

**INFLUENCE OF PRINCIPALS' LEADERSHIP STRATEGIES ON
STUDENTS' PERFORMANCE AT KENYA CERTIFICATE OF
SECONDARY EDUCATION IN PUBLIC DAY SECONDARY
SCHOOLS, MUTITU SUB-COUNTY – KITUI, KENYA**

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for the Award of the Degree of Master of Education in Educational
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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university

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DEDICATION

I dedicate this work to my dear wife Christine Mwikali and our children Lillian Mumbua and Ruth Mwongeli

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ABBREVIATIONS AND ACRONYMS

D.E.O	District Education Officer
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
QASOS	Quality Assurance and Standards Officers
UNESCO	United Nations Educational and Cultural Organizations
TSC	Teachers Service Commission

ABSTRACT

The purpose of the study was to investigate influence of principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education (KCSE) in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya. The study was guided by the following objectives; to determine the effect of the principals' supervision of school resources, the extent of principals' supervision on teachers, the influence of principals' supervision of curriculum implementation and the extent to which teacher motivation influence students' performance at KCSE in public day secondary schools, Mutitu Sub-County. The study was based on Henri Fayol's administrative theory of 1925 which states that good administrative management is based on four activities; the personnel, resource management, financial management and physical facilities management. The study used descriptive survey design because it administered questionnaires to collect data. The target population was 6 public day secondary schools in Mutitu Sub-County consisting of 6 principals, 66 teachers and 300 form four students. Purposive sampling was used to get 6 schools of the 6 public secondary schools, 6 principals and 66 teachers that is 11 teachers for the eleven subjects from each school. The 300 form 4 students were selected using stratified random sampling out of which 90 students were picked to participate. Statistical package for social sciences (SPSS) IBM version 20 was used to analyze the data both qualitatively and quantitatively. Descriptive statistics was used to analyze data then presented through tabular representation of frequency tables and pie charts. Qualitative data analysis was done by describing the distribution in tabular and narration of single variables. The findings showed that the principals supervised financial resources well although they had a laxity on supervision of educational resources, teachers indicated conversance of the code of conduct but were not keenly supervised on punctuality and attendance to their duties. The study indicated majority of the principals never motivated their teachers and this could be the major reason for poor performance at KCSE in public day secondary schools. The study made recommendations that the district education officials and the county education officials to ensure all public day secondary schools have adequate necessary learning resources. Again the Quality and Assurance Standards Officers to ensure that principals keenly supervise instruction in their schools. Also principals in public day secondary schools were recommended through the Ministry of Education for training on importance of teacher motivation in relation with students' performance as the study indicated it was not done in majority of the schools and Teachers Service Commission (TSC) to promote teachers based on academic qualification like M.Ed. and Ph.D. because they have more knowledge on leadership in both secondary and primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Research by Andrews (2008), exploring why some students achieve high academic performance than others revealed four determinants .Which include: Ability of the principal to supervise school resources, principal's supervisory skills on teachers, ability of the principal to supervise school curriculum implementation and the principal's ability to motivate teachers; hire, promote, retain teachers in the school and the school plant. Leithwood and Seashore (2004), reported that principals perform among other key functions shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, managing people and data processes to foster school improvement.

Although in any school, a range of leadership patterns exist among principals, teachers and parents, the principal remains the central source of leadership influence in a school (Andrews 2008). Further, to the research from the University of Minesota and University of Toronto by Seashore and Leithwood (2004), these scholars found out that effective leadership from all sources that is; the principals, influential teachers, staff teams was associated with better students' performance. Principals themselves agree almost unanimously on the importance of several specific practices including keeping track of teachers' professional development

needs and monitoring teachers work in the classroom, observing and communicating what's working well and what's not.

Michael and Brandley (2003), described five key responsibilities of the principal: shaping a vision of academic success for all students, one based on high academic performance, creating climate hospitable to education, cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision, improving instruction to enable the teachers to teach at their best and students to learn their utmost and managing people, data and processes to foster school improvement. Seashore and Leithwood (2004), observed that if a school is vibrant, innovative and child centered, if it has a reputation for excellence in teaching, if students are performing well one can always point to the principals leadership strategies as key to success.

Foster, J. J, et. al. (2004), found a strong relationship between resources and students' performance. They gave the laboratory a central and a distinctive role in education. In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil, Chile and Malaysia, indicated that access to textbooks accounts for more of the variance in test scores.

Fuller (2004), noted that management practices can vary enormously at times independent of school official goals and that principals should employ a variety of means in supervising the staff and motivating teachers to improve their practices. The principals' leadership strategies are given serious attention by educators and policy makers. The principal is the central figure when the school is considered as a formal organization. His position in the school provides him with an opportunity

to motivate his staff and improve the standards of academic performance in the school. Principals are greatly accountable for academic performance of their students. Borg (2006), concurred that instructional processes are affected directly or indirectly by various leadership strategies exercised by the principals. This leads to high or low academic performance amongst students at KCSE.

The principals are charged with the task of supervising human resources in their schools. Effective principals usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relationships with the staff, support staff and the students' body.

Andrews (2008), indicated a strong leadership of Principals had the greatest prediction of student achievement in national examinations. In his study he observed that efficient use of instructional time within the classroom is more strongly determined by the leadership strategies of the principal. More effective principals are likely to set high performance goals for their schools and increased performance in the national examinations. These studies stress that leadership strategies of the principal are important in determining schools performance in national examinations.

Eshiwani (1993), identified the following policy related factors that may cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership strategies of the principal, principals' training and certification, his professional commitment and experience and transfer index in the school.

It has often been said that schools are as good as their principals. Sergon (2005), noted that a school success depends on the principal. According to him, a leader gets things done and has the ability to inspire, moderate, guide, direct and listen. These qualities are crucial for principals to be effective in their work. Managing a school is like charting a ship through turbulent waters.

Blasé and Blasé (2000), asserts that an effective principal should have specific skills which include technical skills, human relations skills and conceptual skills. According to him technical skills will enable the principal to have knowledge of operation under his or her control. Also the principal should have knowledge of process and methods of teaching and learning so that they can help teachers, this helps them to command respect to teachers. Again the principal require conceptual skills which involve the ability to acquire, analyze, interpret information in a logical manner. According to Wekesa (1993), the process of certifying, recruiting, hiring and promoting and motivating teachers is responsibility of the principal. This means that the principal has to advice the Board of Management (B.o.M) accordingly in hiring teachers for the school. They should be qualified, skilled and certified. Research has shown professionally trained teachers, motivated teachers are likely to stay in a school for longer time and avoid staff turnover hence high performance. Wekesa (1993), again noted that principals might not execute their function due to lack of confidence, lack of knowledge and skills in clinical supervision, lack of knowledge in curriculum and teacher effectiveness. Again principals are charged with the responsibility of supervision of the curriculum

implementation and the general school organization, which contributes to good performance in the examinations.

Students' performance in examinations is dependent on many variables. Such variables include the type of school and its resources, supervision of teachers, supervision of the curriculum implementation and motivation of the teachers which all stops at the Principal as a strategic leader.

Good performance in any secondary school should not only be considered in terms of academic rigors, but should also focus on other domains of education like the affective and psychomotor. Several studies have been conducted on how leadership styles affect students' performance.

Okoth (2000), investigated the elements of education on performance at KCSE Examinations in Nairobi Province. The study sought to establish the leadership styles of secondary school principals in Nairobi province and how they affected performance in schools. He found that teachers perceived more principals as practicing democratic leadership styles than autocratic. The study also found that principals were rated higher in more task oriented than human relationship oriented leadership behavior.

From year 2010 to 2015 results at Kenya Certificate of Secondary Education (KCSE) in Mutitu Sub-County reveal that boarding schools perform better in national examinations than public day secondary schools. Furthermore, a number of researchers have approached the question of performance from students' socio-economic background but have barely touched Principals' leadership strategies on students' performance at KCSE. This study therefore seeks to investigate the

influence of the principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education in public day secondary schools in Mutitu Sub-County and recommend ways of improving such performance.

1.2 Statement of the problem

In Kenya, performance at KCSE is key to placement in institutions of higher learning and eventually securing employment and thus benefitting from education. In Kitui County there is a general lower performance of day secondary schools as compared to their counterpart boarding secondary schools. Mutitu Sub-County displays a larger difference as compared to the other sub-counties and the gap is increasing exponentially year after year making it wanting for investigation on the reason behind this phenomena. Appendix I indicates this exponential difference in performance of Mutitu Sub-County between day and boarding secondary schools in comparison with other sub-counties in Kitui County.

A persistent disparity in academic performance in Mutitu Sub-County over the last six years between the public boarding schools and day secondary schools has been witnessed. This has raised great concern among students, teachers, researchers and other stakeholders in the education sector. Low performance levels have been recorded in public day secondary schools as opposed to their counterpart public boarding secondary schools as analyzed in depth in Table 1.1.

Table 1.1 Table showing KCSE performance in Mutitu Sub-County for the years 2010 to 2015.

KCSE analysis	Mean 2010	Mean 2011	Mean 2012	Mean 2013	Mean 2014	Mean 2015
Public boarding						
	5.0787	5.3964	5.4991	5.1918	5.8818	6.3873
Public day						
	3.8788	3.8829	3.8170	3.4769	3.9021	3.7875
Sub-County mean						
	4.4121	4.4542	4.9612	4.3344	4.8920	5.0875
Deviation from the Sub-County mean						
	0.53	0.57	1.14	1.11	1.10	1.3
Difference from Boarding and day						
	-1.20	-1.51	-1.68	-1.74	-1.98	-2.60

Source: D.E.O Mutitu Sub-County year 2015

Table 1.1 confirms a deteriorating performance in public day secondary schools at KCSE examinations over the last six years compared to their counterpart in public boarding secondary schools in the sub-county. It can be observed that the mean score obtained by the public boarding secondary schools in Mutitu Sub-County is above the mean score of the whole sub-county. Table 1.1 indicates a great deviation of the public day secondary schools. A gap has been growing spontaneously over the last six years. This calls for urgent investigation of the problem. In contrast the public day secondary schools have registered a mean score

lower than that of the whole sub-county. It can therefore, be observed that the public day secondary schools have been responsible for dragging behind the overall performance at KCSE in the whole Mutitu Sub-County; thus the need to carry out research on the influence of principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education in public day secondary schools in Mutitu sub-county.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- 1). To determine the effect of principals' supervision of school resources on students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya.
- 2). To examine the extent of principals' supervision of teachers on students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya.
- 3). To examine the influence of principals' supervision of curriculum implementation on students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County Kenya.

4). To establish the extent to which teacher motivation by principals' influence students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya.

1.5 Research questions

The study was guided by the following questions:-

1). How does principals' supervision of school resources influence students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya?

2). How does principals' supervision of teachers influence students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya?

3). To what extent does principals' supervision of curriculum implementation influence students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya?

4). To what extent does teacher motivation by the principals influence students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County, Kitui County, Kenya?

1.6 Significance of the study

The government, parents and other stakeholders are spending a big part of money on children education. Poor performance leads to wastage, denies the child continuation of school which is enshrined in the 2010 Kenyan Constitution as a basic human right. Recognizing factors which contribute to poor performance in

public day secondary schools at Kenya Certificate of Secondary Education (KCSE) will greatly help to improve education standards in our country.

The findings of this study may be used by the Ministry of Education (M.o.E) to facilitate academic performance in public day secondary schools in Mutitu Sub-County and Kenya at large. They have a responsibility of maintaining standards and create awareness on parents' role in supporting schools through provision of resources towards improvement at Kenya Certificate of Secondary Education performance of students' in public day secondary schools.

Principals, teachers and students to understand the influence of principals' leadership strategies on students' performance and how to ameliorate them.

1.7 Limitations of the study

Principals misinterpreted the study where schools had been performing poorly to mean they are being infringed, the researcher explained to them that the research was purely academic and no ill was to be envisaged in the study but to improve what already exists. The schools under study were located far from each other, hilly, extremely dry and hot area. The researcher used local means of transport and persevered to reach those schools.

1.8 Delimitations of the study

The study was limited to only one sub-county and further restricted only to public day secondary schools, Mutitu Sub-County in the period covering KCSE from year 2010 to 2015. The study considered 6 Principals, 66 teachers and 300 form 4 students. Out of a target population of 372, only a sample size of 161 respondents

were used. The findings from this study are not a reflection of performance at KCSE in Kitui County or the entire country. There are varied factors that influence the performance of students' but the study sought to investigate the influence of principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education, Mutitu Sub-County, Kitui County, Kenya.

1.9 Basic assumptions of the study

The study based on the following assumptions:

- 1). Public day secondary schools admit qualified students from primary schools to form one.
- 2). KCSE results are a true reflection of academic achievement in secondary schools.
- 3). Public day secondary schools offer a similar curriculum as required by the Kenya National Examinations Council (KNEC) in conjunction with Kenya Institute of Curriculum Development (KICD).

1.10 Definition of significant terms

Curriculum refers to a plan or a program of all experiences which the learner encounters under the direction of a school.

Influence refers to the ability of principals to use a compelling force on the actions and behavior of teachers and learners.

Initiating structure refers to principals' behavior that is seen in designing work for teachers and providing direction towards attainment of group goals.

Leadership in this context refers to the principals' ability to influence teachers, students and other stakeholders to willingly follow guidance and perform group tasks. It focuses on how a principal of a school plans, organizes and controls secondary school programs.

Leadership style refers to patterns of behavior of a principal in influencing members of the group which could include teachers and students among others.

Organization refers to operations on certain rules and regulations in an institution and has a vision, mission, objectives and core values that guide its operations. In this context a school is our organization.

Performance refers to students' grades at Kenya Certificate of Secondary Education as rated by Kenya National Examination Council (KNEC) from the lowest grade E to the best grade A.

Principal refers to the lead educator or administrator in a post-primary school level educational institution appointed by the commission as such and responsible for the implementation of the educational policy guidelines and professional practices (Teachers Service Commission Act, 2012).

Professional teacher refers to a teacher who has received training in a recognized teacher training college or university and has been awarded a Certificate in Bachelors of Education, Postgraduate Diploma in Education or any other qualification recognized by Teachers Service Commission.

Strategy refers to a carefully developed plan or method for achieving a goal or a skill in developing and undertaking such a plan.

Supervision refers to the action of monitoring and regulating process or delegated activities, responsibilities or tasks.

1.11 Organization of the study

The study has been organized into five chapters. Chapter one, introduction, comprises of background to the study, statement of the problem, purpose of the study, the objectives of the study, research questions, significance of the study, limitations of study, delimitations of the study, basic assumptions of the study and definition of significant terms.

Chapter two, literature review derived from relevant studies carried out on influence of principals' leadership strategies on Students' performance in examinations, then a conceptual framework depicting relationship among factors that influence students' performance in public day secondary schools.

Chapter three deals with research methodology applied in the study, research design, target population, sampling techniques and sample size, research instruments and data collection and analysis procedures employed in the study.

Chapter four presents data analysis, interpretations and discussions of findings from the analyzed data.

Chapter five presents summary of the study, conclusions and recommendations. Suggestions for further study are also included.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers findings and studies done by other scholars on influence of principals' leadership strategies on students' performance in national examinations and culminate by providing the theoretical and conceptual framework for the study.

2.2 An overview on leadership strategies in schools

Leadership is a process that involves planning, organizing, staffing, controlling and problem solving. Effective Principals usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relations with the staff, students and the subordinates. Edmonds (2001), in his study of exceptional urban elementary schools pointed out that the principals' leadership strategies were crucial to school success because they influence behavior of subordinates. They should initiate programs, set policies, obtain materials and fiscal resources and provide motivation.

Principals are responsible for introducing useful changes aimed at improving the quality of schools instructional programs. Studies on exemplary schools have described effective principals as task oriented and action oriented, well organized, skilled in work and gets things done (Edmonds, 2001). Brandt (2007), found out that high performing schools were characterized by high expectations, frequent monitoring of students' progress, a positive learning and a goal clarity. Also effective Principals exert pressure on teachers and students for high academic

achievement. Brookover (2009), in Michigan found that successful Principals frequently visited classroom, presented innovative programs and techniques to the staff to discuss books related to school effectiveness. They met with small groups of teachers to discuss their students' achievement and organized teachers' effectiveness training programs.

Brookover (2009), in his studies noted that the highest level of school leadership specializes on students' achievement and their well-being. Principals in high achieving schools use various means as interpersonal relations to achieve schools' objectives. The principals' leadership strategic practices establish the schools' wide instructional goals, practices and in developing the schools' curriculum. One of the roles of the Principal is to carry out internal supervision of curriculum implementation in his/her school. This involves physical observation of teachers' lessons in progress. Regular supervision promotes curriculum delivery and failure to do so may lead to poor performance in national examinations (Edmonds, 2001).

Brandley & Lauren (2003), asserted that a successful school in examination performance has the following characteristics: School climate conducive for learning, free from disciplinary problems and vandalism, with wide emphasis on instruction, teachers with high expectations for all students to achieve; a system of clear instructional objectives for monitoring and assessing students' performance, a school principal who is a strong pragmatic leader and who sets high standards, observes classrooms frequently, maintains students discipline and creates incentives for learners.

Some researchers have identified a number of factors that contribute to poor academic performance vis-à-vis supervision of resources, supervision of teachers, supervision curriculum and the level of motivation to teachers.

2.3 Influence of principals' supervision of school resources on students' performance

Studies in several African countries (Brandley & Lauren, 2004), found a strong relationship between resources and students' performance. He asserts that access to textbooks accounts more of the variance in text scores. Jones (2010) indicated that principals as the chief supervisors in schools are bestowed with the responsibility of ensuring learning resources are adequate and always available for use and up-to-date.

According to (Eshiwani, 1993), schools which lack resources like laboratories libraries and textbooks often performed poorly in national examinations. Availability of adequate teaching materials often made teaching easy and enhances retention rate of about 80% of what is learned. Instructional materials like textbooks, visual and audio enhance communication between teachers and learners. It facilitates child centered learning and learning through discovery. They also motivate and encourage participation of learners and help clarify concepts and add meaning to texts. Fuller (2004) & Eshiwani (1993), argued that desks, books, instructional materials and school activities are amongst other resources that affect the quality of academic achievement. Principals should therefore gather all possible resources from the MoE, the community and other organizations.

They should ensure that, resources are full and effectively used. Gatawa (2000), found out that teaching in classroom without lockers, doors and windows, teachers' experience problems with their teaching aids security. It's evident from foregoing discussion that resources availability boost performance in all the subjects.

Across the world research findings indicate that school principals are the most powerful determinants of the overall quality and the effectiveness of schools. Kombo & Tromp (2006) indicated the important role the school principals should play in expanding schools and is expected to deal with a range of social and economic issues. Provision of instructional resources and materials is a role of the principals.

Kombo & Tromp (2006), in their study contended that, resource management and allocation is one of the most challenging tasks of a manager and as such a principal needs to identify special and core school needs and evolve, develop and make financial projections and plans that meet them. Mbiti (2007), states that a school principal has a responsibility of availing the necessary equipment and teaching materials required by teachers and learners.

Supervision of resources makes a difference in achievement of learners and is generally agreed that better facilities in school lead to high academic achievement (Kothari, 2008). It was also pointed out by (Kothari, 2008) that the distribution of resources like books and equipment account for scholastic difference among schools. In the learning process, learning resources ought to be incorporated,

organized and exploited otherwise learning will be passive and use of appropriate teaching and learning strategies enhances acquisition of the subject matter.

The Ministry of Education (2003), ascertains supervision as a second intervention to ascertain, maintain and improve the quality of work done. Principals and head teachers from both secondary and primary sections are the immediate supervisors and are responsible for maintaining punctuality, discipline and academic standards in schools. They should ensure quality education is not compromised. They should ensure lessons are planned earlier, structured, lesson notes are available and all professional tools are in place. They should also ensure lessons are attended or made for, inspection of records of work, progress records and reports and adherence to prescribed lesson time and asking for reports every week.

There is existence of mixed boarding, single sex boarding and public day schools (Ibrahim, 2014). He contended that, examination results of many high cost schools and well established boarding schools are always better than those of low cost schools and public day secondary schools. Most low performing schools are poorly equipped and due to inadequate resources and facilities, such schools fail to attract best students and teachers (Eshiwani, 1993).

The technical working group by the ministry of education, science and technology (MoEST, 2003), recognized the fact that availability of educational materials has a major bearing on academic achievement. The group found out that there was a critical shortage of textbooks, equipment and physical facilities which was a major contribution to poor performance in national examinations.

2.4 Influence of principals' supervision of teachers on students' performance

UNESCO (2009), demand and supply of teachers affect delivery of good quality education and is ultimately contingent on what happens in classroom and teachers are in the frontline of service. The most pressing need in Sub-Saharan Africa, where an estimated 3.8 million additional posts must be recruited by 2015. Kenya is now in need of 80,000 teachers for both primary and secondary schools. As we move towards 2015 EFA goals, this remains a mere wishful thinking in Kenya. In regard to teacher deployment, there is need to address equal distribution of teachers in all sub-counties. Adequate staffing norms at all levels to make maximum use of all teachers. UNESCO (2000) define the concept of teacher as a professional within acceptable principles.

Mbiti (2007), asserted that principals are the immediate supervisors in schools and are responsible for maintaining punctuality, discipline and academic standards among the teachers. He again concludes that school principals ought not to compromise quality education.

The Ministry of Education (M.o.E, Educational news document, 2003), ascertained supervision as a second intervention to ascertain, maintain and improve the quality of work done. According to the same document principals should supervise teaching and learning in the schools. They should ensure that teachers plan for lessons earlier, they are structured, lesson notes are available before start of the lesson and all professional tools are in place. Again the principals have a responsibility of making sure that lessons not attended are attended or made for.

The principal should always inspect teacher's records of work, progress records and adherence to the prescribed lesson time and ask for these reports every week. Jones (2010), cited professionally trained teachers to post good results since they are consistent in one station as opposed to untrained teachers who keep on looking for greener pastures and leave the school any time in the event of another job. This brings lack of consistency and continuity in the students' progress hence low performance.

2.5 Influence of Principals' supervision of curriculum implementation on students' performance

Leithwood & Seashore (2004), principals should supervise teaching and learning in the school by: ensuring the use of the current syllabus, lessons structured with an interesting beginning, revision of the previous lessons, teacher voice variations and summary of major points done, use of backups (teaching aids by teachers) properly and good relationship between teachers and students and teachers to adhere to the school curriculum strictly.

Edmonds (2001), noted that students' progress should be frequently monitored. In high performing schools principals establish a system of evaluating students frequently through tests and examinations. Those who perform unsatisfactory work should be forced to have remedial classes. It should be communicated by the principal to class teachers that students' progress is a concern for the whole school. More effective principals are likely to set high performance goals for their schools and increased performance in the national examinations.

Wamai (1991), cited in Rutiola (2009) that examination results are taken as a valid yard stick of pupils' achievement. He further notes that schools' effectiveness will result due to "the extent to which the desired output is achieved...." Griffin (1994) further argued that good performance at KCSE is attributed to what he calls "happy atmosphere," the skill and devotion of teachers and sound management styles, which falls under the principal. Bass (1994), argues that transformational leadership builds on transactional leadership but not vice versa. Transformational leadership can be viewed as a special case of transactional leadership, in as much as both approaches are linked to the achievement of some goal or objective.

Kimeu (2010), principals should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision. In his model of clinical supervision he presented a cyclical sequence of events which should ideally be implemented at least twice a year. The sequence included teacher pre-conferencing to determine the method and duration of the observation. The pre-conferencing is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis.

Orlosky (1984) noted that supervision is a major function that the school principal must carry. It includes supervision of activities supportive of improving instruction that is curriculum and material development, evaluation of programs and instructional planning. Okumbe (2001), reported that, for there to be student learning, the principals must serve as leaders. Among the things they list as requirements to achieving this include: working with teachers to strengthen skills,

knowledge of content and pedagogy, collect, analyze and use data, possess the leadership skills to fulfill the role and ability to rally all stakeholders to increase students' performance. Teachers ought to be closely supervised for effective teaching in order for students to consistently do well in national examinations. For a school to perform well in national examinations there must be a teaching scheme for each subject on the curriculum. This is because teaching schemes provide the school with organizational systems of content coverage for the full period of the course in each subject, (Mbiti, 2007). Further, he said that supervision concerns the tactics of efficient and proper management of the personnel. The principals should frequently monitor the teaching and the learning process in the school. Failure of any organization depends mainly on its personnel. There must be a proper system of supervision to ensure that the organizations goals are met. In schools which perform well, the principals give proper directions about what to do and as well spots the problem areas and rectifies them before things get worse.

2.6 Influence of principals' level of motivation to teachers on students' performance in examinations

Olembo et.al (2005), indicated that it is the responsibility of the principal to assess the staff needs of his school and advice the Teachers Service Commission or any other body and there should be effective channels of communication in the school between the teachers and the principal. The principal should motivate, stimulate and influence teachers, (Olembo et.al 2005). He added that every school should have a staff policy attractive to teachers and geared towards attainment of educational objectives and goals. Campbell (2003), said every policy should

Okumbe (2001), refers to leadership styles as those particular behaviors that are applied by a leader to motivate the followers in order to achieve organization objectives. Leadership style as what a leader does and say. Leadership style has to do with the use of authority and the result anticipation of others in decision making. Okumbe (2001), again regards the term style as being equivalent to the way in which the leader influences followers. A leader may exhibit a dominant style but still have some qualities of other styles, hence identified as points on a continuum. He asserts that a principal ought to appear reasonable, be suggestive and not merely prescriptive, have a positive flavor and avail full information on the schools operation to teachers, have basis for promotion and involve staff in formulation and operation of policies. In a school situation the principal is an inspiration to the young teachers and a guide to the older ones, a champion and a solicitor for all.

Sandararaman (2009), indicated that teachers who were given financial incentives produced better results. He even indicated that teachers taken out for trips, taken for benchmarking in other performing institutions and sponsored by the school for seminars on personal development performed exceptionally better. He advocated for principals to inspire sense of confidence and cooperation among their staff.

Eshiwani (1993), attributes poor students' performance in public schools to 'armchair' principals who do not know what goes on in classroom are in effective instructional leaders.

Griffins (1994), contends that a principal need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The principal should discuss classroom observation with a teacher promptly

in-order to provide for in-school professional development. There is need to monitor standards being achieved by their students, develop and implement strategies for systematic monitoring.

Mbiti (2007), observed that through this visits the supervisor can have an insight in to quality benchmarks and performance. Supervision of instruction through classroom include, walk-throughs, informal classrooms observations. A walk-through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by the supervisor and the teacher (Frischer, 2006).

Jones, et.al. (2010), said that a principal unwilling to consult his staff cannot be effective and cannot be aware of the problems in the institution and how to alleviate them. He outlines ways in which the school principal can create cooperation with his staff; creating a stimulating environment, having confidence in them, consulting and making decisions together, deploying them to fair and reasonable load and involving them in making decisions.

2.7 Summary of literature review

Principals undertake various leadership practices which influence students' performance; management of resources, motivation of teachers, management of physical facilities in the school and curriculum supervision. Muoka (2007), found that principals faced challenges of inadequate teaching and learning materials.

Kitavi (2000), postulated that principals faced challenge of physical facilities and the few in the schools are in dilapidated conditions. Alacha (2012), Njeru (2004) and Miyoro (2012) carried research on factors influencing performance in general and noted management of resources, teacher motivation and supervision of school resources and physical resources as key towards students' performance. However not so much has been done on principals' leadership strategies in public day secondary schools in Kenya which this research seeks to investigate. This explains why the literature review does not have a global or continental perspective or a Kenyan perspective; hence a gap and the significance of the study as the country continues to experience mushrooming of public day secondary schools and the important role they play in absorbing graduates of F.P.E from KCPE level to secondary schools.

2.8 Theoretical framework of the study

In this study the researcher used Henri Fayol's administrative theory (1925). He is the father of modern management. He was concerned with the principles of organization and functions of management. Henri shows that good administrative management based on four activities; the personnel, resource management, financial management and physical facilities management. Fayol's theory is suitable for this study because it provides the principals with general guidelines on how a supervisor should organize his or her institution and manage staff hence students' performance. Henri Fayol's theory is extremely comprehensive as a way to deal with management techniques in a school. It is also the most used theory

because it has proven to work. It has an advantage of covering anything one might need in leadership to ensure its success.

2.9 Conceptual framework of the study

From Figure 2.1 the independent variables; supervision of school resources, supervision of teachers, supervision of the curriculum, high level of motivation to teachers by the principal in cooperated with smooth teaching and learning process for success in students' performance at KCSE which is the dependent variable. The principals' leadership strategies in a school have a lot of impact on performance at KCSE examination. The independent variables are the Principals' leadership strategies while the dependent variable is the KCSE performance.

Independent variables

Dependent variable

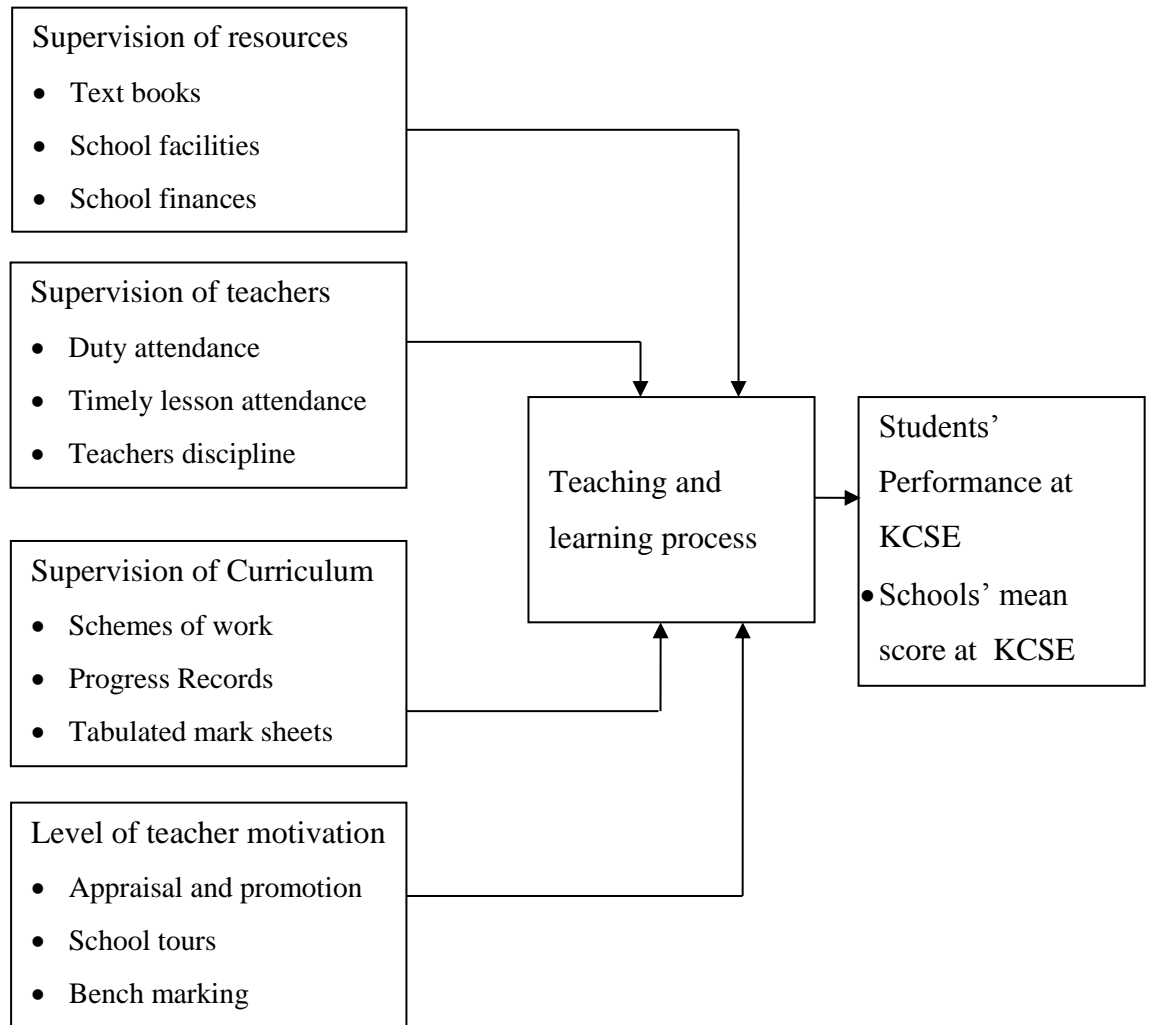


Figure 2.1 Conceptual framework on the relationship between principals' leadership strategies and students' performance at KCSE

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines the research design, target population, sampling techniques and sample size, research instruments, instruments validity, instruments reliability, data collection procedures and data analysis techniques used in this study.

3.2. Research design

This study used descriptive survey research design. Descriptive survey method is used when a researcher intends to describe a situation or a condition as it is (Kothari, 2004). The rationale for the selection of descriptive design for the study is to determine influence of principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education in public day secondary schools in Mutitu Sub-County.

3.3. Target population

According to Borg and Gall (1993), population refers to all the members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of the research study. The target population of this study consisted of 300 Form 4 students, 6 principals and 66 teachers distributed in the six secondary schools; schools which had sat for their KCSE by the year 2010.

3.4. Sample size and sampling techniques

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent a larger group thus representing the characteristics found in the entire group (Orodho, 2003). The principals were

purposively selected because they are charged with the responsibility of supervising curriculum implementation in the schools. Again eleven teachers were purposively selected in each sampled school for the eleven teaching subjects in the curriculum from each school. According to Kombo & Tromp (2006), in purposive sampling the researcher purposively targets the group believed to be information rich for the study. The students were chosen through stratified random sampling. This was for both sexes to have equal chances to participate in the study. Then simple random sampling was done to both sexes separately for each student to be exposed to equal chances of participation in the study. A sample size of 15 students were used for the study in each of the sampled schools totaling to 90 students for the study. With reference to (Mugenda, 1999), a sample size of 10-30% is appropriate for a descriptive study. For this study 10% was used to sample the form 4 students. Table 3.1 summarizes the sample size.

Table 3.1 Sample frame showing the target group for the study

Category of respondents	Target population	Sample size
Principals	6	6
Teachers	66	66
Students	300	90
Total	372	162

Therefore, the sample size for the main study constituted of 162 respondents.

3.5. Research instruments

The main tool of data collection for this study was questionnaires. Principals' questionnaire, teachers' questionnaire and the students' questionnaire.

3.5.1 Questionnaires

The questionnaire was used for data collection because it offers considerable advantages in the administration, presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion.

Principals' questionnaires

The questionnaire for principals was structured, comprising of three parts. Part A of the Principals' questionnaire collected data on principals' academic background, age, administrative experience and teaching experience. Part B comprised of closed ended questions to provide information on supervision of resources, supervision of teachers and supervision of curriculum implementation and the teachers' level of motivation. Part C comprised of open ended questions on problems that affect performance at KCSE and how performance in their schools can be improved (if below average) or maintained (if above average).

Teachers' questionnaires

The questionnaires for teachers was structured in to three parts. Part A of teachers' questionnaire collected data similar to part A of the principals' questionnaire but

on teachers. Part B of the teachers' questionnaire collected information on supervision of resources, supervision of curriculum and the teachers' levels of motivation. Part C consisted of open ended questions to gather information on problems that affect performance at KCSE and how performance in the schools can be improved (if below average) or maintained (if above average).

Students' questionnaires

Students' questionnaire collected information on how they rated performance in their schools. Lastly there was an open ended questions on problems that affect performance at KCSE and how performance in the schools can be improved (if below average) or maintained (if above average).

3.6 Instruments validity

Validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2003). According to Borg and Gall (1989) content validity of an instrument is improved through expert judgement. The researcher sought assistance from the supervisors for help to enhance content validity of the instruments. Their corrections were incorporated. To enhance validity of the instruments, a piloting was conducted. The aim of pre-testing was to gauge the clarity of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments.

3.7 Instruments reliability

Mugenda & Mugenda (2003) define instrument reliability as a measure of the degree to which research instrument yields consistent results. Test-retest reliability method was used to establish the coefficient of internal consistency of the research instruments. This method involved giving the same test to the same respondents on two separate occasions. One public day secondary school was selected for the piloting study. The scores of the two occasions were then correlated using Pearson's Product Moment Correlation Coefficient. Where,

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}}$$

KEY:

Where:

r = Pearson correlation coefficient

x = Values in the first set of data

y = Values in the second set of data

n = Total number of values

Where \sum is the symbol of summation

According to Mugenda & Mugenda (2003), a coefficient of 0.70 or more shows that there is high reliability of the instruments. For this study, a coefficient of 0.8167 for the questionnaires was obtained and was considered acceptable.

3.8 Data collection procedures

The researcher first sought clearance from the Department of Educational Administration and Planning in the university and then applied for a research permit to conduct the study from the National Commission for Science, Technology and Innovation (NASCOTI) which is charged with the responsibility of issuing the permits for research in Kenya. The researcher then proceeded to seek further clearance from the office of the County Commissioner, County Director of Education and Sub-County Director of Education Office for permission to commence the study. Thereafter the researcher wrote letters to the principals to be allowed to conduct the study. The selected schools were visited to book appointments on when to visit the schools. Questionnaires were dropped and picked the same day.

3.9 Data analysis techniques

The researcher used Statistical Packages for Social Science (SPSS) version 20 to analyze the data. This was done by first cleaning, coding, entering then analyzing. The data was analyzed both qualitatively and quantitatively. Quantitative data was edited to eliminate inconsistencies, summarized and coded for easy classification in order to facilitate tabulation and interpretation. Descriptive statistics was used in describing the sample data in such a way as to portray the typical respondent and reveal the general response pattern. Qualitative data analysis was done by describing the distribution of single variables. The relationships and the links between the independent and the dependent variables was discussed and logical

conclusions made. The analyzed data was then presented through tabular representation of frequency tables for each variable percentages and means.

3.8 Ethical considerations

The following ethical considerations were adhered to; the researcher ensured equitable selection of the subjects and obtained consent from any subjects who participated in the study. The researcher also communicated with the respondents the objectives of the investigation, established a rapport with the respondents, was honest at all times and ensured that all subjects participated voluntarily, respondents were made to understand the nature of the study and confidentiality and anonymity of the respondents was maintained.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers; introduction, questionnaire return rate, demographic information of principals, demographic information of teachers and demographic information on students. There are closed and open ended questionnaire items summarized and presented using figures, tables and pie charts using frequencies, percentages and mean. The other details are presented in narration where the most striking responses are mentioned. The chapter is organized thematically with related test research questions of the respondents addressed and discussed together in order to bring out a systematic and coherent presentation.

4.2 Questionnaire return rate

The researcher dispatched 6 questionnaires to the principals, 66 questionnaires to teachers and 90 questionnaires to form four learners. The questionnaires return rate included 5 questionnaires from the principals, 60 questionnaires from the teachers and 85 questionnaires from the learners. This represents 83.33% questionnaire return rate from the principals, 90.91% from teachers and 94.44% from the learners. The respondent's return rate is shown in Table 4.1.

Table 4.1 Respondent's return rate

Category of Respondent	Questionnaires issued	Questionnaires returned	Percentage return rate
Students	90	85	94.44%
Teachers	66	60	90.91%
Principals	6	5	83.33%
TOTAL	162	150	92.95%

This respondent's return rate was deemed adequate for data analysis as propounded by Mugenda & Mugenda (2003) who states that a 50% response rate is adequate, 60% good and above 70% rated very well. Since the return rate was 92.95%, it is a good return rate which can give reliable data representative of the population in the study area.

4.3 Demographic characteristics of the respondents

Respondents were from four students, teachers and principals of various sampled schools whose responses were analyzed on the basis of their background information. This section focuses on gender, age and level of experience

4.3.1 Gender of the respondents

This sub section sought to determine the gender of the principals. Gender has substantial influence in the implementation process of the curriculum.

Principals' distribution by gender

The researcher found it was necessary to determine the gender of the principals and the results obtained from the analyzed data are shown in Figure 4.1.

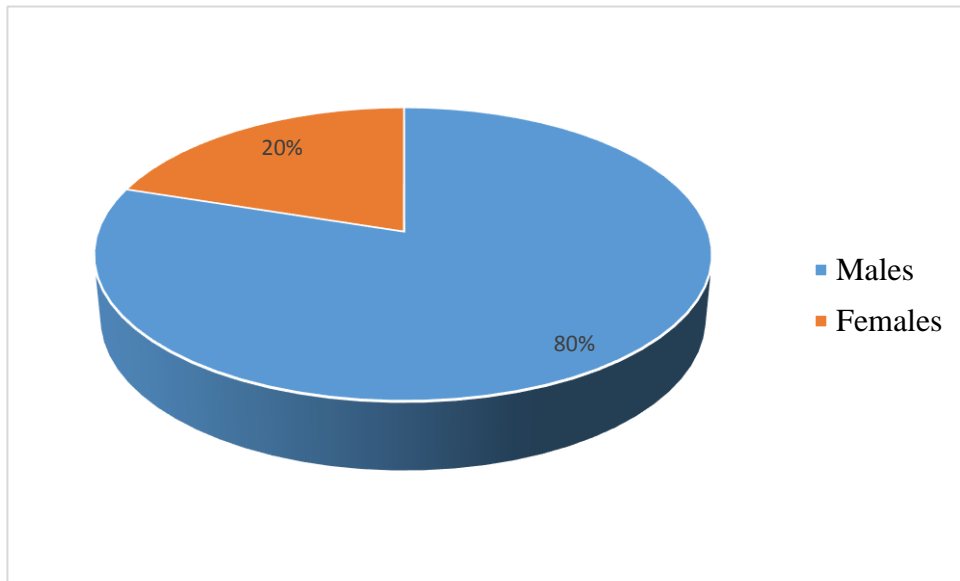


Figure 4.1 Principals' distribution by gender

Figure 4.1 indicates that majority of the principals were male (80%) and one (20%) was a female. These findings indicate a gender disparity of the principals. Findings from the research conducted indicated schools led by female principals were motivated than than those which had male principals. The findings indicated the school with a female principal to have better performance at KCSE than most of the schools with male principals. The findings indicated that supervision of resources by the female principal was consistent, supervision of teachers was regular and more instructional supervision by the female principal. The teachers attested that, the female principal was like a mother figure in the

school and acted as an example to the other teachers. On the other hand the findings indicated that most male principals pressed their teachers to work other than through mutual consensus which attributed lower scores in performance than schools led by female principals.

Teachers distribution by gender

The researcher sought to find out the gender composition of the teachers in the public day secondary schools in the sub-county. The results are shown in Figure 4.2.

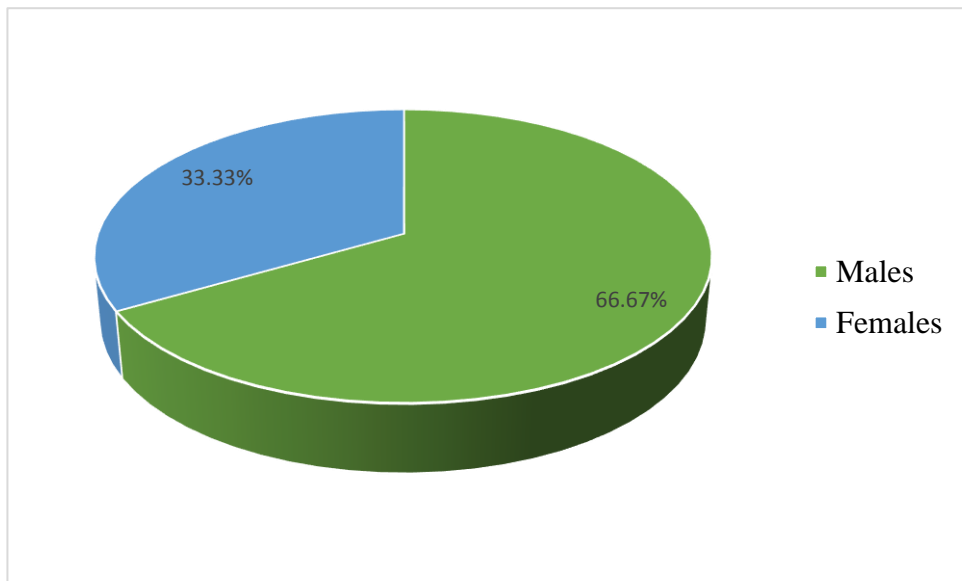


Figure 4.2 Teachers distribution by gender

Figure 4.2 indicates that majority of the teachers (66.67%) were males while (33.33%) of teachers were females. The research findings indicated a great gender imbalance among teachers in the sub-county. Furthermore the findings

indicated that female teachers were less motivated and less promoted hence sought for transfers to less hardship areas. Female teachers indicated that most of the principals did not trust them with responsibilities in the schools because most of the principals were males. Male teachers concurred that female teachers were not given responsibilities in their schools as the male principals felt female teachers as inadequate to handle major departments like games and careers departments. The findings indicated most male teachers were favored for promotions hence female students lacked model teachers hence a demotivating factor in the girl child's zeal to competitive spirit with their male counterparts.

Students distribution by gender

The researcher sought to find out the gender distribution of the form four learners used for the study in the sub-county. The demographic distribution of the form four students was based on gender as shown in Figure 4.3.

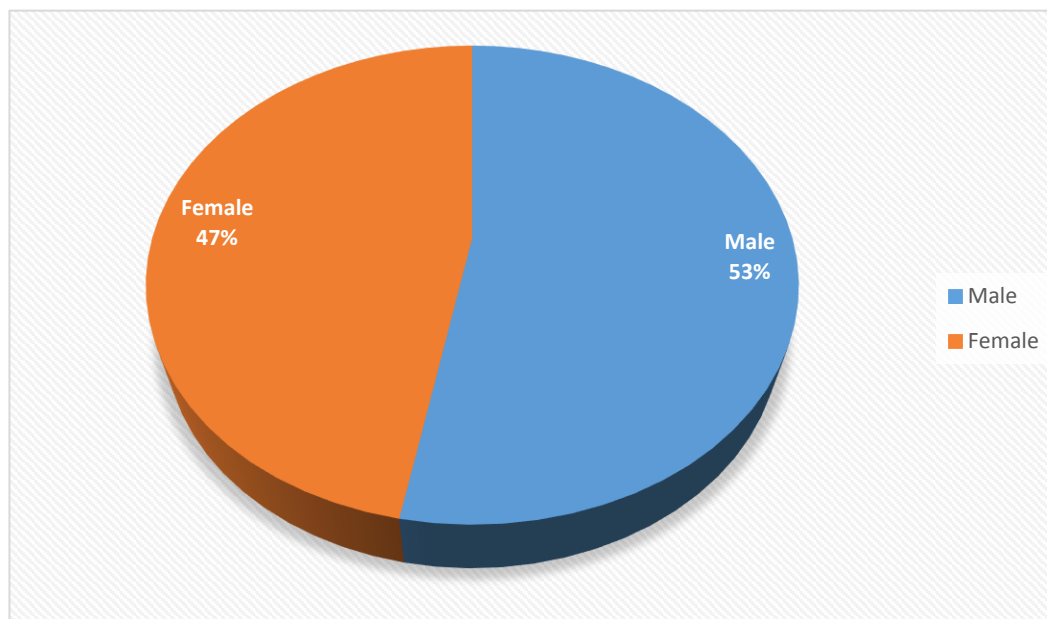


Figure 4.3 Students distribution by gender

Figure 4.3 show that majority (53%) of the students interviewed were males while 47% of the respondents were females. These findings indicate a gender disparity in public day secondary schools in Mutitu Sub-County. More boys enroll in the secondary schools than the girls. The findings indicate that out of all the schools in which data was collected, it was expected that out of the 15 students, the gender with larger population was to have 8 respondents and the other gender to have 7 respondents. Out of all schools sampled for data collection, all the schools had male population higher than the female population. It can be concluded that, the female students lacked female models to emulate. In addition the female learners lacked female supervisors as principals with similar experiences like them, to understand them better, to retain them in school and hence overall greater performance at KCSE.

4.3.2 Age of the respondents

This sub-section sought to establish various age of the principals and teachers in the sub-county. The researcher sought to establish influence of age of principals and teachers on students' performance at KCSE.

Age of the principals

The researcher sought to find out the age of the principals. The researcher asked them to indicate their age and the results are shown in Table 4.2.

Table 4.2 Distribution of principals by their age

Age bracket	frequency (f)	%
35 – 44 years	3	60
45 – 54 years	2	40
TOTALS	5	100

Table 4.2 shows that, majority (60%) of the principals are between 35-44 years and therefore are not well experienced in leadership to address factors influencing students' performance in their schools. From this data it can be deduced that majority of the respondents were not mature enough to understand better the leadership strategies that influence students' performance at KCSE hence poor performance in public day secondary schools in the sub-county. Blasé and Blasé (2000) in his research on what a successful principal do asserted that a principal should have the requisite knowledge through training and experience to supervise the school plant to achieve its goals and objectives, less principals experience lead to low students' academic performance.

Age of the teachers

The researcher sought to establish the teachers' age and the results are shown in Table 4.3.

Table 4.3 Distribution of teachers by age

Age bracket	frequency (f)	percentage (%)
Below 25 years	24	40
25 – 34 years	24	40
35 – 44 years	6	10
45 – 54 years	6	10
Total	60	100

Table 4.3 shows 40% of teachers below 25 years of age and another 40% between the ages of 30 – 40 years of age only 10% are between the ages of 35 – 44 years and another 10% between (45 – 54) years of age. This means the teaching staff in most public day secondary schools are young teacher's most likely fresh graduates who either have been posted by TSC or employed by B.o.M. Alternatively these could be teacher trainees on long vacations or on school based programs. From the research findings it can be concluded that, Since majority of the teachers in public day secondary schools are under BoM

tenure and young, there is high probability of high staff turnover, lacking experience and training. From the literature reviewed, young teachers were found to have inadequate pedagogical skills acquired through training and experience. On the other hand only 10% of teachers are between (35-44) years and 10% between (45-54) years of age implying that they have enough experience but they are few to implement curriculum in the schools and majority hold administrative roles. This means that their experience in teaching and training has little or no impact in the actual pedagogy in majority of public day secondary schools in Mutitu Sub-County. Therefore it can be concluded that poor performance at KCSE in public day secondary schools in Mutitu Sub-County is strongly attributed by few experienced teachers in the teaching profession.

4.3.3 Respondents' level of Education

The researcher sought to find out the level of education of the principals. The researcher asked them to indicate the level of their education and the results were as shown in the Table 4.4.

Table 4.4 Distribution of the principals by their levels of education

Level of education	Frequency (f)	percentage (%)
B.Ed.	5	100
Total	5	100

Table 4.4 show that all the principals have a degree in B.Ed. The findings indicate that all the principals have the requisite qualification to understand factors influencing students' performance at KCSE. From the findings no principal has pursued M.Ed. or Ph.D. which is requisite for knowledge on factors they may advocate in schools for better academic achievement. Blase' and Blase' (2000), asserts that an effective principal should have specific skills to supervise curriculum, to motivate teachers and to effectively manage institutional resources to avoid wastage. He continues to assert that the principal should be well fed with knowledge and should be a knowledge source to teachers. It can therefore be concluded that training and experience are necessary for principals to display competence in the choice and use of teaching methods sufficient to understand and retain content.

The researcher sought to establish the level of training of teachers. The teachers were asked to indicate their highest training levels. The findings are indicated in Table 4.5.

Table 4.5 Teachers levels of training

Level of education	frequency (f)	percentage (%)
M.Ed.	4	6.7
B.Ed.	46	76.7
PGDE	2	3.3
OTHERS	8	13.3
Total	60	100

The findings indicate majority (76.7%) of the staff in public day secondary schools in Mutitu Sub-County are professionally qualified. In contrast to the principals, there are a few teachers undergoing M.Ed. as opposed to the principals. Higher education especially in M.Ed. and Ph.D. may equip principals with more knowledge on the leadership strategies to enable them to manage their schools better for better performance. The findings indicate few untrained teachers (13.3%) and (3.3%) graduate trainees who may be of great damage to the learners and may water down what is planted by the professionally trained teachers. It can be concluded that, this gap may be filled by the government addressing the issue of teacher shortage in public day secondary schools in Mutitu Sub-County.

4.3.4 Principals length of service in their current schools

The study sought to establish the length of service of various principals, the researcher asked them to indicate the duration they had stayed as in their current stations. The findings are presented in Table 4.6.

Table 4.6 Principals duration of service

Length of service	frequency (f)	percentage (%)
4 – 6 years	2	40
7 – 10 years	2	40
11 – 15years	1	20
Total	5	100

The findings in Table 4.6 indicate a significant number (40%) of the principals have stayed as principals for a period of 4 – 6 years and a similar number (40%) indicated to have stayed for 7 – 8 years and few (20%) shown to have stayed between 11 – 15 years. This means most of the principals have acted for a short time in public day secondary schools in Mutitu Sub-County and hence may not have enough experience in the various leadership strategies hence poor students' performance in their schools. By the virtue of (80%) of principals being young

in their practice can translate to serious oversight in understanding the effective methods of teaching skills and influence performance negatively.

4.4 Principals' supervision of school resources

The first objective of the study sought to determine the effect of principals' supervision of school resources on students' performance at Kenya Certificate of Secondary Education in public day secondary schools, Mutitu Sub-County. The findings are presented in this section.

4.4.1 Principals' responses regarding supervision of school resources on students' performance at KCSE

To determine the effect of principals' supervision of school resources on students' performance at KCSE the principals in the study were asked some questions regarding how they supervise resources in their schools. The findings are presented in Table 4.7.

Table 4.7 Principals' supervision of school resources

Principals responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
School plant inspection	2	40	3	60	–	–	–	–
Ensure effective use of facilities	2	40	3	60	–	–	–	–
Ensure healthy environment	3	60	2	60	–	–	–	–
Account for school funds	4	80	1	20	–	–	–	–
Keep books of account	5	100	–	–	–	–	–	–
Ensure books are adequate	3	60	1	20	1	20	–	–
Prepare budget for the school	3	60	2	40	–	–	–	–

From the findings in Table 4.7, a significant number of principals (40%) inspect their school plant and ensure effective use of the school facilities. This concurs with Andrews (2008), that ability of the principal to supervise the plant and facilities has impact on students' performance. This could be a reason for poor performance in public day secondary schools although majority (60%) of the principals ensure healthy environment, ensure books are adequate for the learners, prepare budget for the school and account for the school funds which has a positive impact on students' performance.

4.4.2 Teachers' responses regarding supervision of resources on students' performance at KCSE

To determine the effect of principals' supervision of resources on students' performance at KCSE, the teachers in the study were asked questions regarding how they supervise resources in their institutions. The findings are presented in Table 4.8.

Table 4.8 Teachers' responses regarding supervision of resources in their schools

Teachers responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
Check students books	24	40	32	53	4	6.7	–	–
Issue reference books	16	26.7	40	66.7	4	6.7	–	–
Use up-to-date syllabus	48	80	10	16.7	2	3.3	–	–
Administer practical lessons	16	26.7	28	46.7	10	16.7	6	10
Budget in your department	16	26.7	24	40	6	10	14	23

From the findings shown in Table 4.8 it can be candidly noted that only a significant number (40%) of teachers check their students books, few (16%) issue reference books and a significant number (48%) used syllabus not up-to-date respectively. Again the results show a pathetic situation in public day

secondary schools as a few teachers (10%) confirm never to had taken practical lessons with few (23%) never budgeted for resources missing in their departments. According to the (RoK 2007), Republic of Kenya policy document indicated that a country which cannot invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Eshiwani (1993) noted that schools which lack laboratories libraries and text books often performed poorly in national examinations and this may be the scenario witnessed in Mutitu Sub-County public day secondary schools which perform dismally.

4.5 Principals' supervision of teachers

The second objective of study sought to examine the extent of principals' supervision of teacher's impact on students' performance at KCSE in Mutitu Sub-County.

4.5.1 Principals' responses regarding supervision of teachers in their institutions.

To examine the extent in which principals supervise teachers in their schools, the principals in the study were asked some questions regarding their supervisory strategies in their schools. The findings are presented in Table 4.9.

Table 4.9 Principals’ responses regarding supervision of teachers in their schools.

Principals responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
Teachers follow code of conduct	5	100	–	–	–	–	–	–
Teachers attend to their duties	4	80	1	20	–	–	–	–
Teachers mark students work	2	40	3	60	–	–	–	–
Teachers attend to their classes	3	60	2	40	–	–	–	–
Teachers keep departmental files	2	40	3	60	–	–	–	–
Teachers’ resolute students’ disputes	5	100	–	–	–	–	–	–

From Table 4.9 it can be observed that all (100%) principals strictly ensure teachers follow the code of conduct. Also majority (80%) of teachers attend to their duties but a significant number of teachers (40%) mark students work and keep departmental files. Again all (100%) teachers’ resolute students’ disputes. According to (MOEST, 2010) teacher student ratio has increased from the From the recommended 1:40 to between 1:60 and 1:90 per class. This is a wakeup call to the government to invest in their children for quality education. he literature Supervision concerns the tactics of proper and efficient management of

personnel, (Mbiti, 2007). He also emphatically concluded for a school to perform well in national exams there must be schemes of content coverage for the whole period of course in each subject.

4.6 Principals' supervision of curriculum implementation

The third objective of the study sought to establish how principals supervise curriculum implementation on students' performance at KCSE in public day secondary schools in Mutitu Sub-County. The findings are presented in this section.

4.6.1 Principals' responses regarding supervision of curriculum implementation.

To examine principals' leadership strategies on curriculum implementation, the principals in the study were asked some questions regarding how they supervise curriculum in their institutions. The findings are presented in the Table 4.10.

Table 4.10 Principals' responses regarding curriculum implementation.

Principals responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
Teachers prepare schemes of work	5	100	–	–	–	–	–	–
You organize and coordinate exams	4	80	1	20	–	–	–	–
Teachers follow the block time table	4	80	1	20	–	–	–	–
Feedback is given on performance	4	80	1	20	–	–	–	–
Teachers are punctual in classes	2	40	2	40	1	20	–	–
Teachers prepare progress records	2	40	2	40	1	20	–	–

The findings indicate all teachers (100%) prepared schemes of work, majority (80%) had personal time tables and similar number coordinated exams giving feedback to students. The classes were held but not always as indicated by a significant number (40%) and same with progress records. From the findings it can be observed minority (40%) of the principals are not keen on teacher supervision on punctuality and similarly on curriculum implementation in schools. This is a great blow in curriculum implementation. Poor syllabus coverage has been cited by researchers as a major cause of poor performance in many public day secondary schools. It therefore follows that, curriculum implementation is an important element of principals' leadership strategies. The findings indicate that principals were committed to curriculum implementation

but not fully. This was achieved by ensuring that teachers prepared well for classes and attended their classes but on teachers' punctuality and their progress records they lagged behind. The findings are in concomitant with Mbiti (2007), who asserted that principals should ensure there is a school timetable and the seeing day to day operation of the school.

4.6.2 Teachers' responses regarding curriculum implementation

To examine principals' leadership strategies on curriculum implementation, the teachers in the study were asked how they managed curriculum in their institutions. The findings are presented in Table 4.11.

Table 4.11 Teachers' responses regarding curriculum implementation

Teachers' responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
Finish syllabus	34	56.7	22	36.7	2	3.3	2	3.3
Hold subject panels	10	16.7	12	20	–	–	–	–
Share workload fairly	36	60	24	40	–	–	–	–
Make professional documents	50	83.3	10	16.7	–	–	–	–

Findings in Table 4.11 minority (34%) of the teachers indicated that they did not finish the syllabus in time and in addition few (3.3%) of the teachers indicated that they never completed the syllabus. The findings indicate few (16.7%) of teachers held subject panels and majority (83.3%) made professional documents and similarly (60%) indicated that they shared load fairly. It can therefore be concluded that, teachers did not meet expectation of syllabus coverage and quite a few held subject panels which is a great blow in curriculum implementation and this could have attributed to poor students' performance in the Mutitu Sub-County at KCSE. According to (RoK, 1995), Republic of Kenya policy document, laboratories, text books and the other school facilities are referred as yard stick to gauge quality of secondary education. Sogomo (2001), asserted that teachers should ensure the use of the current syllabus, structure lessons with interesting beginning, revise of the previous lessons and school curriculum should be adhered to strictly.

4.7 Principals' motivation to teachers

The fourth objective in my study sought to examine how principals' motivation to teachers influence students' performance at KCSE in Mutitu Sub-County. The findings are presented in this section.

4.7.1 Principals' responses on motivation to teachers

To examine the influence of principals' motivation to teachers on students' performance, the principals in this study were asked some questions regarding

how they motivate teachers in their institutions. The findings are presented in Table 4.12

Table 4.12 Principals' responses on motivation of teachers

Principals' responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
Teachers attend workshops	1	20	1	20	1	20	1	20
Teachers go for bench marking	2	40	3	60	–	–	–	–
You delegate duties	2	40	3	60	–	–	–	–
You recognize teachers	3	60	1	20	1	20	–	–
You promote your teachers	2	40	2	40	1	20	–	–
You support your teachers	3	60	1	20	1	20	–	–
You reward your teachers	2	40	3	60	–	–	–	–

From Table 4.12 above it can be observed few (20%) of principals sponsor their teachers to attend seminars a significant number (40%) take their teachers for benchmarking, minority (40%) of the principals delegate their duties, a significant number (40%) of the principals promote their teachers and minority (40%) of the principals reward their teachers. This level of motivation to teachers in public day secondary schools in Mutitu Sub-County out rightly below average and shocking. It can therefore be confidently concluded that poor students' performance in Mutitu Sub-County attributed to low levels of teachers motivation from their

principals. From all the cases, only two cases from the findings indicate motivation slightly above average that is recognition of teachers and their reward which is at (60%). Olembo et.al. (2005) emphatically indicated that it is the responsibility of the principal to assess the staff needs. He outlines ways in which a school principal can create corporation with his staff; creating a stimulating environment, having confidence in them by deploying them to fair and reasonable loads and always consulting them before making any decision.

4.7.2 Teachers' responses regarding to their motivation

To establish principals' motivation to teachers, the teachers in the study were asked how the principals motivated them. The findings of the study are presented in Table 4.13.

Table 4.13 Teachers' responses regarding their motivation

Teachers' responses	Always		Regularly		Rarely		Never	
	f	%	f	%	f	%	f	%
Go for tours	6	10	10	16.7	30	50	14	23.3
Get letters of appraisal	4	6.7	26	43.3	14	23.3	16	26
Go for bench marking	2	3.3	10	16.7	28	46.7	20	33.3
Consulted in decisions	30	50	22	36.7	6	10	2	3.3

From the findings in Table 4.13 few (10%) of teachers are taken for tours, also few (6.7%) of teachers are given letters of appraisal by their principals. Shockingly very few (3.3%) of teachers are taken for bench marking. On average (50%) of teachers are consulted by their principals before making decisions. From the findings in Table 4.13 we can squarely and confidently conclude that, poor motivation teachers by their principals in public day secondary schools in Mutitu Sub-County has adversely led to students' poor performance at KCSE. From the Sandararaman (2009) noted that, teachers who were given financial incentives produced better results. He also indicated that teachers taken for outings, benchmarking, intrinsically and extrinsically motivated performed exceptionally better.

4.8 Problems affecting performance at KCSE

This section presents information related to factors affecting performance in public day secondary schools in Mutitu Sub-County. The principals, teachers and students were interviewed.

4.8.1 Principals responses on problems affecting performance in the school

The researcher sought to investigate from the principals' whether there were some problems affecting performance at KCSE. The findings are presented in Figure 4.4.

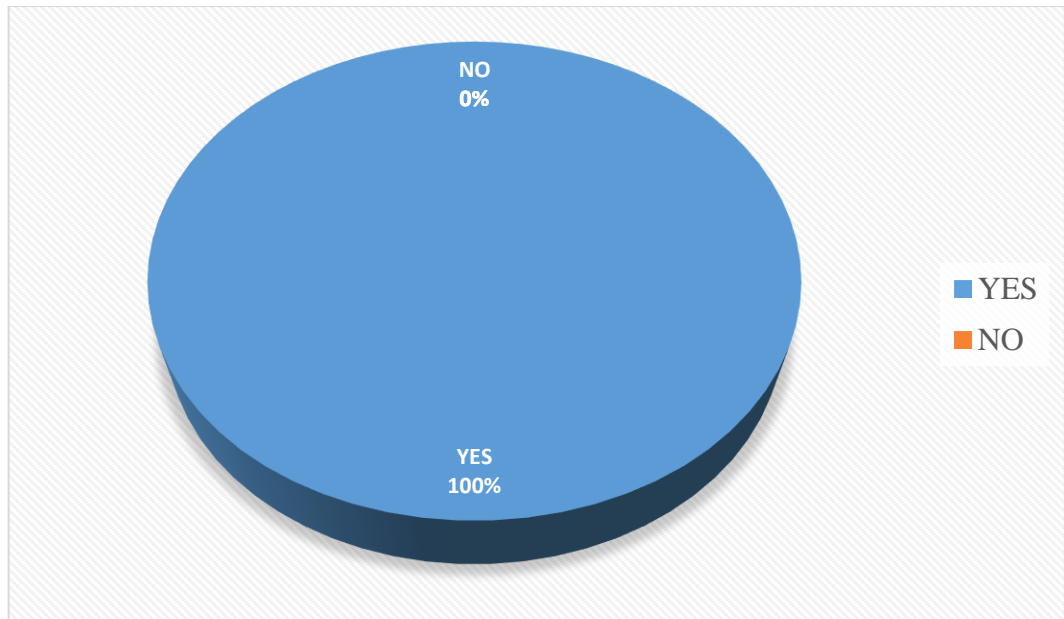


Figure 4.4 Principals' response on problems affecting performance.

The findings from Figure 4.4 indicate all (100%) principals under study agree that there are problems affecting performance at KCSE. Most of the principals indicated that absenteeism, low entry behavior of the learners, teachers' strikes, high teacher turnover and the challenge of untrained teachers who have no experience in the teaching profession. Edmonds (2001), in his study on exceptional elementary schools, he pointed that principals' leadership strategies were crucial to a school success, they should initiate programs, set policies, manage school resources, hire qualified personnel, promote and retain teachers in the school.

The researcher sought to find out how the principals rated performance in their schools. The findings are presented in the Figure 4.5.

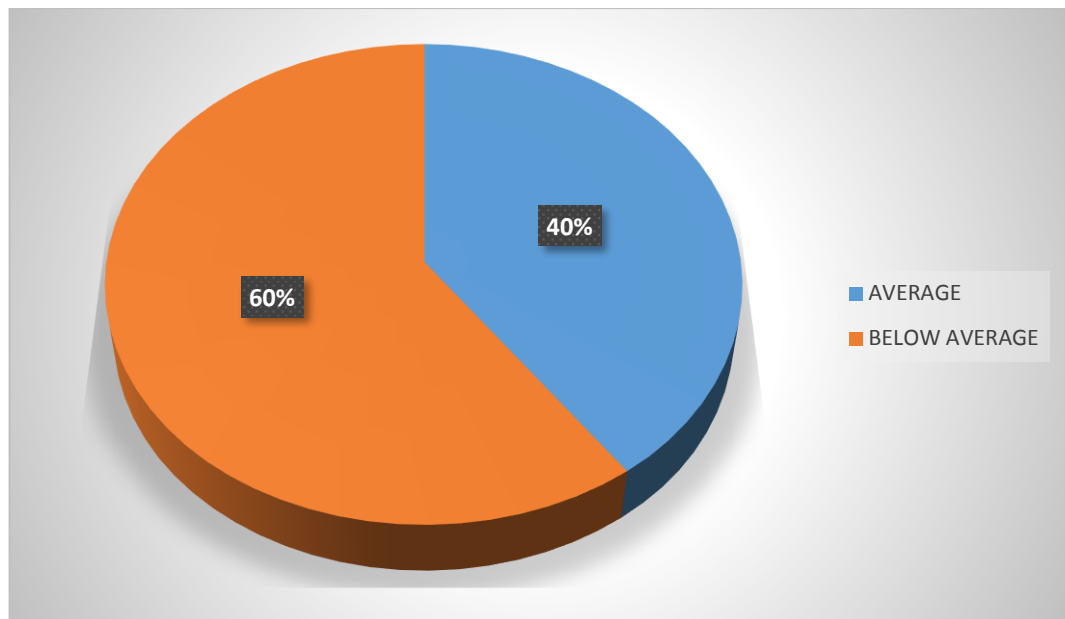


Figure 4.5 Principals' rating of academic performance at KCSE in their schools

From the findings indicated in Figure 4.5 majority (60%) of the principals rated their schools as below average and minority (40%) as below average. From the findings, majority of the principals indicated indiscipline, attitude from both students and teachers towards public day secondary schools and lack of professionally trained teachers as the bottle necks towards performance. Sogomo (2001) indicated that, students attitude are the reflection of teachers attitudes, those teachers and students positive about a school are likely to perform in such a school and vice versa. The researcher sought from the principals what could be done to improve performance in their schools. They beseeched the government to employ more professionally trained teachers. Few accepted that there is need for more education especially M.Ed. and Ph.D. to be more equipped with more leadership strategic skills for better students' performance in public day secondary schools. Blasé and Blasé (2001), concurred that effective principals' should have specific

skills which include technical, human relations and conceptual skills acquired through education.

4.8.2 Teachers' responses on problems affecting performance in their schools

The researcher sought to investigate from the teachers whether there were some problems affecting students' performance at KCSE in their schools. The findings are presented in Figure 4.6.

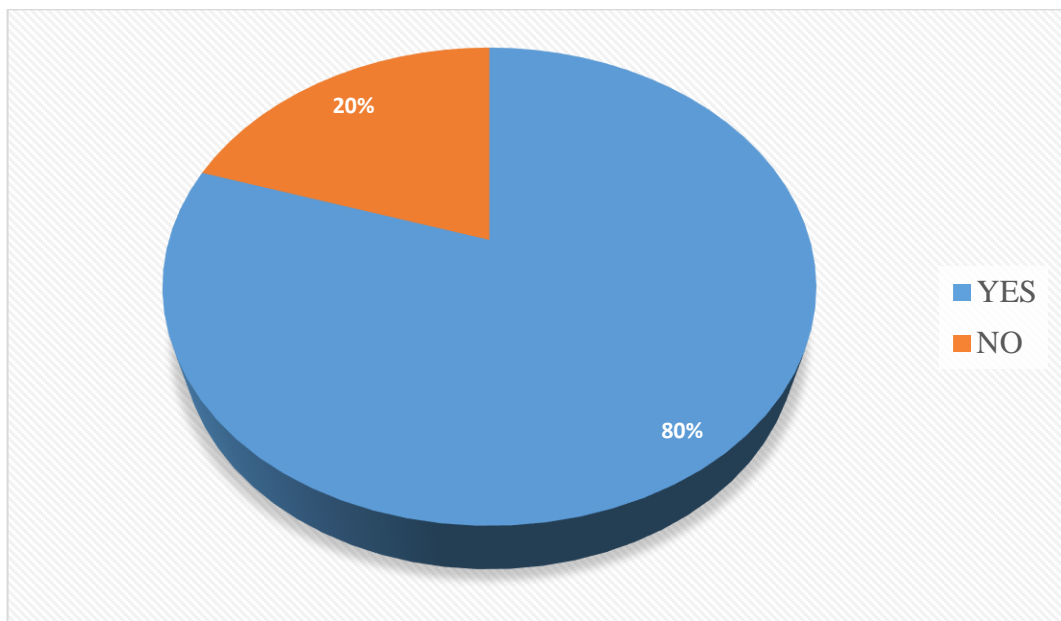


Figure 4.6 Teachers' response on problems affecting KCSE performance

From the findings indicated in Figure 4.6 majority (80%) of the teachers agreed that, there were specific problems affecting students' performance at KCSE. Majority of the teachers indicated lack of motivation from their principals as key to poor students' performance, they alluded lack of syllabus coverage as a draw back and lack of up-to-date teaching and learning resources in their schools. Olembo et.al. (2005) indicated that, every school should have a staff policy

attractive and motivating to teachers and geared towards attainment of educational goals and objectives.

The researcher sought to find out how the teachers rated students' performance in their schools. The findings are presented in Figure 4.7.

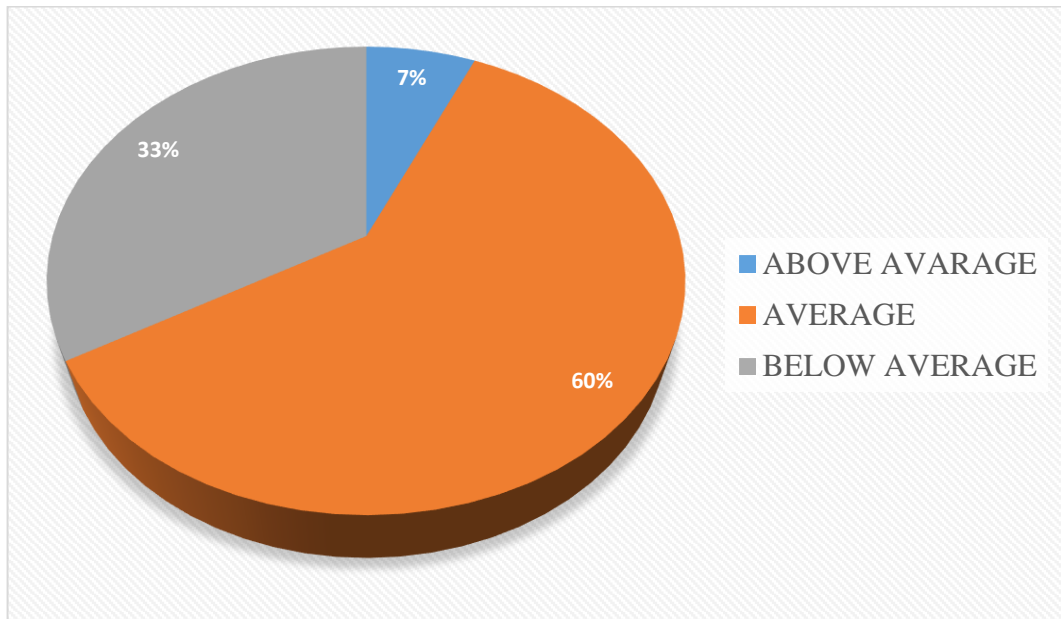


Figure 4.7 Teachers' rating of students' performance in KCSE in their schools

Figure 4.7, majority (60%) of teachers indicated average performance. Majority also indicated that they were not professionally trained in that, were form four graduates and had little knowledge on professionalism, they also asserted that benchmarking was not done to them and motivation is too low to attract better performance. Sandararaman (2009), noted a great difference in performance between teachers highly motivated and lowly motivated. He indicated financial incentives, school tours, gifts, free meals, benchmarking programs and seminars as great teacher motivators.

The researcher sought to know from the teachers what could be done to improve performance in day secondary schools. From the findings majority of the teachers indicated that they needed to be motivated by their principals' to perform well, learning resources to be put in place for effective teaching and the principals' to expose them to seminars involving curriculum most of them were young newly employed and inexperienced. Jones J.J (2010), cited professionally trained teachers to post good results as opposed to untrained teachers.

4.8.3 Students' responses on rating and problems affecting performance at KCSE in their schools.

The researcher sought to investigate from the students how they rated their performance and whether there were some problems affecting their performance at KCSE. The findings are presented Figure 4.8

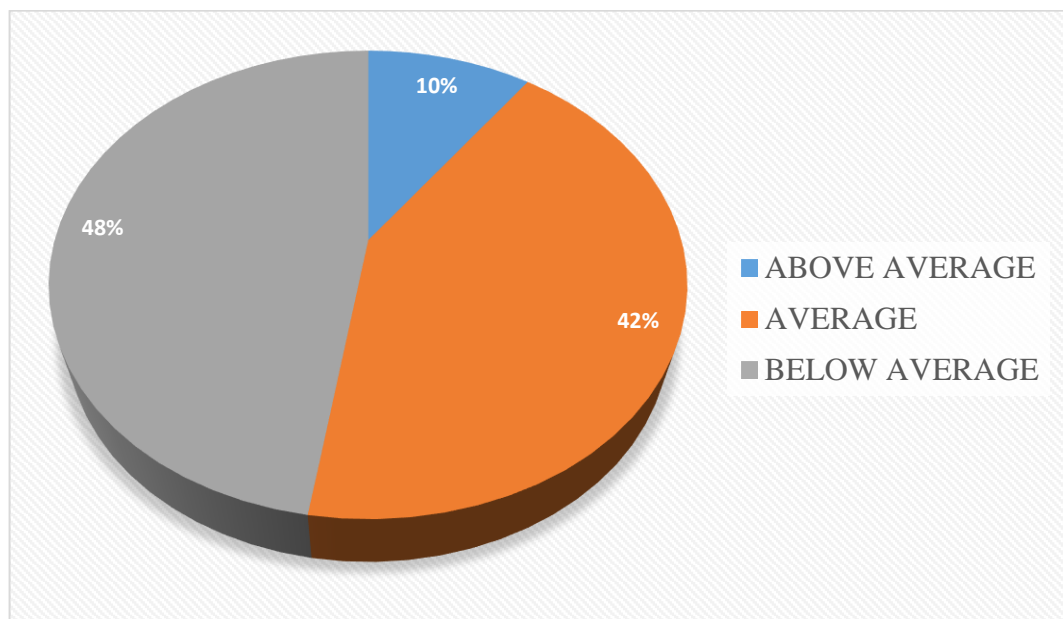


Figure 4.8 Students' rating of performance in their schools.

From the findings indicated in Figure 4.9 majority (48%) of the students indicated their performance had been below average. A significant number (42%) indicated that they had average performance while a few (10%) indicated as having had performance above average. From the findings majority of the students indicated that since most of them were day scholars, they had less time for schooling and instruction, they also cited negative attitude towards day secondary schools hence had less effort because they believed they can't perform. Eshiwani (1993), identified the following policy related factors that may cause poor performance in public day secondary schools; school plant, resources and the leadership strategies of the principal.

The researcher sought to know what could be done to improve the students' performance at KCSE. From the findings majority of the students needed guidance and counselling to change their attitude against day secondary schools, trained teachers to be deployed and discipline to be properly checked. They emphatically recommended for more instructional time which is an advantage their counterparts benefit from in boarding secondary schools. American Journal from the University of Toronto (Centre for applied research), Researchers from the University of Minnesota examined the available evidence and offered educators and policy makers and all citizens interested in promoting successful schools to have a policy for teachers in the system with the necessary support and training to succeed. According to the international journal of business and management vol.5, No. 6; June 2010: Leadership style has impact on school departments and teams as well as work climate and atmosphere favorable for educators. It also indicated leaders who want best results should create such climate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of summary of the study, conclusions, recommendations and suggestions for further study.

5.2 Summary of the study

The study sought to investigate the influence of principals' leadership strategies on students' performance at Kenya Certificate of Secondary Education in public day secondary schools in Mutitu Sub-County. The researcher singled out four principals' leadership strategies influencing students' performance at Kenya Certificate of Secondary Education.

The study was guided by four research objectives, namely:

To determine the effect of the principals supervision of school resources on students' performance at KCSE in public day secondary schools in Mutitu Sub-County, to examine the extend of principals' supervision of teachers on students' performance at KCSE in public day secondary schools in Mutitu Sub-County, to examine the influence of principals' supervision of curriculum implementation on students' performance at KCSE in public day secondary schools in Mutitu Sub-County and to establish the extent to which teacher motivation influence students' performance at KCSE in public day secondary schools in Mutitu Sub-County.

The study employed descriptive survey design. The study targeted 6 public day secondary schools in Mutitu Sub-County. For this study the target population consisted of 6 principals, 66 teachers and 300 form four students in the 6 public

day secondary schools. The sample for the study comprised of 6 principals 66 secondary school teachers and 90 form four students. Data was collected by use of questionnaires. Pre-testing was done to gauge the clarity and relevance of the research instruments. The instruments were also validated and tested for reliability. The study used Statistical Package for Social Sciences (SPSS) IBM Version 20 to analyze data. The data was analyzed both quantitatively and qualitatively. Quantitative data was edited to eliminate inconsistencies, summarized and coded for easy classification in order to facilitate tabulation and interpretation. Descriptive statistics was used in describing the sample data in such a way as to portray the typical respondent and to reveal the general response pattern. Qualitative data analysis was done by describing the distribution of single variables. The analyzed data was then presented through tabular representation of frequency tables and pie charts.

5.2.1 Principals' supervision of school resources on students' performance at KCSE.

The first objective of the study sought to determine the effect of principals' supervision of resources on students' performance in KCSE. All the principals indicated good keeping of books of account with majority of them supervising school funds. Majority of the principals kept a healthy school environment and a significant number well supervising the school plant. On the side of teachers, on average principals ensured they supervised school resources an even ensuring books and reference materials were up-to-date.

5.2.2 Principals' supervision of teachers on students' performance at KCSE

The second objective of the study sought to examine the extent of principals' supervision of teachers on students' performance at KCSE. All the principals had informed their teachers on the code of conduct and ethics, majority of the principals supervised teachers to attend in to their duties while a significant number of principals ensured teachers mark students work and kept departmental files. On average the principal's ensured teachers attend to their classes. This shows laxity in principals' instructional supervision and possibly the root cause of poor students' performance at KCSE in Mutitu Sub-County.

5.2.3 Principals' supervision of curriculum implementation on students' performance at KCSE

The third objective sought to examine the influence of principals' supervision of curriculum implementation on students' performance. The study showed all the principals made sure teachers always prepared the schemes of work, majority of them regularly coordinated the exams, marked students work and gave them feedback but only a few ensured punctuality of teachers to work and this could be the reason towards poor students' performance in Mutitu Sub-County. On the same supervision of curriculum the teachers indicated on average of the principals ensured syllabus completion, while majority ensured professional documents were prepared. On average the principals ensured fair distribution of work and only a few of them ensured teachers hold subject panels. This findings show laxity in principals' supervision of curriculum implementation hence poor students' performance in day secondary schools.

5.2.4 Principals' teacher motivation on students' performance at KCSE

The fourth objective of the study sought to determine the extent to which teacher motivation influence students' performance at KCSE. The findings indicated very few of principals' took their teachers for outings, also few teachers were taken for bench marking. On average, principals promoted and supported their staff. .This indicates very low levels of motivation to teachers from their principals. On the other hand only few teachers indicated to have gone out while in school and also a few teachers to have been appraised by their principals. Only a few of the teachers were taken for bench marking and on average the principals consulted teachers before making. Among the four objectives, motivation shows great failure from the principals in public day secondary schools in Mutitu Sub-County. It can squarely be concluded that the back lies on the principals majorly to motivate their staff, supervise school resources well as well as teachers for proper curriculum implementation hence performance in Mutitu Sub-County.

5.3 Conclusions

Based on the findings from the study, on the objective of principals supervision of school resources, proper management of funds was done however, the principals exhibit some laxity. This is witnessed by majority of teachers indicating the syllabus they use is not up-to-date. It can therefore be concluded that, this could be one of the reasons for poor students' performance in Mutitu Sub-County.

On the principals supervision of teachers the findings indicated that, teachers who attended to their duties without fail, made up for their lost lessons, attended to students work and exams giving them feedback impacted positively to good performance. Majority of the schools indicated less than half of the staff as employed by the TSC hence a great let down quality grades from quality teachers.

On curriculum delivery and implementation, it was established that curriculum implementation was done but not to the expected standards, majority of the teachers indicated to have never completed the syllabus which is the corner stone to performance. The converse is true, it impacts to poor performance at KCSE.

On the objective on teachers' motivation and students' performance the findings indicated that majority of the teachers were not taken for trips, benchmarking and were never given any financial incentives by their principals. This could be the major factor from the research findings that contributes to low input hence low output cumulating to poor performance of public day secondary schools in Mutitu Sub-County.

5.4 Recommendations

Based on the findings of the study, it is recommended that;

Education officials in Kitui County and Mutitu Sub-County offices should ensure all public day secondary schools have adequate and up-to-date learning resources, good supervision of the school plant and proper management of the school funds.

The Quality Assurance and Standards Officers (QASOS) in the sub-county should ensure supervision of teachers by the principals in public day secondary schools.

The Sub-County director of education should alleviate understaffing by giving special attention to public day secondary schools in liaison with the principals and the Teachers Service Commission.

The Kenya Institute of Curriculum Development (KICD) should vet materials suitable for students, constantly prepare up-to-date syllabus and ensure they are distributed to all public day secondary schools in the country. It should follow to the schools to ascertain the syllabus public day secondary schools are using, it's the approved by them.

The principals' of various public day secondary schools are recommended to train in M.Ed. and PhD.to have the requisite knowledge on the importance of teacher motivation and its relationship students' performance at KCSE. Majority of the principals don't motivate theirs teachers oblivious of the eminent danger they are exposing to leaners success

5.5 Suggestions for further study

The study suggested that;

1. The study was carried out in Mutitu Sub-County which is a rural dry area. Future studies should be carried out in urban areas for comparative analysis.
2. This study was carried out in public day secondary schools. A similar study should be carried out in public boarding secondary schools for comparative analysis.
3. Since the analyzed data from Kitui County Director show a slightly higher performance in public boarding secondary schools a similar research can be carried out to establish what strategies principals use in this public boarding schools to perform better than the public day secondary schools possibly to emulate from them.

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APPENDICES

Appendix I

KCSE analysis in mean for public and day secondary schools in Kitui County from year 2012 – 2015

SUB COUNTY	Year 2012			Year 2013			Year 2014			Year 2015		
	DAY	BOARDING	DIFFE	DAY	BOARDING	DIFFE	DAY	BOARDING	DIFFE	DAY	BOARDING	DIFFE
1. KISASI	4.53	6.66	-2.13	3.4	5.36	-1.96	5.05	5.27	-0.22	5.34	6.10	-0.76
2. NZAMBANI	3.59	5.46	-1.87	3.21	5.54	-2.33	4.62	6.22	-1.6	5.00	6.14	-1.14
3. KITUI WEST	3.72	5.92	-2.2	5.28	5.82	-0.54	4.97	5.17	-0.2	5.24	5.88	-0.64
4. MIGWANI	3.42	4.31	-0.89	3.33	4.07	-0.74	4.48	5.90	-1.42	4.74	5.94	-1.2
5. KITUI CENTRAL	5.11	5.55	-0.44	3.77	5.69	-1.92	4.90	6.40	-1.5	5.22	5.34	-0.22
6. MUTITU	3.82	5.50	-1.68	3.48	5.19	- 1.74	3.90	5.88	- 1.98	3.79	6.39	- 2.6
7. KYUSO	4.92	5.10	-0.18	4.64	4.96	-0.32	4.30	4.80	-0.50	5.56	4.44	-1.12
8. LOWER YATTA	4.88	5.12	-0.24	5.08	5.46	+0.38	4.00	5.62	-1.62	4.72	5.28	-0.56
9. MWINGI CENTRAL	4.13	5.53	-1.4	4.15	5.33	-1.18	3.79	5.01	-1.22	4.07	5.61	-1.54
10. TSEIKURU	4.17	4.25	-0.08	4.26	4.30	-0.04	4.11	4.47	-0.36	3.92	4.30	-0.38
11. MUMONI	3.40	4.10	-0.7	3.33	4.07	-0.74	3.21	3.69	-0.48	3.97	4.41	-1.24
12. MWINGI EAST	3.42	4.31	-0.89	3.06	4.38	-1.32	3.17	4.75	-1.58	3.21	4.99	-1.78
13. MUTOMO	4.33	4.70	-0.37	3.56	5.10	-1.54	3.79	5.01	-1.22	4.00	5.28	-1.28
14. IKUTHA	4.65	5.25	-0.6	3.6	4.34	-0.74	3.92	4.56	-0.64	4.67	5.05	-0.38
15. KATULANI	4.61	5.21	-0.6	3.59	5.7	-1.58	3.54	5.26	-1.72	4.68	5.16	-0.48
16. MATINYANI	3.79	5.01	-1.22	4.72	5.08	-0.36	4.57	5.43	-0.86	4.83	5.11	-0.28
AVERAGE	4.16	5.12	-0.96	3.90	4.99	-1.09	4.15	5.26	-1.11	4.51	5.34	0.83

Source: Kitui County Director of Education Office year 2015

Appendix II:

A Letter of Introduction

KIMEU WILFRED MUTISYA

UNIVERSITY OF NAIROBI

P.O. BOX 30197-00100

NAIROBI

To Whom It May Concern

REF: EDUCATIONAL DATA COLLECTION

I am a Master of Education student from the University of Nairobi specializing in the field of educational administration. I am carrying out a research on **Influence of principals' leadership strategies on students' performance at KCSE in public day secondary schools, Mutitu sub-county.** I would be grateful if you would spend a few minutes to complete the attached questionnaire. The information on the questionnaire will only be used for the purpose of this research. Your identity will remain confidential and therefore do not write your name anywhere in the questionnaire.

Thank you.

Kimeu Wilfred Mutisya

E55/75303/2012

Appendix III

Principal's questionnaire

This questionnaire is divided into two sections, A, B and C. Please complete each section according to the instructions. Do not write your name or the name of your school to ensure complete confidentiality.

SECTION A

Kindly respond to each item by putting a tick (✓) next to the responded that is applicable to you.

1. Indicate your gender

- a) Male [] b) Female []

b) What is your age bracket?

- a) Below 25 years [] c) 35-44 years []

- b) 25-34 years [] d) 45-54 Years []

c) What is you highest academic qualification?

- a) M.Ed. [] c) BAS/BSC with PGDE [] e) Ph.D. []

- b) B.Ed. [] d) S1/Diploma in Education [] f) Others (specify).....

d) For how long have you been in the teaching profession?

- a) 1- 5 years [] c) 11-15 years []

- b) 6-10 years [] d) 16-20 years [] d) Over 20 years []

e) For how long have you served as a principal?

- a) 1-3 years [] c) 4-6 years []

- b) 7-10 years [] d) 11-15 years [] e) Over 15 years

f) For how long have you been a principal in your current school?

- a) Less than 1 year [] c) 6- 10 Years [] d) 3-5 years []

b) 1-2 years [] e) Over 10 years []

g) What is the category of your school?

a) Mixed board and day [] c) Boys day only []

b) Mixed day [] d) Girls only day []

PART B

For each item in this section, put a tick [√] against the appropriate response.

Use the following scales; Always = 4, regularly = 3, rarely = 2 and never = 1.

	Always	Regularly	Rarely	Never
Supervision of Resources				
1. Do you inspect the physical plant, initiate and carry out procedures to maintain and improve?				
2. Do you ensure schools facilities are effectively used?				
3. Do you maintain safe and healthy environment?				
4. Do you account for school funds?				
5. Do you prepare and present books of account for auditing?				
6. Do you ensure books are adequate for learners?				

7. Do you prepare budget for the school?				
Supervision of Teachers				
1. Do you ensure that teachers follow the code of conduct and regulations as per the TSC?				
2. Do you ensure that teachers attend their duties without fail?				
3. Do you ensure that teachers mark students work and give feedback promptly?				
4. Do you ensure teachers attend to classes promptly?				
5. Do you ensure teacher keep files for each departmental meeting.				
6. Do you ensure that teachers resolve students' disputes when they occur?				
Curriculum Delivery				
1. Do you ensure that schemes of work are prepared by the teachers?				
2. Do you organize and coordinate examinations?				
3. Do you ensure each teacher has his/her own timetable?				

4. Do you ensure that teachers provide feedback to students about their performance?				
5. Do you ensure that teachers instill punctuality in classes?				
6. Do you ensure that progress records are filled by teachers after every exam?				
Motivation of Teachers				
1. Do teachers attend workshops and seminars?				
2. Do you take teachers for benchmarking?				
3. Do you delegate duties?				
4. Do you recognize teachers and praise them?				
5. Do you promote your teachers?				
6. Do you support your teacher when in need?				
7. Do you reward your teachers?				

PART C

Put against the appropriate response.

- Are there problems that you are experiencing that may affect your performance in KCSE? Yes No

If yes, specify.....

2. In your opinion how do you rate KCSE performance in your school? Tick against the appropriate response.

Above average [] Average [] Below Average []

3. What would you point as the factors influencing KCSE performance in your school? Kindly list them down
4. Give suggestion on what can be done to improve KCSE performance in your school?.....

THANK YOU

Appendix IV:

Teachers' Questionnaire

This questionnaire is divided into two Parts, A,B and C. Please complete each section according to instructions. Do not write your name or the name of your school to ensure complete confidentiality. Kindly respond to all questions.

PART A

Respond to each item by putting a tick (✓) next to the response that is applicable.

1. Indicate your gender a) Male [] b) Female []
2. What is your age bracket?
 - a) Below 25 years [] c) 35-44 years []
 - b) 25-34 years [] d) 45-54 years []
3. What is your highest academic qualification?
 - a) M.Ed. [] c) BAS/BSC with PGDE e) Ph.D.
 - b) B.Ed. [] d) S1/Diploma in Education f) Others specify.....
4. What is the category of your school?
 - a) Mixed board and day [] b) Mixed day []
 - c) Girls only day [] d) Boys only day []
- 5).How long have been in the teaching profession?
 - a) Less than 1 year [] c) 3-5 years []
 - b) 1-2 years [] d) 6-10 years [] e) Over 10 years []

PART B

For each of the questions in this section, read the responses and put a tick (√) against the appropriate response.

Use the following scales; Always = 4, regularly = 3, rarely = 2, Never = 1

	Always	Regularly	Rarely	Never
Supervision of Resources				
1. Do you constantly check the students: books in your classes?				
2. Do you issue reference books to students?				
3. Do you make follow up to get the references books back?				
4. Do you use up-to-date books and syllabus?				
5. Do you administer practical lessons to students?				
6. Do you prepare a budget of resources missing in your department?				
Motivation of Teachers				
1. Do you go for school tours / outings?				
2. Have you been getting letters of appraisal from your principal?				

3. Have you been going for benchmarking?				
4. Does the principal consult the teachers before making decisions?				
Curriculum Implementation				
1. Do you finish syllabus in time?				
2. Do you hold subject panels?				
3. Does the principal supervise the curriculum?				
4. Do you share workload fairly?				
5. Do you make professional documents				

PART C

Put against the appropriate response.

5. Are there problems that you are experiencing that may affect your performance at KCSE? Yes No If yes, specify.....
6. In your opinion how do you rate KCSE performance in your school? Tick against the appropriate response.
Above Average Average Below Average
7. What would you point as the factors influencing KCSE performance in your school? Kindly list them down
8. Give suggestion on what can be done to improve KCSE performance in your school?.....

THANK YOU

Appendix V:
Students Questionnaire

Do not write your name or the name of the school to ensure complete confidentiality. Kindly respond to all questions.

1. Indicate your gender by putting a tick [] against the appropriate response.

Male [] Female []

2. In your opinion how do you rate KCSE performance in your school? Tick against the appropriate response.

Above average [] Average [] below average []

Are there problems you are experiencing that may affect your school performance at KCSE? If yes specify.....

4. What would you point out as factors influencing KCSE performance in your school? Kindly list them down.....

Give suggestions on what can be done to improve performance in

Your school.....

THANK YOU

Appendix VI:

Letter of research authorization from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@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:

NACOSTI/P/16/67712/12250

5th July, 2016

Wilfred Mutisya Kimeu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of principals leadership strategies on students performance in Kenya Certificate of Secondary Education in public day secondary school Mutitu Sub County,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **4th July, 2017**.

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

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

Appendix VIII

Letter of authorization from the County Director of Education Kitui County

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department for Education

Telegrams "EDUCATION" Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail : cde.kitui@gmail.com



COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote;

REPUBLIC OF KENYA

Ref. No: **KTIC/ED/RES/22/185**

Date: **29/08/2016**


WILFRED MUTISYA KIMEU
UNIVERSITY OF NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on **"Influence of principals leadership strategies on students performance in Kenya Certificate of Secondary Education in Public Day secondary schools in Mutito Sub county in Kitui County, Kenya"** I am pleased to inform you that permission has been granted.

You are advised to liaise with the respective Sub County Director of Education before embarking on the exercise.

Regards,


P.M. MAKITE
COUNTY DIRECTOR OF EDUCATION
KITUI COUNTY.

COUNTY DIRECTOR OF EDUCATION
KITUI
P.O. Box 1557, KITUI.



Appendix IX

Letter of authorization from the County Commissioner



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams "DC" Kitui
Telephone 22004/22010
Fax - 04444 23260
Email - cckitui@gmail.com

COUNTY COMMISSIONER
KITUI COUNTY
P. O. BOX 1,
KITUI

Ref No: K.C.603/I/123

29th August, 2016

Wilfred Mutisya Kimeu
University of Nairobi
P.O. Box 30197 - 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*influence of principals leadership strategies on students performance in Kenya Certificate of Secondary Schools in Mutitu Sub County*".

You are hereby granted permission to undertake the research in Mutitu Sub County.

Handwritten signature of Odidi J. Otieno in black ink.

ODIDI J. OTIENO,
FOR: COUNTY COMMISSIONER,
KITUI COUNTY
CC

Deputy County Commissioner
MUTITU SUB COUNTY

County Director of Education