INFLUENCE OF HEAD TEACHERS' LEADERSHIP STRATEGIES ON KENYA CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN PUBLIC SCHOOLS IN NAIVASHA SUB - COUNTY, NAKURU COUNTY, KENYA

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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 project has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this work to the Almighty God who gave the physical and mental strengths to undertake and accomplish this project in the prescribed period of time and also to my wife Edith, children, Fidelis and Stanslouse, parents, brothers, sisters and friends for their resilience, patience and love.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
DC	District Commissioner
DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
MS	Mean Score
QASO	Quality Assurance and Standard Officer
TSC	Teachers Service Commission
UNESCO	United Nations Environmental Scientific and Cultural Organization

ABSTRACT

Schools today require collective decision making and team work to achieve better performance. The purpose of this study was to investigate the influence of head teacher's leadership strategies on KCPE performance in public schools in Naivasha sub-county, Nakuru County, Kenya. The study was further guided by the following research objectives; to establish the extent to which the head teachers' participatory leadership influences pupils KCPE results of public primary schools, to examine the extent to which involvement of stakeholders influences pupils' KCPE results of public primary schools to establish the extent to which the head teachers communication ability influences pupils' KCPE results of public primary schools and to determine the extent to which the head teachers instructional supervision influences pupils KCPE Results In Naivasha Sub-County, Nakuru County, Kenya. James Mc Gregor's (1978). Transformational theory was used as the basis for the study which drew the important distinction between transactional leadership and transformational leadership. Transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. A leader with good moral reasoning is more likely to be perceived as transformational by group members. A descriptive survey research design was adopted in this study. The target population was 72 schools which consisted of 72 head teachers and 851 teachers while the sample size included: 22 head teachers and 88 teachers. In total, the sample size was 110 respondents. They study used questionnaires as research instruments, random and purposive sampling was used to sample questionnaires for head teachers respectively. Content validity was applied using piloting while reliability was ensured by test retest of the instrument. Quantitative data analysis was used to analyze the data collected from the questionnaires, which were coded into the computer with the help of the Statistical Package for Social Sciences (SPSS). Data was presented using Tables. The major findings of the study revealed that participatory leadership, involvement of stakeholders, communication ability of the head teacher and instructional supervision have contributes to academic improvement in Naivasha sub-county. The study concluded that there is a significant relationship between leadership strategies employed by head teacher and school performance. If schools hope to perform well, will have to adopt various strategies that take cognizance of the diverse needs of all stakeholders that it purports to serve. The study recommended that school head teachers should adopt participatory leadership by promoting collective decisions making process, providing incentive to teachers and learners, encourage capacity building, team spirit and fair and equal treatment of all teachers and learners in their respective schools. Since the study was carried out in Naivasha sub-county, Nakuru County, therefore the findings of the research recommends a replication of the study in other sub-counties since the findings cannot be generalized. The findings of the research suggest that a study be carried out on the head teachers' leadership style between staff, pupil and parents/community and challenges faced by head teachers in carrying out instructional supervision in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education globally is under pressure from the latest initiative and innovative towards building the head teachers who are direct implementers for change in education. This means education leadership requires a shift from traditional management and administrative realms to participatory leadership where responsible leadership creates organizational culture that enhance the growth and development of all in teaching and learning (Harris, 2003).

Education is a key component of human quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential; ingredient in poverty eradication (Samoff, 2007). UNESCO (2007) education was formally recognized as a human right after the adoption of the Universal Declaration of Human Right in 1948. The Dakar Framework for Action (2000) declared that access to quality education was the right of every child. It affirmed that quality was at the heart of education. According to Samoff (2007) the mastery of curriculum is measured by national examination and the best indicator of high quality education is a high score on the national examination. The Dakar Framework for Action (2000) commits nations to the provision of primary education of good quality and improving all aspects of educational quality (UNICEF, 2007:32).

Education is one of the largest sectors in most countries, (United National Educational, Scientific and Cultural Organization (UNESCO, 2005). Kenya is no exception to this trend. The Kenya government argues that provision of education and training are fundamental to the success of overall development strategy (Government of Kenya, 2005).

The head teachers, teachers and parents role in the primary school management remains crucial if the government has to meet its goals. The head teacher is undoubtedly the central person in all the leadership and team work exhibited in any school that therefore makes it relevant to appraise any school performance based on leadership strategies of the head teachers. Sushila (2004) the head teacher is the leader in a school, the pivot around which many aspects of the school revolve and the person in charge of every detail of the running of the school be it academic or administrative. The head teacher should be involved in making the most of the decision of the school, it is therefore important that, the head teacher is a leader, a thinker and a decision maker. A discreet head teacher will employ team work as a working strategy. He/she sets up committees and smaller groups of members of staff to investigate ideas or strategies which can improve the academic performance of a school.

Head teachers are expected to broker the often-conflicting interests of parents, teachers, students and other education officers and they need to be sensitive to the widening range of student needs. The demands of their job have changed, so that

traditional methods of preparing administrators are no longer adequate to meet the leadership challenges posed by public schools (Peterson, 2002; Elmore, 2000; Levine, 2005).

Goldring and Hausman (2001) assert the extent to which head teachers establish a school structure that promotes participative decision making, support delegation and distributive leadership, sets a respectful tone for interaction and willingness to change. Leadership strategies ensure that education reforms work. They enable teachers as well as external stakeholders towards higher standards of achievement and individual responsibility for school academic achievement.

One major reason for leadership strategy is to recruit, train, motivate and reward accomplished teachers. The following strategies make a foundation and a strong pillar in transforming our schools to achieve academic progress. They include participatory leadership, involvement of external stakeholders, head teachers communication ability and head teachers instructional supervision (Briley, 2004). School leadership strategy creates a more democratic school environment, when teachers and other stakeholders take on important school wide responsibility and are centrally involved in school decision making. They are able to transform their school into a democracy. Pupils benefit from observing and experiencing democratic leadership. They also benefit from higher teaching morale because their teachers are involved in democratic decision making in school leadership. Community involvement in schools is emphasized by Ogizi (1997), who asserts that as education in Nigeria undergoes development and curricular changes, there

is evidence of increasing public interest in institutions with increased public alignment.

According a Michagan State University study (2004) when parents are involved in school activities their children achieve more, have higher grades, better attendance and higher home work completion rates. Odali (1984) states that the duty of the head teacher is to enhance harmonious relationships among members of the school community. According to TSC (2007) one of the duties of a school head teacher is to facilitate and encourage the establishment of Parents Teachers Association and to cultivate good relations both with parents and with the local community.

Communication refers to the dynamic process during which sources transmit messages using symbols, signs and contextual cues to create a common understanding between themselves and the receiver. It is a dynamic process because messages keep on moving upwards downwards and across the organization (Cole, 1996, Nzuve, 1999), asserts that communication controls behavior and fosters motivations by clarifying what is to be done. It expresses feelings and in this way provides a release for the emotional expression and fulfillment of social goals.

Instructional supervision is a face of instruction that draws its data from first hand information from actual teaching events involve face to face interaction between the supervisor and the teacher. Okumbe (1998), the head teacher is regarded as an agent of supervision on behalf of the inspectorate in the school levels. He/she is

involved in the translation of educational policies and objectives into the programme within the school. The head teacher has the overall responsibility over the school programme and is expected to posses a superior knowledge about curriculum and instructors and to provide expert leadership in all areas of the school programme. He/she has to play the role of supervisor from time to time by checking the teachers' class work and assess their overall performance based upon achievement.

Leinhiwood and Jantz (2000) stated that using leadership strategies can contribute the following to the school. Leadership strategies improve teaching quality and advancement. Teachers' developmental needs are identified and developed. The experienced teachers encourage newly posted teachers by mentoring them on what is expected. The government of Kenya is actively supporting schools heads to make the difference within their schools inactivating and building team work approaches in school life for both staff members and pupils. The Kenya Primary Schools Heads Associations (KEPSHA) facilitates training and equipping the head teachers with the necessary skills on how to improve performance in their respective schools.

All the efforts made by the government are aimed at improving academic performance in primary schools. However the need for effective and strategic leadership to improve academic performance in Naivasha Sub County. According to examination from DEOs office Naivasha Sub County have not made significance improvement for the last four years as illustrated in Table 1.1

Table 1.1 KCPE analyses for Naivasha Sub County (2010-2013)

YEAR	EXIT	440+	350+	ENG	KIS	MAT	SCI	SSR	DMS
2013	5907	102	570	52.066	53.207	50.234	48.99	49.9	254.44
2012	5614	53	520	52.34	52.57	50.57	49.22	49.72	254.61
2011	5147	55	466	50.98	48.85	48.85	48.85	48.80	249.32
2010	4835	38	476	52.57	50.02	50.14	50.14	49.84	255.32

(Source: DEO's Office Naivasha, 2013)

From Table 1.1 Naivasha Sub County has not been performing as expected for the last four years therefore the researcher would wish to investigate the influence of the headteachers strategies on pupils KCPE results in public primary school of Naivasha Sub County in Nakuru County Kenya.

1.2 Statement of the problem

Globally it had been noted that there had been doubts expressed concerning the prevailing lack of management practice and skills among persons who had previously been designated to manage primary schools (Commonwealth, 1997).

In Kenya there has been marked increased in capacity building for head teachers. The rationale of training head teachers is aimed at improving leadership in our schools, to respond to the current development in education by making the best of a wide range of expertise available to improve academic performance. However, despite the Government of the Republic of Kenyan's commitment to provide high quality primary education, outstanding pupils' academic performance remains a challenge in the public primary schools in Naivasha Sub - County, Nakuru County. The available statistics indicate that Naivasha Sub County has not only consistently performed dismally in the national examination but also experienced observable decline in academic performance (Table 1.1). This poses a serious threat to the socio-economic development of the region and the country at large. It these reasons, that prompted the study to determine the influence of head teacher leadership strategies on pupil's performance in KCPE in public primary schools in Naivasha Sub County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of the head teacher's leadership strategies on KCPE performance in public primary schools of Naivasha Sub - County.

1.4 Research objectives

This study sought to achieve the following objectives;

i) To establish the extent to which the head teachers' participatory leadership influences pupils KCPE results of public primary schools in Naivasha Sub County.

ii) To examine the extent to which involvement of stakeholders influences pupils' KCPE results of public primary schools.

iii) To establish the extent to which the headteachers communication ability influences pupils' KCPE results of public primary schools.

iv) To determine the extent to which the head teachers' instructional supervision influences pupils' KCPE results of public primary schools.

1.5 Research questions

This study sought to answer the following research questions.

i) To what extent did the head teachers' participatory leadership strategy influence pupils' KCPE results in public primary schools?

ii) To what extent did the head teachers' involvement of stakeholders influenced KCPE results in public primary schools?

iii) To what extent did the communication ability of the headteacher influenced pupils' KCPE results in public primary schools?

iv) To what extent did the head teacher's instructional supervision influenced pupils' KCPE results in public primary schools?

1.6 Significance of the study

The study findings may provide information to primary head teachers, and Kenya Education Management Institute (KEMI) which they can use to train and equip the head teachers with skills on how to improve performance in their respective schools. Findings may also help the Quality Assurance and Standard Officers (QASO) as they perform their supervisory role on quality education. The Ministry of Education (MOE) may use the findings to formulate policies on head teachers' strategies that can be used to influence academic performance in public primary schools.

1.7 Limitations of the study

The study was limited by some respondent's unwillingness to reveal information as it was on the ground, however the researcher convinced them that their identity was to be treated with maximum confidentiality. To counter the obstacle of availability of some of the school head teachers the researcher made pre-visit and created a rapport with the respondent and used instruments to collect data that captured most of the relevant information for the study.

1.8 Delimitations of the study

The study was conducted in public primary schools in Naivasha sub-county in Nakuru County. Private schools were not included because they had a different

administrative systems from the public schools. The study was conducted in Naivasha sub-county and therefore its findings and recommendations cannot be generalized to other parts of Kenya. This is due to regional differences for example; social economic factors, political influence, cultural and religious influences.

1.9 Assumptions of the study

The study was based on the following assumptions:

i. The information to be sourced from respondents will be accurate.

ii. These subjects to be covered in the study will be a reasonable representation of the subjects in Naivasha Sub County, Nakuru County.

1.10 Definition of significant terms

Class supervision refer to a planned programme concerned with improvement of teaching and learning of pupils in class.

Communication ability refer to the process of creating, transmitting and interpreting ideas, opinions and feelings.

Head teacher refer to the officer at the highest level of the school. He or she is normally the school manager or administrator.

Instructional supervision refer to face of instruction that draws its data from first hand information from actual teaching events

Leadership refers to the ability of an individual to influence, motivate and enable officers contribute towards the effectiveness and success of the organizations.

Public school refers to a school maintained and run by the government.

Primary school refers to an institution in which children receives eight years elementary education

Performance refers to the outcomes of the work done

Leadership strategies refers to the art of a leader to organize co-ordinate and plan for the resources to attain stipulated goals.

KCPE results refers to pupil's marks in examination as rated by Kenya National Examination Council

1.11 Organization of the study

The study was organized into five chapters. Chapter one covers: background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two covers related literature reviewed under, introduction, leadership strategies in schools, participatory leadership strategies, involvement of stakeholders, head teachers communication strategies, instructional supervision, summary of reviewed literature, theoretical and conceptual framework. Chapter three covers research

methodology, it covers; introduction, research design, target population, sample size and sampling procedures, research instruments, validity of instruments , reliability of instruments, data collection, data analysis technique and ethical considerations. Chapter four presents data analysis, interpretation and discussion. Chapter five captures summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

The related literature review given in this section under the following subheadings leadership strategies in schools, learning environment and performance, external stakeholders and performance, communication strategies and performance and instructional supervision and performance. Challenges associated with leadership, transformational theories and conceptual framework.

2.2 Leadership strategies in schools

A leader is considered to be a person who knows about people being led and managed, communicating values and priorities and modeling good practice. Leadership is a concept that has had a variety of views postulated to create definitions that capture its form and content. Mc, Gowan, L. & Miller, P. (2004) examine the problems that school head teachers and leaders face in order to design guidelines for leadership. They assert that leadership is about both the leaders themselves and the relationships among the various leaders in an organization.

Leadership as defined by Fulani (2001) is about taking risks, striking out in new directions, creating visions, tapping imaginations, changing the way people think about what is desirable, creating excitement about working with children and

communities, building new relationship and structures and changing the existing cultures. According to Waters & Grubbs (2004) to promote teacher growth, leaders must first come to know who teachers are.

2.3 Participatory leadership strategies

Participatory leadership can bring the best out of an experienced and professional team as it capitalizes on their skills and talents by letting personnel to share their views, rather than simply expecting them to conform. Participatory leadership seeks consultation on all major issues and decision, effectively delegates tasks to staffs and no teaching staffs and gives them full control and responsibility for those tasks, welcomes feedback on the results, and encourages others to become leaders and be involves in leadership development its major benefits include conducive learning environment, successful imitative resulting in better decision making, effective operations creative thinking reduction of friction and reduced employee turn over. Orodho (2009), noted that school leadership was not just a job for anybody. It required knowledge and skills in educational leadership and organizational management.

Owens (1998) contends that participatory leadership styles provide conducive learning environments and sense of unity in pursuit of set goals. These entail the head teacher involving the stakeholders in decision making. Nzuve (1999), supports this by asserting that “an effective head teacher pays more attention to planning work, special tasks and permits teachers to fully participate in decision making process in an effort to achieve school goals. When teachers, parents and

pupils are involved in setting school goals they own them and work towards achieving them resulting to better performance.

Teachers play a vital role in school because they are agents of impacting knowledge, skills, attitudes and values to the learners. The head teacher should therefore realize that handling them is a critical role in relation to the pupils' academic performance. Gorton, Alson and Snowben (2007) state that the head teacher should empower his/her teachers so that they have an impact on policy decisions and work in a collegial relationship with him/her. To be in that level however requires the head teacher to educate and train them in the skills necessary for appropriate decision making. Empowered teachers accept the burden of responsibility, become more professional and consequently improve their performance.

The role of the head teacher in influencing school outcome is also supported by Luthians (2002). They stress that dramatic changes noted in the work environment will result due to a visionary leader who encourages and persuades rather than one who commands followers towards common goals. Promoting appositive learning environment as an intervention strategy includes emphasizing professionalism proper time management for instructional reward system for teachers and learners. It is the duty of the head teacher to align standards of the schools and facilitate a conducive learning environment that supports teaching and learning in schools (Lambert, 2002). Considering the impacts of a positive climate in a collaborative school environment, we can not dissent with the statement that when the

interpersonal and professional relations are good, then the performance of pupils improves.

Bennaars, Otiende and Boisovet (1994) further assert that incompetent head teachers are a big problem to the overall administration and management of education in any country. This is supported by Eshiwani (1993) who also cities lack of management skills, head teachers as a major factor contributing to poor performance in national examination.

2.4 Involvement of stakeholders and pupils performance

Good performance in academic for learners requires robust connections to the stakeholders which include the family and community. Botner (1959) defines school public relations as a process which seeks to foster understanding and friendly working relations between schools and their communities.

Epstein (1999) in a study carried out in the United States concluded that the best predictor of parental involvement is what the school does to promote it. This has been supported by Deslandes (2001) who argues that the school practices play an essential role in the promotion of parental involvement. What schools do to promote parental involvement is important in determining whether and how parents will participate in their children's learning (Gianzero, 1999).

Olembe; Wangu and Karagu (1988) point out that the head teacher is the public relations officers of the school in activities that involves the community like

parents days and other co-curricular activities. Campell (1971) asserts that the community is a major reference group with which any school administrator must work with, given that parents and the community make enormous contributions to education, they have great expectations from the same. He asserts that parents should be represented, consulted and informed of what goes on in the school.

The importance of conducive school community relations has been clearly indicated through a report by the governance of schools (1970) which opined that no school exists in isolation from the community and the society of which it should be an integral part. It further states that the quality of school environment includes its relationship with the community. Members of the community provides funds for the physical facilities of the school such as classrooms, teachers houses as well as furniture and equipments. This is done through harambee meetings or the parents contribute each a certain amount of money that they have agreed upon (Mbugua, 1987).

The head teachers should involve parents in school financial management by organizing school annual general meetings (AGMs) where they present the budget for approval. Also he should organize functions and ceremonies to which parents are invited. Such function includes parents meetings open days, speech and prize giving days. The head teacher and staff should be encouraged to participate in some community development activities with the neighborhood of schools.

2.5 Head teachers' communication strategies and pupils performance in KCPE

Scholars have defined communication in various ways. Mbiti (2007), defines communication as the transmission of information from one place to another. Cole (1996), defines it as the process of creating transmitting and interpreting ideas, opinions and feelings. Therefore, the term communication refers to the dynamic process during which sources transmit messages using symbols, signs and contextual cues to create a common understanding between themselves and the receiver. It is a dynamic process because messages keep on moving upwards, downward and across the organization.

Robbin (2001), defines strategies of communication as the medium through which the message travels. Communication can be oral, written or by use of gestures, oral and written communication are the main channels used in educational institutions. Robbins (1996), notes that a serious draw back of written communication is that it is time consuming and has no in built feedback. However, written communication is also viewed as more permanent, tangible and verifiable Robbins (1996). Therefore the head teacher should use both types whereby the oral communication will reinforce written communication and vice versa. Effective communication is a major ingredient to performance. Hicks and Gullet (1975), state that: "Communication necessitated co-existence of people in the world. It enables people to share knowledge, interrelate to develop and expand

their store of knowledge, technology and culture. It serves as a linking process to people within an organization".

In a school situation, school management receives educational policies and plans from the Ministry of Education through the county directors of education. Planning is important as it forms the basic principle of school management Okumbe (1998). These plans have to be communicated to the various stakeholders of the school management. Ineffective communication of school plans can lead to the disruption of educational programmes in schools (Dean, 1995).

Nzuve (1999), asserts that communication controls behavior, fosters motivations by clarifying what is to be done. It expresses feelings and in this way provides a release for the emotional expression and fulfillment of social goals. In order for communication to make administration more effective, there are certain rules which must be observed (Cole; 1996). First, the language used must bear the same meaning for both sender and recipient. In schools, rules and regulations should be simple, clear and unambiguous. Secondly the head teacher should communicate in advance, for example he/she should address grievances for teachers and pupils on time. Third, the head teacher should not release official messages prematurely. For example change of school opening and closing dates. Mbiti (1974), gave a useful rule of communication that can be used by the head teachers. He advocated that head teachers should use simple and straight forward language and choose their words carefully before they speak.

2.6 Instructional supervision strategy and pupils performance in KCPE

Many authorities have come up with many definitions for supervision. Broadly, it can be defined as the attempt through second party intervention to ascertain, maintain and improve the quality of work done. Okumbe (1999) asserts that supervision can be divided into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally outside the classroom. Such activities include the writing and revision of curricula, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programme.

Instructional supervision on the other hand is concerned with the pupil learning in the classroom. All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. It also includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching such as observation of class instruction, conducting teachers meetings, conducting group and individual's conferences and reorganizing curriculum (Olembo,J.A, Wanga, P.E. &Karagu, N. M; 1992).

Bukhada (2004) in his study stated the activities that can be carried out to enable the head teachers achieve the instructional supervision. They include classroom visitation, individual teacher conferences, team spirit, supervision and evaluation of student's activities and allocation of right resources.

2.6.1 The head teacher and classroom visitation

The head teacher has a duty to visit the classroom and observe how the teachers are teaching and the challenges they face in the classroom and how they can be assisted in solving some of the problems. Class visits help the head teachers to be aware of the pedagogies used by the teachers to teach, the reactions and attitude of the learners towards the teacher and the materials required in the classroom. The head teacher should ensure the right resources which are required to by the teachers are provided on time and are allocated equally. Head teachers influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials.

Okumbe (1998) the head teacher is regarded as an agent of supervision. He/she is supposed to provide the right resources, motivation and stimulation for staff and pupils to enhance staff performance and pupil achievement. Wanga and Karagu (1995) noted that class visit helps teachers to develop personal knowledge and competence and remain abreast with professional advanced through direct and non-direct consultation between teachers and supervisors.

2.6.2 The head teacher/individuals teacher conferences and team spirit

Goldhammer (1980) expressed various activities in which educational administrators may express leadership in the improvement of learning and teaching such as: observation of classroom instruction, conducting of teacher's meetings in groups and individual teacher conferences. This will help in the development and execution of plans towards increased effectiveness of the school

activities. Team spirit enhances cooperation among the staff for achievement of the set goals and objectives Bakhada,S. (2004), supported this by stating that a discreet head teacher will employ team work as a working strategy. He will subdivide members of staff into smaller groups to investigate new strategies which can be used to improve performance. After getting their proposals, he will use all the members to make the final decisions.

2.6.3 The head teacher supervising and evaluating pupils' activities

The head teacher has a responsibility to supervise and evaluate the pupil's activities. The main purpose of supervising and evaluating is to make sure that the set objectives are achieved. He/she must check the teaching standards by reference to schemes of work, lesson plans, lesson notes, record of work covered and pupils' exercise books. The head teacher should undertake in-service training programmes to help the teachers to improve instruction and develop specialized programmes of education for children with divergent needs and ability (Dean, 1960).

2.7 Summary of literature reviewed

Literature reviewed on similar studies revealed that for pupils to perform well head teachers are required to use various strategies to bring academic achievement. It further reveals that most of these strategies are not necessarily specific to particular region, but can be used to improve academic performance in different regions. Various studies have been carried out and have shown some of the strategies that can be used by the head teacher to improve academic

performance include participatory leadership, involvement of stakeholders, communication ability of the head teacher and instructional supervision. However, the studies have not shown how the strategies influence performance of KCPE, hence the researcher will investigate the effect of the stated head teacher strategies and their influence on KCPE results in Naivasha sub-county to fill the gap.

2.8 Theoretical framework

This study adopted the transformational leadership Theory by James Mac Gregor Burns (1978). He originated the idea of transformational leadership stating that it occurs when one or more person's engage with others. He brought the concept of transformational leadership to prominence in his book "Leadership" (1978). Mac Gregor drew the important distinction between transactional leadership and transformational leadership. Transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. A leader with good moral reasoning is more likely to be perceived as transformational by group members.

Head teachers often encounter the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. The transformational leader exerts a higher level of influence than does a transactional (routine) leader and thereby motivates people to do more than expected. A transformational leader can develop new visions for a school and mobilize officer and staff to accept and work toward attaining these visions, they

create supportive organizational climates where individuals needs and differences are acknowledged and respected (Bass,B.M. & Avolio, B.J. 1994). Although transformational leadership have been advocated, it have several shortcomings in that the model has been identified as problematic and places too much emphasis on transformational qualities of a leader, reinforcing the notion that the head teacher is the only source of leadership in the school (Evass & Lakomsky,1996; 2006).The study embarked on this theory for it was looking at head teachers leadership strategies that may influence pupils performance in KCPE. The schools are controlled by the head teachers who are the chief administrators. They must therefore understand that in the school there is input, output and the feedback transformational processes that interact between the component thus improving the performance of the pupils.

2.9 Conceptual framework

It shows the relationship between head teacher's strategies and the learning process and how they influence students KCPE results in public primary schools in Naivasha Sub - County

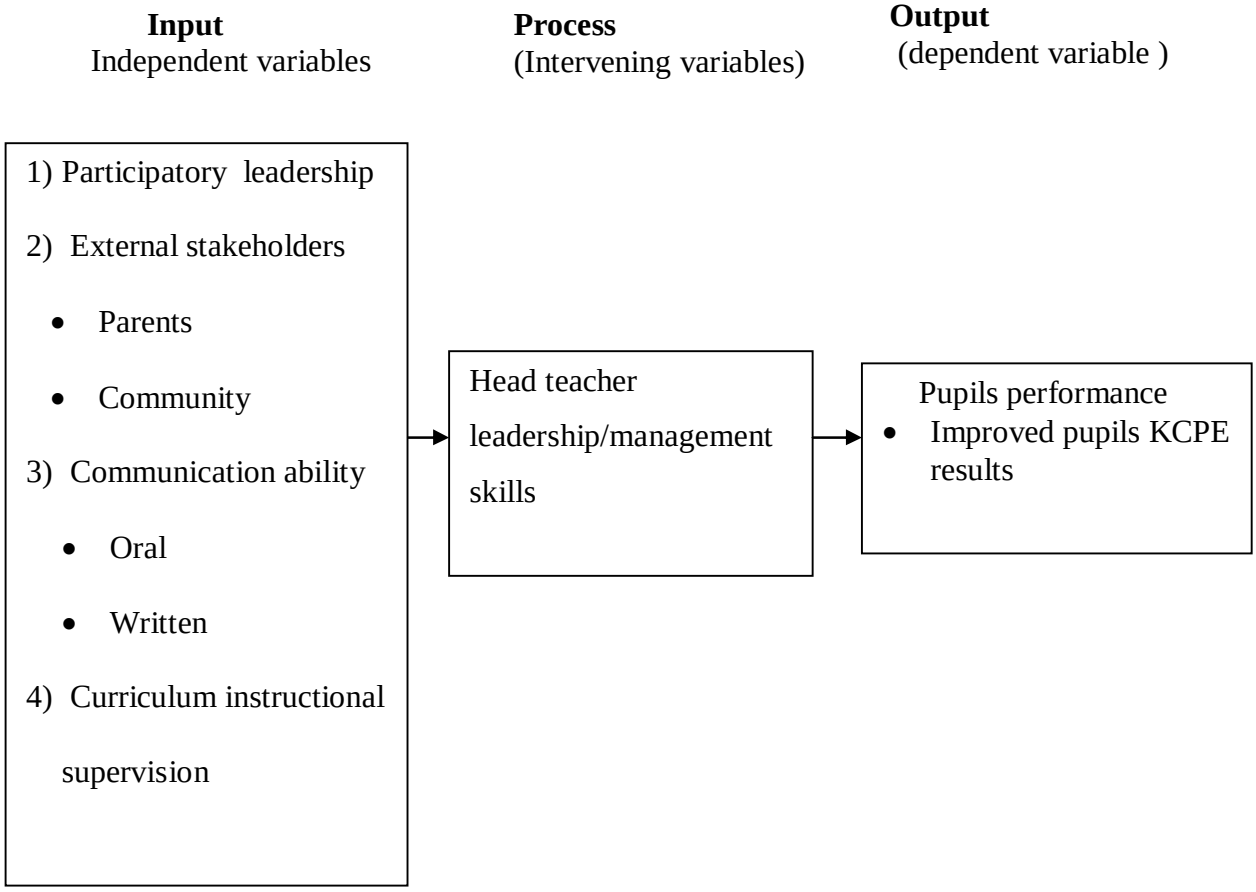

Figure 2.1 Influence of head teacher leadership strategy on KCPE performance in public schools

Figure 2.1 shows the variables for this study. The framework shows leadership strategies of participatory leadership, involvement of external stakeholders, communication ability of the head teacher and curriculum instructional

supervision by the head teachers, good K.C.P.E results are dependent on the leadership strategies the head teacher will promote.

When the head teacher promote conducive learning environment, he involves stakeholders, communicates well to the teachers and carries out instructional supervision to the teachers. The teachers are motivated and their attitudes towards work is positive, they adequately implement the curriculum by preparing teaching and learning materials on time, and they set interventions to improve performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, population sampling techniques, research instruments, data collection procedure, data analysis and ethical considerations.

3.2 Research Design

The research design adopted a descriptive survey design. The design was considered appropriate for the study. According to Kothari (1985), descriptive survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Kerlinger, F.N. (1983), states that this design method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. The design therefore enabled the researcher to collect, analyze and report data on the various strategies employed by public school head teachers of Naivasha District to improve performance.

3.3 Target population

Mugenda and Mugenda (2003) define population as an entire group of individuals events objects having a common attribute. The target population for this study consisted of the head teachers and teachers of public primary schools in Naivasha District who had done K.C.P.E as indicated in table 3.1.

Table 3.1 Target Population

Category	Target population	Percentage
Head teachers	72	7.8
Teachers	851	92.2
Total	**923**	**100.0**

(Naivasha DEO Office 2015)

3.4 Sample size and sampling procedure

Sampling is a process of selecting a subset of cases in order to draw conclusions about the entire sets (Kombo and Tromp, 2006). Mugenda and Mugenda (1999) state that taking 30% of the target population is an accepted sample size that can be used for generalization of the characteristics of the population. There are 72 head teachers and 851 teachers in the sub county. The sample of 110 was included in the study 22 head teachers and 88 teachers from public primary schools. Simple random sampling and purposive sampling was used to sample head teacher and teachers respectively. For the teachers the study sampled 4 teachers in every school whereby the class teachers from class 4 - 8 were sampled.

3.5 Research instruments

This study employed questionnaires as the tool to collect the data. Mulusa (1998) defines a questionnaire as a written set of questions to which the subject responds in writing. The researcher chose the questionnaires because information was

collected from a large number of people and the information was analyzed. Two sets of questionnaires were used to collect the data, one for the head teachers and the other one for the teachers. In both sets of the questionnaire tools, part A gathered data on demographic variables, part B had open and closed ended questionnaire for head teachers and teachers on strategies of participatory leadership, involvement of external partners, communication strategy and instructional supervision.

3.6 Validity of research instruments

Validity is the degree to which results obtained from the data actually to presents the phenomena under investigation (Orodho, 2009) validity of the instrument was ensured by doing a pilot test in five schools randomly selected. After accessing the relevance of the content, collections were made and incorporated in the final questionnaire. The five selected schools were not used in the actual study this study used content validity because it showed whether the test items represented the content that they were designed to measure. To determine the validity of the instrument a pilot study was carried out where 5 head teachers were presented with the questionnaires. To ensure content validity, the researcher liaised with supervisors who are specialist in the area of study while framing the questionnaires. Through their guidance, the researcher made modifications in the questionnaire in line with the objective of the study.

3.7 Reliability of the instruments

Reliability refers to the internal consistency or stability of a measuring device over time (Lokesh, 1984). It is expressed as a coefficient. A test- retest of the instruments was carried out to ensure instruments reliability. This was done by administering the questionnaires to some respondents before the research. The same was repeated after a week on the same group to see whether they gave similar responses. The two sets of scores were correlated using Pearson's produce moment co-efficient using the formula.

$$r = \frac{\Sigma xy - (\Sigma x)(\Sigma y)/N}{\sqrt{(\Sigma X^2 - (\Sigma X)^2/_N)(\Sigma Y)^2/_N}}$$

Where r= the Pearson's coefficient of correlation index.

xi = i the value of x variable

yi= i the value of y variable

N = Number of observations or subjects of x and y (Orodho, 2009)

3.8 Data collection procedure

The researcher sought permit to conduct the study from National Commission for Science, Technology and Innovation, after which the researcher proceeded to seek authority from the District Commissioner (DC) and the District Education Office (DEO) Naivasha District. The researcher visited the sampled schools to book for appointments for the administration of the instruments. After wards the researcher

visited each of the schools and administered the questionnaires personally. The questionnaires were collected immediately after they were filled. The respondents were given instructions and assured of confidentiality.

3.9 Data analysis techniques

After all the data had been gathered, it was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to analyze quantitative data. Qualitative data was analyzed through a prepared document analysis worksheet. The data was analyzed according to the themes emerging from the analyzed data. The consistency was elaborated to form generalities that related to existing literature (Bryman, 2004).

3.10 Ethical considerations

The researcher sought permission from the County Director of Education to go to schools to administer questionnaires . The respondents were the head teachers and teachers who were assured that the study was meant for academic purpose only, and their responses would be treated with utmost confidentiality.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents namely the head teacher and the teachers, presentations of and interpretation of findings. The presentations were done based on the research questions, items addressing the same research questions were grouped and discussed together and conclusions drawn.

4.2 Questionnaire return rate

The respondents involved were the head teachers and teachers. They returned the questionnaires as tabulated in Table 4.1.

Table 4.1 Questionnaire return rate

Respondents	**Sampled**	**Returned**	**Percentage**
Head teachers	22	22	100.0
Teachers	88	82	93.2
Total	**110**	**104**	**94.5**

Table 4.1 shows that out of 22 head teachers sampled, twenty two (100.0%) filled and returned the questionnaires, out of 88 teachers sampled eighty two (93.2%) filled and returned the questionnaires. The questionnaires return rate was well above seventy seven (70.0%) which according to Mugenda and Mugenda (2003) is an acceptable proportion and can be termed adequate.

4.3 Demographic information

This section presents the demographic information of the respondents. The section presents the demographic information of the head teachers and then presents the demographic data of the teacher.

4.3.1 Demographic information of the head teachers

The demographic information of the respondents were asked to indicate their gender. Data revealed that fifteen (68.2%) were male while seven (31.8%) were female.

These findings indicate that there was less representation of the female teachers in the sub-county. This is in conformity with Pala (1978) who noted that men have tended to hold most of the leading positions in the educational sector in Kenya.

The head teachers were asked to indicate their teaching experience they responded as indicated in Table 4.2

Table 4.2 Distribution of head teachers by experience

Experience in headship	F	%
2- 4	6	27.5
5 - 8	3	13.6
9 - 12	7	31.8
Over 13	6	27.3
Total	**22**	**100.0**

The data in Table 4.2 indicate that most of the head teachers have headship experience of more than 5 year. In an institution experience plays an important role in school management and leadership, which could easily influence the academic performance by employing the appropriate skills for each situation.

Table 4.3 Average enrolment in the school

Range	F	%
200 - 500	4	18.2
500 - 800	11	50.0
Over 800	7	31.8
Total	**22**	**100.0**

The result in Table 4.3 indicate that majority of schools had high enrolment of pupils in the region. This shows that free primary education has resulted to equitable access to education and therefore improved efficiency is needed through leadership reforms.

The head teachers were asked to indicate their length of stay in their current station they responded as indicated in Table 4.4

Table 4.4 Head teachers' length of stay in the current station

Length of stays	**F**	**%**
1-2	6	27.3
3 - 4	4	18.2
4 - 5	9	40.9
Over 5	3	13.6
Total	**22**	**100.0**

Table 4.4 reveals that more than a half of the head teachers have stayed more than 3 years in one school in which they are supposed to be transferred to another school to achieve better results.

4.4 Demographic information of the teachers

The demographic data of the teachers was based on their gender, level of education, experience, subjects they teach and the number of lessons taught in a week. To establish the gender of the teachers, they were asked to indicate the same. Findings indicated that twenty two (26%) were male while sixty (73.2%) were female. This implies that majority of teachers in the sub-county are female.

The teachers were asked to indicate their teaching experience they responded as indicated in Table 4.5

Table 4.5 Distribution of teachers by experience

Experience in teaching	**F**	**%**
2-4	10	12.2
5 - 8	20	24.4
9 - 12	30	36.6
Over 13	22	26.8
Total	**82**	**100.0**

The data in Table 4.5 indicate that most of the teachers (63.4%) have experience in teaching profession, experience plays an important role in teaching in that teachers develop mastery of content which equip them with knowledge and skills while teaching the learners. This can influence KCPE results hence better performance is achieved.

The teachers respondents were further asked to indicate their level of education. Their responses are presented in Table 4.6

Table 4.6 Distribution of teachers by level of education

Level of education	**F**	**%**
P1 certificate	15	18.3
Diploma in education	33	40.2
First degree	27	32.9
Masters degree	7	8.5
Total	**82**	**100.0**

The data in Table 4.6 indicate that most of the teachers had college certificate, college diploma and bachelor's degree in education which implied that they were qualified to teach in primary schools. This can influence KCPE performance. They were further asked to indicate their teaching workloads. The findings are presented in Table 4.7

Table 4.7 Teacher workload

Number of lessons per week	F	%
27	3	3.7
29	3	3.7
30	21	25.5
31	3	3.7
34	6	7.3
35	27	32.9
36	4	4.9
39	3	3.7
40	12	14.6
Total	**82**	**100.0**

The findings in Table 4.7 indicate that most of the teachers thirty nine (47.6%) had teaching load of 40 and 35 lessons per week, while others had teaching load of 39 and 36 lessons as indicated by three (3.7%) and three (3.7%) respectively. On average the teaching load in primary schools should be 25 to 30 lessons per week. The teacher's workload was high as indicated by the findings. This could as a result of understaffing.

4.5 Influence of head teacher's participatory leadership on students KCPE results

The head teachers were asked to rate themselves on leadership characteristics in relation to performance in KCPE. The results were as indicate in Table 4.8.

Table 4.8 Head teachers participatory leadership

Head teachers participatory Leadership	Excellent		Good		Poor		Very poor	
	F	%	F	%	F	%	F	%
Good listener to your group despite holding divergent opinion with them in discussion	6	27.3	15	68.1	1	4.5	-	-
Express confidence in staff members regardless of disagreeing with them	8	36.4	11	50.0	1	4.5	2	9.1
Allow staff to arrive at a decision collective on academic issues	4	18.3	16	72.7	1	4.5	1	4.5
Welcomes new ideas from staff members on academic improvement	6	27.3	12	54.5	2	9.1	-	9.1

Table 4.8 indicate that most of the head teachers had participatory leadership. For example majority of respondents (68.1%) indicated that they were good at listening to their group despite holding divergent opinion with them in discussion. It was also indicated by a majority of (86.4%) that they wee either excellent or good in expressing confidence in staff members regardless of disagreeing with them.

The data in table 4.8 showed that majority of the head teachers (91.0) were good or excellent in allowing staff to arrive at a decisions collectively on academic issues. Finally it was revealed that the head teachers were good at welcoming new ideas from staff members on academic improvement. This was indicated by eighteen (81.8%). The data shows that head teachers were good in participatory leadership in the schools. This will lead to success in attainment of good results in national examinations. The teachers were also asked to indicate the extent to which their head teacher engaged in activities aimed at improving academic performance. Their responses are presented in Table 4.9

Table 4.9 Teachers responses on the head teacher's participatory leadership

Head teachers participatory Leadership	Excellent		Good		Poor		Very poor	
	F	%	F	%	F	%	F	%
Good listener to your group despite holding divergent opinion with them in discussion	26	31.70	50	61.0	6	7.3	-	-
Express confidence in staff members regardless of disagreeing with them	24	29.3	52	63.4	6	7.3	-	-
Allow staff to arrive at a decision collective on academic issues	27	32.9	40	48.78	12	14.6	3	3.8
Welcomes new ideas from staff members on academic improvement	24	29.3	46	56.1	-	33.7	9	10.9

Results in Table 4.9 shows that majority of the teachers were of the opinion that their head teachers were good listeners to them despite holding divergent opinion with teachers in a discussion as indicated by fifty (61.0%) who rated them as good and twenty six (31.7%) who rated them as excellent. It was also revealed

that twenty four (29.3%) of teachers rated their head teachers as excellent in expressing confidence in staff members regardless of disagree with them fifty two (63.4%),teachers rated their head teachers as good in the same question. Further findings indicated that majority of the teachers felt that their head teachers allowed staff to arrive at decisions collectively on academic issues. This was indicated by twenty seven (32.9%) who rated their head teachers as excellent and forty (48.7) who rated them as good. It was also revealed that most of the teachers were of the opinion that their head teachers appreciated new ideas from members on academic improvements as indicated by twenty four (29.3%) who rated them as excellent and forty six (56.1%) who rated them as good. These findings therefore indicate that teachers were of the opinion that the head teachers used participatory leadership in schools.

4.6 Influence of head teacher's involvement of external stakeholder on pupils KCPE results

When parents and other education stakeholders are involved and informed of the school activities they own the school and support it. There is a strong relationship between parental involvement and pupil's good academic performance. The study therefore sought to establish how head teachers involvement of external stakeholders influenced KCPE results. The head teachers were therefore asked to indicate how often they invited parents to discuss academic progress of their children, how they advised parents on home environmental factors that would promote learning of their children and how parents provided necessary teaching/ learning materials for their children. Table 4.10 presents the data.

Table 4.10 Head teachers Involvement of other stakeholders

Type of involvement	Always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%
Inviting parents and other stakeholders to discuss academic progress of their children	10	4.5	10	45.5	2	9.0	-	-
Creating awareness to parents on home environmental factors that promote environment factors that promote academic performance of their children	4	18.2	16	72.7	2	9.1	-	-
Parents and other stakeholders providing necessary learning materials to their pupils	9	40.9	11	50.0	2	9.1	-	-

The findings in Table 4.10 indicate that most of the head teachers (90%) always invited parents to discuss academic progress of their children. Data also indicated that most of the head teachers advised parents on home environmental factors that promote learning of their children as it was indicated by four (18.2%) who always did it and six (72.7%) who did it sometimes. Further analysis showed that a significant number of head teachers reported that they provided all the necessary

support materials for their children. These findings show that parental involvement influenced academic performance of the pupils.

The teachers were also asked to indicate the extent to which the head teachers involved parents in the learning of their children. Their responses are presented in Table 4.11.

Table 4.11 Teachers response on stakeholders involvement in schools

Type of involvement	**Always**		**Sometimes**		**Rarely**		**Never**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Inviting parents and other stakeholders to discuss academic progress of their children	12	14.6	52	63.4	15	18.3	3	3.7
Creating awareness to parents on home environmental factors that promote environment factors that promote academic performance of their children	15	18.3	49	59.8	12	14.6	6	7.3
Parents and other stakeholders providing necessary learning materials to their pupils	15	18.3	18	22.0	43	52.4	6	7.3

Table 4.11 showed that majority of the teachers were of the opinion that their head teachers invited parents to discuss academic progress of their children as it was indicated by twelve (14.6%) who reported that they did so always and fifty two(63.4%) who did it sometimes. Three quarter of teachers sixty four (78.1%) revealed that head teacher had academic clinics with parents of pupils who performed poorly to explore possible measures of improving their performance.

Further responses indicated that the parents rarely provided the necessary resources for academic improvement as was indicated by forty three (52.4%) who indicated that they did it rarely and six (7.3%) who indicated that never provide. These finding indicated that there was involvement of stakeholders in schools which was geared towards improving KCPE academic results. According to governance in schools (1977) head teachers strategic by which school parental involvement and community relationships may be promoted include: the head teachers should be ready to meet parents and other members of the public who came to the school to obtain information about education, the head teacher and his staff should organize functions and ceremonies to which parents are invited.

4.7 Influence of the head teachers' communication ability on pupils KCPE results

Communication controls behavior and fosters motivations by clarifying what is to be done and how it will be done. Poor communication in school has led to poor academic achievement, high level of indiscipline, riots and strikes. The study

sought to establish how communication ability influenced pupil's academic performance in KCPE. The head teachers were therefore asked to indicate which type of communication they found most effective in discussing academic performance. Data showed that majority (86.4%) of the head teacher used oral communication.

The head teachers who indicted that they used oral communication indicated that it was interactive and it gave teachers a forum to discuss and share views. Those who indicated that they used written communication felt that it was good for referent matters. Among the teachers majority also indicated that they found written communication as the most appropriate to discuss academic performance. This was shown by three (13.6%). Asked to give reasons teachers who stated that written communication was the most appropriate indicated that is can be used for future reference. It was also shown that it cannot lead to different interpretation. Among the teachers who stated that they preferred oral communication, explained that it is less formal such that teachers are free to air their opinion. The head teachers were also asked to indicate the availability of various ways of communication channels in their schools. The data is presented in Table 4.12.

Table 4.12 Head teachers responses on use of communication

Factor	Available		Not available	
	F	%	F	%
Availability of notice boards in your school	18	81.8	4	18.2
Availability of suggestion box in your school	14	63.6	8	36.4

Table 4.12 indicates that notice boards were available in the schools as indicated by eighteen (81.8%) it was also reported that suggestion boxes were available in most schools as indicated by fourteen (63.6). this shows that head teachers used various forms of communication channels in the schools. Asked to indicate how often they had meetings with pupils, they responded as indicated in Table 13.

Table 4.13 Frequency of meeting with pupils

Frequency of meeting with pupils	F	%
Weekly	16	72.7
Monthly	4	18.2
Once per term	2	9.1
Total	**22**	**100**

Table 4.13 indicates that majority of the head teachers met with pupils weekly during schools assembly to discuss school academic matters. Asked how often the head teachers met with teachers, they indicated as shown in Table 4.14

Table 4.14 Frequency of meeting with teacher

Frequency of meeting with pupils	**F**	**%**
Weekly	12	54.5
Monthly	8	36.4
Once per term	2	9.1
Total	**22**	**100**

The data in Table 4.14 indicates that twelve (54.5%) of the head teachers met with teachers weekly. This shows that the head teachers met with teachers as often as required which may have a positive effect on the academic performance of pupils. The teachers were also asked to indicate how often they held staff meetings to discuss academic issues. Data showed that majority met once per term as indicated by eighteen (81.8%) although they held frequent brief staff meeting to discuss urgent matters. Literature has established that when head teachers meet with teachers to discuss academic matters the head teacher is helped to understand the teacher's individual strengths and weaknesses that may influence performance. He/she should address them effectively with the teachers concerned.

The strengths noted should be utilized together with other school members to improve performance while the weaknesses should be worked out amicably. The head teachers were also asked to indicate how often they met with parents to discuss academic matters. The data is presents in Table 4.15.

Table 4.15 Frequencies of meeting with parents

Frequency of meeting with parents	**F**	**%**
Weekly	2	9.1
Monthly	14	63.6
Once per term	6	27.3
Total	**22**	**100**

The findings in Table 4.15 indicates that head teachers met with the school committee once per term to discuss academic matters as reported by fourteen (63.6%). This is in line with the education act which state that school committee members should meet with the head teacher at least once per term. When head teacher meet parents frequently on matters arising from education, problems and challenges are discussed and solution a on how to overcome them. The head teachers also were asked whether parents attend all the meetings, they are invited. Data indicated that seventeen (77.0%) said the parents do not attend. They cited commitment as a hindrance for not attending. The head teachers were asked whether in their opinion the pupils were free to discuss academic issues. Data

showed they were as indicated by twenty (90.9), a significant proportion of two (9.1%) however indicated that their pupils were not free to discuss academic issues which could affect their studies. The head teachers were also asked whether their students had anywhere to report academic issues.

Data showed that majority of the schools had somewhere to report academic issue as it was shown by twenty one (95.5%). The teachers were also asked whether pupils have anywhere to report academic issues. Majority of the teachers (78.0%) concurred with head teachers that students had somewhere to report their academic issues.

4.8 Effect of head teacher's instructional supervision on students KCPE results

The study further sought to establish how head teachers instructional supervision influenced students KCPE results. They were therefore asked to indicate how often they made sure that teachers keep updated professional documents how often they visited teachers in class to supervise teaching, how they provided teaching and learning resources, how they held regular staff meetings to discuss academic progress. The results of the analysis are presented in Table 4.16

Table 4.16 Head teachers responses on instructional supervision

Instructional supervision tasks	Always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%
Making sure teachers keep updated professional document scheme of work lesson plan and record of work	12	54.5	10	45.5	-	-	-	-
Visiting teachers in class to supervise teaching process	6	27.3	12	54.5	4	18.2	-	-
Providing the teaching and learning resources	8	36.4	14	63.6	-	-	-	-
Holding regular staff meeting to discuss academic progress	10	45.5	12	54.5	-	-	-	-
Setting KCPE targets with teachers and pupils	11	50.0	10	45.5	1	4.5	-	-

The data in Table 4.16 indicates that all of the head teachers supervised teachers to ensure they complete the syllabus on time. This was indicated by twenty two (100%), it was also revealed that all the head teachers provided teaching and learning resources as indicated by twenty two (100.0%), data further established that they held regular meetings to discuss academic progress as it was shown by

ten (45.5%) who always did it and twelve (54.0%) who did it sometimes. However it was revealed that some rarely or never visited teachers in class to supervise teaching as it was revealed by three (13.6%) who rarely visited teachers in class and one (4.5%) who never visited teachers in class to supervise teaching . these findings therefore indicted that head teachers were involved in several instructional supervisory tasks. Teachers responses on head teachers instructional supervisory tasks are presented in Table 4.17.

Table 4.17 Teachers responses of instructional supervisory tasks

Instructional supervision tasks	**Always**		**Sometimes**		**Rarely**		**Never**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Making sure teachers keep updated professional document scheme of work lesson plan and record of work	52	63.4	16	19.5	10	12.2	4	4.9
Visiting teachers in class to supervise teaching process	8	9.6	36	43.9	24	29.3	14	17.1
Providing the teaching and learning resources	46	56.1	18	22.0	12	14.6	4	4.9
Holding regular staff meeting to discuss academic progress	30	36.6	26	31.7	22	26.8	6	7.3
Setting KCPE targets with teachers and pupils	36	43.9	24	29.3	14	17.1	8	9.6

Table 4.17 indicate that majority of the teachers (63.4%) reported that their head teachers always ensured that teachers keep updated professional documents with sixteen (19.5%) who indicated that they did so sometime. It was also revealed that half of the head teachers did not visit teachers in classrooms to supervise teaching. Data further indicated that head teacher provide teaching and learning materials as shown by forty six (56.1%) who always did so with a proportion of eighteen (22.0%) who said that they sometimes did so. It was finally established that head teachers hold staff meeting to discuss academic progress. This was indicated by thirty (36.6%) of the teachers who indicated that their head teachers always performed that task and twenty six (31.7%) who reported that they did so sometimes. These responses of the teachers agree with the responses of the head teachers that head teachers conducted instructional supervision in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of this study was to investigate the influence of the head teachers' strategies on pupils KCPE results in public primary schools of Naivasha sub-county, Kenya. Four research objectives were formulated that is to establish the extent to which the head teachers participatory leadership influences pupils in KCPE result of public primary schools, to examine the extent to which involvement of stakeholders influences pupils' KCPE results of public primary schools, to establish the extent to which head teachers' communication ability influences pupils KCPE results of public primary schools and to determine the extent to which head teachers instructional supervision influences pupils KCPE results of public primary schools.

The study adopted a descriptive survey design. The target population comprised of 72 head teachers and 851 teachers to make a total of 939 respondents while the sample size comprised of 22 head teachers and 88 teachers. The researcher used

questionnaires for data collection data were analyzed by use of Statistical Package for Social Sciences (SPSS).

The study revealed that the head teachers adopted various strategies in improving KCPE results. The findings revealed that most of the head teachers and teachers preferred participatory leadership as it was indicated by majority (68.1%) and (63.4%) by head teachers and teachers respectfully. Most of the head teachers (86.4%) and (92.7%) teachers indicated that the head teachers were either excellent or good in expressing confidence in staff members despite having different opinions with them.

The head teachers were also rated by a majority of the teachers as good or excellent in allowing staff to arrive at a decision pertaining academic issues. The head teachers were also found to be good or excellent at welcoming new ideas from the staff members on academic performance. Purkey and Smith (1985) contend that participatory leadership styles provides a conducive learning environment and cohesiveness in pursuit of set goals.

The study revealed that influence of head teacher's involvement of stakeholders on pupils KCPE results revealed that head teachers twenty (90%) and sixty four (78.1%) teachers reported that the head teachers always or sometimes invited parents to discuss academic progress of their children. Data also indicated that most of the head teachers advised parents on home environmental factors that promote learning of their children and also head teacher's ensured parents provide

necessary learning materials for their children. These findings are in line with Kochlar (1988) who indicated that an important function of head teachers is to maintain a strong working relationship between the school and the parents for effective schools management.

Finding on the influence of the head teachers communication ability on pupils KCPE results revealed that majority of head teachers nineteen (86.4%) of the preferred oral communication. This was because this mode of communication gave teachers a forum to express their views on education issues. The teachers who indicated preference in written communication said it was good for future reference and cannot be misinterpreted as it was indicated by fifty (61.0%).

Oral communication is in line with Campell (1971) who indicated that the oral communication which is face to face expression is faster. Use of written communication is more permanent, tangible and verifiable. The findings also revealed that notice boards and suggestions boxes were used in schools for effective communications.

Findings on the effect of head teachers instructional supervision on pupils KCPE results revealed that all the head teachers twenty two (100%) and fifty two (63.4%) teachers indicated that their head teachers supervised to ensure they have necessary professional records in teaching. The data also revealed that all the head teachers twenty two (100%) provide teaching and learning materials to teachers. It

was also reported that head teachers held regular meetings with teachers to discuss academic progress.

This finding is in line with Bakhda (2004) who stated the activities that can be carried out to enable the head teacher achieve the instructional supervision strategy as: head teacher classroom visitation, time management, individuals teacher conferences, team spirit and supervising and evaluating pupils activities.

Findings also revealed that, there were a number of challenges that hindered the head teachers from improving academic performance in KCPE results. These included: staff shortage, lack of motivation for teachers, inadequate teaching learning facilities, teachers fearing change especially in teaching and teachers/ pupil's absenteeism.

5.3 Conclusions

From the findings it was concluded that head teachers employed participation leadership in that they were good at listening to their group despite holding divergent opinion with them in discussion, they were also good in expressing confidence in staff members regardless of disagreeing with them and were also good or excellent in allowing staff to arrive at a decision collectively on academic issues. They were also good in welcoming new ideas from staff members on academic improvement. The study further concluded that head teachers involved stakeholder's that is parents and community in their learning of their children.

For instance by inviting parents to discuss academic progress of their children, they advised them on home environmental factors that promote learning of their children and also ensured that parents provided all the necessary support materials for their children.

The study further concluded that oral communication was mostly used in the schools since it gave teachers a forum to discuss and share views. Written communication was also used because it was viewed as good for future reference and avoided using interpretation. However, to make communication more effective both of them can be used where oral communication will reinforce the written communication and vice versa. The two should be used according to the situation and type of information to be passed. It was also used because it was less formal such that teachers are free to air their opinion. Other channels of communications included notice boards and suggestion boxes. Information in these channels should be acted upon immediately and effectively so that they are viable. The suggestion boxes should be placed in strategic points so that pupils can use them comfortably.

The study further concluded that head teachers supported instructional supervision by providing teaching and learning resources and holding regular meetings to discuss, academic progress. Head teachers concluded the syllabus on time. However meetings between the head teacher's should be made more frequent at least at every beginning and end of the term. The meetings should also be held before important school events. Classroom visitations of teachers by the head

teacher should be done. These visitations will help the head teacher understand the problems the teachers face in their actual teaching in class.

5.4 Recommendations

In the light of the findings it is recommended that;

- Leadership should create conducive learning environment which results in better academic performance in KCPE. Therefore school heads should adopt participatory leadership by promoting collective decisions making process, providing incentive to teachers and learner.

- This motivates teachers and pupils to work hard and achieve better KCPE results. The head teacher should also encourage capacity building, team spirit and treat all teachers equally in schools. This brings cohesiveness in school hence good performance.

- The findings recommends that the head teachers to involve all the external stakeholders by encouraging parents and community to participate in school activities and matters arising on education in schools. This will bring team work in schools hence good performance in KCPE results.

- The findings also recommend that the head teachers to develop good communication ability towards the teachers, parents and pupils which brings cohesiveness in schools and hence good performance is realized.

- The KEMI should be more involved in continuous capacity building for head teachers to equip them with managerial skills to be able to carry out instructional supervision in their respective schools.

5.5 Suggestions for further research

i) The study was conducted on influence of leadership strategies on academic performance in public primary schools in Naivasha sub-county, Nakuru County, Kenya. Therefore the researcher recommends a replica study to be conducted in other sub - counties.

ii) Head teacher' leadership style in relation to interaction between staff, pupil, parents/community

iii) Challenges faced by head teachers in carrying out instructional supervision.

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APPENDICES

APPENDIX A

INTRODUCTION LETTER

Department of Educational
Administration and Planning
University Of Nairobi
P.O Box 30197
NAIROBI,
23rd June 2015

The Head Teacher,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi currently pursuing a Masters Degree in Educational Administration. My research topic is "**Influence of Headteacher's Strategies on Academic Performance in Primary Schools in Naivasha Sub-County, Nakuru County, Kenya"**.

Your school has been selected for the study. The purpose of this letter is to request for permission to carry out the study in your school. Identity of the respondent will be treated with strict confidentiality.

Thank you.

Yours faithfully,

Kamau Benard Kahuro

APPENDIX B

QUESTIONNAIRE FOR THE HEAD TEACHER

Dear Respondent

The purpose of this questionnaire is to collect data on the strategies employed to improve academic performance in primary schools. You are kindly requested to participate in this study by filling in this questionnaire. Your identity will be treated with confidentiality. Please tick (√) where appropriate.

Part A: Demographic information

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

2. How long have you served as head teacher?

……

3. What is the length of stay in the current station?

……..

4. How many teachers are there in your school?

TSC teachers ……parents teachers ……total.……

5. How many pupils are there in you school?

Boys ……Girls……Total…….

6. Kindly enter your school mean score for the last 4 years

2011	2012	2013	2014

SECTION B: HEAD TEACHERS' PARTICIPATORY STRATEGIES

7. What leadership strategies have you adopted in your school?.....

8. How would you rate yourself on the following characteristics in relation to participatory leadership? Use the scale given to indicate.

E- Excellent G- Good P- Poor V- Very good

TASK	**E**	**G**	**P**	**V**
i. Good listener to your group despite holding divergent opinion with them in discussion				
ii. Express confidence in staff members regardless of disagreeing with them				

iii. Allow staff to arrive at a decision collective on academic issues				
iv. Welcomes new ideas from staff members on academic improvement				

Head teacher involvement of external stakeholders

9. Do you involve external partners in your school? Yes ( ) No ( )

Use the Table below to indicate the extent to which you engage in the following activities in order to improve KCPE results. Use the scale given to indicate how you would rate each item.

A- Always, S-Sometimes, R-Rarely, N- Never

TASK	**A**	**S**	**R**	**N**
i. Inviting parents and other stake holders to discuss academic progress of their children				
ii. Creating awareness to parents on home environmental factors that promote environment				

factors that promote academic performance of their children				
iii. Parents and other stakeholders providing necessary learning materials to their pupils.				

Communication ability

10. Which type of communication do you find most effective in discussing academic performance indicate by use of a tick (√)

Oral ( ) Written ( )

b. Briefly explain your reason in the answer above……

11. Indicate by (√) the availability of the following facilities in your school to communicate academic performance.

Notice boards	
Suggestion box	

12. How often do you have meetings with your teachers, parents and pupils?

	Weekly	**Monthly**	**Once per month**	**Once per year**
Teachers				
Parents				
Pupils				

i. Do all parents attend the meetings you invite them to? Indicate by use of (√)

Yes ( ) No ( )

ii. If no to (i) above give a possible reason for this.

iii. Do your pupils have channeled of communication to report academic issues. Indicate by use of (√)

Yes ( ) No ( )

iv. In your view are the pupils free to air their challenges in academic matters. Indicate by use of (√)

Yes ( ) No ( )

v. If no (ii) above; please. Explain ……

13. Instructional leadership strategy

In the Table below, indicate the extent to which you engage in the following activities in order to improve KCPE. Use the scale below to respond to each item.

A- Always, S- Sometimes, R-Rarely N- Never

Instructional leadership tasks	**A**	**S**	**R**	**N**
i. Making sure teachers keep updated professional documents schemes of				
ii. Work, lesson plant and records of work				
iii. Visiting teachers in class to supervise teaching process				
iv. Providing the teaching and learning resources				
v. Holding regular staff meeting to discuss academic progress				
vi. Setting KCPE targets with the teachers and pupils				

14. Do you convene a staff meeting to analyze KCPE results in your school? Indicate by use of (√)Yes ( ) No ( )

15. What other strategies in your opinion should a head teacher use to improve KCPE results?

……

16. What challenges do you face while trying to improve KCPE results?

……

Thank you

APPENDIX C

QUESTIONNAIRE FOR THE TEACHERS

The purpose of this questionnaire is to collect data on the strategies employed to improve academic performance in primary schools. You are kindly requested to participate in this study by filling in this questionnaire. Your identity will be treated with confidentiality. Please tick (√) where appropriate.

Section 1: Background information

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

2.What is your level of education?

Masters ( ) BED ( ) Diploma ( ) P.I ( )

Others specify…….

3. How many years of experience in teaching? ……..years

4. Which subjects do you teach? ……

5. How many lessons do you have in a week?.....

6.What are the leadership strategies have been adopted in your school?.....

SECTION B: Participatory leadership.

7. In the Table below, indicate the extent to which your head teacher engages in the following activities to improve academic performance. Use the scale provided for your answers ?

E-Excellent G. Good P. Poor. V-Poor

TASK	E	G	P	V
i. Good listener to your group despite holding divergent opinion with them in discussion				
ii. Express confidence in staff members regardless of disagreeing with them				
iii. Allow staff to arrive at a decision collective on academic issues				
iv. Welcomes new ideas from staff members on academic improvement				

Head teacher's involvement of external stakeholders

8. External partners and school

Use the Table below to indicate the extent to which head teachers engages in the following activities in improving academic performance.

Use the scales given

A- Always, S-Sometimes, R- Rarely, N-Never.

TASK	A	S	R	N
i. Inviting parents and other stake holders to discuss academic progress of their children				
ii. Creating awareness to parents on home environmental factors that promote environment factors that promote academic performance of their children				
iii. Parents and other stakeholders providing necessary learning materials to their pupils.				

9.**Communication strategy**

a) In your opinion does communication influences KCPE results?

Indicate by use of a tick (√)

Yes ( ) No ( )

b) If you yes to the above please explain……..

10. i. Which communication type do you find most appropriate to discuss academic performance? Indicate by using a tick (√)

iii. Give reasons for your answer above. ……..

11. How often do you hold staff meetings to discuss academic performance indicate by using a tick (√)

Monthly ( ) Once per term ( ) Once per year ( )

12. i. Do your pupils have a channel to report academic issues? Indicate by use of a tick (√)

Yes ( ) No ( )

ii. In your view are pupils free to air their challenges in academic matters.

Indicate by use of (√)

Yes ( ) No ( )

If no (ii) above please explain ……

Instructional leadership strategy

13. In the Table below; indicate the extent to which your head teacher engages in the following activities to improve students KCPE results in your school. Use the scale below to respond to each item given.

Instructional leadership tasks	**A**	**S**	**R**	**N**
i. Making sure teachers keep updated professional documents schemes of work, lesson plant and records of work				
ii. Visiting teachers in class to supervise teaching process				
iii. Providing the teaching and learning resources				
iv. Holding regular staff meeting to discuss academic progress				
Setting KCPE targets with the teachers and pupils				

14. Do you hold specific staff meeting to analyze KCPE results in your school?

Indicate by use of tick (√)

Yes ( ) No ( )

Thank you for your time and responses to the items

APPENDIX D

AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date: **23rd June, 2015**

NACOSTI/P/15/9081/6071

Benard Kahuro Kamau
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of headteachers leadership strategies on KCPE performance in public schools in Naivasha Sub County, Nakuru County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

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

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX E

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. BENARD KAHURO KAMAU
of NAIROBI UNIVERSITY, 282-2
Naivasha,has been permitted to conduct
research in *Nakuru County*

Permit No : NACOSTI/P/15/9081/6071
Date Of Issue : 23rd June,2015
Fee Recieved :Ksh 1,000

on the topic: *INFLUENCE OF HEADTEACHERS LEADERSHIP STRATEGIES ON KCPE PERFORMANCE IN PUBLIC SCHOOLS IN NAIVASHA SUB COUNTY, NAKURU COUNTY, KENYA.*

for the period ending:
6th November,2015

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5489

CONDITIONS: see back page

APPENDIX F

AUTHORIZATION LETTER FROM THE SUB - COUNTY

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: 0502030125

Email: naivashadeo@gmail.com

SUB-COUNTY EDUCATION OFFICE,
P. O. BOX 2053 – 20117.
NAIVASHA.
Date:9TH JULY, 2015.

Ref: MOE/NVS/GEN/ 112/153

Benard Kahuro Kamau
University of Nairobi
P.O Box 30197 – 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your request to conduct a research on **"Influence of headteachers leadership strategies on KCPE perfomance in public schools in Naivasha Sub- County,** authority is hereby granted to visit schools and interact with the school communities for a period ending 6th November, 2015.

You will however be required to give a copy of your findings to this office on completion of your studies.

For: SUB COUNTY EDUCATION OFFICER
NAIVASHA SUB COUNTY

MARGARET KARANJA
FOR SUB COUNTY DIRECTOR OF EDUCATION
NAIVASHA

MOE-ISO 9001:2008 Certified

INFLUENCE OF HEAD TEACHERS' LEADERSHIP STRATEGIES ON KENYA CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN PUBLIC SCHOOLS IN NAIVASHA SUB - COUNTY, NAKURU COUNTY, KENYA

Kamau Benard Kahuro

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of 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.

_____

Kamau Benard Kahuro

E55/82274/2012

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

_____

Dr. Rose Obae
Lecturer
Department of Educational Administration and Planning
University of Nairobi

_____

Dr. Mari Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

I dedicate this work to the Almighty God who gave the physical and mental strengths to undertake and accomplish this project in the prescribed period of time and also to my wife Edith, children, Fidelis and Stanslouse, parents, brothers, sisters and friends for their resilience, patience and love.

ACKNOWLEDGEMENT

I give thanks to God Almighty who has given me strength and knowledge to accomplish this work. He has walked with me through out my studies and has ensured that I successfully finish this race.

I am also greatly indebted to all the people and institutions that contributed towards the accomplishment of my studies special appreciation goes to my supervisors, Dr. Rose N. Obae and Dr. Mari Nelson who tirelessly went through my work to ensure that only the best is presented. I wish to also appreciate all lecturers who guided me during this course up to this point. What you passed on to me cannot be quantified. A lot of gratitude goes to my Head teacher Mr.Wanjagi, colleagues and pupils who we have walked together in this course, I appreciate your support very much.

I also acknowledge Madam Jecinta Kibe and Mr. Joseph Chege for encouragement and peer interview of my research project. Your consultation helped me put various parts of this project to perspective.

To my small Christian community St. Francis upper site for your prayers and encouragement during this study. To all officers, head teachers, teachers of Naivasha sub-county who provided data for my study. Finally I appreciate Mary Kahara for typing and printing my work. Thanks and God bless you.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
DC	District Commissioner
DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
MS	Mean Score
QASO	Quality Assurance and Standard Officer
TSC	Teachers Service Commission
UNESCO	United Nations Environmental Scientific and Cultural Organization

ABSTRACT

Schools today require collective decision making and team work to achieve better performance. The purpose of this study was to investigate the influence of head teacher's leadership strategies on KCPE performance in public schools in Naivasha sub-county, Nakuru County, Kenya. The study was further guided by the following research objectives; to establish the extent to which the head teachers' participatory leadership influences pupils KCPE results of public primary schools, to examine the extent to which involvement of stakeholders influences pupils' KCPE results of public primary schools to establish the extent to which the head teachers communication ability influences pupils' KCPE results of public primary schools and to determine the extent to which the head teachers instructional supervision influences pupils KCPE Results In Naivasha Sub-County, Nakuru County, Kenya. James Mc Gregor's (1978). Transformational theory was used as the basis for the study which drew the important distinction between transactional leadership and transformational leadership. Transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. A leader with good moral reasoning is more likely to be perceived as transformational by group members. A descriptive survey research design was adopted in this study. The target population was 72 schools which consisted of 72 head teachers and 851 teachers while the sample size included: 22 head teachers and 88 teachers. In total, the sample size was 110 respondents. They study used questionnaires as research instruments, random and purposive sampling was used to sample questionnaires for head teachers respectively. Content validity was applied using piloting while reliability was ensured by test retest of the instrument. Quantitative data analysis was used to analyze the data collected from the questionnaires, which were coded into the computer with the help of the Statistical Package for Social Sciences (SPSS). Data was presented using Tables. The major findings of the study revealed that participatory leadership, involvement of stakeholders, communication ability of the head teacher and instructional supervision have contributes to academic improvement in Naivasha sub-county. The study concluded that there is a significant relationship between leadership strategies employed by head teacher and school performance. If schools hope to perform well, will have to adopt various strategies that take cognizance of the diverse needs of all stakeholders that it purports to serve. The study recommended that school head teachers should adopt participatory leadership by promoting collective decisions making process, providing incentive to teachers and learners, encourage capacity building, team spirit and fair and equal treatment of all teachers and learners in their respective schools. Since the study was carried out in Naivasha sub-county, Nakuru County, therefore the findings of the research recommends a replication of the study in other sub-counties since the findings cannot be generalized. The findings of the research suggest that a study be carried out on the head teachers' leadership style between staff, pupil and parents/community and challenges faced by head teachers in carrying out instructional supervision in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education globally is under pressure from the latest initiative and innovative towards building the head teachers who are direct implementers for change in education. This means education leadership requires a shift from traditional management and administrative realms to participatory leadership where responsible leadership creates organizational culture that enhance the growth and development of all in teaching and learning (Harris, 2003).

Education is a key component of human quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential; ingredient in poverty eradication (Samoff, 2007). UNESCO (2007) education was formally recognized as a human right after the adoption of the Universal Declaration of Human Right in 1948. The Dakar Framework for Action (2000) declared that access to quality education was the right of every child. It affirmed that quality was at the heart of education. According to Samoff (2007) the mastery of curriculum is measured by national examination and the best indicator of high quality education is a high score on the national examination. The Dakar Framework for Action (2000) commits nations to the provision of primary education of good quality and improving all aspects of educational quality (UNICEF, 2007:32).

Education is one of the largest sectors in most countries, (United National Educational, Scientific and Cultural Organization (UNESCO, 2005). Kenya is no exception to this trend. The Kenya government argues that provision of education and training are fundamental to the success of overall development strategy (Government of Kenya, 2005).

The head teachers, teachers and parents role in the primary school management remains crucial if the government has to meet its goals. The head teacher is undoubtedly the central person in all the leadership and team work exhibited in any school that therefore makes it relevant to appraise any school performance based on leadership strategies of the head teachers. Sushila (2004) the head teacher is the leader in a school, the pivot around which many aspects of the school revolve and the person in charge of every detail of the running of the school be it academic or administrative. The head teacher should be involved in making the most of the decision of the school, it is therefore important that, the head teacher is a leader, a thinker and a decision maker. A discreet head teacher will employ team work as a working strategy. He/she sets up committees and smaller groups of members of staff to investigate ideas or strategies which can improve the academic performance of a school.

Head teachers are expected to broker the often-conflicting interests of parents, teachers, students and other education officers and they need to be sensitive to the widening range of student needs. The demands of their job have changed, so that

traditional methods of preparing administrators are no longer adequate to meet the leadership challenges posed by public schools (Peterson, 2002; Elmore, 2000; Levine, 2005).

Goldring and Hausman (2001) assert the extent to which head teachers establish a school structure that promotes participative decision making, support delegation and distributive leadership, sets a respectful tone for interaction and willingness to change. Leadership strategies ensure that education reforms work. They enable teachers as well as external stakeholders towards higher standards of achievement and individual responsibility for school academic achievement.

One major reason for leadership strategy is to recruit, train, motivate and reward accomplished teachers. The following strategies make a foundation and a strong pillar in transforming our schools to achieve academic progress. They include participatory leadership, involvement of external stakeholders, head teachers communication ability and head teachers instructional supervision (Briley, 2004). School leadership strategy creates a more democratic school environment, when teachers and other stakeholders take on important school wide responsibility and are centrally involved in school decision making. They are able to transform their school into a democracy. Pupils benefit from observing and experiencing democratic leadership. They also benefit from higher teaching morale because their teachers are involved in democratic decision making in school leadership. Community involvement in schools is emphasized by Ogizi (1997), who asserts that as education in Nigeria undergoes development and curricular changes, there

is evidence of increasing public interest in institutions with increased public alignment.

According a Michagan State University study (2004) when parents are involved in school activities their children achieve more, have higher grades, better attendance and higher home work completion rates. Odali (1984) states that the duty of the head teacher is to enhance harmonious relationships among members of the school community. According to TSC (2007) one of the duties of a school head teacher is to facilitate and encourage the establishment of Parents Teachers Association and to cultivate good relations both with parents and with the local community.

Communication refers to the dynamic process during which sources transmit messages using symbols, signs and contextual cues to create a common understanding between themselves and the receiver. It is a dynamic process because messages keep on moving upwards downwards and across the organization (Cole, 1996, Nzuve, 1999), asserts that communication controls behavior and fosters motivations by clarifying what is to be done. It expresses feelings and in this way provides a release for the emotional expression and fulfillment of social goals.

Instructional supervision is a face of instruction that draws its data from first hand information from actual teaching events involve face to face interaction between the supervisor and the teacher. Okumbe (1998), the head teacher is regarded as an agent of supervision on behalf of the inspectorate in the school levels. He/she is

involved in the translation of educational policies and objectives into the programme within the school. The head teacher has the overall responsibility over the school programme and is expected to posses a superior knowledge about curriculum and instructors and to provide expert leadership in all areas of the school programme. He/she has to play the role of supervisor from time to time by checking the teachers' class work and assess their overall performance based upon achievement.

Leinhiwood and Jantz (2000) stated that using leadership strategies can contribute the following to the school. Leadership strategies improve teaching quality and advancement. Teachers' developmental needs are identified and developed. The experienced teachers encourage newly posted teachers by mentoring them on what is expected. The government of Kenya is actively supporting schools heads to make the difference within their schools inactivating and building team work approaches in school life for both staff members and pupils. The Kenya Primary Schools Heads Associations (KEPSHA) facilitates training and equipping the head teachers with the necessary skills on how to improve performance in their respective schools.

All the efforts made by the government are aimed at improving academic performance in primary schools. However the need for effective and strategic leadership to improve academic performance in Naivasha Sub County. According to examination from DEOs office Naivasha Sub County have not made significance improvement for the last four years as illustrated in Table 1.1

Table 1.1 KCPE analyses for Naivasha Sub County (2010-2013)

YEAR	EXIT	440+	350+	ENG	KIS	MAT	SCI	SSR	DMS
2013	5907	102	570	52.066	53.207	50.234	48.99	49.9	254.44
2012	5614	53	520	52.34	52.57	50.57	49.22	49.72	254.61
2011	5147	55	466	50.98	48.85	48.85	48.85	48.80	249.32
2010	4835	38	476	52.57	50.02	50.14	50.14	49.84	255.32

(Source: DEO's Office Naivasha, 2013)

From Table 1.1 Naivasha Sub County has not been performing as expected for the last four years therefore the researcher would wish to investigate the influence of the headteachers strategies on pupils KCPE results in public primary school of Naivasha Sub County in Nakuru County Kenya.

1.2 Statement of the problem

Globally it had been noted that there had been doubts expressed concerning the prevailing lack of management practice and skills among persons who had previously been designated to manage primary schools (Commonwealth, 1997).

In Kenya there has been marked increased in capacity building for head teachers. The rationale of training head teachers is aimed at improving leadership in our schools, to respond to the current development in education by making the best of a wide range of expertise available to improve academic performance. However, despite the Government of the Republic of Kenyan's commitment to provide high quality primary education, outstanding pupils' academic performance remains a challenge in the public primary schools in Naivasha Sub - County, Nakuru County. The available statistics indicate that Naivasha Sub County has not only consistently performed dismally in the national examination but also experienced observable decline in academic performance (Table 1.1). This poses a serious threat to the socio-economic development of the region and the country at large. It these reasons, that prompted the study to determine the influence of head teacher leadership strategies on pupil's performance in KCPE in public primary schools in Naivasha Sub County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of the head teacher's leadership strategies on KCPE performance in public primary schools of Naivasha Sub - County.

1.4 Research objectives

This study sought to achieve the following objectives;

i) To establish the extent to which the head teachers' participatory leadership influences pupils KCPE results of public primary schools in Naivasha Sub County.

ii) To examine the extent to which involvement of stakeholders influences pupils' KCPE results of public primary schools.

iii) To establish the extent to which the headteachers communication ability influences pupils' KCPE results of public primary schools.

iv) To determine the extent to which the head teachers' instructional supervision influences pupils' KCPE results of public primary schools.

1.5 Research questions

This study sought to answer the following research questions.

i) To what extent did the head teachers' participatory leadership strategy influence pupils' KCPE results in public primary schools?

ii) To what extent did the head teachers' involvement of stakeholders influenced KCPE results in public primary schools?

iii) To what extent did the communication ability of the headteacher influenced pupils' KCPE results in public primary schools?

iv) To what extent did the head teacher's instructional supervision influenced pupils' KCPE results in public primary schools?

1.6 Significance of the study

The study findings may provide information to primary head teachers, and Kenya Education Management Institute (KEMI) which they can use to train and equip the head teachers with skills on how to improve performance in their respective schools. Findings may also help the Quality Assurance and Standard Officers (QASO) as they perform their supervisory role on quality education. The Ministry of Education (MOE) may use the findings to formulate policies on head teachers' strategies that can be used to influence academic performance in public primary schools.

1.7 Limitations of the study

The study was limited by some respondent's unwillingness to reveal information as it was on the ground, however the researcher convinced them that their identity was to be treated with maximum confidentiality. To counter the obstacle of availability of some of the school head teachers the researcher made pre-visit and created a rapport with the respondent and used instruments to collect data that captured most of the relevant information for the study.

1.8 Delimitations of the study

The study was conducted in public primary schools in Naivasha sub-county in Nakuru County. Private schools were not included because they had a different

administrative systems from the public schools. The study was conducted in Naivasha sub-county and therefore its findings and recommendations cannot be generalized to other parts of Kenya. This is due to regional differences for example; social economic factors, political influence, cultural and religious influences.

1.9 Assumptions of the study

The study was based on the following assumptions:

i. The information to be sourced from respondents will be accurate.

ii. These subjects to be covered in the study will be a reasonable representation of the subjects in Naivasha Sub County, Nakuru County.

1.10 Definition of significant terms

Class supervision refer to a planned programme concerned with improvement of teaching and learning of pupils in class.

Communication ability refer to the process of creating, transmitting and interpreting ideas, opinions and feelings.

Head teacher refer to the officer at the highest level of the school. He or she is normally the school manager or administrator.

Instructional supervision refer to face of instruction that draws its data from first hand information from actual teaching events

Leadership refers to the ability of an individual to influence, motivate and enable officers contribute towards the effectiveness and success of the organizations.

Public school refers to a school maintained and run by the government.

Primary school refers to an institution in which children receives eight years elementary education

Performance refers to the outcomes of the work done

Leadership strategies refers to the art of a leader to organize co-ordinate and plan for the resources to attain stipulated goals.

KCPE results refers to pupil's marks in examination as rated by Kenya National Examination Council

1.11 Organization of the study

The study was organized into five chapters. Chapter one covers: background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two covers related literature reviewed under, introduction, leadership strategies in schools, participatory leadership strategies, involvement of stakeholders, head teachers communication strategies, instructional supervision, summary of reviewed literature, theoretical and conceptual framework. Chapter three covers research

methodology, it covers; introduction, research design, target population, sample size and sampling procedures, research instruments, validity of instruments , reliability of instruments, data collection, data analysis technique and ethical considerations. Chapter four presents data analysis, interpretation and discussion. Chapter five captures summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

The related literature review given in this section under the following subheadings leadership strategies in schools, learning environment and performance, external stakeholders and performance, communication strategies and performance and instructional supervision and performance. Challenges associated with leadership, transformational theories and conceptual framework.

2.2 Leadership strategies in schools

A leader is considered to be a person who knows about people being led and managed, communicating values and priorities and modeling good practice. Leadership is a concept that has had a variety of views postulated to create definitions that capture its form and content. Mc, Gowan, L. & Miller, P. (2004) examine the problems that school head teachers and leaders face in order to design guidelines for leadership. They assert that leadership is about both the leaders themselves and the relationships among the various leaders in an organization.

Leadership as defined by Fulani (2001) is about taking risks, striking out in new directions, creating visions, tapping imaginations, changing the way people think about what is desirable, creating excitement about working with children and

communities, building new relationship and structures and changing the existing cultures. According to Waters & Grubbs (2004) to promote teacher growth, leaders must first come to know who teachers are.

2.3 Participatory leadership strategies

Participatory leadership can bring the best out of an experienced and professional team as it capitalizes on their skills and talents by letting personnel to share their views, rather than simply expecting them to conform. Participatory leadership seeks consultation on all major issues and decision, effectively delegates tasks to staffs and no teaching staffs and gives them full control and responsibility for those tasks, welcomes feedback on the results, and encourages others to become leaders and be involves in leadership development its major benefits include conducive learning environment, successful imitative resulting in better decision making, effective operations creative thinking reduction of friction and reduced employee turn over. Orodho (2009), noted that school leadership was not just a job for anybody. It required knowledge and skills in educational leadership and organizational management.

Owens (1998) contends that participatory leadership styles provide conducive learning environments and sense of unity in pursuit of set goals. These entail the head teacher involving the stakeholders in decision making. Nzuve (1999), supports this by asserting that “an effective head teacher pays more attention to planning work, special tasks and permits teachers to fully participate in decision making process in an effort to achieve school goals. When teachers, parents and

pupils are involved in setting school goals they own them and work towards achieving them resulting to better performance.

Teachers play a vital role in school because they are agents of impacting knowledge, skills, attitudes and values to the learners. The head teacher should therefore realize that handling them is a critical role in relation to the pupils' academic performance. Gorton, Alson and Snowben (2007) state that the head teacher should empower his/her teachers so that they have an impact on policy decisions and work in a collegial relationship with him/her. To be in that level however requires the head teacher to educate and train them in the skills necessary for appropriate decision making. Empowered teachers accept the burden of responsibility, become more professional and consequently improve their performance.

The role of the head teacher in influencing school outcome is also supported by Luthians (2002). They stress that dramatic changes noted in the work environment will result due to a visionary leader who encourages and persuades rather than one who commands followers towards common goals. Promoting appositive learning environment as an intervention strategy includes emphasizing professionalism proper time management for instructional reward system for teachers and learners. It is the duty of the head teacher to align standards of the schools and facilitate a conducive learning environment that supports teaching and learning in schools (Lambert, 2002). Considering the impacts of a positive climate in a collaborative school environment, we can not dissent with the statement that when the

interpersonal and professional relations are good, then the performance of pupils improves.

Bennaars, Otiende and Boisovet (1994) further assert that incompetent head teachers are a big problem to the overall administration and management of education in any country. This is supported by Eshiwani (1993) who also cities lack of management skills, head teachers as a major factor contributing to poor performance in national examination.

2.4 Involvement of stakeholders and pupils performance

Good performance in academic for learners requires robust connections to the stakeholders which include the family and community. Botner (1959) defines school public relations as a process which seeks to foster understanding and friendly working relations between schools and their communities.

Epstein (1999) in a study carried out in the United States concluded that the best predictor of parental involvement is what the school does to promote it. This has been supported by Deslandes (2001) who argues that the school practices play an essential role in the promotion of parental involvement. What schools do to promote parental involvement is important in determining whether and how parents will participate in their children's learning (Gianzero, 1999).

Olembe; Wangu and Karagu (1988) point out that the head teacher is the public relations officers of the school in activities that involves the community like

parents days and other co-curricular activities. Campell (1971) asserts that the community is a major reference group with which any school administrator must work with, given that parents and the community make enormous contributions to education, they have great expectations from the same. He asserts that parents should be represented, consulted and informed of what goes on in the school.

The importance of conducive school community relations has been clearly indicated through a report by the governance of schools (1970) which opined that no school exists in isolation from the community and the society of which it should be an integral part. It further states that the quality of school environment includes its relationship with the community. Members of the community provides funds for the physical facilities of the school such as classrooms, teachers houses as well as furniture and equipments. This is done through harambee meetings or the parents contribute each a certain amount of money that they have agreed upon (Mbugua, 1987).

The head teachers should involve parents in school financial management by organizing school annual general meetings (AGMs) where they present the budget for approval. Also he should organize functions and ceremonies to which parents are invited. Such function includes parents meetings open days, speech and prize giving days. The head teacher and staff should be encouraged to participate in some community development activities with the neighborhood of schools.

2.5 Head teachers' communication strategies and pupils performance in KCPE

Scholars have defined communication in various ways. Mbiti (2007), defines communication as the transmission of information from one place to another. Cole (1996), defines it as the process of creating transmitting and interpreting ideas, opinions and feelings. Therefore, the term communication refers to the dynamic process during which sources transmit messages using symbols, signs and contextual cues to create a common understanding between themselves and the receiver. It is a dynamic process because messages keep on moving upwards, downward and across the organization.

Robbin (2001), defines strategies of communication as the medium through which the message travels. Communication can be oral, written or by use of gestures, oral and written communication are the main channels used in educational institutions. Robbins (1996), notes that a serious draw back of written communication is that it is time consuming and has no in built feedback. However, written communication is also viewed as more permanent, tangible and verifiable Robbins (1996). Therefore the head teacher should use both types whereby the oral communication will reinforce written communication and vice versa. Effective communication is a major ingredient to performance. Hicks and Gullet (1975), state that: "Communication necessitated co-existence of people in the world. It enables people to share knowledge, interrelate to develop and expand

their store of knowledge, technology and culture. It serves as a linking process to people within an organization".

In a school situation, school management receives educational policies and plans from the Ministry of Education through the county directors of education. Planning is important as it forms the basic principle of school management Okumbe (1998). These plans have to be communicated to the various stakeholders of the school management. Ineffective communication of school plans can lead to the disruption of educational programmes in schools (Dean, 1995).

Nzuve (1999), asserts that communication controls behavior, fosters motivations by clarifying what is to be done. It expresses feelings and in this way provides a release for the emotional expression and fulfillment of social goals. In order for communication to make administration more effective, there are certain rules which must be observed (Cole; 1996). First, the language used must bear the same meaning for both sender and recipient. In schools, rules and regulations should be simple, clear and unambiguous. Secondly the head teacher should communicate in advance, for example he/she should address grievances for teachers and pupils on time. Third, the head teacher should not release official messages prematurely. For example change of school opening and closing dates. Mbiti (1974), gave a useful rule of communication that can be used by the head teachers. He advocated that head teachers should use simple and straight forward language and choose their words carefully before they speak.

2.6 Instructional supervision strategy and pupils performance in KCPE

Many authorities have come up with many definitions for supervision. Broadly, it can be defined as the attempt through second party intervention to ascertain, maintain and improve the quality of work done. Okumbe (1999) asserts that supervision can be divided into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally outside the classroom. Such activities include the writing and revision of curricula, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programme.

Instructional supervision on the other hand is concerned with the pupil learning in the classroom. All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. It also includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching such as observation of class instruction, conducting teachers meetings, conducting group and individual's conferences and reorganizing curriculum (Olembo,J.A, Wanga, P.E. &Karagu, N. M; 1992).

Bukhada (2004) in his study stated the activities that can be carried out to enable the head teachers achieve the instructional supervision. They include classroom visitation, individual teacher conferences, team spirit, supervision and evaluation of student's activities and allocation of right resources.

2.6.1 The head teacher and classroom visitation

The head teacher has a duty to visit the classroom and observe how the teachers are teaching and the challenges they face in the classroom and how they can be assisted in solving some of the problems. Class visits help the head teachers to be aware of the pedagogies used by the teachers to teach, the reactions and attitude of the learners towards the teacher and the materials required in the classroom. The head teacher should ensure the right resources which are required to by the teachers are provided on time and are allocated equally. Head teachers influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials.

Okumbe (1998) the head teacher is regarded as an agent of supervision. He/she is supposed to provide the right resources, motivation and stimulation for staff and pupils to enhance staff performance and pupil achievement. Wanga and Karagu (1995) noted that class visit helps teachers to develop personal knowledge and competence and remain abreast with professional advanced through direct and non-direct consultation between teachers and supervisors.

2.6.2 The head teacher/individuals teacher conferences and team spirit

Goldhammer (1980) expressed various activities in which educational administrators may express leadership in the improvement of learning and teaching such as: observation of classroom instruction, conducting of teacher's meetings in groups and individual teacher conferences. This will help in the development and execution of plans towards increased effectiveness of the school

activities. Team spirit enhances cooperation among the staff for achievement of the set goals and objectives Bakhada,S. (2004), supported this by stating that a discreet head teacher will employ team work as a working strategy. He will subdivide members of staff into smaller groups to investigate new strategies which can be used to improve performance. After getting their proposals, he will use all the members to make the final decisions.

2.6.3 The head teacher supervising and evaluating pupils' activities

The head teacher has a responsibility to supervise and evaluate the pupil's activities. The main purpose of supervising and evaluating is to make sure that the set objectives are achieved. He/she must check the teaching standards by reference to schemes of work, lesson plans, lesson notes, record of work covered and pupils' exercise books. The head teacher should undertake in-service training programmes to help the teachers to improve instruction and develop specialized programmes of education for children with divergent needs and ability (Dean, 1960).

2.7 Summary of literature reviewed

Literature reviewed on similar studies revealed that for pupils to perform well head teachers are required to use various strategies to bring academic achievement. It further reveals that most of these strategies are not necessarily specific to particular region, but can be used to improve academic performance in different regions. Various studies have been carried out and have shown some of the strategies that can be used by the head teacher to improve academic

performance include participatory leadership, involvement of stakeholders, communication ability of the head teacher and instructional supervision. However, the studies have not shown how the strategies influence performance of KCPE, hence the researcher will investigate the effect of the stated head teacher strategies and their influence on KCPE results in Naivasha sub-county to fill the gap.

2.8 Theoretical framework

This study adopted the transformational leadership Theory by James Mac Gregor Burns (1978). He originated the idea of transformational leadership stating that it occurs when one or more person's engage with others. He brought the concept of transformational leadership to prominence in his book "Leadership" (1978). Mac Gregor drew the important distinction between transactional leadership and transformational leadership. Transformational leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. A leader with good moral reasoning is more likely to be perceived as transformational by group members.

Head teachers often encounter the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. The transformational leader exerts a higher level of influence than does a transactional (routine) leader and thereby motivates people to do more than expected. A transformational leader can develop new visions for a school and mobilize officer and staff to accept and work toward attaining these visions, they

create supportive organizational climates where individuals needs and differences are acknowledged and respected (Bass,B.M. & Avolio, B.J. 1994). Although transformational leadership have been advocated, it have several shortcomings in that the model has been identified as problematic and places too much emphasis on transformational qualities of a leader, reinforcing the notion that the head teacher is the only source of leadership in the school (Evass & Lakomsky,1996; 2006).The study embarked on this theory for it was looking at head teachers leadership strategies that may influence pupils performance in KCPE. The schools are controlled by the head teachers who are the chief administrators. They must therefore understand that in the school there is input, output and the feedback transformational processes that interact between the component thus improving the performance of the pupils.

2.9 Conceptual framework

It shows the relationship between head teacher's strategies and the learning process and how they influence students KCPE results in public primary schools in Naivasha Sub - County

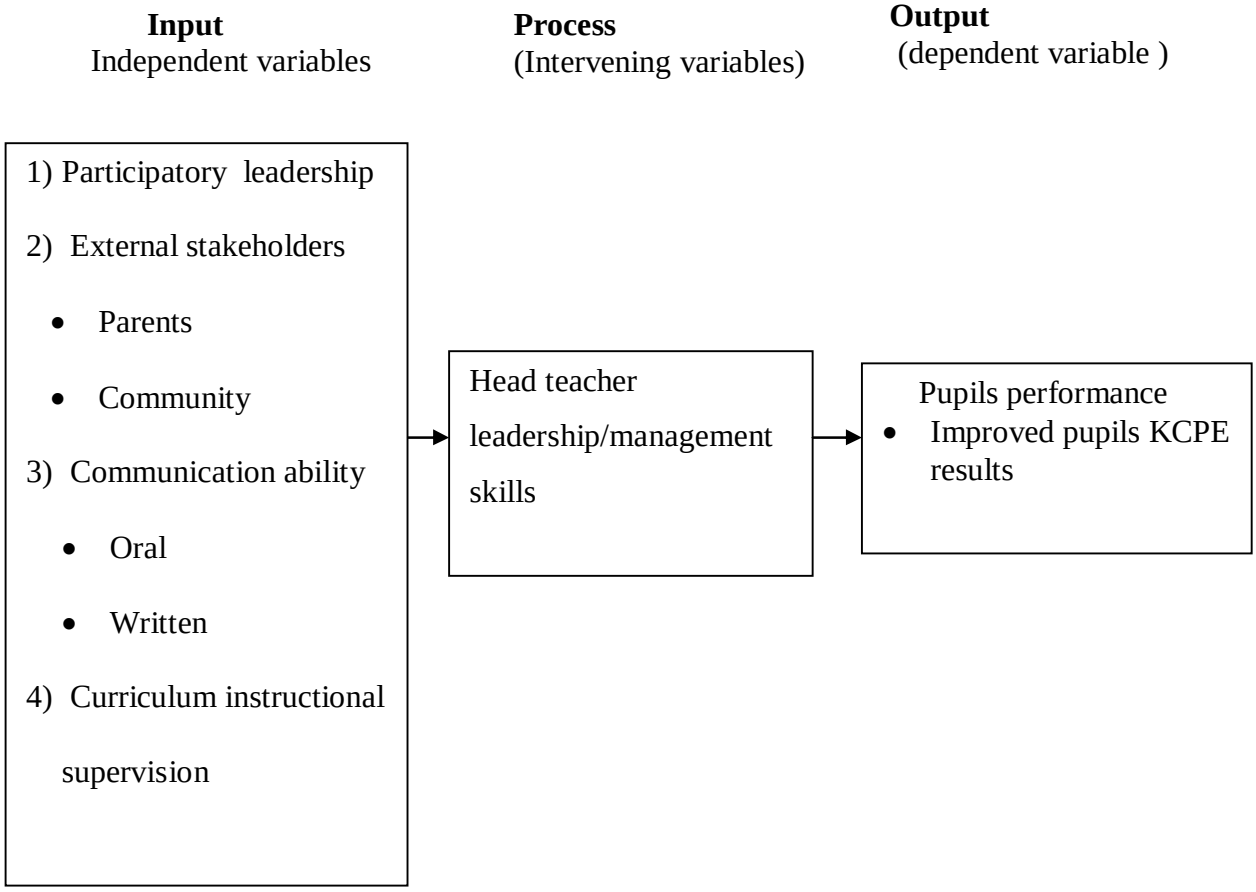

Figure 2.1 Influence of head teacher leadership strategy on KCPE performance in public schools

Figure 2.1 shows the variables for this study. The framework shows leadership strategies of participatory leadership, involvement of external stakeholders, communication ability of the head teacher and curriculum instructional

supervision by the head teachers, good K.C.P.E results are dependent on the leadership strategies the head teacher will promote.

When the head teacher promote conducive learning environment, he involves stakeholders, communicates well to the teachers and carries out instructional supervision to the teachers. The teachers are motivated and their attitudes towards work is positive, they adequately implement the curriculum by preparing teaching and learning materials on time, and they set interventions to improve performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, population sampling techniques, research instruments, data collection procedure, data analysis and ethical considerations.

3.2 Research Design

The research design adopted a descriptive survey design. The design was considered appropriate for the study. According to Kothari (1985), descriptive survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Kerlinger, F.N. (1983), states that this design method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. The design therefore enabled the researcher to collect, analyze and report data on the various strategies employed by public school head teachers of Naivasha District to improve performance.

3.3 Target population

Mugenda and Mugenda (2003) define population as an entire group of individuals events objects having a common attribute. The target population for this study consisted of the head teachers and teachers of public primary schools in Naivasha District who had done K.C.P.E as indicated in table 3.1.

Table 3.1 Target Population

Category	Target population	Percentage
Head teachers	72	7.8
Teachers	851	92.2
Total	**923**	**100.0**

(Naivasha DEO Office 2015)

3.4 Sample size and sampling procedure

Sampling is a process of selecting a subset of cases in order to draw conclusions about the entire sets (Kombo and Tromp, 2006). Mugenda and Mugenda (1999) state that taking 30% of the target population is an accepted sample size that can be used for generalization of the characteristics of the population. There are 72 head teachers and 851 teachers in the sub county. The sample of 110 was included in the study 22 head teachers and 88 teachers from public primary schools. Simple random sampling and purposive sampling was used to sample head teacher and teachers respectively. For the teachers the study sampled 4 teachers in every school whereby the class teachers from class 4 - 8 were sampled.

3.5 Research instruments

This study employed questionnaires as the tool to collect the data. Mulusa (1998) defines a questionnaire as a written set of questions to which the subject responds in writing. The researcher chose the questionnaires because information was

collected from a large number of people and the information was analyzed. Two sets of questionnaires were used to collect the data, one for the head teachers and the other one for the teachers. In both sets of the questionnaire tools, part A gathered data on demographic variables, part B had open and closed ended questionnaire for head teachers and teachers on strategies of participatory leadership, involvement of external partners, communication strategy and instructional supervision.

3.6 Validity of research instruments

Validity is the degree to which results obtained from the data actually to presents the phenomena under investigation (Orodho, 2009) validity of the instrument was ensured by doing a pilot test in five schools randomly selected. After accessing the relevance of the content, collections were made and incorporated in the final questionnaire. The five selected schools were not used in the actual study this study used content validity because it showed whether the test items represented the content that they were designed to measure. To determine the validity of the instrument a pilot study was carried out where 5 head teachers were presented with the questionnaires. To ensure content validity, the researcher liaised with supervisors who are specialist in the area of study while framing the questionnaires. Through their guidance, the researcher made modifications in the questionnaire in line with the objective of the study.

3.7 Reliability of the instruments

Reliability refers to the internal consistency or stability of a measuring device over time (Lokesh, 1984). It is expressed as a coefficient. A test- retest of the instruments was carried out to ensure instruments reliability. This was done by administering the questionnaires to some respondents before the research. The same was repeated after a week on the same group to see whether they gave similar responses. The two sets of scores were correlated using Pearson's produce moment co-efficient using the formula.

$$r = \frac{\Sigma xy - (\Sigma x)(\Sigma y)/N}{\sqrt{(\Sigma X^2 - (\Sigma X)^2/_N)(\Sigma Y)^2/_N}}$$

Where r= the Pearson's coefficient of correlation index.

xi = i the value of x variable

yi= i the value of y variable

N = Number of observations or subjects of x and y (Orodho, 2009)

3.8 Data collection procedure

The researcher sought permit to conduct the study from National Commission for Science, Technology and Innovation, after which the researcher proceeded to seek authority from the District Commissioner (DC) and the District Education Office (DEO) Naivasha District. The researcher visited the sampled schools to book for appointments for the administration of the instruments. After wards the researcher

visited each of the schools and administered the questionnaires personally. The questionnaires were collected immediately after they were filled. The respondents were given instructions and assured of confidentiality.

3.9 Data analysis techniques

After all the data had been gathered, it was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to analyze quantitative data. Qualitative data was analyzed through a prepared document analysis worksheet. The data was analyzed according to the themes emerging from the analyzed data. The consistency was elaborated to form generalities that related to existing literature (Bryman, 2004).

3.10 Ethical considerations

The researcher sought permission from the County Director of Education to go to schools to administer questionnaires . The respondents were the head teachers and teachers who were assured that the study was meant for academic purpose only, and their responses would be treated with utmost confidentiality.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents namely the head teacher and the teachers, presentations of and interpretation of findings. The presentations were done based on the research questions, items addressing the same research questions were grouped and discussed together and conclusions drawn.

4.2 Questionnaire return rate

The respondents involved were the head teachers and teachers. They returned the questionnaires as tabulated in Table 4.1.

Table 4.1 Questionnaire return rate

Respondents	**Sampled**	**Returned**	**Percentage**
Head teachers	22	22	100.0
Teachers	88	82	93.2
Total	**110**	**104**	**94.5**

Table 4.1 shows that out of 22 head teachers sampled, twenty two (100.0%) filled and returned the questionnaires, out of 88 teachers sampled eighty two (93.2%) filled and returned the questionnaires. The questionnaires return rate was well above seventy seven (70.0%) which according to Mugenda and Mugenda (2003) is an acceptable proportion and can be termed adequate.

4.3 Demographic information

This section presents the demographic information of the respondents. The section presents the demographic information of the head teachers and then presents the demographic data of the teacher.

4.3.1 Demographic information of the head teachers

The demographic information of the respondents were asked to indicate their gender. Data revealed that fifteen (68.2%) were male while seven (31.8%) were female.

These findings indicate that there was less representation of the female teachers in the sub-county. This is in conformity with Pala (1978) who noted that men have tended to hold most of the leading positions in the educational sector in Kenya.

The head teachers were asked to indicate their teaching experience they responded as indicated in Table 4.2

Table 4.2 Distribution of head teachers by experience

Experience in headship	F	%
2- 4	6	27.5
5 - 8	3	13.6
9 - 12	7	31.8
Over 13	6	27.3
Total	**22**	**100.0**

The data in Table 4.2 indicate that most of the head teachers have headship experience of more than 5 year. In an institution experience plays an important role in school management and leadership, which could easily influence the academic performance by employing the appropriate skills for each situation.

Table 4.3 Average enrolment in the school

Range	F	%
200 - 500	4	18.2
500 - 800	11	50.0
Over 800	7	31.8
Total	**22**	**100.0**

The result in Table 4.3 indicate that majority of schools had high enrolment of pupils in the region. This shows that free primary education has resulted to equitable access to education and therefore improved efficiency is needed through leadership reforms.

The head teachers were asked to indicate their length of stay in their current station they responded as indicated in Table 4.4

Table 4.4 Head teachers' length of stay in the current station

Length of stays	**F**	**%**
1-2	6	27.3
3 - 4	4	18.2
4 - 5	9	40.9
Over 5	3	13.6
Total	**22**	**100.0**

Table 4.4 reveals that more than a half of the head teachers have stayed more than 3 years in one school in which they are supposed to be transferred to another school to achieve better results.

4.4 Demographic information of the teachers

The demographic data of the teachers was based on their gender, level of education, experience, subjects they teach and the number of lessons taught in a week. To establish the gender of the teachers, they were asked to indicate the same. Findings indicated that twenty two (26%) were male while sixty (73.2%) were female. This implies that majority of teachers in the sub-county are female.

The teachers were asked to indicate their teaching experience they responded as indicated in Table 4.5

Table 4.5 Distribution of teachers by experience

Experience in teaching	**F**	**%**
2-4	10	12.2
5 - 8	20	24.4
9 - 12	30	36.6
Over 13	22	26.8
Total	**82**	**100.0**

The data in Table 4.5 indicate that most of the teachers (63.4%) have experience in teaching profession, experience plays an important role in teaching in that teachers develop mastery of content which equip them with knowledge and skills while teaching the learners. This can influence KCPE results hence better performance is achieved.

The teachers respondents were further asked to indicate their level of education. Their responses are presented in Table 4.6

Table 4.6 Distribution of teachers by level of education

Level of education	**F**	**%**
P1 certificate	15	18.3
Diploma in education	33	40.2
First degree	27	32.9
Masters degree	7	8.5
Total	**82**	**100.0**

The data in Table 4.6 indicate that most of the teachers had college certificate, college diploma and bachelor's degree in education which implied that they were qualified to teach in primary schools. This can influence KCPE performance. They were further asked to indicate their teaching workloads. The findings are presented in Table 4.7

Table 4.7 Teacher workload

Number of lessons per week	F	%
27	3	3.7
29	3	3.7
30	21	25.5
31	3	3.7
34	6	7.3
35	27	32.9
36	4	4.9
39	3	3.7
40	12	14.6
Total	**82**	**100.0**

The findings in Table 4.7 indicate that most of the teachers thirty nine (47.6%) had teaching load of 40 and 35 lessons per week, while others had teaching load of 39 and 36 lessons as indicated by three (3.7%) and three (3.7%) respectively. On average the teaching load in primary schools should be 25 to 30 lessons per week. The teacher's workload was high as indicated by the findings. This could as a result of understaffing.

4.5 Influence of head teacher's participatory leadership on students KCPE results

The head teachers were asked to rate themselves on leadership characteristics in relation to performance in KCPE. The results were as indicate in Table 4.8.

Table 4.8 Head teachers participatory leadership

Head teachers participatory Leadership	Excellent		Good		Poor		Very poor	
	F	%	F	%	F	%	F	%
Good listener to your group despite holding divergent opinion with them in discussion	6	27.3	15	68.1	1	4.5	-	-
Express confidence in staff members regardless of disagreeing with them	8	36.4	11	50.0	1	4.5	2	9.1
Allow staff to arrive at a decision collective on academic issues	4	18.3	16	72.7	1	4.5	1	4.5
Welcomes new ideas from staff members on academic improvement	6	27.3	12	54.5	2	9.1	-	9.1

Table 4.8 indicate that most of the head teachers had participatory leadership. For example majority of respondents (68.1%) indicated that they were good at listening to their group despite holding divergent opinion with them in discussion. It was also indicated by a majority of (86.4%) that they wee either excellent or good in expressing confidence in staff members regardless of disagreeing with them.

The data in table 4.8 showed that majority of the head teachers (91.0) were good or excellent in allowing staff to arrive at a decisions collectively on academic issues. Finally it was revealed that the head teachers were good at welcoming new ideas from staff members on academic improvement. This was indicated by eighteen (81.8%). The data shows that head teachers were good in participatory leadership in the schools. This will lead to success in attainment of good results in national examinations. The teachers were also asked to indicate the extent to which their head teacher engaged in activities aimed at improving academic performance. Their responses are presented in Table 4.9

Table 4.9 Teachers responses on the head teacher's participatory leadership

Head teachers participatory Leadership	Excellent		Good		Poor		Very poor	
	F	%	F	%	F	%	F	%
Good listener to your group despite holding divergent opinion with them in discussion	26	31.70	50	61.0	6	7.3	-	-
Express confidence in staff members regardless of disagreeing with them	24	29.3	52	63.4	6	7.3	-	-
Allow staff to arrive at a decision collective on academic issues	27	32.9	40	48.78	12	14.6	3	3.8
Welcomes new ideas from staff members on academic improvement	24	29.3	46	56.1	-	33.7	9	10.9

Results in Table 4.9 shows that majority of the teachers were of the opinion that their head teachers were good listeners to them despite holding divergent opinion with teachers in a discussion as indicated by fifty (61.0%) who rated them as good and twenty six (31.7%) who rated them as excellent. It was also revealed

that twenty four (29.3%) of teachers rated their head teachers as excellent in expressing confidence in staff members regardless of disagree with them fifty two (63.4%),teachers rated their head teachers as good in the same question. Further findings indicated that majority of the teachers felt that their head teachers allowed staff to arrive at decisions collectively on academic issues. This was indicated by twenty seven (32.9%) who rated their head teachers as excellent and forty (48.7) who rated them as good. It was also revealed that most of the teachers were of the opinion that their head teachers appreciated new ideas from members on academic improvements as indicated by twenty four (29.3%) who rated them as excellent and forty six (56.1%) who rated them as good. These findings therefore indicate that teachers were of the opinion that the head teachers used participatory leadership in schools.

4.6 Influence of head teacher's involvement of external stakeholder on pupils KCPE results

When parents and other education stakeholders are involved and informed of the school activities they own the school and support it. There is a strong relationship between parental involvement and pupil's good academic performance. The study therefore sought to establish how head teachers involvement of external stakeholders influenced KCPE results. The head teachers were therefore asked to indicate how often they invited parents to discuss academic progress of their children, how they advised parents on home environmental factors that would promote learning of their children and how parents provided necessary teaching/ learning materials for their children. Table 4.10 presents the data.

Table 4.10 Head teachers Involvement of other stakeholders

Type of involvement	Always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%
Inviting parents and other stakeholders to discuss academic progress of their children	10	4.5	10	45.5	2	9.0	-	-
Creating awareness to parents on home environmental factors that promote environment factors that promote academic performance of their children	4	18.2	16	72.7	2	9.1	-	-
Parents and other stakeholders providing necessary learning materials to their pupils	9	40.9	11	50.0	2	9.1	-	-

The findings in Table 4.10 indicate that most of the head teachers (90%) always invited parents to discuss academic progress of their children. Data also indicated that most of the head teachers advised parents on home environmental factors that promote learning of their children as it was indicated by four (18.2%) who always did it and six (72.7%) who did it sometimes. Further analysis showed that a significant number of head teachers reported that they provided all the necessary

support materials for their children. These findings show that parental involvement influenced academic performance of the pupils.

The teachers were also asked to indicate the extent to which the head teachers involved parents in the learning of their children. Their responses are presented in Table 4.11.

Table 4.11 Teachers response on stakeholders involvement in schools

Type of involvement	**Always**		**Sometimes**		**Rarely**		**Never**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Inviting parents and other stakeholders to discuss academic progress of their children	12	14.6	52	63.4	15	18.3	3	3.7
Creating awareness to parents on home environmental factors that promote environment factors that promote academic performance of their children	15	18.3	49	59.8	12	14.6	6	7.3
Parents and other stakeholders providing necessary learning materials to their pupils	15	18.3	18	22.0	43	52.4	6	7.3

Table 4.11 showed that majority of the teachers were of the opinion that their head teachers invited parents to discuss academic progress of their children as it was indicated by twelve (14.6%) who reported that they did so always and fifty two(63.4%) who did it sometimes. Three quarter of teachers sixty four (78.1%) revealed that head teacher had academic clinics with parents of pupils who performed poorly to explore possible measures of improving their performance.

Further responses indicated that the parents rarely provided the necessary resources for academic improvement as was indicated by forty three (52.4%) who indicated that they did it rarely and six (7.3%) who indicated that never provide. These finding indicated that there was involvement of stakeholders in schools which was geared towards improving KCPE academic results. According to governance in schools (1977) head teachers strategic by which school parental involvement and community relationships may be promoted include: the head teachers should be ready to meet parents and other members of the public who came to the school to obtain information about education, the head teacher and his staff should organize functions and ceremonies to which parents are invited.

4.7 Influence of the head teachers' communication ability on pupils KCPE results

Communication controls behavior and fosters motivations by clarifying what is to be done and how it will be done. Poor communication in school has led to poor academic achievement, high level of indiscipline, riots and strikes. The study

sought to establish how communication ability influenced pupil's academic performance in KCPE. The head teachers were therefore asked to indicate which type of communication they found most effective in discussing academic performance. Data showed that majority (86.4%) of the head teacher used oral communication.

The head teachers who indicted that they used oral communication indicated that it was interactive and it gave teachers a forum to discuss and share views. Those who indicated that they used written communication felt that it was good for referent matters. Among the teachers majority also indicated that they found written communication as the most appropriate to discuss academic performance. This was shown by three (13.6%). Asked to give reasons teachers who stated that written communication was the most appropriate indicated that is can be used for future reference. It was also shown that it cannot lead to different interpretation. Among the teachers who stated that they preferred oral communication, explained that it is less formal such that teachers are free to air their opinion. The head teachers were also asked to indicate the availability of various ways of communication channels in their schools. The data is presented in Table 4.12.

Table 4.12 Head teachers responses on use of communication

Factor	Available		Not available	
	F	%	F	%
Availability of notice boards in your school	18	81.8	4	18.2
Availability of suggestion box in your school	14	63.6	8	36.4

Table 4.12 indicates that notice boards were available in the schools as indicated by eighteen (81.8%) it was also reported that suggestion boxes were available in most schools as indicated by fourteen (63.6). this shows that head teachers used various forms of communication channels in the schools. Asked to indicate how often they had meetings with pupils, they responded as indicated in Table 13.

Table 4.13 Frequency of meeting with pupils

Frequency of meeting with pupils	F	%
Weekly	16	72.7
Monthly	4	18.2
Once per term	2	9.1
Total	**22**	**100**

Table 4.13 indicates that majority of the head teachers met with pupils weekly during schools assembly to discuss school academic matters. Asked how often the head teachers met with teachers, they indicated as shown in Table 4.14

Table 4.14 Frequency of meeting with teacher

Frequency of meeting with pupils	**F**	**%**
Weekly	12	54.5
Monthly	8	36.4
Once per term	2	9.1
Total	**22**	**100**

The data in Table 4.14 indicates that twelve (54.5%) of the head teachers met with teachers weekly. This shows that the head teachers met with teachers as often as required which may have a positive effect on the academic performance of pupils. The teachers were also asked to indicate how often they held staff meetings to discuss academic issues. Data showed that majority met once per term as indicated by eighteen (81.8%) although they held frequent brief staff meeting to discuss urgent matters. Literature has established that when head teachers meet with teachers to discuss academic matters the head teacher is helped to understand the teacher's individual strengths and weaknesses that may influence performance. He/she should address them effectively with the teachers concerned.

The strengths noted should be utilized together with other school members to improve performance while the weaknesses should be worked out amicably. The head teachers were also asked to indicate how often they met with parents to discuss academic matters. The data is presents in Table 4.15.

Table 4.15 Frequencies of meeting with parents

Frequency of meeting with parents	**F**	**%**
Weekly	2	9.1
Monthly	14	63.6
Once per term	6	27.3
Total	**22**	**100**

The findings in Table 4.15 indicates that head teachers met with the school committee once per term to discuss academic matters as reported by fourteen (63.6%). This is in line with the education act which state that school committee members should meet with the head teacher at least once per term. When head teacher meet parents frequently on matters arising from education, problems and challenges are discussed and solution a on how to overcome them. The head teachers also were asked whether parents attend all the meetings, they are invited. Data indicated that seventeen (77.0%) said the parents do not attend. They cited commitment as a hindrance for not attending. The head teachers were asked whether in their opinion the pupils were free to discuss academic issues. Data

showed they were as indicated by twenty (90.9), a significant proportion of two (9.1%) however indicated that their pupils were not free to discuss academic issues which could affect their studies. The head teachers were also asked whether their students had anywhere to report academic issues.

Data showed that majority of the schools had somewhere to report academic issue as it was shown by twenty one (95.5%). The teachers were also asked whether pupils have anywhere to report academic issues. Majority of the teachers (78.0%) concurred with head teachers that students had somewhere to report their academic issues.

4.8 Effect of head teacher's instructional supervision on students KCPE results

The study further sought to establish how head teachers instructional supervision influenced students KCPE results. They were therefore asked to indicate how often they made sure that teachers keep updated professional documents how often they visited teachers in class to supervise teaching, how they provided teaching and learning resources, how they held regular staff meetings to discuss academic progress. The results of the analysis are presented in Table 4.16

Table 4.16 Head teachers responses on instructional supervision

Instructional supervision tasks	Always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%
Making sure teachers keep updated professional document scheme of work lesson plan and record of work	12	54.5	10	45.5	-	-	-	-
Visiting teachers in class to supervise teaching process	6	27.3	12	54.5	4	18.2	-	-
Providing the teaching and learning resources	8	36.4	14	63.6	-	-	-	-
Holding regular staff meeting to discuss academic progress	10	45.5	12	54.5	-	-	-	-
Setting KCPE targets with teachers and pupils	11	50.0	10	45.5	1	4.5	-	-

The data in Table 4.16 indicates that all of the head teachers supervised teachers to ensure they complete the syllabus on time. This was indicated by twenty two (100%), it was also revealed that all the head teachers provided teaching and learning resources as indicated by twenty two (100.0%), data further established that they held regular meetings to discuss academic progress as it was shown by

ten (45.5%) who always did it and twelve (54.0%) who did it sometimes. However it was revealed that some rarely or never visited teachers in class to supervise teaching as it was revealed by three (13.6%) who rarely visited teachers in class and one (4.5%) who never visited teachers in class to supervise teaching . these findings therefore indicted that head teachers were involved in several instructional supervisory tasks. Teachers responses on head teachers instructional supervisory tasks are presented in Table 4.17.

Table 4.17 Teachers responses of instructional supervisory tasks

Instructional supervision tasks	**Always**		**Sometimes**		**Rarely**		**Never**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Making sure teachers keep updated professional document scheme of work lesson plan and record of work	52	63.4	16	19.5	10	12.2	4	4.9
Visiting teachers in class to supervise teaching process	8	9.6	36	43.9	24	29.3	14	17.1
Providing the teaching and learning resources	46	56.1	18	22.0	12	14.6	4	4.9
Holding regular staff meeting to discuss academic progress	30	36.6	26	31.7	22	26.8	6	7.3
Setting KCPE targets with teachers and pupils	36	43.9	24	29.3	14	17.1	8	9.6

Table 4.17 indicate that majority of the teachers (63.4%) reported that their head teachers always ensured that teachers keep updated professional documents with sixteen (19.5%) who indicated that they did so sometime. It was also revealed that half of the head teachers did not visit teachers in classrooms to supervise teaching. Data further indicated that head teacher provide teaching and learning materials as shown by forty six (56.1%) who always did so with a proportion of eighteen (22.0%) who said that they sometimes did so. It was finally established that head teachers hold staff meeting to discuss academic progress. This was indicated by thirty (36.6%) of the teachers who indicated that their head teachers always performed that task and twenty six (31.7%) who reported that they did so sometimes. These responses of the teachers agree with the responses of the head teachers that head teachers conducted instructional supervision in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of this study was to investigate the influence of the head teachers' strategies on pupils KCPE results in public primary schools of Naivasha sub-county, Kenya. Four research objectives were formulated that is to establish the extent to which the head teachers participatory leadership influences pupils in KCPE result of public primary schools, to examine the extent to which involvement of stakeholders influences pupils' KCPE results of public primary schools, to establish the extent to which head teachers' communication ability influences pupils KCPE results of public primary schools and to determine the extent to which head teachers instructional supervision influences pupils KCPE results of public primary schools.

The study adopted a descriptive survey design. The target population comprised of 72 head teachers and 851 teachers to make a total of 939 respondents while the sample size comprised of 22 head teachers and 88 teachers. The researcher used

questionnaires for data collection data were analyzed by use of Statistical Package for Social Sciences (SPSS).

The study revealed that the head teachers adopted various strategies in improving KCPE results. The findings revealed that most of the head teachers and teachers preferred participatory leadership as it was indicated by majority (68.1%) and (63.4%) by head teachers and teachers respectfully. Most of the head teachers (86.4%) and (92.7%) teachers indicated that the head teachers were either excellent or good in expressing confidence in staff members despite having different opinions with them.

The head teachers were also rated by a majority of the teachers as good or excellent in allowing staff to arrive at a decision pertaining academic issues. The head teachers were also found to be good or excellent at welcoming new ideas from the staff members on academic performance. Purkey and Smith (1985) contend that participatory leadership styles provides a conducive learning environment and cohesiveness in pursuit of set goals.

The study revealed that influence of head teacher's involvement of stakeholders on pupils KCPE results revealed that head teachers twenty (90%) and sixty four (78.1%) teachers reported that the head teachers always or sometimes invited parents to discuss academic progress of their children. Data also indicated that most of the head teachers advised parents on home environmental factors that promote learning of their children and also head teacher's ensured parents provide

necessary learning materials for their children. These findings are in line with Kochlar (1988) who indicated that an important function of head teachers is to maintain a strong working relationship between the school and the parents for effective schools management.

Finding on the influence of the head teachers communication ability on pupils KCPE results revealed that majority of head teachers nineteen (86.4%) of the preferred oral communication. This was because this mode of communication gave teachers a forum to express their views on education issues. The teachers who indicated preference in written communication said it was good for future reference and cannot be misinterpreted as it was indicated by fifty (61.0%).

Oral communication is in line with Campell (1971) who indicated that the oral communication which is face to face expression is faster. Use of written communication is more permanent, tangible and verifiable. The findings also revealed that notice boards and suggestions boxes were used in schools for effective communications.

Findings on the effect of head teachers instructional supervision on pupils KCPE results revealed that all the head teachers twenty two (100%) and fifty two (63.4%) teachers indicated that their head teachers supervised to ensure they have necessary professional records in teaching. The data also revealed that all the head teachers twenty two (100%) provide teaching and learning materials to teachers. It

was also reported that head teachers held regular meetings with teachers to discuss academic progress.

This finding is in line with Bakhda (2004) who stated the activities that can be carried out to enable the head teacher achieve the instructional supervision strategy as: head teacher classroom visitation, time management, individuals teacher conferences, team spirit and supervising and evaluating pupils activities.

Findings also revealed that, there were a number of challenges that hindered the head teachers from improving academic performance in KCPE results. These included: staff shortage, lack of motivation for teachers, inadequate teaching learning facilities, teachers fearing change especially in teaching and teachers/ pupil's absenteeism.

5.3 Conclusions

From the findings it was concluded that head teachers employed participation leadership in that they were good at listening to their group despite holding divergent opinion with them in discussion, they were also good in expressing confidence in staff members regardless of disagreeing with them and were also good or excellent in allowing staff to arrive at a decision collectively on academic issues. They were also good in welcoming new ideas from staff members on academic improvement. The study further concluded that head teachers involved stakeholder's that is parents and community in their learning of their children.

For instance by inviting parents to discuss academic progress of their children, they advised them on home environmental factors that promote learning of their children and also ensured that parents provided all the necessary support materials for their children.

The study further concluded that oral communication was mostly used in the schools since it gave teachers a forum to discuss and share views. Written communication was also used because it was viewed as good for future reference and avoided using interpretation. However, to make communication more effective both of them can be used where oral communication will reinforce the written communication and vice versa. The two should be used according to the situation and type of information to be passed. It was also used because it was less formal such that teachers are free to air their opinion. Other channels of communications included notice boards and suggestion boxes. Information in these channels should be acted upon immediately and effectively so that they are viable. The suggestion boxes should be placed in strategic points so that pupils can use them comfortably.

The study further concluded that head teachers supported instructional supervision by providing teaching and learning resources and holding regular meetings to discuss, academic progress. Head teachers concluded the syllabus on time. However meetings between the head teacher's should be made more frequent at least at every beginning and end of the term. The meetings should also be held before important school events. Classroom visitations of teachers by the head

teacher should be done. These visitations will help the head teacher understand the problems the teachers face in their actual teaching in class.

5.4 Recommendations

In the light of the findings it is recommended that;

- Leadership should create conducive learning environment which results in better academic performance in KCPE. Therefore school heads should adopt participatory leadership by promoting collective decisions making process, providing incentive to teachers and learner.

- This motivates teachers and pupils to work hard and achieve better KCPE results. The head teacher should also encourage capacity building, team spirit and treat all teachers equally in schools. This brings cohesiveness in school hence good performance.

- The findings recommends that the head teachers to involve all the external stakeholders by encouraging parents and community to participate in school activities and matters arising on education in schools. This will bring team work in schools hence good performance in KCPE results.

- The findings also recommend that the head teachers to develop good communication ability towards the teachers, parents and pupils which brings cohesiveness in schools and hence good performance is realized.

- The KEMI should be more involved in continuous capacity building for head teachers to equip them with managerial skills to be able to carry out instructional supervision in their respective schools.

5.5 Suggestions for further research

i) The study was conducted on influence of leadership strategies on academic performance in public primary schools in Naivasha sub-county, Nakuru County, Kenya. Therefore the researcher recommends a replica study to be conducted in other sub - counties.

ii) Head teacher' leadership style in relation to interaction between staff, pupil, parents/community

iii) Challenges faced by head teachers in carrying out instructional supervision.

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APPENDICES

APPENDIX A

INTRODUCTION LETTER

Department of Educational
Administration and Planning
University Of Nairobi
P.O Box 30197
NAIROBI,
23rd June 2015

The Head Teacher,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi currently pursuing a Masters Degree in Educational Administration. My research topic is "**Influence of Headteacher's Strategies on Academic Performance in Primary Schools in Naivasha Sub-County, Nakuru County, Kenya"**.

Your school has been selected for the study. The purpose of this letter is to request for permission to carry out the study in your school. Identity of the respondent will be treated with strict confidentiality.

Thank you.

Yours faithfully,

Kamau Benard Kahuro

APPENDIX B

QUESTIONNAIRE FOR THE HEAD TEACHER

Dear Respondent

The purpose of this questionnaire is to collect data on the strategies employed to improve academic performance in primary schools. You are kindly requested to participate in this study by filling in this questionnaire. Your identity will be treated with confidentiality. Please tick (√) where appropriate.

Part A: Demographic information

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

2. How long have you served as head teacher?

……

3. What is the length of stay in the current station?

……..

4. How many teachers are there in your school?

TSC teachers ……parents teachers ……total.……

5. How many pupils are there in you school?

Boys ……Girls……Total…….

6. Kindly enter your school mean score for the last 4 years

2011	2012	2013	2014

SECTION B: HEAD TEACHERS' PARTICIPATORY STRATEGIES

7. What leadership strategies have you adopted in your school?.....

8. How would you rate yourself on the following characteristics in relation to participatory leadership? Use the scale given to indicate.

E- Excellent G- Good P- Poor V- Very good

TASK	**E**	**G**	**P**	**V**
i. Good listener to your group despite holding divergent opinion with them in discussion				
ii. Express confidence in staff members regardless of disagreeing with them				

iii. Allow staff to arrive at a decision collective on academic issues				
iv. Welcomes new ideas from staff members on academic improvement				

Head teacher involvement of external stakeholders

9. Do you involve external partners in your school? Yes ( ) No ( )

Use the Table below to indicate the extent to which you engage in the following activities in order to improve KCPE results. Use the scale given to indicate how you would rate each item.

A- Always, S-Sometimes, R-Rarely, N- Never

TASK	**A**	**S**	**R**	**N**
i. Inviting parents and other stake holders to discuss academic progress of their children				
ii. Creating awareness to parents on home environmental factors that promote environment				

factors that promote academic performance of their children				
iii. Parents and other stakeholders providing necessary learning materials to their pupils.				

Communication ability

10. Which type of communication do you find most effective in discussing academic performance indicate by use of a tick (√)

Oral ( ) Written ( )

b. Briefly explain your reason in the answer above……

11. Indicate by (√) the availability of the following facilities in your school to communicate academic performance.

Notice boards	
Suggestion box	

12. How often do you have meetings with your teachers, parents and pupils?

	Weekly	**Monthly**	**Once per month**	**Once per year**
Teachers				
Parents				
Pupils				

i. Do all parents attend the meetings you invite them to? Indicate by use of (√)

Yes ( ) No ( )

ii. If no to (i) above give a possible reason for this.

iii. Do your pupils have channeled of communication to report academic issues. Indicate by use of (√)

Yes ( ) No ( )

iv. In your view are the pupils free to air their challenges in academic matters. Indicate by use of (√)

Yes ( ) No ( )

v. If no (ii) above; please. Explain ……

13. Instructional leadership strategy

In the Table below, indicate the extent to which you engage in the following activities in order to improve KCPE. Use the scale below to respond to each item.

A- Always, S- Sometimes, R-Rarely N- Never

Instructional leadership tasks	**A**	**S**	**R**	**N**
i. Making sure teachers keep updated professional documents schemes of				
ii. Work, lesson plant and records of work				
iii. Visiting teachers in class to supervise teaching process				
iv. Providing the teaching and learning resources				
v. Holding regular staff meeting to discuss academic progress				
vi. Setting KCPE targets with the teachers and pupils				

14. Do you convene a staff meeting to analyze KCPE results in your school? Indicate by use of (√)Yes ( ) No ( )

15. What other strategies in your opinion should a head teacher use to improve KCPE results?

……

16. What challenges do you face while trying to improve KCPE results?

……

Thank you

APPENDIX C

QUESTIONNAIRE FOR THE TEACHERS

The purpose of this questionnaire is to collect data on the strategies employed to improve academic performance in primary schools. You are kindly requested to participate in this study by filling in this questionnaire. Your identity will be treated with confidentiality. Please tick (√) where appropriate.

Section 1: Background information

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

2.What is your level of education?

Masters ( ) BED ( ) Diploma ( ) P.I ( )

Others specify…….

3. How many years of experience in teaching? ……..years

4. Which subjects do you teach? ……

5. How many lessons do you have in a week?.....

6.What are the leadership strategies have been adopted in your school?.....

SECTION B: Participatory leadership.

7. In the Table below, indicate the extent to which your head teacher engages in the following activities to improve academic performance. Use the scale provided for your answers ?

E-Excellent G. Good P. Poor. V-Poor

TASK	E	G	P	V
i. Good listener to your group despite holding divergent opinion with them in discussion				
ii. Express confidence in staff members regardless of disagreeing with them				
iii. Allow staff to arrive at a decision collective on academic issues				
iv. Welcomes new ideas from staff members on academic improvement				

Head teacher's involvement of external stakeholders

8. External partners and school

Use the Table below to indicate the extent to which head teachers engages in the following activities in improving academic performance.

Use the scales given

A- Always, S-Sometimes, R- Rarely, N-Never.

TASK	A	S	R	N
i. Inviting parents and other stake holders to discuss academic progress of their children				
ii. Creating awareness to parents on home environmental factors that promote environment factors that promote academic performance of their children				
iii. Parents and other stakeholders providing necessary learning materials to their pupils.				

9.**Communication strategy**

a) In your opinion does communication influences KCPE results?

Indicate by use of a tick (√)

Yes ( ) No ( )

b) If you yes to the above please explain……..

10. i. Which communication type do you find most appropriate to discuss academic performance? Indicate by using a tick (√)

iii. Give reasons for your answer above. ……..

11. How often do you hold staff meetings to discuss academic performance indicate by using a tick (√)

Monthly ( ) Once per term ( ) Once per year ( )

12. i. Do your pupils have a channel to report academic issues? Indicate by use of a tick (√)

Yes ( ) No ( )

ii. In your view are pupils free to air their challenges in academic matters.

Indicate by use of (√)

Yes ( ) No ( )

If no (ii) above please explain ……

Instructional leadership strategy

13. In the Table below; indicate the extent to which your head teacher engages in the following activities to improve students KCPE results in your school. Use the scale below to respond to each item given.

Instructional leadership tasks	**A**	**S**	**R**	**N**
i. Making sure teachers keep updated professional documents schemes of work, lesson plant and records of work				
ii. Visiting teachers in class to supervise teaching process				
iii. Providing the teaching and learning resources				
iv. Holding regular staff meeting to discuss academic progress				
Setting KCPE targets with the teachers and pupils				

14. Do you hold specific staff meeting to analyze KCPE results in your school?

Indicate by use of tick (√)

Yes ( ) No ( )

Thank you for your time and responses to the items

APPENDIX D

AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date: **23rd June, 2015**

NACOSTI/P/15/9081/6071

Benard Kahuro Kamau
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of headteachers leadership strategies on KCPE performance in public schools in Naivasha Sub County, Nakuru County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

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

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX E

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. BENARD KAHURO KAMAU
of NAIROBI UNIVERSITY, 282-2
Naivasha,has been permitted to conduct
research in *Nakuru County*

Permit No : NACOSTI/P/15/9081/6071
Date Of Issue : 23rd June,2015
Fee Recieved :Ksh 1,000

on the topic: *INFLUENCE OF HEADTEACHERS LEADERSHIP STRATEGIES ON KCPE PERFORMANCE IN PUBLIC SCHOOLS IN NAIVASHA SUB COUNTY, NAKURU COUNTY, KENYA.*

for the period ending:
6th November,2015

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5489

CONDITIONS: see back page

APPENDIX F

AUTHORIZATION LETTER FROM THE SUB - COUNTY

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: 0502030125

Email: naivashadeo@gmail.com

SUB-COUNTY EDUCATION OFFICE,
P. O. BOX 2053 – 20117.
NAIVASHA.
Date:9TH JULY, 2015.

Ref: MOE/NVS/GEN/ 112/153

Benard Kahuro Kamau
University of Nairobi
P.O Box 30197 – 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your request to conduct a research on **"Influence of headteachers leadership strategies on KCPE perfomance in public schools in Naivasha Sub- County,** authority is hereby granted to visit schools and interact with the school communities for a period ending 6th November, 2015.

You will however be required to give a copy of your findings to this office on completion of your studies.

For: SUB COUNTY EDUCATION OFFICER
NAIVASHA SUB COUNTY

MARGARET KARANJA
FOR SUB COUNTY DIRECTOR OF EDUCATION
NAIVASHA

MOE-ISO 9001:2008 Certified