SPSS) software package were utilized in analyzing the data. The data was presented in frequency tables and bar graphs. The study findings indicated that less number of books for the pupils and minimal access to teaching/learning materials make pupils unable to study effectively. Minimal individual exposure to books compromise pupils’ academic achievement. The head teachers’ curriculum supervision was poor where most head teachers did not check teacher professional records and never supervised teachers teaching in class. Communication channels in schools were poor while others lacked completely. It was observed that pupils were never involved in school management and especially in matters that affected them. This affected pupils’ academic achievement. The researcher suggested that head teachers should carry out frequent instructional supervision and advice to their teachers accordingly. Head teachers should ensure availability and usage of relevant teaching/learning materials. Schools should have clear modes of communication to enable disseminate policies and communicate school objectives. Pupils should be involved in school matters that affect them. The head teacher to involve parents in curriculum matters. Head teacher to meet teachers regularly to discuss curriculum matters. The study suggested that an investigation on challenges facing head teachers on curriculum supervision should be conducted. A study on the effects of commercial teaching/learning materials on KCPE performance should be conducted in the other sub-counties in Bungoma County.
CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Although school success is influenced by many people, the head teacher remains the most important factor in this success (Whitaker, 1997). Studies in United States of America (USA) on school climate as sighted in Hallinger and Heck (1996), have shown some agreement on the fact that student’s performance is positively related to headteachers’ management practices.

In the 1970s, there was need in the United States of America (USA) to develop management competences for managers in industries and commerce. As a result of this movement, there were attempts to develop competences for school principals. Such example was the initiative that was taken by the Ministry of Education to establish Kenya Educational Management Institute (KEMI) to capacity build primary school head teachers by equipping them with school management skills to better their management practices. These practices include curriculum supervision, acquisition and usage of teaching/learning materials, pupil involvement in school management and communication strategies (Esp, 1993).
United Kingdom has many courses in management and teacher education, which has been recognized by the government degree on head teachers’ competence in school management (Southworth, 1999). Head teachers in the United Kingdom are properly prepared with necessary management skills to help them develop good management practices for efficient and effective school management.

According to a study in Britain by Kupermine, Leadbeater and Balt (2001), factors that influence performance are communication strategies, which include Communication to pupils, teachers, parents and other relevant school stakeholders. What should be communicated are the values, objectives, policies, school target and the expectations that will enable achievement in examination. Channels of communication should be created to enable feedback. As Ninan (2006), in Florida notes, the school management is directly involved in the achievement of a conducive learning environment that will yield pupils performance.

A study by Korir and Karr-Kidwell (2000), on the relationship between effective school management and effective communication. The authors concluded that there was a close relationship between head teachers communication strategies and school performance. A study in South Africa by Mafisa (2008), found that head teachers’ management involvement in management resulted to good performance by pupils. He notes that this is indicated by the way the school
leadership interacts with the learners and the teachers in terms of school policies, school programmes and procedures. He says that the head teacher should be proactive in solving problems that manifest in school in good time. He concludes that participative school management is ideal in ensuring students performance.

Many nations around the world are committed to global education policies such as Education for All (EFA) and Universal Primary Education (EFA). It is against these policies that head teachers are expected to ensure curriculum instruction and supervision, teaching/learning material acquisition and use, pupil involvement in management and communication channels that will enable performance in KCPE. Eshiwani (1993), carried out a research on factors influencing performance among primary and secondary schools in Western Kenya. He observed that the level of material input allocated per pupil and the quality of instructional process experienced by each pupil determines the school performance in Kenya Certificate of Primary Education Examination (KCPE).

Despite the effort of the government through introduction of FPE in 2003 and provision of free learning resources, primary schools in Bungoma Central Sub-county still perform poorly in Kenya Certificate of Primary Education. Head teachers’ effective management practices are very essential if educational goals and objectives are to be realized. It is believed that the success of a school is
primarily determined by head teachers’ effectiveness in school management (Hucznski, 2001).

In Asia according to Chapman (2002), school head teachers have responsibility in four areas that impact on instructional quality. In the school management, they ensure that textbooks are available in the school, time is well managed, teaching and learning is taking place at all levels and pupils are involved in school management and the school. Curriculum supervision dates back to 15\textsuperscript{th} century and it can be traced back to the early American education system where supervision was carried out by select men, clergy of sound faith and morals, prominent citizens, committees and school warden trustees. Supervision concentrated on matters of approving the general achievement of subject matter, evaluating methods used by teachers, observing the general management of schools, conduct of pupils Okumbe (1999). These early supervisory concepts were only characterized by inspection rather than supervision. Okumbe (1988), stated that administrative inspection model was dormant from 1642 through 1875. In USA city schools, systems developed and grew superintendents. Superintendents took over the work of supervision from lay committees.

In Britain Maw, Wanjugu (2011), the history of supervision within a system of school did not begin until the formation of the common schools in 1830s. In Scotland, supervision was given a lot of emphasis in order to report on the
effectiveness in schools and colleges and give advice to the higher education authorities and ensure educational policies were implemented. According to Wanjugu, head teachers carry out curriculum supervision to ensure quality teaching and learning. This means that head teachers’ role as a supervisor is making effort to improve teaching/learning by restructuring and advising accordingly. Kenya borrows heavily from the colonial master on curriculum supervision. Education supervision in Kenya has its roots in Britain. In 1924, the education ordinance empowered the government to develop control and supervise education in Kenya. Education reports emphasis the need for efficient and effective instructional supervision.

The Directorate of Quality Assurance and Standards in the Ministry of Education in Kenya is mandated to ensure curriculum implementation and delivery, monitor and evaluate standards, administer policies and guidelines set for basic education. At the school level, the head teacher is the chief executive of the institution who should ensure curriculum implementation. They should check, approve and consent use of schemes of work and lesson plans. Checking learners’ exercise books make classroom visits to observe teaching/learning, hold conferences with teachers, pupils, parents and stakeholders to discuss performance.
Teaching and learning resources are key in the effective delivery of the curriculum (Ministry of Education, 2007). In addition, absence of learning materials in class will be teacher centred and pupils will have no interest in the subject therefore resulting to poor performance by pupils. Learning materials are critical inputs in the teaching/learning process since they assist learners to synthesize what is learnt Musyoka (2000).

Njuguna (2009), found out that even schools where resources are available and not used effectively performance is low. This proves that the resources are directly related to pupil’s performance in KCPE. This study sought to establish head teachers’ management practices, which include: curriculum supervision, communication strategies, instruction material acquisition and usage and pupil involvement in management affects pupils performance in KCPE in Bungoma Central Sub-county.

1.2. Statement of the problem

Head teachers of public primary schools are appointed to their positions of management without any prior management training other than the one they received at the Teachers Training Colleges and Universities (Republic of Kenya, 1999). Kamotho (2008), argues that head teachers in Kenya are appointed on the basis of their teaching experience, academic and professional qualification. Training in management practices such as curriculum supervision,
teaching/learning resources acquisition and usage, communication and pupil involvement in management is not considered as a prerequisite for appointment to the position.

Although there have been various meetings and seminars for head teachers conducted by Sub-county Education office staff, complains have been raised by School Management Committees, parents and stakeholders in relation to head teachers’ in competences in curriculum supervision, acquisition and usage of teaching and learning resources, pupil involvement in school management and communication. Between 2009-2014, five teachers have been interdicted; seven others have been stepped down to avoid responsibilities due to poor performance in KCPE. Three head teachers have been locked out of their schools by irate parents and school stakeholders due to poor performance in KCPE associated with inappropriate management skills. Despite KEMI’s effort to train head teachers in management, KCPE performance still falls below average. It is for this reason that this study sought to investigate effect of head teachers’ management practices on KCPE performance in Bungoma Central Sub-county. (Bungoma Central Quality Assessment Report, 2014).
1.3. Purpose of the study

The purpose of the study was to investigate influence of head teacher’s management practices on KCPE performance in public primary schools in Bungoma Central Sub-County.

1.4. The objective of the study

The study will be guided by the following objectives

i. To determine the extent to which head teachers curriculum supervision influences pupil’s performance in public primary schools in Bungoma Central Sub-County.

ii. To establish the extent to which head teachers’ acquisition and usage of teaching/learning material influences pupils’ performance in KCPE in public primary schools.

iii. To examine the extent to which head teachers communication strategies influences pupils’ performance in KCPE in public primary schools.

iv. To examine the extent to which pupils’ involvement in management influences pupils’ performance in KCPE in public primary schools.

1.5. Research questions

The study was guided by the following research questions
i. To what extend does head teachers’ curriculum supervision influence pupils’ performance in KCPE in public primary schools in Bungoma Central Sub-County?

ii. To what extend does head teachers’ acquisition and usage of teaching/learning materials influence pupil’s performance in KCPE in public primary schools?

iii. To what extend does the head teacher’s communication strategies influence pupils’ performance in KCPE in public primary schools?

iv. To what extent does headteachers’ involvement of pupils in management influence pupils’ performance in KCPE in public primary schools?

1.6. Significance of the study

The study identified management practices of head teachers and how they influenced KCPE performance in public primary schools in Bungoma Central sub-county. The findings may enable head teachers to take the necessary action and change their management practices, which may better KCPE performance in public primary schools. The study findings may enable the inspectorate in the Ministry of Education to formulate policies on in-service training for head teachers to make them more responsive to the needs in schools. The study may be used by Teacher Training Colleges, Universities and management trainers like KEMI to develop management programmes. The study may also help stakeholders of education be informed of the most recent and detailed information
about public primary school management practices, challenges, gaps and limitations.

1.7. Limitations of the study

There was a possibility of some head teachers feeling threatened because of their managerial incompetent and therefore furnish the researcher with inappropriate information. The researcher may get biased information from teachers and pupils. For this reason, the researcher designed a questionnaire with specific questions that was able to furnish the researcher with the expected information.

1.8. Delimitations of the study

The geographical area was delimited to one Sub-county for easy and effective control of the data. For easy analysis, the scope of the study was reduced to head teachers, teachers, pupils and one education officer in public primary schools. The private schools were not included because of the different management practices.

1.9. Basic assumptions of the study

The study had the following assumptions

i. Respondents gave accurate and honest response to the items in the questionnaires.

ii. All schools had qualified head teachers who were aware of good management practices.
iii. All respondents were literate therefore; they were able to comprehend the content in the questionnaire.

1.10. Definition of significant terms

**Communication strategies** refers to a plan to ensure effective and efficient information delivery to all people in the school.

**Curriculum supervision** refers to the process of ensuring the teaching of all content in the curriculum using the right methodology.

**Head teacher** refers to any person who is appointed by TSC to carry out administrative and managerial duties in a school.

**Influence** refers to ability to determine the achievement in KCPE.

**KCPE** refers to Abbreviation of Kenya Certificate of Primary Education. This is a certificate given to candidates who have successfully completed primary education.

**Management** refers to the process of planning, organizing, controlling, coordinating, communicating, staffing, directing and evaluating activities of an organization in order to achieve its pre-determined goals or objectives.

**Management practices** refers to the activities carried out by headteachers in the process of managing the schools.

**Performance** refers to the accomplishment of the task and achievement of the goals.
Public primary school refers to primary institutions under the Sub-county Education Board.

Teaching/learning materials refers to materials needed during lesson sessions to facilitate teaching and learning.

1.11. Organization of the study

This study was organized in five chapters. Chapter one deals with the introduction and it included: background to the study, statement of the problem, purpose of the study, objectives, research questions, limitations of the study, delimitations of the study, basic assumptions and definitions of significant terms.

Chapter two covers related literature review related to head teachers’ management practices and their effect on KCPE performance. Literature review was discussed under sub headings such as: curriculum supervision, instruction material acquisition and usage, communication channels and pupils involvement in management. Chapter three deals with research methodology with sub headings: research design, target population, sampling sample size and sampling procedures, research instruments, instruments’ validity, instruments’ reliability, data collection procedures and data analysis techniques and ethical consideration.
Chapter four presents data analysis and discussion of the findings including; introduction, response rate, questionnaire return rates, demographic information of the respondents, academic qualification of headteachers and the teachers, headteachers attendance of management courses, teachers who attended seminars, school category, pupils’ responses on homework and availability of physical facilities, teachers’ responses on curriculum supervision and availability of teaching and learning resources and involvement of pupils in school management. Chapter five provides introduction, a summary of the study, a summary of the findings, conclusions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter covers a review of literature related to the study. The literature reviewed covers, head teachers’ curriculum supervision and pupil’s performance in KCPE, teaching and learning materials acquisition and use and KCPE performance, head teachers’ communication strategies and pupil’s performance in KCPE, pupil’s involvement in management and performance in KCPE, summary of literature review, theoretical framework and conceptual framework.

2.2. Head teachers curriculum supervision and pupils performance in KCPE

In a study of motivation that focused on high school teachers in India, Muralidharan and Venkatesh (2009), identified 27 factors that were significant in curriculum delivery. School management was found to affect teaching and learning in most schools. According Portin, Paul, Michael and Lauren (2003), the core mandate of the head Teachers’ job is to diagnose his or her particular school’s needs and to meet these needs by utilizing the resources available regardless of the school type. Muthoni (2012), observes that the value of education supervision lie in the improvement of teaching and learning and consequently students achievements. In Britain the main purpose of supervision is to collect a range of evidence and match them against a given criteria and make judgments.
The World Bank (2009), noted that in England supervision is bestowed on the office. Students are supervised by teachers while teachers are supervised by head teachers. (Gregory, 2010). Okumbe (2013), defines supervision as that dimension of educational administration which is concerned with improving instructional effectiveness. Curriculum supervision entails first-hand observation of actual teaching, analysis of the teachers and pupils behavior and activities for instructional improvement. A head teacher is expected to possess superior knowledge, skills and attitudes acquired through training and experiences to enable them supervise teaching and learning at all levels in the school (Olembo, Wanga and Karagu 1992).

According to Okumbe (1998), the head teacher has the task to carry out the following functions of educational management. To ensure that sound policies, goals and objectives are formulated and that methods are determined for the achievement of these objectives. In Kenya the objectives of primary education are: acquire literacy, numeracy, creativity and communication skills. Develop ability for critical thinking and logical judgment. Appreciate and respect dignity for work. Prepare pupils for global citizenship. Develop desirable social standards, morals and religious values. Develop into self-disciplined, physically fit person. Develop aesthetic values and appreciate own and other peoples cultures. Develop awareness of an appreciation of the environment, other nations and international community. Instill respect for self and others, love own country
and need for harmonious co-existence. Identify and develop talent. Promote social responsibility and make proper use of leisure time. Develop awareness and appreciation of the role of technology in national development. It is the duty of the head teacher to be a path finder for the attainment of the set goals and objectives (Republic of Kenya, 2012).

The government of Kenya through education commissions, the Basic Education Act (2013), and other government reports has continued to emphasize supervision in schools and instructional practices. There is stress on establishing Standards and Quality Assurance Council (ESQAC) whose functions are assessment of educational institutions to ensure quality teaching and learning. The education reports for instance: the Phelps Commission (1925), emphasized the need for government control, inspection of schools and training of the supervisors. The Beecher report (1949), and the Binns report (1952), recommended strict supervision and control of education. Head teachers according to Wallace Foundation Perspective report cannot function simply as school managers but also instructional leaders (The Wallace Foundation2013). To be successful, they are also expected to distribute leadership effectively for educational change and improvement that translates into learning out comes (Harris, 2014).
2.3. Teaching and learning material acquisition and use and pupils performance in KCPE

Instructional materials as they are popularly called are very basic facilities, which must be available during teaching and learning process for effective and efficient teaching. Instructional material include text books, teachers’ guide books, sets, dictionaries, wall maps, atlas, pens, pencils, rulers, computers, projectors, DVDs, radio, cameras among others. The government of Kenya through FPE supply teaching and learning materials to all public primary schools Eshiwani (1993).

Wekesa (1993), Olembo, Wanga and Karagu (1992), and Mbiti (2007), noted that to improve pupils’ and students’ performance head teachers must start by identifying appropriate learning and teaching resources, ensure resources are procured in good time for the successful achievements of the objectives. Actualization of predetermined goals and objectives by the head teacher requires provision, maximum utilization and appropriate management of these resources.

Adoption of modern methods of resource management helps to improve the quality of teaching and learning. This is because there is a direct relationship between provision and utilization of quality teaching/learning resources and quality outcome of the school. Nwagwu (1978), and Ogunsaju (1980), maintained that the quality of education that children receive bears direct relevance to the availability and quality of teaching/learning resources.
According to Agosiobo (2007), teaching resources motivates the learner (Miller and Seller, 2007). According to UNICEF (2000), there is a relationship between the adequacy of text books and educational materials, and the students’ academic performance. This will be evident in achievement in KCPE examination Odhiambo, (2005). Murald (1998), points out that inadequate teaching and learning resources is a factor that affects pupils performance in KCPE in public primary schools. Wales (1966), was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of the pupils. In addition, a well-planned and imaginative use of visual aids in lessons should do much in content acquisition in the course of the lesson.

According to research carried out on the effects of instructional resources on pupils performances WASC examination in Kwara state in Nigeria, it was found that teaching/learning materials have a significant effect on pupils’ performance in examination. Pupils realize meaningful learning experiences when teaching and learning materials are available. The head teacher therefore should ensure that appropriate teaching methodology is applied and the materials should be relevant and adequate. This can be done if the head teacher involves all relevant stakeholders in the identification, purchase, maintenance and usage of these materials. There should be clear school policies on procurement, sustainability and effective usage of the teaching/learning materials. It is therefore important for the head teacher to have the skill in material management.
2.4. Head teachers’ communication strategies and pupils performance in KCPE

Robin (2001), defines communication as the medium through which the message travels. Mbiti (2007), concluded that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, print outs, school magazines and hand books are means of communication. He also points out that the written communication is more permanent. Management communication includes using questions, paying attention to non-verbal cues and actively listening (Olembo, Wanga, Karagu, 1992). Communication directs every one’s attention towards the vision, values and desired outcomes.

A study by Halawah (2005), suggested that good communicators are good listeners and experts in communication rate poor listening as the number one problem in human relationships. The study concluded that head teachers may improve their communication by improving their listening skills. Means of communication between the head teacher and pupils should be clear, unambiguous and continuous. The importance of open communication between head teachers and pupils is to foster discipline and performance among pupils.
School vision, mission, motto and values should be well communicated through badges and writings on the school gate and visible places on buildings. The head teacher should ensure there is communication in three major communication networks namely downward, upward and lateral (horizontal) communication (Barasa, 2007). Managers need to embrace communication in order to share their vision with others, inspire, and motivate teachers and pupils to strive towards effective working relationships and goal accomplishment.

Lee (2009), argues that if a head teacher adopts the art of persuasion, negotiation and openness, the teachers, parents, pupils and other stakeholders will have trust which will create a humble school environment that will result to pupils’ performance. According to Specialized Training of Military Parents (2006), an educational project in the U.S Department of Education, in an open communication each partner in the conversation need to be informed on the issues and has the rights and entitlement by the law in the school setup. For this reason the head teacher need to embrace open communication which will improve the relationship hence a conducive school environment that will enable pupils’ performance.

2.5. Pupils involvement in management and performance in KCPE

In this case, the head teacher involves the pupils in decision-making and general management of the school that affects them. He or she seeks discussion and
agreements with them before a decision is taken Durbin (1998). David (2007), study focused on the survey of the effectiveness of democratic school administration in one school in Philippines. The implication of the study is that just like Philippines; school head teachers in Kenya who favor the use of democratic leadership attach the same level of trust to their pupils.

Olembo (1986), notes that leadership of a head teacher should be democratic, combines self-confidence, friendless, firmness and tact. It should not merely consist of issuing orders. Also says that head leads better if he consults pupils from time to time on what is going on in the school. Griffins (1994), stated that the principal should endow each pupil with habits, self-respect and proper pride in his integrity that will finally motivate them to achieve academically.

Linda (1998), concluded that head teachers should not be autocratic in their leadership. They should not be bossy, insulting, humiliating or embarrassing pupils among others, which will lead to low self-esteem resulting to low academic achievement. Okumbe (1998), noted that principals should encourage open door policy where pupils are free to see the head teacher to explain their problems. Encourage democratic form of school organization where pupils elect their own leadership and provision of a suggestion box. Participatory decision-making process is recommended because individuals who participate are usually more satisfied with the decision they have collectively made and they will support it.
Student involvement in decision-making is a concept of participatory management, which is a tenet of the Human Relation Theory of Management. The theory views members of the organization as worthy components without whose efforts the objective of the organization cannot be achieved effectively Mondy (1988).

Eshiwani (1983), attributes poor results of students to the armchair head teachers who do not know what goes on in the classroom. Kibowen (1985), asserts that the basic reason why some schools performed better than others in examination is that while some head teachers organized the learning process for pupils, others leave them to chance. Those who involve students in management encourage participation, critique and planning for purposes of achieving the set goals. Where students are not involved in the formation of school rules, and there is lack of ownership resulting in resentment and ultimately open defiance, which will affect performance. It is possible to take in pupils input in what should happen in school on a daily basis, however due to pupils maturity level, some of their recommendations are outrageous and this calls for guided democracy, which should be done by the head teacher.

2.6. Summary of literature review

This section has dealt with influence of head teachers’ management practices on KCPE performance not only in Bungoma Central Sub-County but also in other
parts of the world as has been asserted by Thurlow (1989), Chelimo (2005), and Endya (2007). Discussed are head teachers’ curriculum supervision and performance in KCPE, teaching and learning materials acquisition and usage and pupils’ performance in KCPE head teachers’ communication strategies and pupils’ performance in KCPE, pupil involvement in school management and pupils’ performance in KCPE.

2.7. Theoretical framework

This study was based on the theory of motivation as espoused by Abraham Maslow (1943), which highlights the psychological basis of motivation of employees, which have five levels of needs: psychological, safety, social, ego and self-actualization. The psychological needs include food, clothing and shelter. The safety needs include the need for security, fair treatment, and protection against threats. Affiliation needs include the need of being accepted and loved. Head teachers’ management practices need to provide conducive environment that will motivate teachers to conduct teaching in a professional way. Esteem (ego) needs include the need for respect, achievement, independence and autonomy. Self-actualization includes realizing one’s full potential or self-development. It is through communication, curriculum supervision, teaching/learning material acquisition and pupil involvement in management that Maslow’s theory is applicable. In this case Maslow’s theory fits this research.
2.8. Conceptual frame work

Figure 2.1: Relationship between head teachers’ management practices and pupils performance at KCPE

Orodho (2005), defines conceptual framework as a model of presentation where a researcher presents the relationship between variables in the study and shows the relationship diagrammatically. The following variables will form the basis of the research conceptual framework for the study; curriculum supervision, teaching/learning materials, communication strategies and pupil involvement in management while the dependent variable is pupil’s performance in KCPE. The study will be based on the head teachers’ management practices and their effect on pupil’s performance in KCPE in public primary schools in Bungoma Central Sub-County.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introductions
This chapter outlines the research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instrument, data collection procedures, ethical considerations and data analysis techniques.

3.2. Research design
Kerlinger (1973), describe design as a plan, structure and strategy of investigating research questions. It is also a logical strategy for planning a research process and producing evidence for the development of knowledge. The study analyzes head teachers management practices and their effect on KCPE performance in public primary schools in Bungoma Central Sub-County. The study adopts survey research design to collect data from a number of people in order to determine the current status with respect to the education outcome in the study sub-county. Survey was selected because it allows the collection of large amount of data relatively quickly and effectively.

3.3. Target populations
Mugenda and Mugenda (1999), defines a target population as that group of individuals, events or objects which a researcher wants to generalize the findings. Bungoma central Sub-County has 75 public primary school, 75 head teachers, 800 teachers, 8000 pupils and One Education officer. The schools are
in three zones that is Chwele, Kabuchai and Nalondo zones (Bungoma Central Education Office, 2014).

Table 3.1: A table on the target population, a distribution according to zones

<table>
<thead>
<tr>
<th>Zone</th>
<th>Schools</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chwele</td>
<td>25</td>
<td>25</td>
<td>290</td>
</tr>
<tr>
<td>Nalondo</td>
<td>20</td>
<td>295</td>
<td>20</td>
</tr>
<tr>
<td>Kabuchai</td>
<td>20</td>
<td>30</td>
<td>215</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>75</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

3.4. Sample size and sampling technique

Orodho (2004), defines sampling as the process of selecting a subset of cases in order to draw conclusion about the entire set. Sample sizes are therefore smaller groups obtained from the assembled population. Best (1998), noted that a sample should be large enough to serve as adequate representation of the population about which the researcher wishes to generate and small enough to be selected economically in terms of subject availability and experiences.

According to Welman and Krunger (2002), stratified random sampling was used. It involves dividing the population into homogenous sub groups. Taking simple random sample in each group to determine the sample size thus the researcher divides the entire population of respondents into 3 strata head teachers’ strata, teachers’ strata and pupils’ strata by zone so that members of each stratum are homogenous. Mugenda and Mugenda (2003), states that a
A sample of 10% to 30% is suitable for descriptive survey. To sample the head teachers, std 8 teachers and std 8 prefects, the researcher used 30% of the population from each zone. A total of 22 head teachers, 22 std 8 class teachers and 22 std 8 prefects were sampled.

### 3.5. Research instruments

The study used questionnaires for head teachers, teachers and pupils, interview Schedule for Education officer and an observation schedule for the researcher. A questionnaire forms the major data collection tool. Orodho (2004), notes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time and is easy to administer. They give respondents ample time to answer the questions and cover wide area under study. The questionnaires address the objectives of the study. The questionnaires are developed for head teachers, teachers and pupils. Therefore, it is possible for the researcher to find out effects of the selected managerial practices on KCPE performance in Bungoma Central Sub-County. The research makes use of self-administered questionnaire to obtain information from all selected respondents. The main advantage of using the questionnaire is that questions for each respondent were framed in similar manner hence allowing uniformity for all respondents.

Head teachers questionnaires had two sections. Section A contains items on demographics while section B contains questions related to the objectives of the study being curriculum supervision, teaching/learning materials acquisition.
and usage, communication and pupil involvement in school management. This also applied to the teachers’ and Pupils’ questionnaires. The Sub-County education officer was interviewed. The structured oral interview questions were given earlier before the interview so that the officer could prepare for answers. The questions seek facts about management of primary schools in the Sub-County. The researcher wrote down the answers on paper after the questions are asked. He/she rubberstamp the answer sheet upon the researchers request to proof that the interview was actually conducted.

3.6. Instrument validity

Komb and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answered the research objectives. The supervisors who are experts in the area of study validated the instruments through expert judgment.

3.7. Instrument reliability

Mugenda and Mugenda (1999), define reliability as consistency, suitability or the dependability of the instruments to yield consistent results. A reliable instrument is one that produces consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instruments, a pilot study was conducted. The aim of pre-testing is to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables will either be discarded or modified to
improve the quality of the research instruments. This ensured that the instrument captured all the required data. Scores were correlated using the Pearson Product Moment Formula as follows:

\[ R = \frac{\sum x y - \sum x \sum y N \sum x^2 - (\sum x)^2 N \sum y^2 - (\sum y^2)N}{\sqrt{(\sum x^2 - (\sum x)^2 N)(\sum y^2 - (\sum y)^2 N)}} \]

Where \( r \) = Person co-relation co-efficient

\( x \) = results from the first test

\( y \) = results from the second test

\( n \) = number of observations

A correlation co-efficient of between 0.7 to 1 is considered reliable Mugenda and Mugenda (1999). Responses made on each set of the items is scored by the researcher on the basis of the assigned scores which are co-related using the Pearson’s moment product co-relation co-efficient. Each item form the two groups will be computed and scores co-related. The co-efficient \( (r) \) is obtained through Pearson product moment commonly used to measure the amount of the relationship between variables.

3.8. Data collection procedure

To facilitate access to the field, the researcher obtained a Research Clearance Permit and a Research Authorization from National Council for Science, Technology and Innovation (NACOSTI) and a clearance letter from the Department of Educational Administration and Planning, University of Nairobi, which was presented, to the Sub-county Commissioner and the Sub-county Education Officer of Bungoma Central Sub-county. Letters to headteacher seeking permission to conduct the study were sent to the selected
schools. The researcher administered the data collection instruments personally. Patience was exercised to ensure that respondents complete filling the research Instruments and the instruments are collected on the same day. The interview with Education officer was conducted and responses written down.

3.9. Data analysis technique
Questionnaires were collected and checked for completeness. Descriptive statistics were used. The data was organized and presented in form of tables and figures. For qualitative data, themes were used to reflect objectives (content analysis). This enabled the researcher to summarize the data collected. The analysis were done using Pearson’s Correlation Co-efficient to establish whether curriculum supervision, teaching/learning material acquisition and usage, pupil involvement in management and communication strategy affect KCPE performance in public primary schools in Bungoma central Sub-county.

3.10. Ethical considerations
Approval was sought from the County Director of Education and the County Commissioner and a research permit was obtained from National Commission For Science, Technology and Innovation before undertaking the research. Respondents were informed that the information they give would be purely for research purposes. To achieve the anonymity of the data gathered from the respondents, data such as names was left out in the design of the instruments.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

The purpose of the study was to investigate influence of head teachers’ management practices on pupil’s performance in Kenya certificate of Primary Education (KCPE) in public primary schools in Bungoma central sub-county. Discussion in this chapter will include: response rates, demographic information of respondents, academic qualification of head teachers and deputy head teachers, gender distribution of respondents, head teachers’ attendance of management course, capacity building for teachers, school category, home work for pupils, availability of physical facilities, pupils responses on conditions of physical facilities, head teachers’ responses on curriculum supervision, teachers’ responses on inspection, teachers’ responses on meetings with the head teacher, teachers’ responses on availability of teaching and learning materials, teachers’ responses on pupils’ involvement in school management, head teachers’ responses on pupils’ involvement in school management, teachers’ responses on communication strategies, pupils’ responses on communication strategies, availability of valuable statements and findings from the observation check lists.

The findings of the research are presented based on the four research objectives: To determine the extent to which head teachers curriculum supervision influences pupils performance in public primary schools in Bungoma central sub – county. To establish the extent to which head teachers’
acquisition and usage of teaching and learning materials influence performance in KCPE in public primary schools. To examine the extent to which head teachers’ communication strategies influence pupils performance in KCPE in public primary school. Finally, to examine the extent to which pupils involvement in management influences pupils performance in KCPE in public primary schools in Bungoma Central Sub-county. The background data of the respondents is given first, followed by the analysis and discussion of each of the four research objectives/ questions.

4.2. Response rate

The study sought to establish the questionnaire response rate and the findings are as shown in table 4.1.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Targeted</th>
<th>Returned</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>22</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>22</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Pupils</td>
<td>22</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>66</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As shown in the Table 4.2, the study targeted 22 head teachers, 22 class eight teachers and 22 class eight prefects. All the targeted respondents returned the questionnaires. This illustrates that the study had 100% response rate. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is antiquate for
analyzing reporting; a rate of 60% is good and a response of 70% and over is excellent. This commendable response rate was due to extra efforts that were made by the researcher exercising patience to wait for feedback at every school. The subsequent sections show findings on the demographic information of the respondents.

4.3. Demographic information

The study initially sort to inquire information on various aspects of the respondents’ background i.e. gender, age academic or profession qualification, school category and seminars attended. This was on the part of the teachers and head teachers. For the pupils, the information sort gender, age, pupils enrolment in their class and number of teachers in their school. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the effects of head teachers` managements materials on pupils performance in Kenya certificate of primary education in public primary school in Bungoma central Sub-county, Kenya.

4.4. Academic qualification

The study in this part aimed as inquiring the academic qualifications of the respondents. This would enhance in finding out the appropriateness of the respondents in answering the questions. In addition, it would enhance in determination of the capacity of human resource in terms of qualification, which also mean that their productivity is high. The findings are as shown in the table 4.2.
Table 4.2: Academic qualifications of head teachers

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED</td>
<td>1</td>
<td>4.54%</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>36.36%</td>
</tr>
<tr>
<td>ATS</td>
<td>9</td>
<td>40.90%</td>
</tr>
<tr>
<td>P1</td>
<td>3</td>
<td>13.63%</td>
</tr>
<tr>
<td>P2</td>
<td>1</td>
<td>4.54%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the findings in the table 4.2, the most of the head teachers were ATS (Approved teachers status) with 40.90% and Diploma holders with 36.36%. Those who had degrees total to 4.54%, P1 total to 13.63% while P2 were 4.54%. This information shows that respondents were knowledgeable enough and could give valid and reliable information based on their high level of education. The subsequent section shows the academic qualifications of teachers.

**Figure 4.1: Academic qualifications of teachers**
From the figure 4.1 it is revealed that teachers with degrees were 13.63%, diplomas were 31.81%, ATS 13.63%, P1 31.81% while P2 were 9.09%. This means the teachers in the Bungoma Central Sub-county have the required TSC training. On the other hand, few teachers had degrees and this means that many of the teachers in the sub-county had not advanced their education beyond the P1 level of education. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their good level of education. The subsequent section shows findings on the gender distributions of teachers and head teachers.

### 4.5. Head teachers and teachers gender distributions

The study sort to find out the gender of respondents and the findings are as shown in the finger 4.2.

**Figure 4.2: Head teachers and teachers’ gender distributions**
Key

Red – Male

Blue - Female

Data findings in 4.2 indicate that most of the head teachers were male 68.18% while minorities were female 31.82%. These findings indicate that there is unequally distribution of head teachers based on gender in Bungoma central Sub-county. In addition, majority of the teachers were male 59.09% while females were 40.91%. This depicts disparity in gender in the recruitment of teachers and appointment of head teachers in the education sector in the sub – county. The subsequent section shows findings on the age distribution of the head teachers and teachers.

Table 4.3: Age Distribution of head teachers and teachers by age

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Head teachers frequency</th>
<th>Percent</th>
<th>Teacher frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9.09%</td>
</tr>
<tr>
<td>26-40</td>
<td>2</td>
<td>9.09%</td>
<td>10</td>
<td>45.45%</td>
</tr>
<tr>
<td>41-45</td>
<td>6</td>
<td>27.27%</td>
<td>3</td>
<td>13.63%</td>
</tr>
<tr>
<td>45-above</td>
<td>14</td>
<td>63.63%</td>
<td>7</td>
<td>31.81%</td>
</tr>
<tr>
<td>Totals</td>
<td>22</td>
<td>100%</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the findings in table 4.3 the majority of the teachers were between 26 – 40 years 45.45% while minority aged between 18-25 9.09%, 41-45 years 13.63% while those above 45 years were 31.81% head teachers were
also asked to state their age brackets. The study found out that the majority of head, the teachers were 45 years and above 63.63%, 41-45 were 27.27%, while a few head teacher were 26 – 40 9.09% and no head teacher indicated that he was 18-25 years 0%. This shows that majority of the head teachers and teachers had enough experience in teaching and school management to give credible information with regard to the effects of head teachers’ management practices on pupils’ performance in Kenya certificate of primary education (KCPE) in Bungoma central Sub-county. The subsequent section shows attendance of head teachers’ management course.

4.6. Head teacher attendance of management course

The head teachers were asked if they had attended the head teachers’ management course and the responses were as shown in Table 4.6

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>81.81%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>18.19%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table 4.4 shows that the majority of the head teachers 81.81% had attended the head teachers’ management course while 18.19% had not attended the management course. This shows that the majority of head teachers had enough experience in teaching and school management to give credible information
with regard to the influence of head teachers’ management practices on Kenya certificate of primary education (KCPE) in public primary schools in Bungoma central-sub County. The subsequent section shows findings on the number of teachers who had attended seminars on capacity building for teachers.

4.7. Teachers who attended seminars

The study also sorts to find out the capabilities of the teachers’ by asking how many had attended seminars on capacity building. The findings are also shown in Table 4.5

Table 4.5: Capacity building for teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>90.91%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>9.09%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.5 shows that most teachers had attended the capacity building seminars 90.91% while 9.09% indicated that they had not attended the capacity building seminars. Therefore, it can be noted that most teachers had been equipped with current trends in teaching and thus would provide valid in consisted information about effects of head teachers management practices on Kenya Certificate of Primary Education (KCPE) in Bungoma Central Sub-county. The Subsequent section shows findings on the category of schools.
4.8. School category

The study also sorts to find out the school categories in the sub-county. The findings are as shown in table 4.6.

Table 4.6: School category

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>1</td>
<td>4.54%</td>
</tr>
<tr>
<td>Boys</td>
<td>2</td>
<td>9.09%</td>
</tr>
<tr>
<td>Mixed</td>
<td>19</td>
<td>86.36%</td>
</tr>
</tbody>
</table>

Total 22 100%

From the findings, most schools in Bungoma Central Sub-county are mixed 86.36% while very few are single sex, boys 9.09% while girl’s schools were 4.54%. This enables pupils to interact and learn from each other and therefore beef up competition for better performance. The subsequent sections show findings from the demographic information of the pupils.

4.9. Demographic information of the pupils

The study sought to find out the demographic information of the pupils. The pupils were requested to indicate their gender, age, pupil enrolment in classes, number of teachers in the school and teachers per subject. The responses are presented in Table 4.7.
Table 4.7: Demographic information of the pupils

<table>
<thead>
<tr>
<th>Variable</th>
<th>No</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male- 10</td>
<td></td>
<td>45.45%</td>
</tr>
<tr>
<td></td>
<td>Female- 12</td>
<td>12</td>
<td>54.55%</td>
</tr>
<tr>
<td>Age</td>
<td>12-13 years</td>
<td>13</td>
<td>36.36%</td>
</tr>
<tr>
<td></td>
<td>13-43 years</td>
<td>14</td>
<td>45.44%</td>
</tr>
<tr>
<td></td>
<td>14-16 years</td>
<td></td>
<td>18.17%</td>
</tr>
<tr>
<td></td>
<td>16-above</td>
<td>19</td>
<td>18.17%</td>
</tr>
<tr>
<td>Enrolment</td>
<td>&lt;10</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>10-20</td>
<td>3</td>
<td>13.63%</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>0</td>
<td>13.63%</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>0</td>
<td>13.63%</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>4</td>
<td>18.18%</td>
</tr>
<tr>
<td></td>
<td>51 and above</td>
<td>9</td>
<td>40.90%</td>
</tr>
<tr>
<td>Teachers</td>
<td>&lt;10</td>
<td>2</td>
<td>9.09%</td>
</tr>
<tr>
<td></td>
<td>10-20</td>
<td></td>
<td>86.36%</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>1</td>
<td>4.54%</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>&gt;41</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Teachers per subject</td>
<td>21</td>
<td>95.45%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4.55%</td>
<td></td>
</tr>
</tbody>
</table>

From the findings, the male pupils accounted for 45.45% of the target population while the female pupils were 54.54 of the target population. This shows that there were more female pupils than males. Most of the respondents 45.44% were in the 14-16 years bracket, 36.36% were in 10-13 years bracket while the minorities 18.17% were 17 and above years old. The findings on the number of pupils per class were that most classes had over 51 pupils amounting to 40.90% followed by 41-50 pupils a percentage of 18.18%. The
bracket of 31-40 and 21 - 30 had an equal percentage of 34.63 % pupils in their schools.

The pupils were further asked to indicate the number of teachers in their schools. Data revealed that majority of schools were under staffed considering the enrolment in schools. Most schools had 10-20 teachers amounting to 86.36 % followed by less than 10 teachers amounting to 9.09 %, 21-30 teachers 4.55%. No school reported having above 21 teachers 0%. The pupils were further asked to indicate the availability of teachers per subject. The data revealed that 95.45 % of the respondent indicated that they had teachers per every subject that is in the curriculum and only 4.55 % indicated lack of teachers for every subject. Pupils were also asked to indicate how often they were given homework and the frequency of revision. The data is presented in table 4.8

The data revealed that 77.27% of the pupils are not given homework regularly while only 22.72% are not given homework regularly. It was further noted that 68.18% of the homework is revised once, 13.63% is revised more than twice. The following are findings about availability of physical facilities in the school. The findings are findings presented on table 4.9.
Table 4.8: Availability of physical facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Available and Adequacy</th>
<th>Not Adequate</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>10(45.45%)</td>
<td>9(40.90%)</td>
<td>3(13.63%)</td>
</tr>
<tr>
<td>Text books</td>
<td>11(50.60%)</td>
<td>8(36.36%)</td>
<td>4(18.18%)</td>
</tr>
<tr>
<td>Class reader</td>
<td>10(45.45%)</td>
<td>10(45.45)</td>
<td>2(9.09)</td>
</tr>
<tr>
<td>Class rooms</td>
<td>8(36.36%)</td>
<td>12(54.54%)</td>
<td>2(9.09)</td>
</tr>
<tr>
<td>Sanitary facilities</td>
<td>8(36.36%)</td>
<td>10(45.45%)</td>
<td>4(18.18%)</td>
</tr>
<tr>
<td>Play ground</td>
<td>6(27.27%)</td>
<td>13(59.09)</td>
<td>3(13.63%)</td>
</tr>
<tr>
<td>Desks</td>
<td>5(22.72%)</td>
<td>15(68.185)</td>
<td>2(9.09%)</td>
</tr>
<tr>
<td>Computers</td>
<td>0(0%)</td>
<td>1(4.54%)</td>
<td>21(95.45%)</td>
</tr>
</tbody>
</table>

45.45% of pupils reported availability and adequacy of library, 40.9% reported inadequacy of library while 13.63% reported unavailability of the library. 50.60% indicated availability of textbooks, 36.36% indicated inadequacy while 18.18% indicated unavailability of textbooks. 45.45% indicated availability and adequacy of class readers, 45.45% inadequacy and 9.09% unavailability. 36.36% indicated availability and adequacy of classrooms, 54.54% inadequacy and 9.90% unavailability of classrooms. 36.36% indicated availability and adequacy of sanitary facilities, 45.45% inadequacy and 18.18% unavailability. 27.27% availability and adequacy of play grounds, 59.09% inadequacy and 13.63% unavailability of the playgrounds. 22.72% indicated availability and adequacy of desks, 68.18% inadequacy and 9.09% unavailability of desks. 95.45% reported unavailability of computers while
4.54% reported inadequacy. This made the research to inquire on the condition of the facilities and these were the results of the conditions of the sanitary facilities as shown in Table 4.9

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>8</td>
<td>36.37%</td>
</tr>
<tr>
<td>Poor</td>
<td>14</td>
<td>63.63%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The above table indicates that 63.63% of the pupils noted that sanitary facilities in their school was in poor conditions while 36.37% of them said they had sanitary facilities is good condition. This made the researcher to inquire on the type of buildings in the school. Majority of the pupils (89.5%) said they had permanent type of buildings in their schools while 10.5% of them had some semi-permanent. The researcher observes that availability of physical facilities would influence the performance of the pupils. These results agree with those of Mugambi (2006) who pointed out that schools that had the best facilities like libraries, Laboratories, playing field were among the high achieving schools and that those that had inadequate facilities performed poorly in Kenya certificate of Secondary education (KCSE). The study concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools.
### Table 4.10: Head teachers’ response on curriculum supervision

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who supervises</td>
<td>Deputy (18)</td>
<td>81.81%</td>
</tr>
<tr>
<td></td>
<td>Head teacher (4)</td>
<td>18.19%</td>
</tr>
<tr>
<td>Time tabling</td>
<td>Yes (20)</td>
<td>90.91%</td>
</tr>
<tr>
<td></td>
<td>No (2)</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

The data indicated that 81.81% of head teachers did not supervise curriculum instead they had abdicated their duties to the deputies of schools while only 18.18% were supervised by head teachers. 90.91% of schools had timetables done according to the ministerial guidelines and only 9.09% had no timetables drawn according to ministerial guidelines.

### 4.15. Teachers responses on inspection

Study findings reveal that most head teachers did not supervise teachers during lessons regularly. 86.35% showed that teachers were not supervised while only 13.63% showed that teachers were inspected or supervised in class by their head teachers. This indicates that head teachers curriculum supervision affected performance.
Table 4.1: Head teachers/ teachers’ responses on curriculum supervision

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>3</td>
<td>13.63%</td>
<td>Regularly</td>
</tr>
<tr>
<td>Not regularly</td>
<td>19</td>
<td>86.35%</td>
<td>Not regularly</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
<td>22</td>
</tr>
</tbody>
</table>

Data in table 4.12 indicates that curriculum supervision by head teachers in most public primary schools in Bungoma Central Sub-county is not regular. Supervision helps teachers to gain an understanding of the latest trends and developments in teaching & education. The study sought to establish how supervision by head teachers influences performance in KCPE in Bungoma central sub-County.

Most respondents indicated that curriculum supervision by the head teachers was lacking 86.35% of head teachers and teachers 81.81% cited lack of supervision by head teachers during curriculum implementation. Based on the cited evidence it can be suggested that most schools in Bungoma central Sub-county lack curriculum supervision by head teacher. It should be noted that curriculum supervision is key to well structured systems like a school for the attainability of desired results. Effective supervision serves as grease to a running wheel. In the school, supervision helps to blend together the various components of the school system for the achievement of its targets.
Table 4.1: Teachers’ responses on meetings with the head teacher to discuss curriculum

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>22.73%</td>
</tr>
<tr>
<td>Irregular</td>
<td>77.27%</td>
</tr>
</tbody>
</table>

Data indicates that most head teachers do not organize meetings oftenly to discuss curriculum with their teachers. 77.27% of the teachers indicated that there are no regular meetings to discuss curriculum while only 22.73 indicated that they meet oftenly to discuss curriculum. This shows that curriculum supervision, implementation and feed back is not well co-ordinate in public primary schools in Bungoma Central Sub-county.

Table 4.14: Teachers’ responses on availability of teaching /learning materials

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
<td>31.81%</td>
</tr>
<tr>
<td>Purchase</td>
<td>50.00%</td>
</tr>
<tr>
<td>Undecided</td>
<td>18.18%</td>
</tr>
<tr>
<td>Adequacy</td>
<td>27.27%</td>
</tr>
<tr>
<td>Inadequacy</td>
<td>72.72%</td>
</tr>
</tbody>
</table>
Data in table 4.14 indicates that 31.81% of the teachers improvised teaching and learning materials, 50.00 were purchased while 18.18% did not show which materials they used. The data also indicates that teaching and learning materials in most schools was not adequate amounting to 72.72% while those who indicated they had adequate teaching and learning materials was 27.27%

Generally most teachers’ respondents acknowledged the use of teaching and learning aids. However, they were not ready to prepare them for use. Observation by research showed that classes had no teaching and learning materials, a few were displayed in offices or heaped in boxes an indication that they were hardly used. Those who used them reaffirmed that they were purchased. We can conclude that teaching and learning materials were hardly used in Bungoma Central Sub-County. It can be suggested however, from the evidence presented that, if used effectively in teaching, teaching and learning materials can influence the performance of pupils given the arousing effect resources posses. Teachers have to do something if they desire to register good results in their various subjects. Pupils should be involved in the making and using of teaching and learning materials to enhance their cognitive and manipulative skills. Table 4.15 are responses of teachers on pupil involvement in school management.
Table 4.15: Teachers’ responses on pupils’ involvement in school management

<table>
<thead>
<tr>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil consultation</td>
<td>3(13.63)</td>
<td>15(68.18)</td>
<td>4.54</td>
<td>13.63</td>
<td>0</td>
</tr>
<tr>
<td>Dialogue with pupils</td>
<td>68.18</td>
<td>27.27</td>
<td>4.54</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pupils council</td>
<td>31.81</td>
<td>4.54</td>
<td>4.54</td>
<td>36.36</td>
<td>2.72</td>
</tr>
<tr>
<td>Suggestion Box</td>
<td>18.18</td>
<td>18.18</td>
<td>4.54</td>
<td>18.18</td>
<td>40.90</td>
</tr>
<tr>
<td>Democratic election of prefects</td>
<td>54.54</td>
<td>36.36</td>
<td>0</td>
<td>9.09</td>
<td>0</td>
</tr>
<tr>
<td>Punishment for suggestion</td>
<td>68.18</td>
<td>22.72</td>
<td>4.54</td>
<td>4.54</td>
<td>0</td>
</tr>
<tr>
<td>Meetings with limit</td>
<td>36.36</td>
<td>36.36</td>
<td>4.54</td>
<td>4.54</td>
<td>9.09</td>
</tr>
</tbody>
</table>

The data in table 4.15 indicates that teachers viewed that the head teachers did not consult with pupils on matters pertaining the school. Most teachers strongly agreed 13.63% and disagreed 68.18% while no teacher strongly agreed with the statement. Most teachers indicated that there were no suggestion boxes in the school with those who strongly agreed totaling to 18.18% and those who agreed also at 18.18%. Those disagree amounted to 40.90%. The data also shows that most schools embraced democratic elections of the pupils’ council the majority 54.54% strongly agreed and 36.36 % agreed while 0% disagreed and strongly disagreed. The findings show that the head teacher hardly meets then pupils to get their suggestions of inputs. The majority disagreed 36.36% and strongly disagreed 36.36% that head teachers’ oftenly met the pupils to get their inputs.
The above findings show that head teachers did not involve pupils in school governance in terms of decision-making, formulating or suggestions for any change. The findings are in line with Durbin (1998) who points out that principals and other stakeholders should seek discussion and agreements with pupils before a decision is made. Linda (1998) concluded that head teachers’ should encourage open door policy where pupils are free to see the head teacher to explain their problems.

**Table 4.16: Head teachers’ response on pupil involvement in school management**

<table>
<thead>
<tr>
<th>Extend</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a large extend</td>
<td>4</td>
<td>18.18%</td>
</tr>
<tr>
<td>To a least extend</td>
<td>18</td>
<td>81.82%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Data shows that head teachers viewed that they did not involve the pupils in management to a large extent. Those who involved the pupils was 18.18% while those who least involved were 81.82%.

**Teacher’s responses on communication strategies**

The teachers’ responses indicated that most schools did not have clear communication channels 72.73% viewed that there were clear communication channels in the schools. When asked how often the pupil’s suggestions were acted on, the following were the finding.
Table 4.17: Teachers’ responses on head teachers’ communication strategies

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oftenly</td>
<td>6</td>
<td>27.27%</td>
</tr>
<tr>
<td>Not oftenly</td>
<td>16</td>
<td>72.73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, prints outs, magazines and handbooks are means of communication. Written communication is more permanent. Communication directs every ones attention towards the vision, values and desired out comes.

4.21. Pupils’ responses on head teachers’ communication strategies

Pupils were asked to mention if there were communication channels in school where pupils were free to express their concerns and feedback given to them. The data below indicates the findings

Table 4.18: Pupils responses on head teacher’s communication strategies

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>17</td>
<td>77.27%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>22.73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The data on Table 4.18 shows that majority of the schools 77.27% did not have good communication strategies. Only 22.73s% indicated availability of the communication channels. When asked if communication affected academic achievements, 95.88% confirmed that communication breakdown within the school affected performance while 2.12% indicated that communication did not affect performance.

4.22. Pupils responses on availability of valuable school statements

Pupils were asked to indicate the availability of valuable school statements and the findings are referred on table 4.19

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motto</td>
<td>7(31.81)</td>
<td>1(4.54)</td>
<td>1(4.54)</td>
<td>5(22.72)</td>
<td>8(36.36)</td>
</tr>
<tr>
<td>Vision</td>
<td>2(9.09)</td>
<td>1(4.54)</td>
<td>8(36.36)</td>
<td>8(36.36)</td>
<td>1(4,54)</td>
</tr>
<tr>
<td>Mission</td>
<td>1(4.54)</td>
<td>5(22.72)</td>
<td>15(68.18)</td>
<td>1(4.54)</td>
<td>0</td>
</tr>
</tbody>
</table>

The data on table 4.19 shows that most schools had the motto that did not translate to academic achievements most pupils strong disagreed 36.36% the vision too. 36.36% were undecided to whether then vision was academic 68.18% of the pupils were undecided on the validity of the mission.
4.23. Findings from the observation check list

Findings from the observation check lists (Appendix F) show that pupil/book ratio in most schools is 3:1 with 78% while 2:1 was 20% and 1:1 was 2%. Teacher preparedness was 35% while 65% of the teachers hardly prepared their lessons. Most lessons were taught without teaching/learning materials. The sub-county performance in KCPE was below average. Table 4.20 indicates KCPE performance in Bungoma central sub-county since 2010.

Table 4.20: Findings from the observation check lists on KCPE performance

<table>
<thead>
<tr>
<th>Mean</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-200</td>
<td>13</td>
<td>59.99%</td>
</tr>
<tr>
<td>201-249</td>
<td>6</td>
<td>27.26%</td>
</tr>
<tr>
<td>250-Above</td>
<td>3</td>
<td>13.63%</td>
</tr>
</tbody>
</table>

Findings from the observation checklists in table 4.20 indicate that 59.99% of the schools had a school mean of between 100-200. 27.26% had a mean of between 201-249 while 13.63% had a mean of 250 and above. The findings indicate that most schools performance in KCPE was below average. The average mark is 250. Other findings were that teaching and learning materials were hardly used during the teaching and learning process. Out of the lessons observed 79.00% teachers did not use materials. 21.00% had teaching and learning materials.
4.24. Findings from the interview schedule for Education Officer.

The interview with the Education officer indicated that public schools were not oftenly inspected due to lack of adequate staff at the sub-county. There were only five education office staff against the 78 public primary schools in the sub-county. Some schools can go for three years without being assessed by the education office. During the assessment, it is realized that most schools lack curriculum supervision by the head teachers, which results to poor performance in KCPE.

It was observed that 98.00% of the schools had students bodies in place elected democratically and only 2.00% did not have an elected prefects body. 60.23% of the schools had suggestion boxes that were not functional while 36.77% had no suggestion boxes at all. This was an indication that communication in schools in Bungoma central sub-county is a challenge and this might be an attributing factor to poor performance in KCPE. Meetings between the head teacher and pupils is another factor that was observed. 88.00% of the pupils indicated that they had never had meetings with their head teacher. 22.00% indicated that their meetings were on discipline but not on matters of academics.

Observation of Quality assessment report also attributed poor performance in KCPE to lack of curriculum supervision by head teachers. Recommendations in the report were that head teachers of schools that had continually scored below average for a period of three years without a positive deviation were to be relieved of their management duties. Bungoma Central Sub-county Quality
assurance report (2013). Table 4.21 are KCPE results for Bungoma central sub-county since 2010.

Table 4.21: KCPE performance for Bungoma central sub-county since 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2501</td>
<td>233.26</td>
</tr>
<tr>
<td>2013</td>
<td>2760</td>
<td>213.01</td>
</tr>
<tr>
<td>2012</td>
<td>2917</td>
<td>241.11</td>
</tr>
<tr>
<td>2011</td>
<td>3200</td>
<td>249.00</td>
</tr>
<tr>
<td>2010</td>
<td>3670</td>
<td>242.27</td>
</tr>
<tr>
<td>Total</td>
<td>2509</td>
<td>235.73</td>
</tr>
</tbody>
</table>

Table 4.21 indicates that KCPE performance in the sub-county is below the average mean of 250 marks.

4.25. Education officer’s responses on availability of physical facilities

Responses from the education officer indicated that most schools lacked basic facilities like library, computers, and desks. Classrooms, playground, sanitary facilities, textbooks and class readers were inadequate. This agrees with responses from pupils as well as observation by the researcher. This is in line with Mbiti (2007), he noted that to improve pupils and students performance headteachers must start by identifying appropriate learning and teaching resources, insure resources are procured in good time for the successful achievement of the objectives.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introductions

This chapter presents the summary, conclusions, recommendations and suggestions for further research.

5.2. Summary of the study

The main purpose of the study was to establish influences of head teachers’ management practices on pupils’ performance in Kenya certificates of primary Education in public primary schools in Bungoma Central Sub-county, Kenya. The study was further guided by the following research questions: to what extend does head teachers’ curriculum supervision influence pupils’ performance in KCPE in public primary schools in Bungoma Central sub-county? to what extend does head teachers’ acquisition and usage of teaching and learning materials affects pupils performance in KCPE in public primary school, to what extend does head teachers communication strategies affects pupils’ performance in KCPE in public primary schools? To what extend does pupils’ involvement in management affect pupils’ performance in KCPE in public primary schools in Bungoma central sub-county?

The literature review was organized under the following headings;

Introduction, head teachers’ curriculum supervision and pupils performance in KCPE, teaching /learning materials acquisition and use and pupils performance in KCPE head teachers communication strategies and pupils
performance in KCPE, pupils involvement in management and summary of
literature review, theoretical framework and concept framework.

The study was descriptive survey design and the targeted population was 22
head teachers, 22 class eight teachers’ and 22 class eight prefect giving a total
of 66 from public primary schools in Bungoma Central sub-county. Three
different questionnaires were used as instruments for collecting data, one for
head teachers, the second for teachers and the third for pupils. One Interview
schedules was for a district education officer and an observation checklist for
the research. To determine reliability for the instrument a test – retest method
was used. Chapter four entailed and yes, presentation and Interpretation of
data. The raw data from the field was coded and analyzed using statistics
packages for social sciences. (SPSS) were descriptive statistics such as
frequency and percentages were used to describe data.

The research had three objectives. The first objective was to determine
whether head teachers curriculum supervision influence pupils performance in
public primary sub – county findings of this objective reveal that it is the head
teachers to supervise curriculum in the school. This concurs with the
Literature review on the head teachers’ curriculum supervision and the
influence on KCPE performance. However, the findings of this study reveal
that head teachers were not effective and efficient on curriculum supervision.
This is because there was minimal visitation in classes. They had abdicated
their duties to the deputy head teachers and they did not have regular meetings
to discuss curriculum in the school and parents meetings to discuss pupils performance were rarely held. Teacher professional records and pupils work was not regularly checked by the head teacher. This was also observed in the quality assurance and standards report and poor KCPE performance in the sub-county was associated with lack of curriculum supervision by the head teachers.

The second objective was to establish whether head teachers acquisition and usage of teaching and learning materials influence pupils’ performance in KCPE in public primary schools in Bungoma central sub –county. This is because there is a direct relationship between provision and utilization of quality teaching and learning resources and quality outcome of schools. However, the findings of this study reveal that head teachers were ineffective in acquisition of the materials and ensuring their proper usage. 62% of teachers attributed poor academic performance by pupils to inadequate instructional materials and poor management of them. The pupil book ratio of 1:4 does not avail opportunity for the pupils to have desirable contact with the curriculum content. The classroom observation indicated that teaching and learning materials were hardly used in lessons. Those materials available were not well utilized. Some were found displayed in staffrooms or heaped in boxes. Most schools had text books kept in book stores an indication that they were hardly used. Teachers interviewed indicated that they hardly took books to pupils because when they are lost they are surcharged.
Findings indicated that pupils were not involved in the formulation of the vital statements thus being motto, vision and mission. Most pupils amounting to 97.77% of the pupils were unable to recite the mission, vision and motto. Teachers totaling to 89.00% were not able to recite the statements an indication that although they existed, pupils and their teachers were not involved in their formulation. The major reason why the statements were found important they were to be a path finder for academic achievement which is not the case in Bungoma central sub-county. They were also not consulted in the formulation of school rules and regulations, for examples 89.11% pupils indicates that they were not consulted regarding school matters. Majority of the teachers 78.88 % indicated that pupils were not consulted on school matters that affected them. This included examination, textbook selection, teaching and learning material acquisition and usage.

Findings indicated that head teachers did not put in place communication strategies. Most schools 60.23% had suggestion boxes which were not functional.77.09 % of the teachers indicated that pupils suggestions were not oftenly worked on by the head teachers. 77.27% of the teachers stated that there were no regular meeting to discuss curriculum issues.69.00 % indicated that there were no clear communication channels that would explain the school aims and objectives that would better academic performance of pupils. Pupils’ meeting with the head teacher amounted to 36.36 %. School vision, mission and motto were not elaborate and 34.22 % agreed that they enhanced academic performance.
5.3. Conclusion

Based on the findings of the study, it was concluded that curriculum supervision by the head teachers was lacking. Head teachers did not supervise curriculum implementation in class, they did not call for meetings to discuss curriculum issues and they were not the ones in charge of curriculum supervision in the school. Parents were not informed of their pupils’ academic progress as expected. The study concluded that teaching and learning materials are essential in teaching and they contribute to quality grades in KCPE examination. The study further concluded that pupil involvement in management is essential and it enhanced academic achievement. Finally, the study concluded that communication strategies contributed to academic achievement. What a school communicates and the timeliness contributes to academic achievement.

In view of the results of this research, it would appear that the presence of an effective, efficient and proactive head teacher in a school influences the academic success of the pupils. The head teacher is responsible for curriculum and instruction, teaching and learning material acquisition and usage, pupil involvement in school management and communication strategy for academic achievement. Being the overall, the head teacher can influence the performance of those people he supervises in the school. This calls for head teachers to attend refresher courses regularly, involve teachers, parents and pupils in school management, acquire relevant teaching and learning resources and ensure they are adequate and well used. Supervise curriculum and invent
communication channels to enable net working for purposes of bettering performance in KCPE.

5.4. Recommendations

From the analysis and summary of this study on the influence of head teachers on KCPE performance in Bungoma central sub-county, there are a number of recommendations that can be given. These include but may not be limited to:

Curriculum supervision by head teachers need to be carried out regularly, teachers’ professional records should be checked and pupils should be assigned work and checked regularly.

Head teachers should ensure availability and proper usage of teaching and learning resources. The resources should be relevant and well maintained. All pupils should have accessibility to books for all subjects in the curriculum. Pupils should be involved in school management by having forums to contribute to what affects them. Their suggestions should be put into consideration and feedback given timely to enhance trust and understanding.

Head teachers should ensure clear modes of communication in the schools and ensure feedback is given timely. They should hold meetings regularly with pupils to enable dissemination of policies that will enable performance in examination. Teachers should attended lessons in time and help the pupils to change their attitude towards education. Role modeling enables pupils develop positive attitude to education that will enable academic achievement.
5.5. Suggestions for further research

Based on the findings of the study, further research areas, which would enhance influence of head teachers on KCPE performance in public primary schools, would include an investigation on challenges facing head teachers in curriculum supervision. A study on the effects of commercial teaching and learning resources on KCPE performance. Carry out a similar study in other sub counties that make up Bungoma County to establish whether they share the same challenges as Bungoma Central Sub- County.
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APPENDICES

Appendix A: Introduction letter

Eunice Imbwenya
University of Nairobi
P.O. BOX 30197,
NAIROBI.

To:
Dear sir/madam,

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a post graduate student at the University of Nairobi currently carrying out research on effects of head teachers’ management practices on KCPE performance in Bungoma Central sub-County.

Your school has been selected to take part in the study. I kindly request your authority to gather the required information from the teachers and pupils through questionnaires and interview guides. The information is for academic purposes while your identity will be kept confidential.

Your assistance and support on this matter will be highly appreciated.
Yours faithfully,

Imbwenya Eunice

Appendix B: Questionnaire for head teachers

Introduction

The purpose of this interview is to assist in identifying and determine head teachers management practices and their effect on KCPE performance in public primary schools. Kindly respond to each of the questions by choosing the answer which is closest to your response and (√) against it in the box provided.

Part A: Personal details

1. What is your gender?
   Male ( )             Female ( )

2. Which is your age bracket?
   18-25 ( )           26-40 ( )
   41-45 ( )           Above 45 ( )

3. What is your highest professional qualification?
   P2 ( )             P1 ( )             ATS ( )
   Diploma ( )         Degree ( )
   Any other (specify)..........................................................

4. For the last three years have you attended any management course?
   Yes ( )            No ( )

Part B:

5. Who finances the following?
   Teaching/learning resources...........................................
   Academic programmes ...............................................
6. Is your timetable plotted according to the ministry guidelines on subject allocation?
   Yes ( )  No ( )

7. Who supervises curriculum implementation in your school?
   ………………………………………………………………………………………………..

8. In your opinion are facilities in your school adequate?
   ………………………………………………………………………………………………..

9. Are your teachers supportive in the implementation of school programmes?
   Yes ( )  No ( )

10. If the answer is no, why?
    ………………………………………………………………………………………………..

11. Briefly explain how you involve pupils in school management
    ………………………………………………………………………………………………..

12. Do you have regular parents meetings?
    Yes ( )  No ( )

13. If the answer is yes, what do you discuss?
    ………………………………………………………………………………………………..

14. Do you have a school strategic plan?
    Yes ( )  No ( )

15. How often in a term do you inspect teachers teaching in their classes?
    Regularly ( )  Not often ( )
16. Indicate your school performance for the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. How would you rate your school performance?

- Very good ( )
- Good ( )
- Average ( )
- Below average ( )

18. In your opinion, what factors influences pupils’ performance in your school?

...........................................................................................................................................

...........................................................................................................................................

19. How often do you check teachers’ professional records?

- Once per week ( )
- Once per month ( )
- Once per term ( )
- Once per year ( )

20. Do your pupils have enough text books?

- Yes ( )
- No ( )

21. If the answer in 20 above is NO, explain your answer

...........................................................................................................................................

...........................................................................................................................................
22. What other teaching/learning materials are used in lessons apart from text books?

……………………………………………………………………………………

……………………………………………………………………………………

23. In your opinion, does teaching/learning materials affect KCPE performance?

……………………………………………………………………………………

……………………………………………………………………………………

24. Which strategies do you think can be applied to improve the pupils performance in KCPE in your school

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Thank you for your cooperation
Appendix C: Questionnaire for teachers

The purpose of this questionnaire is to assist in identifying and determining head teachers’ management practices and their effect on KCPE performance. Kindly respond to each of the question by choosing the answer which is closest to your response and tick (√) against it in the box provided.

PART A: Personal details

1. Indicate your gender in the space provided
   Male ( )      Female ( )

2. Which is the age bracket applicable to you
   25 and below ( )          26-35 ( )
   36-45 ( )          45 and above ( )

3. What is the category of your school
   Girl’s school ( )
   Boy’s school ( )
   Mixed school ( )

4. What is your highest qualifications
   P2 ( )     P1 ( )     ATS ( )
   Diploma ( )     Degree ( )

   Any other (specify)…………………………………………

5. For the last 3 years, have you ever attended short course or seminar in your teaching subject?
   Yes ( )       No ( )
PART B:

Below are the statements of opinion in which case you are required to indicate your level of agreement or disagreement with the view expressed. Read each statement carefully and then tick (√) the column which best represents your most appropriate feeling to the statement.

The opinions are:

Strongly agree ...................... SA
Agree .................................. A
Undecided ............................U
Disagree .............................D
Strongly disagree ................. SD

<table>
<thead>
<tr>
<th>Pupil personnel</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whenever the decision are made it is important to consult pupils before any such changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue in school between pupils and the head teachers is of benefit to the organization and the running of school and should be allowed through developed communication</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where the pupil council exists, Pupils representatives to the body be selected by the head teacher and teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A suggestion box is quite an essential component of school and administration and should be made available in school</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If pupils are allowed to elect prefects in school, this is likely to make the school unmanageable and consequently undermine its stability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The best way to punish pupil who have violated school rules is to listen to his or her side of story before punishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In case a note is placed in suggestion box whose content the head teacher does not agree to the pupil should be punished</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is necessary to have specific days a week set aside for meetings between the head teacher and the pupils where matters pertaining to the running and organization of the school are discussed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles written by pupils for the school magazine are malicious and inciting. Consequently they should be scrutinized before punishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Does your head teacher inspect your lessons in class?

Yes ( )

No ( )
7. Briefly explain the process of learning / teaching material acquisition in your school
.................................................................................................................................................................
.................................................................................................................................................................

8. Do you have adequate teaching/learning materials?
   Yes ( )   No ( )

9. If the answer in 12 above is NO, what should be done?
...........................................................................................................................................................................................
...........................................................................................................................................................................................
...........................................................................................................................................................................................

Thank you for your co-operation.
Appendix D: Interview schedule for Education Officer

The researcher will interview the education officer who is going to be the respondent and the researcher will use the answers given in filling the blank spaces.

1. How often are public primary schools inspected?
2. What is your opinion about curriculum instruction in public primary schools?
3. Is your curriculum instruction supervised by head teachers as it is expected?
4. Are teaching/learning materials sourced and used appropriately in public primary schools in your sub-county?
5. Are pupils involved in school management?
6. How are prefects selected in public primary schools?
7. How effective are teachers in terms of curriculum implementation?
8. Are facilities adequate in public primary schools?
9. What are some of the communication channels used in public primary schools?
10. How often are head teachers audited?
11. What is the trend in performance in KCPE in public primary schools?
12. How often are parents meetings in public primary schools?

Thank you for your cooperation
Appendix E: Questionnaire for pupils

You are kindly requested to fill in the questionnaire indicating your honest response by ticking (√) against your option and filling in the blanks for those questions requiring your answer. Your responses will be used for the purpose of this study only. To ensure complete confidentiality, please do not write your name or that of your school anywhere on the questionnaire.

Part A: Pupil information.

1. What is your gender?
   Male (  )    Female (  )

2. Your age in years (  )

3. How many pupils are in your class?
   Less than ten (  )    10- 20 (  )    21- 30 (  )
   31- 40 (  )    41- 50 (  )    51- Above (  )

4. How many teachers are in your school?
   Less than ten (  )    10- 20 (  )    21- 30 (  )
   31- 40 (  )    41- Above (  )

5. Do you have a teacher for every subject? Yes (  )    No (  )

6. If the answer in 5 above is No, how do you go about solving the problem

   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

7. How often do your teachers give you homework?
   Regularly (  )    Not regularly (  )

8. How often do you revise your work?
   Once (  )    Twice (  )    Thrice (  )    More than thrice (  )
Part B: School facilities.

Choose from the options the position of the following school facilities.

<table>
<thead>
<tr>
<th>School facilities</th>
<th>Available and adequate</th>
<th>Available and not adequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Text books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Class readers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Class rooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sanitary Facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Play ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Computers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Do you like the KCPE performance of your school?
   Yes (   )   No (   )

10. If the answer is No, what are some of the problems that may be causing the poor performance?
    …………………………………………………………………………………
    …………………………………………………………………………………

11. What is the pupil/ book ratio in your class?
    1:2 (   )   1:3 (   )   :3 (   )   1:4 (   )   1:5 (   )
12. How often does the head teacher check your exercise books.
   Regularly ( ) Not regularly ( )

13. What other materials do you use during lessons apart from books?
   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

14. What could be done to improve KCPE performance in your school?
   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

Thank you for your cooperation
Appendix F: Observation checklist

1. How do you rate the school mood at arrival?
2. Does the school have assurance for security?
3. Approximately, how is the school enrolment?
4. How many teachers are there in the school?
5. What are the general conditions of the school facilities?
6. Are subject panels in place?
7. Who supervises curriculum implementation in the school?
8. Is there a student council in place?
9. How often do prefects meet with the head teacher?
10. Does the school have a functional suggestion box?
11. Is there a functional policy on reading?
12. Is the timetable drawn according to the ministerial guidelines?
13. Are school values, motto, vision and mission displayed?
14. How often does the school board of management (BOM) meet?
15. Are parents informed of their pupils’ performance regularly?
16. How often are pupils given home?
Appendix G: Authorization letter from County Commissioner
Appendix H: Authorization letter from County Director of Education
Appendix I: Research permit
Appendix J: Research authorization