INFLUENCE OF SELECTED HEADTEACHERS' MANAGEMENT SKILLS ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NJORO SUB-COUNTY, NAKURU COUNTY, KENYA.

EGERTON UNIVERSITY LIBRARY
20 SEP 2021
P.O. BOX 536,
EGERTON

JAMES MAINA JOHN

EGERTON UNIVERSITY
LIBRARY

A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements for the Master of Education Degree in Educational Management of Egerton University

EULIB
068947

EGERTON UNIVERSITY

EGERTON UNIVERSITY LIBRARY
11 JAN 2021
P.O. BOX 536,
EGERTON
AFRICANA SECTION

MAY 2021

2021/114 806

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented in this university or any other for the award of a degree.

Signature..... ..... Date..... 24/2/2021

James Maina John

EM15 /3761 /14

Recommendation

This thesis has been submitted with our approval as University Supervisors

Signature..... .....Date... 24/02/2021...

Dr David Kuria Wamukuru. PhD

Department of Curriculum Instruction and Education Management

Egerton University

Signature..... Date..... 24/02/2021

Dr. Peter Koros. PhD

Department of Curriculum Instruction and Education Management

Egerton University

COPYRIGHT

©2021 James Maina John

All rights reserved. No part of the thesis may be reproduced, stored in a retrieval system or transmitted in any form or by any means, photocopying, scanning, recording or otherwise, without the permission of the author or Egerton University.

DEDICATION

This work is dedicated to my mum Mary Njeri and my late father Mr. John Nduati who taught me the virtues of hard work self-reliance, patience and tolerance. It is also dedicated to my wife Susan for her unrelenting support and our children for their inspiration and encouragement throughout the study.

ACKNOWLEDGEMENTS

First and foremost I would like to thank God for the far he has brought me and for providing me with the energy and strength to undertake this study. Secondly I would like to thank the Egerton university administration for offering me an opportunity to further my study in the institution. I am greatly indebted to the lecturers in the university who tirelessly worked with me from the beginning to the end of my study. Special thanks go to my supervisors Dr. Kuria Wamukuru and Dr. Peter Koros for their guidance, inspiration, technical support, encouragement and constructive criticism which led to the completion of this research study.

I would also like to convey my sincere gratitude to the quality assurance and standards officer Njoro Sub-county Mr. Kiarie for the support he accorded me during data collection. I thank all the primary school headteachers and teachers in Njoro Sub-county who assisted me with useful information which contributed to the development of this study. I thank my wife Susan and our children John and Stephen for their moral support throughout this study.

May the Almighty God bless all those who contributed to this study.

ABSTRACT

In Kenya, many stakeholders are concerned with pupils' academic performance at the end of primary school level since this is perceived to have an effect on access to quality secondary and higher education. Academic performance is influenced by various factors which include policies, school culture, school location, available resources, individual learner's attitudes and efforts among others. This study sought to establish the influence of the headteacher's management skills on pupils' academic performance. The study focused on selected headteachers' management skills including leadership style, motivation of staff, supervision of instruction and management of pupil's discipline. These were considered to have strong interaction effect as evidenced from available literature. The literature on influence of the selected management skills on academic performance was reviewed and the gaps were identified. The study was guided by the education production function theory which informed the study on the influence of institutional arrangements on student performance. The study used descriptive survey design. The study targeted a population of 887 respondents including 810 teachers 76 headteachers and one Quality and Standards Officer in the Ministry of Education, Njoro Sub-County. Simple random sampling was used to select 252 teachers for the study while purposive sampling was used to select 30 headteachers and one Quality and Standards Officer. Data was collected using a teachers' questionnaire, headteachers' interview guide and document analysis. The reliability of the instrument was estimated through the Cronbach's Alpha (α) coefficient test and was found to be 0.813. Data was analyzed using descriptive and inferential statistics. The results were reported in frequency counts, percentages and means. Simple Linear Regression was used to determine the influence of the independent variables on pupils' academic performance. The study findings indicated that supervision of instruction had the greatest influence on academic performance followed by leadership style then management of pupils' discipline followed by motivation of teachers. The study concluded that, all the selected management skills had statistically significant influence on pupils' academic performance.The study recommended that headteachers should use effective style of leadership, supervise instruction effectively, motivate their teachers and give attention to pupils' discipline for better pupils' academic performance. The findings helped fill the gaps in literature and may assist the ministry of education officials and policy makers with useful information which may help in designing of activities that enforce better school management and enhance access to quality education.

CONTENTS

DECLARATION AND RECOMMENDATION ii
COPYRIGHT iii
DEDICATION iv
ACKNOWLEDGEMENTS v
ABSTRACT vi
LIST OF FIGURES xi
LIST OF ABBREVIATIONS AND ACRONYMS xii

CHAPTER ONE 1
INTRODUCTION 1
1.1 Background to the Study 1
1.2 Statement of the Problem 9
1.3 Purpose of the Study 10
1.4 Objectives of the Study 10
1.5 Research Hypotheses 10
1.7 Scope of the Study 11
1.8 Limitations of the Study 11
1.9 Assumptions of the Study 12
1.10 Operational Definitions of Terms 12

CHAPTER TWO 14
LITERATURE REVIEW 14
2.1 Introduction 14
2.2 Headteachers' Leadership Style and Academic Performance 14
2.3 Headteachers' Motivation of Teacher sand Pupils' Academic Performance 16
2.4 Headteachers' Supervision of Instruction and Pupils' Academic Performance 21
2.5 Headteachers' Management of Pupils Discipline and Academic Performance 25
2.6 Identified Gaps in the Literature 28
2.7 Theoretical Framework 28
2.7 Conceptual Framework 31

CHAPTER THREE **34**
RESEARCH METHODOLOGY **34**
3.1 Introduction 34
3.2 Research Design 34
3.2 Location of the Study 35
3.3 Population of the study 35
3.4 Sampling Procedure and Sample Size 35
3.5 Description of Research Instruments 37
3.6 Validity of the Research Instrument 39
3.7 Reliability of the Research Instrument 40
3.8 Data Collection Procedures 41
3.9 Data Analysis 41

CHAPTER FOUR **43**
RESULTS AND DISCUSSION **43**
4.1 Introduction 43
4.2 Characteristics of the Respondents 43
4.3 Influence of the Headteachers' Leadership Style on Pupils' Academic Performance. 45
4.4 Influence of Headteachers' Supervision of Instruction on Pupils' Academic Performance 54
4.5 Influence of Headteachers' Management of Discipline on Pupils Academic Performance 58

CHAPTER FIVE **62**
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ... **62**
5.1 Introduction 62
5.2 Summary of Findings 62
5.3 Conclusions 62
5.4 Study Recommendations 63
5.5 Recommendations for Further Study 64

REFERENCES **65**

APPENDICES **78**
Appendix A: Questionnaire for Teachers 78
Appendix B: Interview Guide for the Headteachers 82
Appendix C: Interview Guide for the QASO 83
Appendix D: Sample Size Determination Table 84
Appendix E: Checklist for KCPE Performance 2012-2016 85
Appendix F: Request for Permit Letter 88
Appendix G: Research Permit 89
Appendix H: Authorization Letter for Research 90
Appendix I: Summary of Alpha Coefficient Test for the Questionnaire 91
Appendix J: Map of Njoro Sub County 92
Appendix K: Published Papers 93

LIST OF TABLES

Table 1 Performance of KCPE from 2012-2016 7

Table 2 Performance of KCPE in 2017, 2018 and 2019 8

Table 3 Sample distribution of schools in various divisions in Njoro Sub- County 36

Table 4 Distribution of the sampled Teachers in Njoro Sub-County per division 36

Table 5 Respondents Age, Qualification and Experience by Gender 44

Table 6 Pupils KCPE Mean Scores for the Years 2012 to 2016 46

Table 7 Leadership Styles used by Headteachers 46

Table 8 Influence of Headteacher's Leadership Style on pupils' academic performance Coefficients 47

Table 9 Analysis of headteachers' Motivation of Teachers 51

Table 10 Summary of Headteachers' Motivation of Teachers 52

Table 11 Influence of Headteachers' Motivation of Teacher on Academic Performance Coefficients 52

Table 12 Summary of Data on Headteachers' Supervision of Instruction 55

Table 13 Summary of Results on Supervision of Instruction 55

Table 14 Influence of Headteachers' Supervision of Instruction on Academic Performance Coefficients 56

Table 15 Summary of Data on Headteachers' Management of Discipline in Schools 60

Table 16 Summary of Results on Headteacher's Management of Discipline 61

Table 17 Regression of Headteachers' Management of Discipline on Academic Performance 61

LIST OF FIGURES

Figure 1: Interaction between headteachers' Management valuables and Pupils' academic Performance.....31

LIST OF ABBREVIATIONS AND ACRONYMS

EFL:	English as a First Language
EPT:	Education Production Theory
GOK	Government of Kenya
HRD:	Human Resource Development
INSETS:	In-service Training and Seminars
ISLLC:	Interstate School leaders' Licensure Consortium.
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya certificate of secondary education
KESI:	Kenya Education Staff Institute
KIE:	Kenya Institute of Education
KNEC:	Kenya Examination National Council
MCREL:	Mid-Continent Research for Education and Learning
MOE:	Ministry of Education
NACOSTI:	National Commission for Science, Technology and Innovation
NCEO:	Nakuru County Education Office
NSCEO:	Njoro sub County Education office
PRISM:	Primary School Management
QASO:	Quality Assurance and Standards Officer
SDP:	Strategic Development Plan
SPSS:	Statistical Package for the Social Science

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education enhances the productive nature of man, not only in social and economic terms but in terms of imparting "values, ideas, attitudes and aspirations important for natural development" (Nsubuga, 2008). Globally, academic performance is of paramount importance to every country which endeavours to develop high social economic status of its citizens. Good examination results are always the expectations of every learner in a school. The headteacher's skill in school management influences the behaviour of the school in terms of how teachers teach, how much students learn and the overall academic performance. This is because key decisions in a school are made with the consent of the headteacher (Mwoma, 2012).McGuffin (2011), Serenades and May (2010) have demonstrated that, the work of school leaders affect student achievement, mostly through the support they provide to teachers.

For a school to produce good academic results, the head teacher has to learn and practice the best leadership styles that work, have skills on how to supervise instruction, motivate the teachers and manage learners discipline among other skills. These are roles for every head of a school but if they are learnt and practiced efficiently, they become skills which are all embedded on conceptual, human and technical skills (Gitman *et al.*, 2018). These are skills whose literature is available and the researcher has interest in their development and implementation as some of the schools' arrangements which need to be put in place in order to have good academic results. These skills were also selected due to their interaction effect.

The leadership style of a headteacher could have positive impacts on teaching and learning environments and processes leading to improvements in students' academic performance (Gurr *et al.*, 2006). Leadership style encourages the leader to develop a school culture which could lead to well managed discipline of pupils, motivated teachers and supportive leadership in the school. Motivation of teachers is boosted by good communication and interaction with school manager and disciplined learners (Kiziltepe, 2006: 2008). An effective headteacher is able to give meaningful feedback after classroom observation which may contribute to good academic performance in the school. Ubben and Hughes (1997) reinforced the idea that an effective principal must exercise a series of specific instructional leadership roles which include technical, human and educational around which leadership style, supervision of instruction, motivation of teachers and management of discipline revolve. It is in this light that this study

sought to establish the influence of the head teacher's management skills on learners' academic performance in Njoro sub-county.

The headteachers as school managers need to be effective in their leadership so as to acquaint themselves with the various challenges facing the school. They communicate the purpose and goals in a meaningful way such that all stakeholders understand what they need to do (McIver *et al.*, 2009). Headteachers should involve all the stakeholders i.e. parents, ministry officials, teachers, the community and pupils in order to ensure that the best outcomes are realized (Leithwood, 2006). Bieketty (2004) opine that lack of discipline and respect among teachers cause a severe barrier to effective teaching and learning in the classroom.

Maintaining discipline in a school is a collective responsibility by the headteacher, the teachers and students. Every one of them is expected to participate actively to ensure that there is a safe environment in the school by adhering to the rules and regulations set collectively and embedded on the national policy on discipline (Hill, 1994). Gawe *et al.* (2001) express cooperative learning if academic performance is to be achieved among students. With the guidance of a supportive headteacher the school should come up with guiding principles of the expected behavior. If school is effectively disciplined, the academic performance on the part of student and teacher will be highly rated. Discipline creates a good image of the school to the parents and the community and also leads to good academic performance. Lack of punctuality, absconding of classes by both learners and teachers should not be issues in the school program as it affects academic performance. Implementation of effective discipline at school which the study sets out to investigate in Njoro sub-county is of great importance to the student. It is termed as a journey to adulthood and mostly leads to better academic performance (Ehiane, 2014).

In public schools, it is the role of the headteacher to motivate, communicate and manage conflicts among teachers, students and other school stakeholders and interact effectively with them (Arnett, 2010). According to Lunenburg (2010) effective human relations enable school leaders to unleash staff potential and assist them to achieve their maximum performance. Teacher motivation is crucial in determination of learners' academic performance (Dörnyei& Ushioda, 2011). Teacher motivation factors include teacher personal information and professional variables (Carson & Chase, 2009), working environment and colleagues (Mani, 2002), social values and norms (Peterson &Ruiz-Quintanilla, 2003). Praver and Oga-Baldwin

(2008) provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. Dörnyei and Ushioda (2011) suggested five categories of de-motivating factors, including inhibition of teacher autonomy, stress, inadequate career structures, insufficient self-efficacy, content repetitiveness and limited potential for intellectual development.

Atkinson's (2000) in a discussion of relationship between students and their motivated and de-motivated teachers stated that motivated teachers reported enthusiasm about both teaching and students' work. Another supporting study was conducted in Turkish context when Kiziltepe (2006) found that administration and students were major factors de-motivating high school teachers, and her subsequent study (2008) indicated that students, low salaries and less opportunity to do research were outstanding de-motivating factors for university teachers. Students have been recognized as one of the primary factors to motivate and de-motivate teachers (Kiziltepe, 2006, 2008). Sugino's (2010) investigation of de-motivating factors for Japanese English as a first language (EFL) college teachers suggested that five out of the top seven de-motivating factors were related to student attitudes. As students' learning outcomes are highly dependent on the quality of instruction, teaching effectiveness has been explored in terms of teaching styles, teacher approaches to teaching, teaching practice and instruction behaviour in relation to teacher motivation factors (Butler &Shibaz, 2014; Han *et al.*, 2015; Thoonen *et al.*, 2011).

Various studies have shown that teacher motivation leads to good academic performance an example being a study by Musungu *et al.* (2008)on the motivational strategies used by headteachers in academic achievement in secondary schools in Vihiga district, Kenya. The study recommended that presentation of awards, prizes, gifts and presents, special ceremonies (parties), proper criteria and procedure in promotion, assistance related to teachers' personal problems, disciplining of teachers confidentially, provision of proper staff room and space to work should be attended to in order to boost individual teacher morale in teaching for the sake of learners academic performance. It was in the interest of the researcher to establish if these factors were considered to help in motivating teachers so that they can influence learners' academic performance positively in Njoro sub county schools.

Effective leadership in a school has been widely noted as a factor that will make a difference between achievers and non-achievers. In effect, in any organization, including the school, there is the need for leaders to have powerful influence on the quality of teaching and student performance. Examination of research findings shows that leadership is important in developing effective innovate schools and in facilitating quality teaching and learning (Dinham, 2007). Although some research indicates that school leaders have an indirect effect on student achievement, some identified leadership characteristics are more conducive to increasing student performance by enhancing working conditions and the educational environment in the school.

School leadership is not just a learned behavior, but also depends on a variety of direct and indirect variables such as personality, goals, values and collective efficacy of all parties involved (Waters *et al.*, 2004; Waters & Cameron, 2007). One of the pre dominant leadership styles is Autocratic leadership style which is a domineering style where the leader alone takes decision for others to implement without previous consultation. There is very little communication; the leader uses threats and punishments in order to cause fear. Psychologists believe this styles stems from fear and feeling of insecurity. Afful-Broni (2004) describes brutal force which is used by autocratic leaders as a defensive tool which causes effectiveness and has an impact on student's academic performance as quoted by Gyasi *et al.* (2016) in their study on the effects of leadership styles on learners' performance, the Case of Asonomaso Nkwanta of Ashanti Region in Ghana.

The other leadership style is Laissez – Faire Leadership Style a terminology from the French "Let them do what they wish." There are no hard and fast rules, which lead to complete freedom or autonomy to staff of the organization. When an ineffective person is put in charge, he or she refuses to take action in order not to offend the followers, thus producing disastrous consequences (Afful-Broni, 2004). However, where the subordinates are skilled in the various disciplines, this system can be appropriate. The above argument not withstanding as Afful-Broni (2004) points out, the Laissez-faire leadership can lead to apathy and anarchy on the part of the staff.

Another style of leadership is democratic leadership style in schools which is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging

EGERTON UNIVERSITY
LIBRARY

delegating, coaching, accepting responsibility and recognition of the ability and potentials of others. Leaders therefore are considered primus intra pares"-first among equals (Afful-Broni, 2004). Notwithstanding the current management style used by headteachers', the transformational or facilitative leader has become an effective leadership style in current public education system. Many researchers had also proposed that moving towards transformational leadership was the only viable way for school restructuring and reform (Lin, 1999). "A transformational leader is keen to changing environment and has the knowledge and skills to adapt to the rapidly changing situations. A transformational leader is flexible, open-minded, sensitive to other people's needs, encourage participation sharing, decision-making and highly tolerant of diversity" (Gyasi *et al.*, 2016). So as to fill the gap on leadership style and its positive influence in schools in Njoro sub county it was important for this study to be conducted.

The quality of education in Njoro sub-county as measured by pupils' achievement in the national examination is low. This fact concurs with what the government of Kenya noted in its master plan on education and training (1997 - 2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance, (Republic of Kenya, 1998). Aimed at standardizing the practice of effective teaching, the headteacher's role should be to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress (Barth, 1986).A study by Mwamuye and Mulambe (2012) on the influence of leadership in performance of primary schools in Kenya concluded that monitoring of staff played a key role in enhancing the school mean score. It's necessary that schools strived to ensure the teachers are well supervised to perform their roles.

The monitoring and supervision needed to be enhanced so as to ensure any corrective measures were undertaken on time. Wekesa (1993) in a study on the impacts of headteachers' instructional leadership on student academic achievement in Kenya noted that if students were to get quality education in their schools the management of the schools needed to be improved under the steering of the headteachers. Chitiavi (2002) stated that good teaching and overall effective headship are the only tools necessary for good performance in schools. This study wished to establish if supervision of instruction is done and if it had influence on learners' academic performance and provided solutions for Njoro sub-county.

The Teachers Service Commission Act 2012 states that teachers should be morally upright and have to be well trained and specialize in specific teaching areas (GoK, 2012). The ministry of

education recognizes the fact that improved learning and achievement is strongly embedded on how the school is managed. It is in the same spirit that the ministry approached the department of international development of the United Kingdom for assistance in the training of primary school headteachers in management skills through primary school management project (PRISM). The project went ahead to publish the management guide for school which addresses important aspects of school management planning, curriculum and resource management (School Management Guide, 1999).

When the teachers service commission was recognized as a constitutional entity in the constitution of Kenya (GOK, 2010), Nakuru county education office in conjunction with Njoro sub -county education office took the initiative of organizing for workshops and in-service training of heads on their roles in order to enhance informed leadership in the sub-county. They also went ahead in training heads on staff appraisal in their regular meetings and also encourage heads welfare meetings in the sub-county and also in their clusters where they share their experiences, learn from peers and come up with solutions to common challenges faced in schools (Ministry of Education &Human Resource Development [MOE & HRD], 1999). However, the sub-county's performance from the year 2012-2016 as shown in table 1.1 has been low as compared to other sub-counties in Nakuru County. The results show that quality grades are absent and since most of these pupils proceed to the local secondary schools, the problem of low performance is taken to the next educational level. Dismal performance negatively affects manpower development in the region and the country at large. Unless the problem is identified the pupils will continue performing lowly at KCPE and this will have a negative influence on the countries social economic development. Effectiveness can be measured in terms of performance of learners (Duignan, 2006). It is in this view that the researcher intended to determine the influence of headteachers' management skills on academic performance. The data analysis for this study was done in 2018 before the government implemented the 100% transition policy which kicked off in the year 2020.The performance of Njoro in relation to other sub-counties in the five years (2012-2016) is shown in Table 1.

Table 1

Performance of KCPE from 2012-2016

Sub county	**Year 2012**	**2013**	**2014**	**2015**	**2016**
	mean score				
Nakuru North	268.99	268.95	272.68	278.22	281.32
Nakuru Municipality					
Naivasha	260.12	265.29	266.50	266.51	269.92
Kuresoi	254.86	254.44	248.12	248.22	251.04
Rongai	251.56	246.98	240.19	239.27	2249.71
Molo	255.13	252.21	244.49	253.1	251.64
Njoro	245.76	238.05	247.04	245.75	254.37
Subukia	238.96	237.26	243.21	243.12	246.11
Gil gil	242.70	235.2	231.23	231.32	225.85
	261.78	259.91	257.74	240.52	253.78

Source: NCEO (2017)

Table 1 presents the performance of Njoro sub-county and other sub-counties in Nakuru County. Nakuru County had nine sub-counties which participated in KCPE for the 2012-2016. The data in the table shows the mean scores of the sub-counties for every year from 2012 to 2016.

Table 2 presents the KCPE results of the sub-counties for 2017 and 2018 although they were not used in this study since it was not the main focus of this study.

Table 2

Performance of KCPE in 2017, 2018 and 2019

Sub County	2017	2018	2019
Nakuru north	267.9	272.89	209.32
Nakuru East	277.42	288.23	288.90
Nakuru West	266.17	266.19	275.59
Naivasha	245.24	245.24	258.93
Rongai	250.32	254.31	253.28
Gilgil	254.62	253.68	258.07
Molo	250.77	253.23	251.59
Kuresoi North	233.29	239.13	235.34
Kuresoi south	249.81	252.44	245.44
Njoro	241.48	238.54	236.88
Subukia	224.26	231.74	230.25

Source: NCEO (2019)

Table 2 presents KCPE performance of sub-counties in Nakuru by mean scores for 2017 to 2019. Due to the rise in the number of schools and the size of the sub-county in terms of the area they covered, the number of sub counties was increased. Therefore Nakuru Municipality was divided into two i.e. Nakuru East and Nakuru west. Kuresoi sub-county was divided into two to create Kuresoi North and Kuresoi South sub counties. The data in the table was not used in the study but was captured for the purpose of showing the progress of Njoro before the study report was presented. The data collected was analyzed in 2018 before the government introduced the policy on 100% transition to secondary school.

From the foregoing, there is evidence that there is low academic performance in KCPE in Njoro sub-county. It is possible that the trend may be caused by the level of management skills among the headteachers. It is also possible that it is caused by factors related to the management skills of the headteacher. Therefore the findings of this study may be useful in highlighting this challenge and providing recommendations to correct the situation.

From the results presented in table one and two, Njoro Sub County's performance was low during the period under study considering the fact that the mean scores are below 250 marks

out of the maximum 500. Among the strategic priority areas in the sub counties strategic development plan during the period under study was to work on ways to improve on KCPE performance (SDP, 2016). The study fits nicely within the sub county strategic priorities as there are specific ways the sub county can use these research findings to build its capacity to improve on pupils' academic performance.

Academic performance is influenced by a number of factors including headteachers management factors policies, school culture, school location, available resources and individual learner's attitudes and efforts (Burns, 1978). This study focused on selected headteachers' management skills to determine how they influence students' academic performance. This was because the headteacher is the leader in the school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school whether academic or administrative (Huber, 2004).

1.2 Statement of the Problem

For some time, Njoro sub-county recorded a mean score which was below 250 marks out the maximum 500 and therefore was among the low performers in Nakuru County. All schools in the sub-county receive financial, material, and human resources from the government. The time allocated for teaching was the same and the same exam was done all over the country. Considering the fact that admission to secondary schools was based on KCPE results before the government policy on 100% transition which is a great move that will enable every learner to access quality secondary education irrespective of their social economic status, it was clear that very few pupils joined secondary schools from Njoro sub-county. It was also clear that the transition rate from primary school to secondary school was very low and therefore the dropout rate was very high causing wastage of government resources in many primary schools. This also meant that Njoro sub-county children did not benefit from the government resources in the well-established secondary schools in the country and therefore Njoro sub-county got disadvantaged in terms of distribution of government resources. The question that arose was on the influence of the headteacher's management skills hence the gap which the researcher sought to establish. There was therefore a need to understand the influence of the headteachers' management skills on the performance in terms of leadership style, motivation of teachers, supervision of instruction and maintenance of pupil's discipline. The government policy on 100% transition is a way of addressing inequalities and guaranteeing children in Kenya equitable access to basic education programs. If the issue of low performance is not addressed

then Njoro Sub-County will continue to have low performance which will affect performance of secondary schools where these learners will be admitted hence causing wastage of government valuable resources even during the 100% transition period when good performance is required for human capital development.

1.3 Purpose of the Study

The purpose of this study was to determine the influence ofselected headteachers' management skills on pupils' academic performance in Njoro Sub-county, Nakuru County Kenya. The selected headteachers' management skills include leadership style, teacher motivation, supervision of instruction and management of pupils' discipline.

1.4 Objectives of the Study

The study was guided by the following objectives:

(i) To determine the influence of headteachers' leadership style on pupils' academic performance in public primary schools in Njoro Sub-county

(ii) To determine the influence of headteachers' motivation of teachers on pupils' academic performance in public primary schools in Njoro Sub-county

(iii) To determine the influence of headteachers' supervision of instruction on pupils' academic performance in public primary schools in Njoro Sub-county

(iv) To determine the influence of headteachers' management of pupils' discipline on pupils' academic performance in public primary schools in Njoro Sub-county

1.5 Research Hypotheses

The following research hypotheses were used in the study:

(i) **HO_1**: Headteachers'leadership style has no statistically significant influence on pupils' academic performance in public primary schools inNjoro Sub-county

(ii) **HO_2**: Headteachers'motivation of teachers has no statistically significant influence on pupils' academic performance in public primary schools inNjoro Sub-county

(iii) **HO_3**: Headteachers'supervision of instruction has no statistically significant influence on pupils' academic performance in public primary schools inNjoro Sub-county

(iv) **HO_4**: Headteachers'management of pupils discipline has no statistically significant influence on pupils' academic performance in public primary schools inNjoro Sub-county

1.6 Significance of the Study

The results of this study provide useful information to the Ministry of Education, teachers and other key stakeholders on factors influencing pupils' academic performance in public primary schools. In particular, the study brings out the influence brought by headteachers' management skills. The study provides information that is likely to be useful for the purpose of in-service training of headteachers and other stakeholders in the school management. The study findings and conclusions help to fill the gap in literature on factors influencing academic performance at the primary schools level. It may also serve as a reference material for policy makers to consider in designing for the enhancement of headteachers' management skills. Finally, this study is likely to inspire other researchers to embark on similar studies into other factors contributing to academic performance.

1.7 Scope of the Study

The study focused on the influence of selected headteachers' management skills on pupils' academic performance in Njoro Sub-county, Nakuru County, Kenya. The selected headteachers' management skills included, leadership style, motivation of teachers, supervision of instruction and management of pupils' discipline. Njoro Sub-county was selected because of the prevailing trends of relatively lower performance in KCPE compared to other Sub-counties. The study collected data from teachers since they are considered to have useful information on pupils academic performance and headteachers' management skills. The headteachers' and the quality assurance officer in the Sub County were targeted to provide useful information about pupils' academic performance and headteachers' management skills. The study targeted public primary schools in Njoro Sub-county which had done KCPE from 2012 to 2016.

1.8 Limitations of the Study

(i) There are other school factors that may affect pupils' academic performance. However, the study focused on headteachers' leadership style, headteachers' motivation of teachers, headteachers' supervision of instruction and headteachers' management of pupils' discipline. Other school factors were assumed to be constant since public primary schools with similar characteristics were selected.

(ii) Regular transfer and retirement of teachers and headteachers was likely to affect the quality of data collected. The study selected respondents that were constantly in the sampled schools for the entire study period from 2012 to 2016.

1.9 Assumptions of the Study

The study assumed that:

(i) The respondents of the study took time to study the contents of the questionnaire and responded objectively in order for the data to relate to the real situation in their schools.

(ii) In addition to headteachers' management skills, there are other school factors that may have influenced pupils' academic performance during the study period. The selection of public primary schools with similar characteristics helped to hold the influence of other school factors constant.

1.10 Operational Definitions of Terms

Pupils' Discipline: This involves following set standards, obeying rules and regulations and developing a sense of responsibility and inner self control Eshetu (2014). In this study it is intended to mean the pupils' practices of good behavior in accordance to school rules and regulations.

School Resources: According to the school management guide (KESI, 2011) school resources refer to both learning and physical resources and how they are financed. In this study, resources are used to refer to all physical, human and financial resources that support teaching and learning in a school.

Leadership style: Achieng (2000) defines leadership style as the fashionable manner/ ability to conduct or guide the subjects, the ability to assimilate and translate ideas, rules, regulations and procedures to guide subjects in carrying out a mission within a defined mandate. In this study, leadership style refers to headteachers' management skills to lead, motivate teachers, supervise instruction and maintain discipline.

Teacher Motivation: Okumbe (1998) has defined motivation of staff as a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. In this study teacher motivation refers to ways of making a teacher have interest in their work through provision of both physiological and psychological needs.

Influence: Refers to the power to gain an effect from a phenomenon or get some results out of its interaction with another phenomenon (World Bank, 2008). In this study it refers to the extent to which selected management factors affect performance of KCPE in Njoro Sub-county.

Academic Performance: According to Okoye (1982) academic performance is the result of a set standard performance in a given evaluation exercise such as a test, examination

or a series of continuous assessment. In this study it is intended to mean the overall performance in KCPE in terms of mean score.

Supervision of Instruction: It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Alimi *et al.*, 2012). In this study supervision of instruction is intended to mean the responsible oversight given by the headteacher in order to have quality teaching and learning in a school.

Headteachers' Management Skills: These are the actual learned and – in some cases- natural abilities to perform the management functions efficiently (Gitman *et al*, 2018). In this study it is intended to mean the learned and natural abilities to perform the management roles or functions efficiently.

School Management: The basic education act 2013 highlights on school management as constituted in the new education dispensation as the new structure with sole function of giving leadership guidance, direction and assistance in teaching/learning situation. In this study it is intended to mean the team that work with the head teacher is mandated to undertake the process of managing all resources principles and concepts that may help in achieving the school set goals one being good academic performance of pupils.

Low Academic Performance: According to Okoye (1982), low academic performance is a situation where a learner fails to attain a set standard performance in a given evaluation exercise such as a test, examination or a series of continuous assessment. In this study low academic performance is a score below average academic performance. Thus all scores below 250 marks in KCPE out of maximum 500 marks is considered as low academic performance.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section presents a review of literature which covers several topics on headteachers' management skills and their influence on pupils' academic performance. The chapter identifies the gaps in literature which this study sought o fill. It also covers theoretical framework which is based on Education Production Theory (EPT) model. It also presents the conceptual framework of the study illustrating the relationship between independent, dependent and intervening variables.

2.2 Headteachers' Leadership Style and Academic Performance

Headteachers in their activities, roles, and behaviors in managing school structures does not affect student achievement directly, in the ways the teachers do (Bossert *et al.*, 1982). However, classroom teaching may be impacted by principals' actions, such as setting and clearly communicating high expectations for all students, supervising teachers' instructional performance, evaluating student progress, and promoting a positive teaching/learning environment. The headteachers involve other relevant stakeholders to create conducive teaching and learning environment (Corbett & Wilson, 1995). A study by Rutherford (2002) on the impact of collaborative working environments in enhancing student performance and achievements concluded that the successful headteachers promoted collegial approaches while practicing positive, dynamic, and flexible leadership styles.

Kemp and Nathan (1989) identified three styles of leadership namely authoritarian, democratic, and or laissez-faire commonly applied in schools. According to Campbell *et al.* (1993), the authoritarian or autocratic leadership style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. This style results in the group members reacting aggressively and apathetically in the work environment. This often results in unending industrial disputes in an organization hence affecting the achievement of the overall organizational goals and objectives. They further suggest that authoritarian style should only be used on rare occasions. The democratic leadership style involves the leader including one or more employees in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision making authority. The laissez-faire style of leadership, according to Kemp and Nathan (1989) is where a leader adopts Theory Y (McGregor, 1960). The theory argues that people are

innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. However, this style of leadership may result in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance in examinations.

According to Waller *et al.* (1989) a dimension of leadership style that is associated with the autocratic/democratic continuum is the task- versus relationship-oriented style of leadership with the task orientation being similar to the autocratic method and the relationship-oriented style being similar to the democratic method. Transactional leadership is the extreme of autocratic leadership where leaders have a lot of power over their people (McCleskey, 2014). The headteachers need to use the relationship-oriented style of leadership and develop respectful relationships between learners and teachers. These are essential for they support social and psychological engagement in learning, but also are part of the new curriculum itself, as described by Dunleavy and Milton (2009). Just as building of a house no one builder works alone, adults, including teachers, administrators, counselors, and support staff, must join students on the building crew Corbett and Wilson (1995). Engaging students is more of relationship oriented leadership since it makes them participative in their own learning process (Fletcher, 2005). However, while the concepts of school leadership and school learning environment seem to be intuitively linked, there have been few studies that have related these concepts together (Griffith, 1999).Yulk (2006) affirms that the essence of transformational leadership is to inspire commitment of the followers to share objectives, increase their social identification even to the extent of developing their skills and collective efficacy.

Sağnak (2010) in the study of the relationship between transformational school leadership and ethical climate in Nigeria states that recent paradigm shifts in conceptualizing leadership have also encouraged educational researchers to consider these relationships from the perspective of new leadership model. The analysis of the three leadership styles by Nzuve (1999) as cited by Nyamboga *et al.* (2014) concluded that an effective headteacher pays more attention to planning work and special tasks, and permits teachers to participate in decision making processes in an effort to achieve school goals, as participatory leadership style provides the climate of sense of unity in pursuit of set goals. Mwatsuma (2012) cited Bell (1992) as saying that effective leadership will provide schools with a vision, explicit philosophies laid on consultation and team work and lead to success in attainment of good results in national examinations.

Over the past decades, several comprehensive reviews have been conducted of the literature on school administrators and their roles in schooling. Examples are the Studies on the effects of leadership styles on performance of students in KCSE both by Okoth (2000) and Kimacia (2007) which found out that headteachers rated as being democratic had high mean performance index than autocratic headteachers. Though Huka (2003), Muli (2005) and Wangui (2007) all confirmed that leadership style influenced student KCSE performance, they noted that autocratic headteachers had higher mean scores in KCSE than their democratic counterparts. In another study by Njuguna (1998), the conclusion was that there is no significant relationship between leadership styles and students' KCSE performance.

Nyamboga *et al.* (2014) in their study on the effects of leadership styles on the performance of public secondary schools in national examinations in Tana River County in Kenya concluded that there is a significant relationship between headteachers' leadership style and students' performance at KCSE. The principals in Tana River County had an average of autocratic leadership styles which related very well with their students' poor performance. These findings agree with Millette (1988) who stated that the quality of leadership makes the difference between the success and failure of a school. This confirms that leadership styles are varied and they influence the outcome of students' academic achievements.

From the literature on leadership style there is no clear cut line on which style is most appropriate to suit all learning institutions in order to enhance good academic performance of learners. This is the gap that the study sought to identify in order to make literature available for headteachers that, what is required is a leadership style which is transformational in nature. In this style the leader is keen to changing environment and has the knowledge and skills and adapts to the rapidly changing situations. A transformational leader is flexible, open-minded, sensitive to other people's needs, encourage participation, sharing, decision-making and is highly tolerant of diversity" (Gyasi *et al.*,2016). This literature was missing for Njoro Sub County.

2.3 Headteachers' Motivation of Teacher sand Pupils' Academic Performance

Managers at any organization face a lot of challenges. One of the most important challenges they face is how to motivate their employees to meet the organization needs and their own needs too, achieving the goals for both organization and staff Tamila and Kepuladze (2010). Work motivation is the first step in the process to achieve goals and enhance performance.

Motivation creates the mental efforts that drive knowledge and skills. Motivation can increase productivity, performance and royalty to the institution as staff will feel valued for their work. Motivation works by setting goals for the employee to work towards, causing the employee to push themselves in the work place and accomplish an end goal. Knowing that there is a reward at the end will incentivize staff and motivate them to work harder to achieve the set goals Armstrong (2001). Without motivation, capable persons may not work hard. Thus, motivational performance gaps exist whenever "people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to 'work smart' on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem" (Clark, 2003).

Employees are the main asset of any organization that increase the interest about work motivation in the high global competition and growing industry (Bjorklund, 2001).Organization's success depends on employee performance. It is very important to have creative, innovative and committed employees. This leads to stabilizing the economy and helps to improve life standards, increase salaries, and increase goods available. Some researchers argue that individual employee performance is important to all the society (Ndirtagu, 2013). Motivation has a positive effect on organizational commitment of employees (Khan *et al.*, 2014). Feedback and rewards affect empowerment, financial feedback has positive infancy on perceived impact, but performance based on rewards has little significant and negative effects on self-determination (Hosain, 2014). Financial incentives and rewards motivate the employee to have a positive attitude at work, lead to work satisfaction, improve productivity and performance (Ekpudu & Ojeifo, 2014). There is a positive and significant relationship between financial incentives and employee commitment, increase in financial incentives will improve employee's performance. By satisfying employees' wants and desires organization can only increase employee loyalty (Abid & Tara, 2013).

Terry (2000) in the study of empowering teachers as leaders states, 'in schools where teachers are empowered to be leaders, the focus of control changes from the principal to the teachers'. Whitaker (2003) said "teachers should be placed in situations where they can learn from other teachers''. Leithwood and Rieh (2003) made this statement about building a collaborative process. "To enhance performance in their schools, leaders provide opportunities for staff to participate in decision- making about issues that affect them''. In Ballset *al.* (2011) book "Rethink, Rebuild, Rebound'' they state that an effective headteacher ensures that decisions

are made by the individuals most influenced by them and informed decisions are made by makers who are adequately prepared to make data-driven decisions. They also state that decision makers create action plans to implement decisions based on data and they are expected to be accountable for the consequences of their decisions. By building collaborative processes administrators enhance the performance of their school and teachers.

By providing experiences for teachers to grow, teachers become more committed to the school's mission. As the administration relinquishes control to the teacher and show trust, teachers become more creative and willing to take risks. The classroom teacher will try new approaches to instruction, provide more assistance to their pupils and be more flexible. By granting more freedom and independence, teachers are more likely to have buy-in to the school's mission. This idea is backed up by Terry (2000) when he states "principals should allow their teachers the freedom to be creative and take risks". To enhance these experiences, administrators need to recognize teachers and their accomplishments. With the opportunity to grow as a professional and be recognized for their efforts' teachers will become more empowered and willing to explore future experiences leading to continued growth. High performing schools have administrators who articulate a vision, help teachers grow professionally, and play a lead role in determining the school's climate. Teacher's expectation for student's education attainment can strongly impact on student's motivation (Sciarra& Ambrose, 2011). This is because students find it easier to ignore or minimize parental expectations but pay more heed to what teachers expect automatically.

The guide to survival for new teachers in the United States of America (USA) suggest that teachers encourage parents to support learning at home, volunteer to help in classroom , ensure that homework is completed, and help Organize field trips (United State Department of Education, 2004). Such interactions could foster competence, interest and relatedness in students, helping them to become more motivated. Setting high expectations including attendance motivate learners (Santos, 2011). Hardre' and Sullivan (2009) explain that the teachers who were most effective at diagnosing and improving students' motivation were those who focused on internal characteristics. These are the links between education and things students' value, both now and in their futures. They encourage relatedness and interest. He went on to say that as a head teacher, one has to work through people, so effectiveness in this sense is concerned with the ability to manage and motivate people and to organize the work of schools so that children, as much as possible can benefit. Therefore, for good academic

performance to be realized, head teachers must apply the required competencies on the relevant task which is in line with the path goal leadership theory (Ibrahim & Orodho, 2014).

In developing countries, teachers' motivation has been researched and addressed significantly. All educational stakeholders agree that teacher motivation depend on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing, opportunities for further training and conditions of service, work load, promotion and career path, student's behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005). According to a study done by Kadzamira (2006) in Malawi, teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted to low morale and thus poor performance. In Malawi absenteeism and attrition, were largely influenced by teacher motivational factors like low salaries and poor working conditions. The problem of teacher motivation in Kenya has been discussed in various forums such as seminars, trade unions and public commissions. The Ominde commission of 1964 (Republic of Kenya) expressed the need for provision of a well-educated, keen, competent, respected and contended teaching force. The contribution of teachers is affected by their morale which is related to their salaries and promotion opportunities according to Gachathi commission of 1976 (Republic of Kenya). The two commissions agree that motivation is important in enhancing teachers' performance of duty and consequently the performance of students.

According to Mamoria & Gankar (2005), the purpose of motivation is to create conditions in which people are willing to work with zeal, initiative, interest, enthusiasm with a personal and group satisfaction, with sense of responsibility, loyalty, discipline and with pride so that the goals of an organization are achieved effectively. Among priorities the relevance of motivation is very crucial to the long-term growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, educational resources and strategies as the veritable determinants of educational success and performance. An individual's reaction to work is basic and one's attitude toward work can very well determine success or failure. According to Akanbi (1982) in a study carried out in Nigeria, as cited by Gitonga (2012), failure to meet teachers' needs and expectation such as recognition, achievement, better terms and conditions of service such as salary resulted to low motivation of teachers. According to Ryan and Deci (2000), competence, autonomy, positive performance, feedback and relatedness increase intrinsic motivation of a teacher.

Extrinsic motivation is an external reward a person enjoys after he finishes his work. According to Luthan (1998) as cited by Gitonga (2012), extrinsic rewards are defined as "tangible benefit" relating to a job such as salary, fringe benefits, physical conditions, the amount of work, facilities available for doing the work. Extrinsic factors such as organizations policy and administration, technical supervision, personal and interpersonal relations with superiors, peers, and subordinate affect the external motivation of a worker (Dornyei, 2001). Extrinsic factors relate to context or setting where the work is performed such as working conditions, job security and interpersonal relationship with superiors and peers.

A study carried out in 1999 referred to as Koech Commission as cited by Gitonga (2012) observed that poor terms and conditions of service led to poor morale. Some teachers who work in remote areas have no housing or access to clean water and health facilities. This results in serious wastage of teaching time. In addition to this, heavy workload characterizing 8.4.4 system with free secondary education, the quality of learning and teaching is affected. The intrinsic and extrinsic motivation plays a pivotal role in acquisition and dissemination of knowledge. The quality and adequacy of resources such as physical facilities equipment, teaching materials have a direct bearing on performance of teachers as they show how effectively the curriculum is implemented. Hence teachers need high motivation in terms of work load, remuneration, promotion and conducive teaching environment so as to provide maximum services to the pupils.

Gitonga (2012) in a study conducted in south Imenti Kenya on influence of teachers' motivation on students' performance in Kenya certificate of secondary education concluded that working conditions provided conducive learning atmosphere which made teachers perform better hence good students' performance in the examinations. The study also concluded that there was a strong relationship between professional development and KCSE performance in secondary school. It also concluded that there was a strong relationship between remuneration related factors and school performance in secondary school. In other words, school performance in secondary schools may be explained by the prevailing remuneration factors.

Another study conducted in kikuyu district in Kenya on effects of teacher motivation on students' performance concluded by stating that performance of teachers was being negatively affected by their motivation hence advocating for increase in salary and other non-monetary benefits to match the increasing cost of living in teaching professional in Kenya. This was

because teachers motivations seemed to be related to their performance in their job as it was established that the majority of the teachers performed their activities with low morale as evidenced from reporting early at school, regular testing and examination of pupils, high turn up of teachers in all meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others (Njenga, 2012).

It was important to understand the influence of teacher motivation on pupils' academic performance so as to come up with ways of improving or creating good work environment and enable teachers to work to the expectation of the society. Motivation for teachers in school was important so that school set goals could be achieved one of which was pupils academic performance in Njoro sub county. Before this study it was not clear whether motivation of teachers was done in Njoro Sub County and if it influenced pupils' academic performance and if it did, how. Literature on motivation which lacked for Njoro was provided in this study for the headteachers to reflect on so as to improve on teacher motivation so that they could also motivate learners to perform better. There were no studies that had been conducted in Njoro sub-county previously and therefore this study was necessary to fill this gap.

2.4 Headteachers' Supervision of Instruction and Pupils' Academic Performance

Globally, instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. It constitutes the leverage point for instructional improvement, teacher's competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education. It is therefore suggested that principals as catalysts should facilitate the implementation of the various sets of instructional activities geared towards an effective, viable, vibrant and qualitative educational system that will improve the teaching-learning situation in the input - process - output framework without which the educational endeavors may be an exercise in futility Archibong (2010). For many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools have the potential to make difference in terms of students' performance in academics and a substantial portion of that difference is attributable to teachers, thus there should be a link between teacher competence, behavioral traits, teacher productivity and students' academic performance (Fehintola, 2014).

EGERTON UNIVERSITY
LIBRARY

Instructional supervision can make educators aware of how they should behave in the classroom and react to the needs of students in their classroom, and can also stimulate dialogue and discussion in a school. Massey (2004) in the book "Teacher-child conversation in the preschool classroom" states that supervision of instruction can be a guide for teachers so that they can reflect on their own teaching practices, and those who are observing can learn from others. It also allows educators and administrators to improve not only classrooms, but schools as a whole. One of the foremost reasons to provide systematic observations of a classroom is to improve instruction. Feedback provided from an evaluation or profile can help a teacher become aware of the strengths and weaknesses from an outside perspective. Teachers can improve classroom instruction if given feedback and suggestions on how to improve (Cadigan, 2006).

Instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the Teacher and the Supervisor (Okendu, 2012). Nakpodia (2006) in the book "Educational administration" asserts that, instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

National Open University of Nigeria (2006) observed that Supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. If schools are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved. Consequently various instructional supervisory techniques should be employed to ensure qualitative and quantitative service delivery by the teachers. Every educational system at every level depends heavily on teachers for the execution of its programs. In this regard, Obadara (2005) viewed teachers to be highly essential for a successful operation of the educational system and as a key to the educational development. Without teachers with relevant behavioral traits, educational facilities cannot be used to facilitate academic performance of students.

Instructional process and supervision help a lot in improving academic performance of students. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well-articulated (Okendu, 2012). Instructional supervision can examine how technology is incorporated into a classroom and whether it is used well or ineffectively. Observations can show what technology is available to students in the classroom and how such technology is integrated into learning. Teachers can use calculators, computer technology, interactive whiteboards, videos and more to engage their students. Some observational studies are implemented to evaluate a specific program and help to measure whether the program is meeting its goals. As cited in the Session Paper No. 1 of 2005, data can help determine whether a school and its educational offerings are effective or ineffective, based on data taken in numerous classrooms (Republic of Kenya, 2005).

Instructional supervision is the evaluating and recording of specific information about what is going on within a classroom which should be done regularly in a school. Administrators often implement observation periodically in order to improve classroom models and learn from other educators. Observing another teacher's classroom and having their own class observed both have several educational purposes, including giving the ability to describe instructional practices, evaluate shortcomings that exist for a specific student or group of students, and improve classroom instruction (Gongera *et al.*, 2013).The methods teachers use to bring about these improvements however, remain unclear. According to Gongera *et al.* (2013) in their evaluation of the principals' instructional supervision on academic performance in Kisii county, teachers who received feedback reported limited utility of the information for implementing changes in classroom practice; likewise, classroom observations showed that changes to the environment were neither systematically influenced by feedback nor of student performance.

Nasibi (2003), disagree by looking more explicitly on classroom instructional strategies general literacy instruction as captured but may not have been influenced by feedback. It remains possible that teachers initiated other types of changes in response to feedback about children's performance. For example, in many classrooms, students who fall below expected performance levels often receive additional practice opportunities, individual tutoring from an aide or

volunteer, or a stronger focus on literacy skills. Teachers may not regard these types of adaptations as actual changes in their instruction or environment.

According to Eshiwani (1993) as cited by Gongera *et al.* (2013) the education system in Kenya is largely examination oriented and the quality of education tends to be evaluated in terms of the number of students passing national examinations. Educators and the general public have time and again expressed concern over the factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance, Wekesa (1993) in his study on the impacts of headteachers' instructional leadership on student academic achievement in Kenya noted that; to improve students' performance headteachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution (Gongera *et al.*,2013). It is through supervision that the headteacher gets a clear framework of activities and responsibilities of each member of staff in the school. It enables headteachers to evaluate the extent to which policies, objectives, activities and events are successfully carried out (Too *et al.*, 2012).

Glatthorn (1984) as cited by Namunga (2017) in his theory of differentiated supervision recognizes that some situations call for a more direct approach to supervision by school administrators. He refers to this as administrative monitoring. Studies conducted by Musungu and Nasongo (2008) and Reche *et al.* (2012) reveal that headteachers in high performing schools checked lesson books, schemes of work, records of work covered, attendance registers, class attendance records and clock-in clock out books more frequently than those in average and low performing schools. This study established that headteachers' frequency of internal supervision contributed towards better performance. This involved proper tuition and revision, thorough supervision of teachers' and students' work, proper testing policy, syllabus coverage, teacher induction courses and team building.

Similar findings have emerged from various Kenyan studies, all of which reveal that poor performance in secondary school examinations is a function of poor administration and leadership practices (Ackers & Hardman, 2003; Githua & Nyabwa, 2008). A study by Namunga (2017) on effect of supervision of instruction practices on teaching and learning in secondary schools in Kenya concluded that there was a significant relationship between the

supervision of instructional practices and teaching and learning. If these roles are not carried out the role effectively this may contribute poor academic performance.

Most of the studies in the literature review have been conducted in foreign environments outside Njoro sub-County. They cover wide areas but none has been done locally to warrant generalization to include Njoro sub-County. Supervision of instruction is important as it will help the headteacher understand the work environment for the teachers in the school and why the learners don't do well academically in Njoro Sub County. It was also important to understand how the supervision of instruction affects learning in the school and how it affects learner achievement subsequently leading to low or higher mean scores in the final exam. This study therefore sought to establish whether supervision was done in all schools so that its importance could be stressed so that the headteachers could see its importance and improve on their skills so that better academic results could be achieved by all pupils. However, no one knew whether Njoro could be an exceptional case which could give a new perspective in terms of headteacher's instructional supervision hence the gap which required the study to fill in order to have relevant recommendations necessary for performance improvement.

2.5 Headteachers' Management of Pupils Discipline and Academic Performance

Eggleton (2001) says that effective instruction, accompanied by wide effective classroom management strategies and alternative school programs that aim to discipline for reform, should form disciplinary approach in schools. Disciplinary strategies for reform may include guidance and counselling and remedial assistance. He also suggests a school-wide discipline policy supported by team work (educators) and a 'visible headteacher', that is a head teacher who is present when disciplinary problems need to be attended to, without always delegating disciplinary responsibilities to the head of department. Wragg (2001) supports the idea of praising good behaviour by suggesting that a teacher needs to promote good behaviour by reward or recognition such as praise.

It is worth noting that students expect and respect challenging, rigorous, disciplined, positive, and safe learning environments. Willms *et al.* (2009), in 'Transforming Classrooms through Social, Academic and Intellectual Engagement', suggest one factor of relationship building that stands above others: "the importance of a positive classroom disciplinary climate. Hernandez and Seem (2004), states that effective schools demonstrate sound inclusive

practices which includes emphasizing school discipline, collaborative leadership and their good practice.

According to Adams (2003), school rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behaviour and obedience to school authority. These rules and regulations specify in most cases what school members should do and what they should not do. Time management skill between students and teachers has proved to have direct correlation with performance level. However, the students who perceive to have good time management are those that have the desire to achieve, result in higher level of academic performance. However, the issue of punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution, as part of the efforts toward academic excellence. Kelly (2004) argues that efficient use of time on the part of the students and school administrator directly associated with increased academic performance.

A disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school Ali *et al.* (2014). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers Eshetu (2014). Ehiane (2014) in the study 'discipline and academic performance' in Nigeria concluded that more than 70% of the respondents were of the opinion that management of school discipline has impact on the students' academic performance. Among students, according to Ali *et al.* (2014) indiscipline, is any form of misbehavior which a student can display in several ways such as disobedience, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism. This is supported and corroborated by a number of studies in European, Asian and American countries (Duckworth & Seligman, 2006; Ning *et al.*, 2013; Pasternak, 2013; Whisman & Hammer, 2014; Zhao & Kuo, 2015).

In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014). The Kenya National Examinations Council (KNEC) revealed that between 90% and 100% of teachers in primary schools in Kenya encountered disciplinary problems among their pupils (KNEC, 2010). In a study by Gakure *et al* (2013) in primary schools in Gatanga District, Kenya, 70% of selected 56 teachers indicated that their schools had cases of pupil indiscipline. Research shows that various discipline problems exist among primary

school pupils in Kenya. They include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma *et al.*, 2013).

According to Gitome *et al.* (2013), where there is good discipline, there is improved academic performance. The vital role of discipline in students' academic performance according to Simba *et al.* (2016) in a study on Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County Kenya, is revealed by a number of previous studies carried out in Kenya (Dawo & Simatwa, 2010; Gitome *et al.*, 2013; Sureiman, 2010; Tikoko & Bomett, 2011) and in other African countries (Keating &Rossouw, 2009; Ehiane, 2014). The results showed that discipline related positively with, and accounted for 23% of variance in the pupils' academic performance.

According to Ouma *et al.* (2013) a few studies however suggest that discipline has minimal, uncertain or non-significant influence on students' academic performance or achievement (Gakure *et al.*, 2013; Zimmerman & Kitsantas, 2014). Therefore, findings on impact of discipline on students' academic performance are inconsistent and somehow inconclusive. Furthermore, only a few of the stated previous studies used correlation design, examples being Duckworth and Seligman (2006), Pasternak (2013) as well as Zhao and Kuo (2015). Nevertheless, in their measure of student discipline, the few correlation studies focused on self-discipline and excluded social skills such as obedience, politeness, and social competence.

It is believed that students' indiscipline deteriorated due to a number of factors including the quality of school administration, students living condition, and poor academic performance which prominently featured in the Task Force report (MOE 2001). According to Awuor (2008), high-handed administration, lack of dialogue and rigid rules are to blame for increasing cases of students' unrest. Parenting styles in particular have a relationship with the student character in and out of school (Gitome *et al.*, 2013). Schools should establish a policy on discipline to act as a guide to the students' behaviour which gives the rules and regulations. Indiscipline among students affects the smooth learning of schools leading to poor performance in examinations. This is because indiscipline diverts students' focus from the educational goals which are only achievable through values such as self-determination, hard-work, time management and respect for others (Gitome *et al.*, 2013).

It was important to understand the situation of discipline in schools and how the headteachers deal with it in the individual schools and also understand that its management or lack of its management influence academic performance in Njoro sub county. Management of discipline needed serious attention by the headteachers because it is what drives the pupils to know themselves, set their personal goals and understand that what they do affects themselves and others in relation to academic performance. The type of discipline issues to expect and their causes was also an important area for the headteachers so that they can look for local solutions in their individual schools in Njoro Sub County. These are the gaps this study sought to fill with literature to enable the headteacher manage discipline for better academic performance.

2.6 Identified Gaps in the Literature

Most of the studies in the literature review have been conducted in foreign environments outside Njoro sub-County. They cover wide areas but none has been done locally to warrant generalization to include Njoro sub-County. This study therefore sought to establish whether the same factors apply in the academic performance in Njoro sub-county as suggested. Additionally, the reasons for the persistent low performance in national examinations over the years in Njoro sub-county, is the critical gap that this study attempted to fill. However, no one knew whether Njoro could be an exceptional case which could give a new perspective in terms of headteacher's leadership style, motivation of staff, instructional supervision and headteacher's management of pupils discipline hence the gap which required the study to fill in order to have relevant recommendations necessary for performance improvement.

The studies done as presented in the literature review have found the effects of lack of, or presence of different factors of the identified variables. The presence or absence of all or some of the factors identified influenced the performance of pupils in Njoro sub-county. However, evidence of influence of these factors needed to be obtained. The study was therefore necessary so that recommendations could be made on how the school heads should improve on the identified factors to enhance better academic performance. These are the gaps the study identified in the literature and gave solutions to, which justified this study.

2.7 Theoretical Framework

An educational production function is the relationship between school and student inputs and a measure of school output. This study adopted the Education Production Theory (EPT) model

proposed by Bishop and Wößmann (2007) of educational production which tries to make bring out the idea of effects of institutional arrangements on student performance. In a simple principal-agent framework, students choose their learning effort to maximize their net benefits, while the government chooses educational spending to maximize its net benefits. In the jointly determined equilibrium, schooling quality is shown to depend on several institutionally determined parameters. The impact on student performance of institutions such as central examinations, centralization versus, teachers' influence, parental influence, school autonomy, and competition from private schools is analyzed. Furthermore, the model rationalized why positive resource effects may be lacking in educational production.

This study is limited to the influence of institutional arrangements (inputs) headteacher's leadership style, motivation of teachers, supervision of instruction and management of pupils' discipline against output, academic performance. While there are very few studies that calculate cost effectiveness for different types of inputs, there are hundreds studies which relate student achievement to school characteristics, such as inputs, while controlling for student's background characteristics (for example education, parental income) and there have been several prominent reviews of this literature Pritchett (1999). According to Hanushek (2007) commonly purchased inputs to schools – teacher experience, class size, and teacher education bear little systematic relationship to student outcomes, implying that conventional input policies are unlikely to improve achievement. At the same time, differences in teacher quality have been shown to be very important. Unfortunately, teacher quality, defined in terms of effects on student performance, is not closely related to salaries or readily identified attributes of teachers. The parameters focused on in this study are those directly associated with the school situations and are therefore regressed to help in judging what happens in the schools under study.

Failure to measure all outputs of the educational process and to take account of the endogeneity of school outputs and expenditures seriously is the major weakness of this theory which undermines the integrity of efficiency measures based on estimated cost or production frontiers, or related reduced forms. The theory model does also not address the cause of output choice variation across schools. Demographic characteristics of students and background characteristics include wealth, income, parents' educational attainment and socio-economic status indicators that one normally associates with determinants of demand. Thus, the results of past studies may have confounded demand-side and supply-side effects. Moreover, political

processes influence educational outputs that may respond to local differences in demand for public education in both budgetary (input) and output dimensions.

An analysis of the available output measures can identify institutions that are relatively effective, given their student characteristics and expenditure levels, at producing the subset of outputs measured. Test scores are an imperfect measure of the value of education and unreliable indicators of performance, showing substantial variation in response to small variations in the student sample and also notoriously incomplete, assessing math and reading skills, for example, while ignoring science and civics (Kane & Staiger, 2002).Test scores add little or nothing to a standard wage equation, although "a number of studies" find a positive and statistically significant relationship between educational resources and students' educational attainment and earnings (Card & Krueger, 1996). These measurement errors, specification errors, and omitted variables can cause biased and inconsistent estimates of the relationships among student outcomes and school resources.

The strengths of the theory are that outcomes cannot be changed by fiat, much attention has been directed at inputs particularly those perceived to be relevant for policy such as aspects of teachers or school resources. The output of the educational process - the achievement of individual students – is directly related to inputs that both are directly controlled by policies, for example curricula, governing labor laws, provision of funding, determining rules for the certification and hiring of teachers, and are not so controlled by such things as families and friends and the innate endowments or learning capacities of the students Hanushek (2007). Further, while achievement may be measured at discrete points in time, the educational process is cumulative; inputs applied sometime in the past affect students' current levels of achievement. Family background is usually characterized by such characteristics as parental education, socio-demographic, family size and income. Peer inputs, when included, are typically aggregates of student socio demographic characteristics or achievement for a school or classroom. School inputs typically include school organization (facilities, class sizes, teacher background, (experience, education level, race and sex among others), administrative (expenditures, among others), and district or community factors (for example, average expenditure levels). Statistical analysis, (typically some form of regression analysis) is employed to infer what specifically determines achievement and what the importance is of the various inputs into student performance. Because all schools within a state operate within the

same basic policy environment, comparisons of their performance are not strongly affected by unmeasured policies (Hanushek *et al.*, 1996).

2.7 Conceptual Framework

The researcher conceptualized the independent, dependent and intervening variables as shown in figure 1.

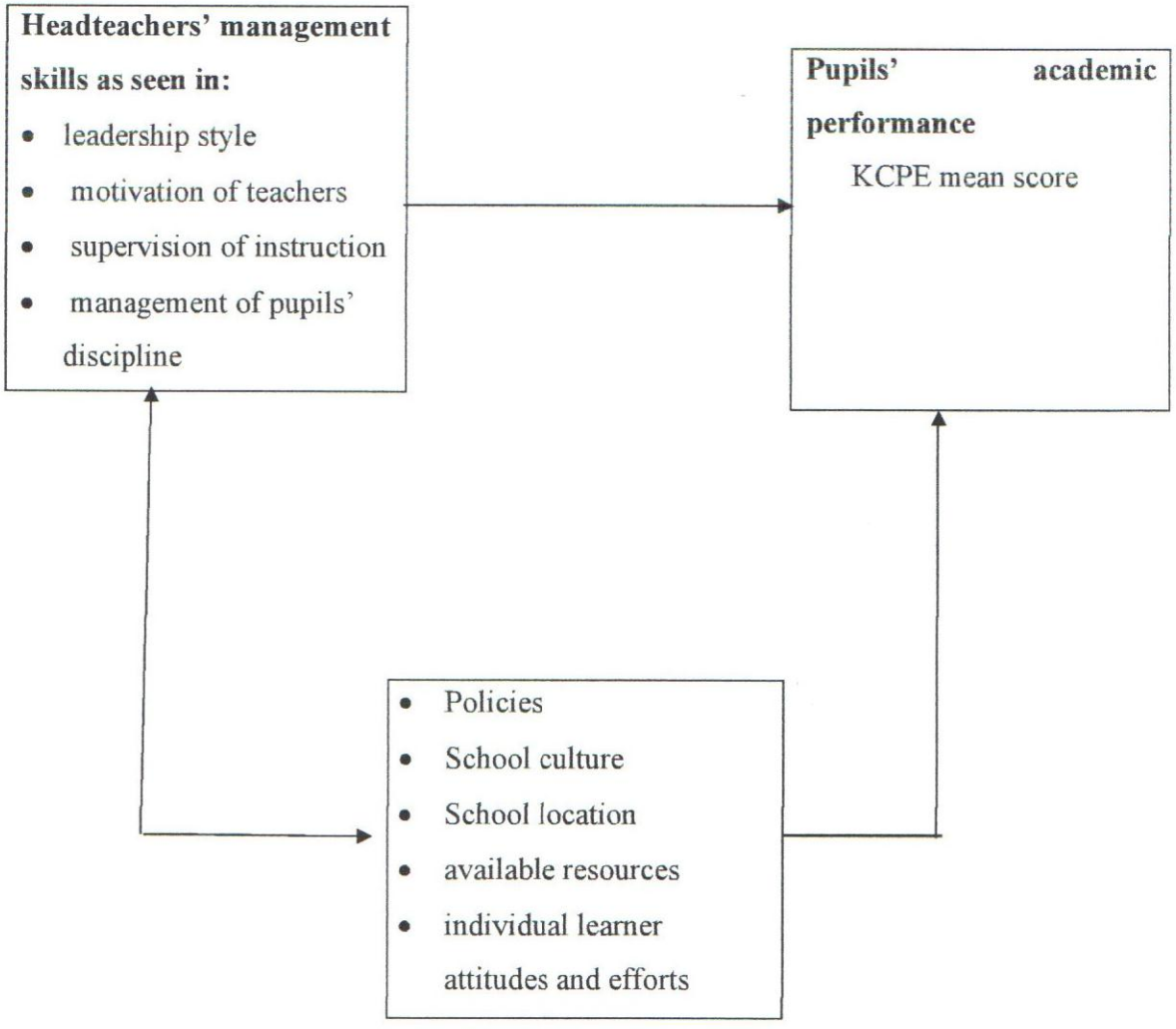


Figure 1: Interaction between headteachers' Management valuables and Pupils' academic Performance

According to the model presented headteachers' leadership style, motivation of teachers, supervision of instruction and management of pupils' discipline (independent variables) are taken to be the cause of the results presented at KCPE (dependent variable). First these are the variables whose related literature is available from previous researches, secondly, the researchers had an interest of studying how they are implemented and developed in schools and finally the same variables had some interaction effect.

The intervening variables policies, school culture, school location, available resources, individual leaner attitudes and efforts could also explain the cause of the results of KCPE indirectly and are simultaneously predicted by the independent variables. They are predicted by the headteachers' leadership style in that the style used will enforce the policies in the school which include exam policies discipline policy and code of conduct. The leadership style will also enforce the school culture and influence the interaction of the school and the other stakeholders who include the sponsors the local community, well-wishers and ministry of education officials. The leadership style will influence the allocation of resources in order to achieve the schools stated objectives. It will also influence the pupils' attitude towards school and learning and also influence them to put a lot of effort in their work.

Headteachers' motivation of teachers to achieve better outcomes can force teachers to motivate their pupils to work harder. It also makes teachers who are the implementers of policies see the importance of implementing the policies for better pupils' performance. If teachers are well motivated they see the need of working with the community to uphold the school culture and also reduce the high teacher turnover even if the school is located in a remote area. The teachers influence the learners' attitude towards school from negative to positive if well motivated.

When the headteacher supervises instruction, he engages teachers in better utilization of resources and better pedagogies and makes them better teachers who are creative and risk takers. This helps to uphold the school culture and influence the pupil's attitudes and efforts positively. When the headteacher manages pupil's discipline, the school becomes safe for the pupils and teachers to teach and learn. The school is able to uphold its culture, able to influence the contribution of its stakeholders despite the location geographically. The school also gets a safe environment where policies are implementable and therefore better result are achieved in the school which include achievement of mission and vision and high exam scores. For

dependent variables the study measured the KCPE Schools' average mean score for the five year period 2012-2016.

An intervening variable is something that impacts the relationship between an independent variable and a dependent variable. Intervening variables follow an independent variable but precedes the dependent variable. It is not possible to statistically measure the extent to which the intervening variables influenced the outcomes of pupil's performance. From the study there is a statistically significant correlation between the independent and dependent variables but it is not proven the intervening variables directly caused the dependent variable behave the way it did. Due to this the researcher hypothesized other variables that could be influencing the relationship. Extraneous variables are any variables that you are not intentionally studying in your experiment or test. The researcher use random sampling of the participants in the study to be able to control the extraneous variables. This does not eliminate any extraneous variable but it is to ensure that it is equal between all groups.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research design, location of the study, the study population, sample size and sampling procedure. The chapter present study instruments their validity and reliability. The chapter also explains the data was collected procedures and data analysis.

3.2 Research Design

The research design for this study was descriptive survey. This is because the design can be used when collecting information about people's attitude, opinions, habits and any of the variety of education or social issues (Kombo & Tromp, 2006). The research design was adopted because it describes the state of affairs or the situation as it is, without manipulating the variables. Avoke (2005) and Blaxter *et al.* (1996) indicated that survey research in education involves collection of information from members of a group of students, teachers or other persons associated with educational issues. According to Ary *et al.* (2002), survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively. It is also the dominant form of collecting data in education and other social sciences (Fink, 2002). The descriptive survey is further considered the most appropriate design for conducting this study since it describe things as they currently are (Creswell, 2002). Information gathered from the descriptive research can be meaningful or useful in diagnosing a situation since it involves describing, recording, analyzing and interpreting conditions that exist. In the approach there is no attempt to control conditions or manipulate variables (Kelley *et al.*, 2003).

According to Creswell (2002), survey data is self-reported information, reporting only what people think rather than what they do. Survey is also deemed appropriate for the study as the current perceptions of teachers are therefore to be sampled. The breadth of coverage of many people means that it is more likely to obtain data based on a representative sample, and can therefore be generalizable to a population (Kelley *et al.*, (2003). It also has the potentiality of providing a lot of information that could be gathered from the respondents. The design is considered useful in generating data that would help find the influence of headteachers' management skills on pupils' performance in KCPE.

3.2 Location of the Study

The study was carried out in Njoro Sub-county in Nakuru County which had 76 public primary schools distributed in five divisions namely central, Kihingo, Lare, Mauche and Mau-Narok. Njoro Sub-county neighbors Molo sub-county to the West, Naivasha sub-county to the East, Rongai sub-county to the North.

3.3 Population of the study

According to Ary *et al.* (2002), population is used to refer to the entire group of individuals to whom the findings of a study apply. In this study the target population was 76 public primary schools, 76 headteachers, 810 teachers and one quality assurance and standards officer in Njoro Sub-county. For the purpose of this study the accessible population was 792 teachers 74 headteachers in schools that presented candidates for the KCPE examination in the period 2012-2016 and one quality assurance officer. Seventy four out of the seventy six schools met this criterion and were therefore considered for the study.

3.4 Sampling Procedure and Sample Size

The study sampled 63 schools, 63 headteachers and 252 teachers using Krejcie and Morgan (1970) sampling table at a confidence level of 95% (appendix D). Sixty-three schools were randomly selected from a total of seventy-four schools. A list of seventy four schools was made in the alphabetical order and then the first sixty three schools were picked for the purpose of the study. Four teachers were randomly selected from each school. Simple random sampling technique which provides participants with equal opportunity to be randomly selected was used to select the teachers. Small pieces of paper were cut, four were marked and others were left blank. The number of papers matched the number of teachers in each school. They were folded and put in a small box and teachers were requested to pick one paper each. The four teachers who picked the marked papers were considered for the study. All respondents were selected through the same method in the selected schools.

In each of the 5 divisions the researcher combined the schools and selected 6 headteachers through purposive sampling totalling to 30 in all. In this section headteachers were selected on the basis of their school performance, three for good and three for low performance. As administrators of the school, the headteachers have information about pupils, teachers, and parents' activities in the school which is important for this study. In purposive sampling, researchers intentionally select individuals and sites to learn or understand a phenomenon.

Cohen*et al.* (2003) cited in Avoke (2005) also assert that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. In this way, the researcher builds up a sample that is satisfactory to specific needs.There was only one quality assurance officer in Njoro Sub County. The large number of teacher participants catered for attrition of the respondents.

Table 3 presents the sample distribution of schools in Njoro sub- County as per the various divisions in the sub- County

Table 3

Sample distribution of schools in various divisions in Njoro Sub- County

Division	**Sample size**	**Percentage**
Njoro central	13	17.10
Kihingo	12	15.78
Mauche	9	11.84
Mau Narok	16	21.05
Lare	13	17.10
Total	63	82.89

Source: Njoro Sub County Office, NSCO (2016)

Table 3 shows that out of 63 schools which is the total number of schools sampled Njoro central had 13 schools, Kihingo 12, Mauche 9, Mau Narok 16 and Lare 1. Table 4 presents the distribution of the number of sampled teachers in the various divisions in the sub county.

Table 4

Distribution of the sampled Teachers in Njoro Sub-County per division

Respondents	**Zones**	**Sample Size**	**Percentage**
Teachers	Njoro	52	20.63
	Kihingo	48	19.04
	Mauche	36	14.28
	Mau-Narok	64	25.39
	Lare	52	20.63
	Total	252	100

Source: Njoro Sub-County Office, NSCO (2016)

From table 4, the number of teachers sampled from Njoro Central division were 52, Kihingo 48, Mauche, 36 Mau Narok 64 and Lare 52. The numbers were distributed according to the number of schools sampled and multiplied by four.

3.5 Description of Research Instruments

According to Creswell (2006) in describing the mixed paradigm research referred to the formulation of the instrument for data collection. The study employed both qualitative and quantitative paradigm instrumentation. The instruments used in this study were a document proforma which consisted of Kenya Certificate of primary Examination results from 2012-2016, a structured questionnaire and two interview guides one for headteachers and another one for quality assurance officer. The use of multiple data collection methods data enhanced quality of data generated through triangulation.

Document proforma

The proforma was developed to collect the name of the school and the KCPE performance of each school from the year 2012 up to 2016 as shown in Appendix E.

3.5.1 The Questionnaire

The researcher prepared a questionnaire which was administered to the teachers, whose opinions on influence of headteachers' management skills on the pupils' academic performance were obtained. Structured questionnaires are simple to administer and relatively cheaper to analyze (Kothari, 2004). A questionnaire was also preferred in this study because it is easy to use on a large number of subjects. The questionnaire had questions which were related to the research questions and covered the variables in the research objectives. The questionnaire was divided into five sections as follows: A: Demographic data, B: influence of headteachers' leadership style on pupils' academic performance, C: influence of headteachers' motivation of teachers on pupils' academic performance, D: influence of headteachers' supervision of instruction on pupils' academic performance E. influence of headteachers' management of pupils' discipline on pupils' academic performance. The questions set were related to each specific objective. The questionnaire had 18 likert scale items and respondents were expected to tick the preferred responses from the key given inform of; SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree depending on their views and opinions. The study relied on the primary data from the questionnaire for the analysis. There was only one questionnaire specifically for the teachers. The questionnaire is attached (Appendix A).

3.5.2 Interviews

Semi- structured interview was conducted for the headteachers in focus groups of six members while that of the quality assurance was one-on- one basis on different dates scheduled by both the researcher and the participants. In each division the headteachers were grouped in one office in the school of their choice, and the researcher administered the interview, making sure they understood the purpose of the interview. The headteachers were also made to accept the need to speak one after the other to make the information valid to the researcher. The researcher himself administered the interview (Appendix B). Everybody took part in the discussion which provided diversity in perspective. Noting the fact that questionnaires do not provide an in-depth investigation of specific phenomenon, the researcher had to supplement the information acquired with interview. The responses were handwritten alongside the tape recording for easy analysis. The Interview helped the researcher to establish the complexity of facts from the headteachers of the selected schools on the influence of the headteachers' management skills on pupils' academic performance in Njoro Sub County. Creswell (2002) defined an interview survey as a form in which the researcher records answers given by the participant in the study. Ary *et al.* (2002) also posits that an interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Kruger (1994) cited in Creswell (2002) posits that, focus groups provide for interaction among interviewees, collection of extensive data and participation by all individuals in the group. According to Ary *et al.* (2002), these are helpful because they bring several different perspectives into contact. The researcher gains insight into how the participants are thinking and why they are thinking as they do. Creswell (2002) posits that focus groups typically consist of four to six people and they are helpful when a researcher is studying a topic that is new or one for which little information is available.

The second interview guide (Appendix C) was used with the quality assurance officer. The choice of this respondent was as a result of feasibility on the part of the researcher. The officer represents the different segments of the population and the major responsibility is to assure quality in terms of exams results and harmony in activities and the functioning of the schools in the entire sub county. The researcher used this instrument to triangulate some of the questions that were asked in the questionnaire. It also helped the researcher gain in-depth understanding of the topic under study. This was applicable in trying to confirm some of the facts and opinions from the responses of the teachers.

3.6 Validity of the Research Instrument

Validity refers to the appropriateness, meaningfulness and usefulness of the specific inferences researcher make based on data collected (Frankel &Wallen, 2000). Validity is often defined as the extent to which an instrument measures what it asserts to measure [Blumberg *et al.*, 2005]. Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). It is the degree to which the results are truthful. Examples of validity include face validity, content validity and criterion validity. Face validity refers to the degree to which a test appears to measure what it claims to measure (Leedey & Ormrod, 2004).Face validity involves the expert looking at the items in the questionnaire and agreeing that the test is a valid measure of the concept which is being measured just on the face of it. This means that they evaluate whether each of the measuring items matches any given conceptual domain of the concept. It is usually used to describe the appearance of validity without empirical testing (Cook & Beckman, 2006).

Content validity is the extent to which the test items on the instrument and the scores from these items represent all possible items that could be asked about the content or skill (Creswell, 2005). It ensures that the questionnaire includes adequate set of items that tap the concept. The more the scale items represent the domain of the concept being measured, the greater the content validity (Shekaran &Bougie, 2010). Specifically, raters will review all of the questionnaire items for readability, clarity and comprehensiveness and come to some level of agreement as to which items should be included in the final questionnaire. Criterion-related validity is used to predict future or current performance. It correlates test results with another criterion of interest (Burns *et al.*, 2017). It deals with relationship between scale, scores and some specific measurable criterion. It tests how the scale differentiates individuals on a criterion it is expected to predict (Pallant, 2011). That is, when we are expecting a future performance based on the scores obtained currently by the measure, correlate the scores obtained with the performance (Messick, 1989). For example, a hands-on driving test has been shown to be an accurate test of driving skills. Its major disadvantage is that such predictor may not be available or easy to establish.

In this study face validity and content validity were considered since the aim was to gauge whether the subject matter was clear and relevant in generating meaningful data. It was also to determine whether the respondent's perceives questions (in questionnaire) the way the researcher intended. The researcher prepared questionnaires and sought advice from experts in

the department of curriculum and instruction of Egerton University. Their recommendations were that there was need to improve on the constructed items so that they can correlate with the objectives of the study. They suggested that some items that were ambiguous led to variety of answer and so should be reconstructed or removed. According to the experts the questionnaire had to be reconstructed to capture the demographic data of the respondents. There was the recommendation of reducing the questionnaire items from forty two to a manageable number of around twenty. The researcher reconstructed the questionnaire so that some of the items found to be inadequate in terms of content for measuring the identified variables were discarded and others modified. The construction of the test items was improved to give the questionnaire the face validity.

3.7 Reliability of the Research Instrument

Reliability refers to that quality of measurement which suggests that the same data would have been collected each time in repeated observation of the same phenomenon (Babbie, 1999). It measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabartty, 2013). It is the consistency of the instrument to yield the same result. Test-Retest method was used to provide evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (re-test). This was done to assess the external consistency of the questionnaire (Allen & Yen, 1979). Two schools Kianjoya and Subuku not included in the sample were subjected to test-retest technique whereby questionnaires were administered to the respondents and collected after three days. These schools were chosen just because of their accessibility from the main road. After two weeks the same questionnaires were administered to the same respondents. This was aimed at testing the reliability of the research instruments.

For consistence of research results from the study instrument, Cronbach's Alpha (α) coefficient was computed. This coefficient determined how items correlate among themselves and hence test the internal consistency of the instrument in measuring the construct of interest (Nkapa, 1997). Scales in the instrument in which Cronbach's alpha coefficient were less than 0.7 in the pilot study were modified and others discarded to increase the reliability of the scale. The number of questionnaire items was also reduced to eighteen so that the respondents would be interested to respond and take shorter time to give responses before the instrument was used for the study. It was a suggestion from the experts that respondents are less likely to participate and answer completely when confronted with the prospect of replying to a lengthy

questionnaire. Therefore, the best approach was to develop a scale that completely measured the construct of interest and yet does so in as parsimonious or economical manner as is possible. The study found that the Cronbach's alpha coefficient of the study stood at 0.769 for influence of head teachers' leadership style, 0.814 for influence of head teachers' teacher motivation, 0.849 for influence of head teachers' supervision of instruction, 0.789 for influence of head teachers' management of pupils' discipline, and 0.845 for pupil's academic performance. Cronbach's alpha coefficients yield above 0.7, are considered acceptable, and coefficients yield above 0.8, are considered very good (Madan & Kensinger, 2017; Sim & Wright, 2005). The coefficients were above 0.7 and were thus considered good fit for data.

3.8 Data Collection Procedures

An introductory letter from graduate school of Egerton University was sought to enable identification of the researcher as a university student. Research permit from the National Commission for Science, Technology and Innovation (NACOSTI) was also sought so as to be allowed access to the available data at the county and sub-county office. The researcher informed both the sub-county commissioner and the sub-county education officer of the purpose of the study, through a copy of the application letter. Further the researcher requested for permission from the headteachers of the selected primary schools during the visit to the study area prior to the study visit in writing. The teachers of the various schools were informed of the purpose of the study. The researcher assured them of the confidentiality in handling the information they would present. These are the most important ethical issues to be considered during research according to Kelley *et al.* (2003).

3.9 Data Analysis

In this study, descriptive and inferential statistics were used whereby quantitative data was generated from the questionnaires after which it was coded and categorized into specific objectives of the study. The objectives were: The influence of headteachers' leadership style on pupils' academic performance, the influence of the headteachers' motivation of teachers on pupils' academic performance, the influence of the headteachers' supervision of instruction on pupils' academic performance and the influence of the headteachers' management of pupils' discipline on pupils' academic performance. The independent variables were leadership style, motivation of teachers, supervision of instruction and management of pupils' discipline while the dependent variable was KCPE performance. The data was tabulated inform of frequencies tables, and percentages. Multiple regression was used to determine how well the independent

variables were able to predict the outcomes of the KCPE performance using the statistical package for social sciences (SPSS) version 24.

The interview data was analysed using content analysis which according to Krueger (1998) is comparing of the words used in the answers of the respondents. Initially, the researcher studied the field notes, reduced the tapes into transcripts and carefully read through them. This was done to look for themes and similar ideas or responses to the questions posed to the respondents of which the respondent's information or speeches were translated into specific categories for the purposes of analysis. This exercise according to Cohen *et al.* (2003) is referred to as coding which enables the researcher to organize large amount of text and to discover patterns that would be difficult to detect by just listening to a tape or reading a transcript. A qualitative approach was used in the analysis and interpretation of interview data. Where necessary, the verbatim expressions of the respondents were used within the thematic context of the discussion.

Concerning documents, copies of Kenya Certificate of primary Examination (KCPE) results from 2012 to 2016 were studied. These documents yielded data which was used as reference point and indicators of academic performances of all schools in Njoro sub county (Appendix E).

The results of data analysis were explained with reference to the available literature. After the data analysis was done, results, conclusions and recommendations were made based on the findings.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The results of this study are presented and discussed and triangulated with existing literature in this chapter. This chapter is organized under five major headings, namely; characteristics of the respondents influence of headteachers' leadership style on pupils' academic performance, influence of the headteachers' motivation of teachers on pupils' academic performance, influence of headteachers' supervision of instruction on pupils' academic performance and influence of headteachers' management of discipline on pupils' academic performance.

4.2 Characteristics of the Respondents

The survey examined the characteristics of the teachers who took part in the study with respect to gender, age, job grade and duration in their current station. Kothari (2011) asserts that describing the characteristics of a sample provides a better understanding of the respondents and evidence that it has attributes of the population. Schoenbach (2014) argues that respondents' bio-data are important because they can be used by a researcher to perform additional analysis around variables. A summary the teachers' characteristics are presented in Table 5.

Table 5

Respondents Age, Qualification and Experience by Gender

Scale	Characteristic	Male		Female	
		Frequency	Percentage	Frequency	Percentage
Age	20 – 30 years	14	11.47	11	9.01
	31 – 40	24	19.67	36	29.5
	41 – 50	8	6.5	14	11.47
	51 and above	5	4.09	10	8.19
Grade	P1	33	21.71	71	46.71
	ATS IV	7	4.6	3	1.9
	ATS II	8	5.26	4	2.63
	Graduate teacher	14	9.21	1	0.65
	Post Graduate teacher	8	5.2	3	1.97
Duration as a teacher in the school	5 years and below	21	12.35	27	15.88
	6 – 10	32	18.82	62	36.47
	11 – 15	3	1.76	7	4.11
	16 years and above	6	3.52	12	7.05

The results displayed in Table 5 reveal that majority (58.2%) of the teachers were females while the males were 41.8%. This is can be explained by the fact that most of the primary school teachers are female. In many countries, a female workforce dominates teaching particularly at early childhood and primary levels (Drudy, 2008; Kelleher, 2011). Working with young children is often associated with nurturing and having a caring personality; consequently this has made primary teaching often viewed as a characteristically female domain, not only by the general public, but also by potential recruits and practicing teachers (Carrington & Mcphee, 2008).

According to Beckford (2008), men are socialized differently from women and so may not wish to enter teaching because it's already seen as a female dominated profession and not "men's work". Aspiring male teachers are more likely to be deterred by the stigma of being

associated with pedophilia and are therefore more likely to pursue alternative careers. The results also reveal that a half (50.0%) of the teachers were in the 31- 40 years age bracket while only a few (11.9%) were aged 51 years and above. The results further reveal that nearly three quarters (71.4%) of the respondents were aged between 20 and 40 years. This means that the sample comprised of fairly young teachers.

On teacher's grades, table 5 shows that 68.4% of the teachers were P1. This is the grading system of teachers under the Teachers Service Commission whereby a trained teacher starts at P1 and progresses upwards to ATS4 then ATS3 followed by ATS2 and finally ATS1. This is through personal initiative and effort in career progression either through performance of duty and undergoing certain teacher professional development courses. A small proportion of (6.6%) of the respondents were at ATS4, 7.9% at ATS2, 9.9% were graduates and 7.2% were postgraduate teachers. This was an indication that teachers had made extra effort to pursue graduate courses to enhance their profession.

4.3 Influence of the Headteachers' Leadership Style on Pupils' Academic Performance

The first objective of the study sought to determine the influence of headteachers' leadership style on pupil's academic performance. The study collected data on pupils' academic performance and teachers' opinions on headteachers leadership style.

4.3.1 Measurement of Pupils' Academic Performance

The academic performance of the pupils was measured using KCPE mean scores. The mean scores for each school for the years 2012 to 2016 were obtained from the office of Sub-County Director of Education, Njoro Sub-county. The mean scores for the 5 years were averaged and used as a measure of the pupils' academic performance as shown in Table 6.

Table 6

Pupils KCPE Mean Scores for the Years 2012 to 2016

Year	N	Mean	SD
KCPE mean grade 2012	73	229.36	29.22
KCPE mean grade 2013	75	224.76	27.66
KCPE mean grade 2014	75	230.16	27.33
KCPE mean grade 2015	75	227.58	24.43
KCPE mean grade 2016	75	233.50	28.15
Overall mean for years 2012 – 2016	75	227.85	23.51

The results in Table 9 reveal that the means scores for the 5 years ranged from 224.76 (SD = 27.66) to 233.50 (SD = 28.15). The results also reveal that the overall mean for the 5 years was 227.23.51 (SD = 23.51). The academic performance of the pupils in the Sub-county was indicated to be below average.

4.3.2 Results on Headteachers Leadership style

Teachers' opinions on headteacher's leadership style were collected using the teachers' questionnaire. The study focused on three leadership styles, namely; democratic, autocratic and Laissez-faire. A set of 9 close-ended items constructed using a four (Strongly Disagree, Disagree, Agree, Strongly Agree) points Likert type scale was used to measure leadership style. The style that attracted the highest number of positive (agreed) responses was considered the one preferred by the headteacher. The preferred leadership styles were summarized using frequencies and percentages as shown in Table 7.

Table 7

Leadership Styles used by Headteachers

Leadership style	Frequency	Percentage n = 186
Democratic	128	68.8
Autocratic	44	23.7
Laissez Faire	6	3.2
Democratic and autocratic	8	4.3

The results in Table 7 show that slightly over two thirds (68.8%) of the teachers indicated that their school heads used the democratic leadership style. This leadership style was demonstrated by the headteacher being friendly and flexible and one who involved teachers in decision making, one who shared information and one who encourages staff to express their feelings. This was the style used by headteachers who gave pupils an opportunity to participate in school decision making and also provided the schools with vision and embraced consultation and teamwork. Less than a quarter of the respondents (23.7%) Felt that their headteachers used autocratic leadership style. This was style used by headteachers who did not involve staff in decision making and used threats and intimidation. A small proportion of the respondents (3.2%) indicated that headteachers used laissez faire style of leadership. These were headteachers who were mostly absent and were not concerned about school progress and members of staff used their initiatives to get direction with no clear guidance from the headteachers. In those schools there were no clear rules and regulations for staff and teachers. Only 4.3% of the teachers felt that their headteachers used a blend of democratic and autocratic styles.

4.2.3 Influence of Headteachers' Leadership Style on Pupils' Academic Performance

The influence of the headteachers' leadership style on the academic performance was determined through the multiple linear regression and the results presented in Table 8.

Table 8

Influence of Headteacher's Leadership Style on pupils' academic performance Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.416	.305		4.646	.000
	Headteacher Leadership Style	.625	.089	.728	7.035	.000

a. Dependent Variable: Academic Performance

$R=0.728$, $R^2 = 0.529$, $F(1,142) = 49.488$, $P< 0.05$

The results of the study indicated that the achieved R (Multiple linear regression coefficients) stood at 0.728 thus indicating that there was a high positive correlation between the head

teacher's leadership style and academic performance. The study further found R^2 (Coefficient of determination) of 0.529 indicating that the variance of academic performance that can be attributed to headteacher's leadership style stood at 52.9% of the variance. This would indicate that 47.1% of the variance in the academic performance is as result of other factors that are not in this model. The predictive capacity of the model was examined using the F test in which the achieved results were F (1,142) = 49.488, P< 0.05 which implied that at 5% level of significance that the model was good fit for data. The regression coefficient of the study was thus examined. The results indicated that β=0.625, t=7.035, and sig=0.000 which implies that a unit increase in headteacher leadership style would lead to 0.625 increase in academic performance. The results were also found to be statistically significant at 5% level of significance since p value of 0.000 was below 0.05. The hypothesis which stated that the headteacher's leadership style has no significant influence was thus rejected.

The results of this study were consistent with results of a study by Nyamboga *et al.* (2014) which sought to establish effects of leadership styles on the performance of public secondary schools in national examinations in Tana River County, Kenya. Their study concluded that there is a significant relationship between headteachers' leadership style and students' performance at Kenya Secondary of Education (KCSE). The findings also agree with Millette (1988) who indicated that the quality of leadership makes the difference between the success and failure of a school. Huka (2003), Muli (2005) and Wangui (2007) all confirmed that leadership style influenced student performance. They noted that autocratic headteachers had higher mean scores in KCSE than their democratic counterparts. The results also agreed with a study by Kimacia (2007) which concluded that headteachers rated as being democratic had high mean performance index than autocratic headteachers.

From the interviews conducted with the headteachers, one head teacher said, "I lead through the democratic style because I want to get views and opinions of the teachers" another one said, "I lead through democratic style although there are situations which require no negotiations but call upon autocratic style especially policy matters". "Democratic is my style because I want my teachers to feel valued", another headteacher said.One headteacher said, "It is sometimes difficult to state clearly which method one uses because most of the times I find myself giving the teachers freedom to choose what they intend to do especially on co-curricular activities. There are times that I find myself giving them instructions on what I actually want to be done with no room for negotiation and in most cases I find myself discussing and agreeing on the

way to do things". These views were supported by another headteacher, "For there to be peace in the work station and for everyone to feel valued I generally use democratic style and a bit of autocratic when it comes to policy implementation issues".

On the issue of headteachers leadership style the quality assurance and standard officer said, "I regularly visit these schools and I would wish to say that I do interact with headteachers and teachers when I am in their schools and the style used is mostly democratic. A few headteachers use autocratic and very few use laissez faire in rare occasions. He said that if heads were to use laissez faire style all through teachers would have too much freedom such that the headteacher will not have control over quality and might not know whatever is happening in the school". He went ahead and said, "The school is as good as the headteacher so he should be a role model to the rest of the staff through a leadership style which accommodates the views and opinions of his staff".

Each of the three leadership styles; autocratic, democratic and laissez- faire have their strengths and weaknesses as applied in schools management. In autocratic leadership, the overall effect on the work climate is likely to be negative and may not be effective in the long-term school management. The style does not allow flexibility and freedom of the staff to make decision and have no room for creativity and innovation. Democratic style on the other hand gives power to the staff. The leader's role is to maintain control while allowing plenty of room for exchange and adaptation. It relies heavily on input from education team. Democratic leadership style boosts the morale of teachers by seeking feedback from colleagues ensures everyone takes ownership for decision making and success (Oyetunyi 2006). However, this style has its potential weaknesses by slowing down progress due to an increase in meetings and debates to have consensus.

Laissez faire style is more of transactional leadership where the employer needs the work done and employees do the work in exchange for money. In education there is more at stake for employees who quite often understand their job to be more than just a simple exchange of services for money but rather see their higher purpose. Money is therefore not a motivating factor. This style is easy and straight forward, the leader allows the employees to do as they like but it is less effective in the long term (Burns, 1978).

Transformational leadership is truly an amalgamation of the three. It takes from each of the three, its best qualities and then uses those, along with deep sense of shared purpose, to motivate subordinates. While the other forms of leadership focus on one single aspect or another, transformational leadership takes broad view of the issues surrounding leadership and then uses those driving force for meeting the overall goals of the organization. In school management, transformational style helps to tap the potentials of the workers and offer them the potential to perform at their best (Gyasi *et al.*, 2016).

4.3 Influence of Headteachers' Motivation of Teachers on Pupils Academic Performance

The second objective of the study sought to determine the influence of motivation of teachers on pupils' academic performance. To determine the influence of headteachers' motivation of teachers on pupils' academic performance, analysis of headteachers' motivation of teacher carried out which was then regressed against pupils' academic performance using the regression model.

4.3.3 Analysis of Headteachers' Motivation of Teachers data

Teachers' views on influence of headteachers' motivation of teachers on pupil's academic performance were collected using teacher questionnaire. A set of six close-ended items constructed using four points (Strongly Disagree, Disagree, Agree, Strongly Agree) Likert type scale was used. The results were summarized using frequencies and percentages as shown in Table 9.

Table 9

Analysis of headteachers' Motivation of Teachers

Statement	N	Response			
		SA	A	D	SD
The headteacher creates a conducive work environment where staff members relate well	183	31.7	52.5	9.3	6.6
The headteacher provides teachers with the necessary instructional materials	179	29.6	56.4	8.9	5.0
The headteachers organize trips for teachers when they perform their duties well	178	9.0	19.1	34.8	37.1
The headteachers recommend for promotion teachers who have contributed significantly towards the improvement of the schools performance in the national examinations	177	15.3	42.9	22.0	19.8
The headteacher always organize prize giving days during which teachers who have performed their duties and responsibilities well are recognized and/ or rewarded	177	22.2	35.0	20.3	22.6
The headteacher facilitates teachers attendance of in-services courses, conferences and workshops which enhance their professional development	185	36.2	43.2	10.3	10.3

The results showed that, more than three quarters (84.2%, N=183) of the respondents felt that the headteachers had created conducive working environment where staff members related well. A similar portion, (84.2%) were of the view that the headteachers provided necessary instructional materials which motivated teachers. More than two thirds (68.2%) of the respondents indicated that the headteachers motivated the teachers who had contributed significantly towards the improvement of the schools performance in the national exams through recommending them for promotion. Majority (79.4%) of the respondents were of the opinion that the headteachers motivated teachers through facilitation to attend in-services courses, conferences and workshops which enhanced their professional development. More than n half (57.2%) of the teachers indicated the headteachers motivated teacher through recognition, prices and rewards during prize giving ceremonies for those staff who performed their duties and responsibilities well. A summary of the results of the average rating of headteachers' motivation of teachers is presented in table 10.

Table 10

Summary of Headteachers' Motivation of Teachers

Response	Frequency	Percentage n = 186	Remarks
Agreed	130	69.9	Motivates
Disagreed	39	21.0	Do not motivate
Undecided	17	9.1	Not sure/Undecided

Majority (69.9%) of the respondents agreed that the head teachers motivated their teachers, 21% disagreed while 9.1% were undecided whether the head teachers motivated their teachers to perform their duties well. The results show that most headteachers motivated their teachers.

4.3.4 Determination of the Influence of Headteachers' Teacher Motivation on Pupils' Academic Performance

The influence of head teachers' motivation on pupils' academic performance was established using multiple regression analysis. The results were presented in Table 11.

Table 11

Influence of Headteachers' Motivation of Teacher on Academic Performance Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.653	.393		4.208	.000
	Motivation of teachers	.531	.110	.589	4.835	.000

a. Dependent Variable: Academic Performance

$R=0.654$, $R^2=0.428$, $F(1,142)=23.376$, $P<0.05$

The results of the influence of headteachers' motivation of teachers on the academic performance had the findings of R (Multiple regression correlation) of 0.654 indicating that there was a strong and positive correlation between motivation and academic performance. The study further found that the coefficient of determination (R^2) was at 0.428 indicating that there was 42.8% of the variance in the academic performance being influenced by the motivation while 57.2% of the variance in the academic performance was due to other factors not in the model. The F test was undertaken in order to examine on whether the regression

model was good fit for data. In this context, the achieved results of F (1,142) =23.376, P<0.05 indicated the regression model was a good fit for data at 5% level of significance. The f test results thus enabled the model to proceed to the examination of the regression coefficient of the model in order to examine the influence of motivation on the academic performance. The results showed that, β=0.531, t=4.835, and sig=0.000 thus indicating that a unit increase in motivation would lead to 0.531 increase in academic achievement. The results further indicated that there was a statistically significant influence between motivation and academic achievement since the p value (0.000) is less than 0.05 leading to the rejection of the hypothesis which stated that headteachers' motivation of teachers has no significant influence on academic performance.

Thus the study finding showed that, pupils' academic performance in public primary schools in Njoro Sub-County was influenced by headteachers' motivation of teachers. According to Njenga (2012), the extrinsic factors which include rewards and prestige were more influential than intrinsic factors which are inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being. Research by Sansone and Harackiewicz (2000) established that extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. The headteachers in Njoro sub-county provided extrinsic motivation according to the opinions of the respondents in order to make teachers work harder towards the achievement of good academic results by the pupils.

The results of this study were supported by evidence from existing literature. Evidence suggests that in many countries teachers are absent for an astonishing number of school days and know too little about the subjects they are to teach. For this reason, students and other stakeholders may want and deserve more from teachers but teachers also deserve more from the systems that employ them Evans and Yuan (2017).One of the headteachers who participated in the study confirmed these observations. "I motivate my teachers in various ways including financial incentives and also rewards for them to increase their productivity". Another headteacher said "Some teachers could be intrinsically motivated but the roles and responsibilities are so overwhelming that the teachers do not have enough time to take care of learners in the classes". Another headteacher said, "Motivation is somehow a difficult task in an environment challenged by shortage of staff, heavy workload, multiple tasks for the teachers and new programs coming up every day for example Tusome and competency based

curriculum which have been introduced by the government with very little teacher training". A headteacher confirmed that he motivated the teachers through workshops and seminars, "In some cases teachers suffer poor pedagogical skills in teaching some subjects. They needed seminars and workshops so as to acquire these skills but they were unavailable due to the few education officers in the sub-county" he said. However, a head teacher said that, it was very challenging to him and some of his colleagues who were fighting the negative attitude by some teachers towards work in some schools. This he said had contributed to teacher's lateness, absenteeism and being engaged in business entrepreneurship and farming activities at the expense of teaching".

The education officer interviewed said that in some of the schools he visited teachers looked motivated to work. Some headteachers used different methods of motivation. Some used the monetary methods and non-financial methods. Some headteachers recommended well performing teachers for promotions while others recommend their teachers for courses to develop them professionally". The education officer said that there were some headteachers who were not concerned about the welfare of teachers in their school which caused problems and this had negative influence on the pupils' academic performance. He went on to say that the headteacher should use the finances provided through government disbursement in the vote of administration in the operations account to motivate their teachers.

4.4 Influence of Headteachers' Supervision of Instruction on Pupils' Academic Performance

The third objective of the study sought to determine the influence of headteacher supervision of instruction on the pupils' academic performance. Analysis of data on head teachers' supervision of instruction was undertaken and then results regressed against pupils' academic performance.

4.4.1 Analysis of Data on Headteachers' Supervision of Instruction

Teachers' opinions on headteacher's supervision of instruction were collected using the teachers' questionnaire. Data on set four close-ended items were using four points (Strongly Disagree, Disagree, Agree, Strongly Agree) Likert type scale were analyzed. The results on headteachers supervision of instruction were summarized using frequencies and percentages as shown in Table 12.

Table 12

Summary of Data on Headteachers' Supervision of Instruction

Statement	N	Response			
		SA	A	D	SD
The headteacher monitors the availability of instruction materials	180	21.7	59.4	11.7	7.2
The headteacher ensures that teachers prepare and hand in their schemes of work /lesson plans at the beginning of the term	182	50.5	42.9	4.4	2.2
The headteacher occasionally visits classes to check whether pupils are being taught	177	54.8	42.9	1.7	0.6
The headteacher occasionally examines pupils workbooks to find out whether their assignments/home works have been marked	176	32.4	54.5	6.8	6.3

The results from table 15 show that majority (81.1%) of the respondents indicated that the headteachers monitored the availability of instructional materials. Most of the teachers (93.4%) agreed that the headteachers supervised to ensure that the teachers prepare and handed in schemes of work and lesson plans at the beginning of the term. Most of the respondents (97.7%) agreed that the headteacher occasionally supervised teachers' class teaching to assess the standards of teaching and learning. Majority (86.9%) of the teacher indicated that headteachers examined pupil's books to find out whether their assignments and homework were marked. Table 13 presents a summary of the results on headteachers' supervision of instruction.

Table 13

Summary of Results on Supervision of Instruction

Response	Frequency	Percent n = 187
Agreed	168	89.8
Disagreed	12	6.4
Undecided	7	3.7

In overall, (89.8%) of the respondents indicated that the headteachers conducted supervision of instruction in their schools. Strengthening schools' instructional supervision ensures that

teacher high productivity and work commitment is guaranteed and enhanced (Ikegbusi, 2014). According to Ofojebe *et al.* (2016), teachers cannot effectively and efficiently execute their duties of teaching, training and processing students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong without themselves being properly and adequately educated, provided for and monitored. Supervision of instructional according to Olorunfemi (2008) and supported by Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to adequately prepare and conduct their teaching within the set standards.

4.4.2 Determination of the Influence of Headteachers Supervision of Instruction

The influence of the supervision of instruction on the academic achievement was regressed against academic performance and the results presented in Table 14.

Table 14

Influence of Headteachers' Supervision of Instruction on Academic Performance Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.475	.255		5.785	.000
	Supervision of Instruction	.579	.071	.777	8.186	.000

a. Dependent Variable: Academic performance

$R=0.777$, $R^2 = 0.604$, $F(1,142) = 67.004$, $p<0.05$

The regression results of the supervision of instructions on pupils' academic achievement found the R (Multiple Regression Correlation Coefficient) results of 0.777 indicating a positive and strong correlation between the variables. The coefficient of determination (R Square) of 0.604 further found that 60.4% of the variance in the academic performance was due to supervision of instructions with the difference of 39.6% of the variance of the in academic achievement due to other factors not in the model. The f test results of $F(1,142) = 67.004$, $p<0.05$ indicated that the model was good fit for data and had predictive capacity on the dependent variable (academic achievement). The results further found that a unit increase in headteachers' supervision of instruction contributed to 0.579 increase in pupils' academic performance. Since the p value was less than 0.05, headteachers' supervision of instruction was concluded to have statistically significant influence on pupils' academic performance in public

primary schools Njoro Sub-county. This led to the rejection of the hypothesis that stated that there is no significant influence of supervision of instruction on pupils' academic performance.

The findings of this study were in agreement with previous studies by Kimosop (2002) and Kimeu (2010) which concluded that principals' supervision of instruction influence students' academic performance. According to Too*et al.* (2012), it is through supervision that the headteacher gets a clear framework of activities and responsibilities of each member of staff in the school. Supervision of instruction enables headteachers to evaluate the extent to which policies, objectives, activities and events are carried (Namunga, 2017).

Musungu and Nasongo (2008) found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance. This reportedly led to a noticeable improvement in KCPE performance. A study by Kosgei(2012) found that through delegation of duties, headteachers assign heads of department to scrutinize schemes of work and record of work covered by the teachers. Moraa (2010) noted that the extent to which head teachers perform instructional supervision determines academic performance and recommends further research on the same.

However, some studies have noted gaps in headteachers supervision of instruction. Pansiris (2008) observed that, supervisors visited classrooms with the intention of supervising instruction but were unable to provide professional support to the teachers. This he concluded led to low performance in examinations. The various studies that have been carried out by different researchers agree that certain factors influence how head teachers carry out supervision in their schools. Levin (2010) noted management inadequacy and recommend proper pre-service and relevant in-service courses for headteachers for them to undertake supervision of instruction effectively.

The education officer said that supervision of instruction was a one on one activity by the headteacher or his deputy in class to ensure that there is proper and timely coverage of the syllabus, use of Kenya institute of curriculum development (KICD) approved textbooks, work covered records and learner progress records. The officer reported that the MOE officers visit schools to ensure that all schools adhere to the school instruction procurement process and that all the schools have enough materials to help in improving academic performance of learners. He reported that all schools were visited at least twice a term to ensure that the headteachers'

do supervision of instruction effectively. He said that it was also a requirement by teachers' employer Teachers Service Commission (TSC) that the head or his deputy supervise all teachers in class at least once a term.

4.5 Influence of Headteachers' Management of Discipline on Pupils Academic Performance

The fourth objective of the study sought to determine the influence of headteachers' management of discipline on pupils' academic performance. Data on headteachers' management of discipline were analyzed and then regressed with pupils' academic performance.

4.5.1 Data on Headteachers' Management of Discipline

Teachers' opinions on headteachers' management of discipline was gathered using 5 close-ended items in the teachers' questionnaire. The teachers' responses to the items are summarized in Table 15.

Table 15

Summary of Data on Headteachers' Management of Discipline in Schools

Statement	N	Response			
		SA	A	D	SD
Creating an atmosphere of trust and teamwork in school	182	28.0	56.0	11.5	4.4
Recognizing/Rewarding well behaved/disciplined pupils	181	23.2	53.6	11.6	11.6
Involving all stakeholders (school administrators, teachers, students, parent, local leaders and communities) in maintenance of discipline	184	32.6	53.3	7.1	7.7
Provision of guidance and counseling services	183	25.7	54.6	14.2	5.5
The headteacher ensures that the school rules are adhered to by all pupils by punishing those who break them	184	44.6	48.9	4.3	2.2

The results indicate that majority (03.5%) of the teachers agreed that headteacher ensured that the school rules are adhered to by all pupils. More than three quarters (85.9%) of the respondents agreed that all stakeholders are involved in maintenance of discipline. The results suggest that the teachers perceived head teachers to as effective in performing their duty of maintaining discipline in school.

The results of headteachers' management of discipline in schools were summarized using frequencies and percentages as shown in Table 16.

Table 16

Summary of Results on Headteacher's Management of Discipline

Response	**Frequency**	**Percentage n = 185**	**Remark**
Agreed	157	85.8	Manage discipline
Disagreed	26	14.2	Do not manage discipline

Majority of the respondents (85.8%) indicated that headteachers managed discipline while only (14.2%) held a contrary opinion. The results suggested that headteachers to a large extent-maintained discipline in schools.

4.5.2 Regression of the Influence of Headteachers' Management of Discipline on Pupils' Academic Performance

The influence of headteachers' management of discipline was regressed against academic performance and the results presented in Table 17.

Table 17

Regression of Headteachers' Management of Discipline on Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.593	.230		11.264	.000
	Management of Discipline	.287	.064	.438	4.469	.000

a. Dependent Variable: Academic Achievement

$R = 0.689$, $R^2 = 0.474$, $F(1, 142) = 19.976$, $p < .05$

The results revealed that R=0.689 an indication that there was a positive correlation between management of discipline and academic achievement. The coefficient of determination (R Square) of 0.474 indicated that headteachers management of discipline contributed to 47.4% of the variance in the academic performance. The variance of 52.6% of the dependent variable

is as a result of other factors not in the study model. The f test was used to check on whether the model is good fit for data with the achieved results of $F(1, 142) = 19.976$, $p < .05$ indicating that the model is good fit for data at 5% level of significance. The achieved beta coefficient of 0.287 indicated that a unit increase in management of discipline leads to 0.287 increase in pupils' academic achievement. The results were deemed statistically significant at 5% level of significance due to a p value of 0.000. The study thus found a statistically significant influence of headteachers' management of discipline on pupils' academic performance in public primary schools in Njoro Sub-County. This led to the rejection of the hypothesis that stated that there is no significant influence of headteachers management of pupils' discipline on pupils' academic performance.

Results from this study show that discipline in schools is important as it determines the results in academic performance of the learners. It shows that if learners are disciplined they will perform well in exams. The results agree with those of Simba *et al.* (2016) in their study on the Impact of Discipline on Academic Performance in Public Primary Schools in Muhoroni Sub-County Kenya. The findings also agree with other studies carried out in Kenya (Dawo& Simatwa, 2010; Gitome *et al.*, 2013; Sureiman, 2010; Tikoko& Bomett, 2011).

A few studies however suggest that discipline has minimal, uncertain or non-significant influence on students' academic performance or achievement (Gakure *et al.*, 2013); Zimmerman &Kitsantas, 2014). The likely explanation of the centrally finding may be due to the fact that some of these studies were correlational in design (Duckworth & Seligman, 2006; Pasternak, 2013; Zhao& Kuo, 2015). Furthermore, their measure of student discipline focused on self-discipline and excluded social skills such as obedience, politeness, and social competence.

One headteachers who participated in the focus groups discussion said that discipline of learners does not influence performance in their school since they have put strict measures to enforce it. These measures included involvement of the stakeholders and strict rules and regulations which must be adhered to at all. The school engages learners with extra class work, homework and regular tests". Another headteacher from another group said, "In my school I take discipline as one of my major responsibilities besides others in the school despite having assigned the deputy head the role of the discipline master. I always support teachers in management and control of pupil's discipline." From yet another group a headteacher said, "I

believe that having indiscipline in school is creating a dangerous insecure environment for both learners and teachers and leads to poor academic performance".

One headteacher whose school was not performing well said, "I believe that indiscipline has its root cause in the society and in the psychological site of the learner and since the government made a ban on corporal punishment, there is nothing much the school can do to change or manage discipline". Two head teachers from none performing schools said that indiscipline had always influenced academic performance in their schools and they also believed that this was caused by lack of support from parents and ineffective class teachers who were not committed to the discipline of the learners. When asked about the major discipline issues they mostly dealt with, all head teachers gave issues related to truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual activities, use of abusive language, drug trafficking and possession of pornography. All these factors concurred with findings by Ouma *et al.* (2013).

The quality assurance and standards officer concurred with the fact that when pupils are disciplined, they perform better and said that if teachers are disciplined even learners will also be disciplined. The officer reported that some schools he had visited had well managed pupils' discipline where pupils were kept busy all the time through regular assessments, homework and assignments. He went ahead to explain that the headteachers have to be in control of both teachers and learners' discipline.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusions based on the research objectives, recommendations of the study and recommendations for further research.

5.2 Summary of Findings

The purpose of this study was to determine the influence of selected headteachers' management skills on pupil's academic performance in public primary schools in Njoro Sub-county. The study used descriptive survey design. Descriptive and inferential statistics were used to analyze the data to determine how the independent variables predict the dependent variable. The study established that headteachers in public primary schools in Njoro Sub-county mostly used democratic leadership style (68.8%) while autocratic leadership was used by 23.5%. and laissez-faire in varying degrees as shown in table 7. The study found out that headteachers' leadership style had statistically significant influence on pupils' academic performance at 0.05 level of significance as shown in table 8. Majority (69.9%) of the teachers indicated that headteachers motivated them from table 9. The study established that headteachers' motivation of teachers had statistically significant influence on the pupils' academic performance as presented in table 11. Majority (89.6%) of the teachers as presented in table 13 indicated that the headteachers actively participated in supervision of instruction in their schools. The study established that headteachers' supervision of instruction significantly influenced pupils' academic performance in public primary schools in Njoro Sub-county as presented in table 14. Most of the respondents (85.8%) as presented in table 16 indicated that headteachers were involved in management of pupils' discipline. The study established that headteachers' management of pupils discipline had significant influence on pupils' academic performance in public primary schools in Njoro Sub-county as shown from the analysis on table 17.

5.3 Conclusions

The study made following conclusions based on study objectives;

(i) Headteachers' leadership style had statistically significant influence on the pupils' academic performance in public primary schools in Njoro sub-county.

(ii) Headteachers' motivation of teachers had statistically significant influence on pupils' academic performance in public primary schools in Njoro Sub-county.

(iii) Headteachers' supervision of instruction had statistically significant influence on the pupils' academic performance in public primary schools Njoro Sub-county.

(iv) Headteachers' management of pupils' discipline had statistically significant influence on pupils' academic performance in public primary schools in Njoro Sub-county.

5.4 Study Recommendations

From the results and findings of this study the researcher recommends the following:

(i) Good and quality leadership is needed in schools to help them achieve their mission, vision and good academic performance for learners through the best leadership style. The study recommend for in-service training and capacity building for headteachers to enhance their leadership styles for effective management of schools in the attainment of their goals and objectives.

(ii) If well motivated, teachers have the potential to enhance pupils' academic performance. The study recommends for creation of conducive working environment in schools, capacity building and facilitation of teacher in career progress to motivate them and enhance their performance.

Supervision of instruction is a key component in enhancing set standards in the teaching learning process which directly affect pupils' academic performance. The study recommended for participation of all education stakeholders in the capacity building of headteachers in supervision of instruction to enhance the standards of teaching and learning in primary schools level.

(iii) All headteachers should check learners' work, instructional materials prepared by teachers, schemes of work and lesson plans and visit classrooms to see and understand what goes on there in order to help the teachers to improve their potentials for better pupils' academic performance.

(iv) Management of pupils discipline is important for the schools to achieve their goals and objectives. The study recommended enhancement of guidance and counseling services in all public schools in Njoro Sub-county by all education stakeholders including parents, teachers, headteachers and the entire schools community.

5.5 Recommendations for Further Study

Based on the findings and conclusions, the recommend that further studies be carried out on:

(i) Influence of home factors on pupils' academic performance in Njoro Sub-county.

(ii) Headteachers' management skills training gaps.

REFERENCES

Abid, S.U., & Tara, N. (2013). The impact of rewards on employee motivation: The mediating role of Office design: Empirical evidence from hotel industry of Pakistan. *IOSR Journal of Business and Management, 7*(1), 46-51.

Ackers, J., &Hardman (2003). Classroom Interaction in Kenyan Primary Schools *British Association for International & Cooperative Education, 31*(2), 245-261.

Adams, N. (2003). *Secondary School Management Today* London, Melbourne, Sydney, Auckland Johannesburg Hutchinson Ltd, Clandos place.

Adelabu, M.A. (2005). *Teacher Motivation and Incentives in Nigeria* Retrieved from https://assets.publishing.service.gov.uk>.pdf

Afful-Broni, A. (2004). Theory and Practice of Educational Leadership in Ghana

Allen, M. J., & Yen, W. M. (1979).Introduction to Measurement Theory Monterey, CA: Brooks/Cole Publishing Company.

Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos Stat. *Journal of Studies in Social Sciences, 8*(2), 254-287.

Archibong's, F.I. (2010). Instructional supervision in the administration of secondary education: A Panacea for Quality Assurance: *European Scientific Journal ,8*(13), 61-70.

Armstrong, M. (2001). *A handbook for HRM practice* London: Kogan Page

Ary, D., Jacobs, C. L., &Rezavieh, A., (2002) *Introduction to research in education*. USA: Wadsworth Thompson Learning.

Arnett, S. (2010). Human relations for educators: meeting the challenges for today and tomorrow.

Avoke, M. (2005).*Special education needs in Ghana*: Policy, Practice and Research. Winneba Special Educational Books

Awuor, R. O. (2008). *Factors that lead to Indiscipline in Public Secondary Schools in Nairobi:* Unpublished Med project report. University of Nairobi

Babbie, E. (1999). *The Basics of social research:* New York, NY: Wadsworth.

Ball, J.D., Eury, A.D.& King, J.C. (2011). *Rethink, rebuild, and rebound: A Framework for Shared Responsibility and Accountability in Education*. (2nd). Boston, MA: Pearson learning situations.

Barth, R. (1986). On Sheep and Goats and School Reform.*Phi Delta Kaplan*, *68*(4), 293-296.

Beckford, M. (2008). Just 2% of early year's primary teachers male: Just one in 50 primaries School teachers are male, according to official figures. *The Telegraph* 6th of August 2008 [online] Available at:http://www.telegraph.co.uk/education/2510908/Just-2pc-of early-years primary-school-teachers-are-male (Accessed 3rd January 2010).

Bell, L. G. (1992). *Managing teams in secondary schools*: New York: Rutledge

Birkett, V. (2004). *How to Support and Manage Teaching Assistants,* London, LDA.

Bjorklund (2001) Defense mechanism and morality: A Link between Isolation and Moralization. *Scandinavian Journal of Psychology*, *41*(1), 55-62.

Blumberg, B., Cooper, D.R., & Schindler, P. S. (2005).*Business Research Methods* Berkshire: McGraw Hill Education.

Boyle, B., Lampriano, I., & Boyle, T. (2005). A Longitudinal Study of Teacher Change: What makes professional development effective? Report of the Second Year of the Study S*chool Effectiveness and School Improvement, 16*(1), 1–27.

Burns, J.M. (1978). *Leadership:* New York: Harper & Row Publishers.

Burns, G. N., Morris, M. B., Periard, D. A., La Huis, D., Flannery, N. M., Carretta, T. R., & Roebke, M. (2017). Criterion-Related Validity of a Big Five General Factor of Personality from the TIPI to the IPIP *International Journal of Selection and Assessment*, *25*(1), 213-222.

Butler, R., &Shibaz, L.(2014). Striving to connect and striving to learn: Influences of relational and mastery goals for teaching on teacher behaviors and student interest and help seeking. *International Journal of Educational Research, 65*(2014),41–53.

Cadigan, K. (2006). The effects of instructing teachers about good teaching on the Mathematics achievement of fourth-grade students *American Educational Research Journal, 16*(1),1–16.

Card, D., & Alan, K. (1996). School resources and students' outcomes: *An overview of literature and new evidence from North and south calorina working papers 745*, Princeton University, Department of Economics, industrial relations section

Carrington, B., & Mcphee, A. (2008). Boys' Underachievement and the Feminization of Teaching *Journal of Education and Teaching*, *34*(2), 109–20

Carson, R. L., & Chase, M. A. (2009). An examination of physical education teacher motivation from a self-determination theoretical framework *Physical Education and Sport Pedagogy, 14*(4), 335–353. http://dx.doi.org/10.1080/17408980802301866

Chakrabartty, S. N. (2013). Best Split-Half and Maximum Reliability *IOSR Journal of Research & Method in Education*, 3(1), 1-8.

Chitiavi, M.J. (2002). Guidance and counseling series: School administration. Nairobi: Kenya: Kenya pavement publishers.

Clark, R.E.(2003). Fostering the work motivation of individuals and teams: *Performance Improvement, 42*(3), 21-29.http://dx.doi.org/10.1002/pfi.4930420305

Cohen, L., Manion, L., & Morrison, K. (2003). *Research methods in Education* 5th Edition, Harper & Row Publishers, London

Cook, D. A. & Beckman, T. J. (2006). Current Concepts in Validity and Reliability for Psychometric Instruments: Theory and Application. *The American Journal of Medicine*, *119*(2), 166007-1660016

Corbett, D., &Wilson, B. (1995). Make a difference with, not for students: a plea to researcher and reformers: *Educational research, 24*(5), 12-17.

Creswell, J. W. (2002). *Educational research: Planning, conduction and evaluation quantitative and qualitative research.* New Jersey: Pearson Education Inc.

Creswell, J. W. (2005). Educational research: *Planning, conducting and evaluation of quantitative and qualitative research.* Merrill: Prentice Hall.

Dawo, A.J I., & Simatwa, E. M. W. (2010). Opportunities and Challenges for Mixed Day Secondary School Head Teachers in Promoting Girl-Child Education in Kenya: A Case Study of Kisumu Municipality. *Educational Research and Reviews*, *5*(12), 730-741. http://www.academicjournals.org/err

Dinham, S. (2007). How schools get moving and keep improving: Leadership for teacher learning, student success and school renewal. Australian Journal of Education, *51*(3), 263-275.

Dornyei, Z. (2001). Motivational Strategies in the Language Classroom: Profession and the Impact of Feminization .*Gender and Education*, *20*(4): 309–23.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). New York, NY: Longman.

Duckworth, A.L., & Seligman, M.E.P. (2006). Self-Discipline gives Girls the Edge: Genderin Self-Discipline, Grades, and Achievement Test Scores. *Journal of Educational Psychology, 98*(1), 198-208. DOI: 10.1037/0022-0663.98.1.198

Duignan, P. (2006). Educational Leadership: *Key Challenges and Ethical Tensions.* New York: Cambridge University Press.

Dunleavy, J., & Milton, P. (2009). What Did You Do in School Today? *Exploring the Concept of Student Engagement and its Implications for Teaching and Learning in Canada:* Toronto Canadian Education Association (CEA), 1-2

Eggleton, T. (2001). *Discipline in schools*. U.S Department of Education: Education Resource Information Centre.

Ehiane, O.S. (2014). Discipline and Academic Performance: A study of Selected Secondary Schools in Lagos, Nigeria. *International Journal of Academic Research in Progressive Education and Development, 3*(1), 181 – 194.

Ekpudu, J.E.& Ojeifo, S.A. (2014). *Financial Incentives and Rewards on Employee Motivation in Nigerian Electricity Distribution Company*. International Knowledge Sharing Platform

Eshetu, A.A. (2014).Indiscipline Problems of High School Students: The case of EthioJapan Hidasse Secondary School (Addis Ababa, Ethiopia). Journal *of Education and Practice, 5*(37), 23-28.

Eshiwani, G. (1993).*Education in Kenya since Independence*, Nairobi Government Printer

Evans, D.K.& Fei, Y. (2017). "The Working Conditions of Teachers in Low- and Middle-Income Countries" WDR 2018 background paper, World Bank, Washington, DC

Fehintola, J.O. (2014) Teachers' Characteristics as Correlates of Students' Academic Performance among Secondary School Students in Saki-west Local Government Area of Oyo State: *Journal of Educational and Social Research, 4*(6), 459-468.

Fink, A. (2002). *The Survey Kit,* (2nd Ed.): Saga publications 1105.

Fletcher, A. (2005). *Meaningful Student Involvement: Guide to Students as Partners in School Change: Bothell* WA: Human Links Foundation.

Fraenkel, J. R. F.,& Wallen, N. E. (2000).*How to design and Evaluate Research in Education*(4th Ed) San Francisco: McGraw-Hill

Gakure, R.W., Mukuria, P. &Kithae, P. P. (2013). An Evaluation of Factors That Affect Performance of Primary Schools in Kenya: A Case Study of Gatanga District. *Educational Research and Reviews, 8*(13), 927- 937

Gitman, L.J., McDaniel, C., Shah, A., Reece, M., Koffel, L., Talsma, B., &Hyatt, J.C. (2018).Open Stax Introduction to Business, Introduction to Business. Open Stax CNX. Sep 18, 2018. http://cnx.org/contents/4e09771fa8aa-40ce-9063 aa58cc24e77f@8.2.

Gitome, J.W., Katola, M.T. &Nyabwari, B.G. (2013). Correlation between Students' Discipline and Performance in the Kenya Certificate of Secondary Education: *International Journal of Education and research, 1* (8), 1 – 10.

Gitonga, D.W. (2012).*Influence of Teachers' Motivation on Students' Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Imenti South District Kenya*. Unpublished M. Ed. Project University of Nairobi

Githua, B.N., &Nyabwa, R.A. (2008).Effects of Advance Organizer Strategy During Instruction on Secondary School Students' Mathematics Achievement in Kenya's Nakuru District. *International Journal of Science and Mathematics Education*, *6*(3), 439-457.

Glatthorn, A. (1984). *Differential Supervision* Alexandria, VA: Association for Supervision and Curriculum Development.

Gongera, E. G., Njoroge, W.N., Mindila, R., Nyakwara, S., Wanjiru, J., & Mugai, G. (2013). An Evaluation of the Principal's Instructional Supervision on Academic Performance: A Case of Sameta Primary School Kisii County, Kenya. *Journal of Education and Practice*, 4(11), 195-209.

Griffith, J. (1999). The School Leadership / School Climate Relation: Identification of School Configurations Associated with Change in Principals. *Educational Administration Quarterly*, *35*(2), 267-291.

Gurr, D., Drysdale, L., & Mulford, B. (2006). Models of Successful Principal Leadership *School Leadership and Management, 26*(1), 371-395.

Gyasi, R. S., Wag- Ampomah, B., & Xi, Y.O. (2016). The Effects of Leadership on Learners' Performance The case of Asonomaso Nkwanta in the Kwabre district assembly of Asante region Ghana.

Han, J., Yin, H.,& Wang, W. (2015).Exploring the relationship between goal orientations for teaching of tertiary teachers and their teaching approaches in china. *Asia Pacific Education Review, 16*(1), 1–11.

Hanushek, E.A., Steven, G.R. & Lori, L.T. (1996). Aggregation and the Estimated Effects of School Resources *Review of Economics and Statistics, 78*(4), 611-627.

Hanushek, Eric, A. (2007).*Education Production Functions Hoover* Institution, Stanford University.

Hernandez, T. J and Seem, S.R (2004). A Safe School Climate: A Systemic Approach and the School Counselor. ASCA, *Professional School Counseling, 7*(4), 256-262

Hill, F.W. (1994). *Creating Safe Schools*: United Kingdom: Corwin.

Hosain, S. (2014). Impact of the Best HRM Practices on Retaining the Best Employees *Asian Journal of Social Sciences and Management Studies,3*(2), 108-114

Huber, S.G. (2004). School Leadership and Leadership Development: Adjusting leadership theories and development programs to values and the core purpose of school. *Journal of Educational Administration, 42*(6), 669-684

Hughes, L.W., & Ubben, G.C. (1997). The principal: Creative leadership for effective schools. Allyn and Bacon, Boston.

Huka, M. D. (2003). A *Study of Headteachers' Management Styles and Performance of KCSE examination in Mandera District* Unpublished M. Ed. Project, University of Nairobi

Ibrahim, A. H., & Orodho, A. J.(2014). Strategies Applied by the Board of Management to Enhance Students' Academic Performance in National Examinations in Secondary Schools in Mandera County, Kenya: *Journal of Education and Practice*, *5*(20), 1-20.

Jacobs, C. L., &Rezavieh, A., Ary, D. (2002) *Introduction to research in education*. USA: Wadsworth Thompson Learning.

Kadzamira, E.C. (2006). Case Study for International Research Project on Teacher Motivation and Incentives in Sub Saharan Africa and South Asia Research Fellow Centre for Educational Research and Training, University of Malawi

Keating, J. B., & Rossouw, J. (2009). The influence of ill-disciplined learners on the work place security of the foundation phase educator in South Africa: *Journal of Educational Studies*, *8*(2), 128-139.http://dspace.nwu.ac.za/handle/10394/3290

Kelleher, F. (2011). *Women and the Teaching Profession: Exploring the Feminization debate*. London and Paris: Commonwealth Secretariat and United Nations Educational, Scientific and Cultural Organization.

Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good Practice in the Conduct and Reporting of Survey Research *International Journal for Quality in Health Care*, *15*(3), 261-266

Kelly, W. E. (2004). As Achievement Sails the River of Time: The Role of Time Use Efficiency in Grade-Point-Average. *Educational Research Quarterly,* 27(4), 3-8.

Kemp, R. & Nathan, M. (1989). *Middle Management in Schools:* A Survival Guide. London: Basil Black Wall Ltd

Kenya education staff institute module, (2011) *Distance learning course*, Nairobi KLB.

Kenya Government (1998). *Presidential Working Party on Education and Manpower Training for the next decade and beyond:* Nairobi: Government Printers.

Khan, M. and Manson, H.T. (2014). Factors Influencing Motivation Level of Academic Staff in Education Field of Pakistan *European Centre for Research Training and Developmental*, *1*(1), 41-48.

Kimacia, M.K. (2007). *Relationship between Head teachers' Leadership Styles and Girls student Performance in K.C.S.E in Public Secondary Schools in Narok district*: Unpublished M.Ed. Project, University of Nairobi.

Kimeu, J.M. (2010). *Influence of Secondary Schools Principals' Instructional Supervision Practices on KCSE Performance in Kasiekeu Division*, Mukaa District, Kenya Unpublished M.Ed. Project, University of Nairobi.

Kimosop, M.K. (2002). A Study of the Role of the Headteacher in Instructional Supervision in Karbarnet and Salawa Division of Baringo District Unpublished Med Project, University of Nairobi

Kiziltepe, Z. (2006). Sources of teacher de-motivation. In Lambert& C. McCarthy (Eds.), *Understanding teachers' stress in an age of accountability* Scottsdale, AZ: Information Age Publishing.

Kızıltepe, Z. (2008). Motivation and De-Motivation of University Teachers *Teachers and Teaching, 14*(1), 515–530. http://dx.doi.org/10.1080/13540600802571361

Kenya National Examination Council, (KNEC, 2010). *Monitoring of learner achievement for class 3 in literacy and numeracy in Kenya* [NASMLA 2010 report]. Retrieved from www.knec.ac.ke

Kombo, D.K., & Tromp, D.L. (2006). *Proposal and thesis writing:* An Introduction, Paulines Publications Africa, and Nairobi.

Kosgei, S. (2010). A Study on Constraints' Affecting Implementation of FPE in Public Primary Schools in Nairobi Province Unpublished M. Ed Project, University of Nairobi

Kothari, C. R. (2011). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: New Age International (p) Limited Publishers.

Leedey, P. D., & Ormond, J. E. (2004). *Practical Research* (8th Ed.). Upper Saddle River, N.J: Prentice Hall.

Leithwood, K. A., &Rieh, C. (2003). *What we know about Successful School Leadership.*

Levin, L. (2010). *Educational Research: Competence for Analysis and Application (4th edition).*New York: Macmillan Publishers.

Lin, N. (1999). Building a Network Theory of Social Capital *Connections, 22*(1), 28-51

Lunenburg, F. C. (2010). The Principal and the School: What Do Principals Do? *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-13.

Madan, C. R., & Kensinger, E. A. (2017). Test–Retest Reliability of Brain Morphology Estimates *Brain Informatics, 4*(1), 107–121.

Maicibi, N. A. (2003). *Pertinent issues in employees management*. M.P.K. Graphics (U) Ltd, Kampala.

Mani, B. G. (2002). Performance appraisal systems, productivity, and motivation: A case study. *Public Personnel Management, 31*(2), 141–159.

Massey, S.L. (2004), *Teacher-Child Conversation in the Preschool Classroom. Early Methodology and Measurement:* An International Handbook, Ed. Oxford Pergamon

Mamoria, C., & Gankar, S. (2005). *Personnel Management Texts and Cases* Mumbai: Himalaya Publishing House.

McCleskey, J.A. (2014). Situational, Transformational, and Transactional Leadership and Leadership Development *Journal of Business Studies Quarterly*, *5*(4), 117-130.

McGuffin, R.S. (2011). Exploring the Direct and Indirect Effects of School Leadership on Student Achievement in Kentucky High Schools (Unpublished PhD Thesis) Western Kentucky University

McGregor, D. (2006). *The Human Side of Enterprise:* (The Annotated Edition). New York.

Messick, S. (1989). *Validity* In R. L. Linn (Ed.) *Educational Measurement* (3rd Ed.). New York: American Council on Education and Macmillan.

Millette, A. (1988). Tes / Kelley Lectures on Educational Leadership in the Millennium "Professionals, Pedagogy and Leadership". A lecture given on 3 June 1988

Ministry of Education (2001). Report of the Task Force on Student Discipline and Unrest in Secondary Schools Nairobi: Jomo Kenyatta Foundation.

Ministry of Education and Human Resource Management (1999).*School Management Guide* Jomo Kenyatta Foundation: Nairobi

Moraa, U. (2010). The Effectiveness of Instructional Supervision by Secondary School Head teachers for Curriculum Implementation in Kajiado North District. Unpublished Thesis University of Nairobi

Muli, M. M. (2005). "*Effects of Headteachers' management styles on performance in physics at KCSE Examinations in Mutomo division, Kitui district*" Unpublished Med. Project: University of Nairobi.

Musungu, L.L.,& Nasongo, J.W. (2008). The Headteacher's Instructional Role in Academic Achievement in Secondary Schools In Vihiga district, Kenya *Educational Research and Reviews,3*(10), 316-323

Mwatsuma, K., Mwamuye, S. O., Mulambe, N. P., & Bernard, K. C. (2012). Role of Leadership in Performance of Primary Schools in Kenya *International Journal of Business and Commerce,* 2(3), 21-36.

Mwoma, P.S. (2012). Role of teachers in the decision making process in secondary school. A case of Gucha district Nyanza province, Kenya. Unpublished M. Ed. Thesis Kenyatta university

Nakpodia, E.D. (2006). *Educational Administration*: A New Approach (2nd Ed), Warri Jonokase Publishers.

Namunga, N.W. (2017). Effect of Supervision of Instructional Practices on Teaching and Learning in Secondary Schools in Kenya *International Journal of Scientific and Research Publications, 7*(2),418-427.

Nasongo, J.W., & Lydia, L.M. (2009). Role of head teacher in academic achievement in secondary schools in Vihiga district, Kenya *Current Research of Social Sciences,1*(3), 84-92.

National Open University of Nigeria (NOUN, 2006).*Supervision of instruction in Education*: Lagos: Press craft, production Company.

Ndirtagu (2013). Employee motivation and performance as a catalyst for organizational Growth: *Academic journal of inter-disciplinary Science.*

Ning, B. Van Dame, L, Liu, H., Vanlaat, G., &Gicle, S. (2013).students' individual perceptions of school climate predict reading achievement. Shanghai. *International Journal of School & Educational Psychology 1 (3), 188-198*

Njenga, R.W. (2012). *Effects of teachers' motivation on students' performance in public secondary schools in kikuyu district, Kenya* Unpublished M.Ed. Thesis University of Nairobi

Nyabuto, A.N., & Njoroge, P.M. (2014). Discipline as a factor in academic performance in Kenya *Journal of educational and social Research, 4*(1), 289-30

Njuguna, F.W. (1998). *A study of Headteachers' Leadership Styles and Students' KCSE Performance in Public Secondary Schools in Nairobi* Unpublished M.Ed. Thesis University of Nairobi

Nsubuga, Y. K. (2008). Analysis of leadership styles and school performance of secondary schools in Uganda.Nelson Mandela Metropolitan University

Nyamboga, T.O., Gwiyo, J.S., Njuguna, F.W., Waweru, S.N., Nyamweya, B.O., &Gongera, G.A. (2014).Critical Review of The Leadership Styles on The Performance of Public Secondary Schools in National Examinations in Tana River County, Kenya. *Journal of Education and Practice, 5*(22), 197-220.

Nzuve, M. M. (1999). *Elements of organizational behaviour*: Nairobi University Press.

Obadara, N.O. (2005). A Prospective longitudinal Study of Psychological Predictors of Achievement. *Journal of School Psychology, 34*(3), 285 - 306.

Obama, O. L., Akinyi E., J., & Aluko, O. (2015). Effect of Principals' Leadership Styles on Students Academic Performance in Public Secondary Schools in Homa-Bay County, Kenya *IOSR Journal of Humanities and Social Science (IOSR-JHSS),20*(3), 51-60.

Odumbe, E.A. (2016).Influence of Head Teachers' Instructional Supervision Practices on Pupils' Performance at Kenya Certificate of Primary Education in Mwatate Sub-County Unpublished M.Ed. Thesis University of Nairobi

Ofojebe, W.N., Chukwuma, E.T.C., & Onyekwe, E.C. (2016). *Role of Internal Supervision on Teaching/Learning Effectiveness in the Management of Public Secondary Education in Anambra State UNIZIK Journal of Educational Management and Policy, 1*(1), 206-222.

Oga-Baldwin, W., & Praver, M. (2008). What motivates language teachers: Investigating work satisfaction and second language pedagogy. *Polyglossia, 14*(1), 1–8.

Okendu, J. N. (2012). The Influence of Instructional Process and Supervision on Academic Performance of Secondary School Students of River State, Nigeria: *Academic Research International Journal 3*(1),147-151.

Okobia, T.A. (2015). *Approaches to Supervision of Instruction, Education and Development Journal of the Nigerian Educational Research Council,2*(1), 292-299.

Okoth, U.A. (2000).*A study of the effects of leadership styles on performance in KCSE examination in Nairobi province:* Unpublished M. Ed. thesis, University of Nairobi.

Okoye, N. N. (1982).*why students fail examinations*: psychology for everyday living. *Nigerian Journal of Applied Psychology, 11*(2):1-5

Okumbe, J.A. (1998). *Educational Management Theory and Practices:* Nairobi: Nairobi University press

Olorunfemi, D.O. (2008).Challenges of Instructional Supervision in the New Millennium: Implication For effective Planning. *Journal of Multidisciplinary Studies, 3*(2), 68- 80

Ouma, M.O., E.W., & Serem, T.D.K. (2013). Management of Pupil Discipline in Kenya: A Case Study of Kisumu Municipality. *Educational Research, 4*(5), 374-386.

Oyetunyi, C.O. (2006).*The relationship between leadership style and school climate: Botswana secondary schools.* Unpublished PhD Thesis University of South Africa

Pallant, J. (2005). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using SPSS for Windows (Version 12)*, (2nd Ed.). Maidenhead: Open University Press.

Pallant, J. (2011). *A Step-by-Step Guide to Data Analysis Using the SPSS Program: Survival Manual*, (4th Ed.). McGraw-Hill, Berkshire

Pasternak, R. (2013). Discipline Learning Skills and Academic Achievement. *Journal of Arts and Education*, *1*(1), 1-11.

Peterson, M. F., & Ruiz-Quintanilla S. A. (2003). Cultural socialization as a source of intrinsic work motivation *Group and Organization Management, 28*(2003), 188–216

Republic of Kenya (2007).*The Kenya vision 2030.* Nairobi: government printers

Republic of Kenya (2012*). A Policy framework for re-aligning education to the Constitution*

Reche, N.G., Bundi, K.T. &Riungu, N.J. (2012). Factors contributing to poor performance in Kenya Certificate of Primary Education in Public Day Primary schools in Mwimbi Division, Kenya. *International Journal of Humanities and Social Science*, 2(5), 127-133.

Ryan, R.M., & Deci, E.L. (2000). When Rewards Compete with Nature: The Undermining of Intrinsic Motivation and Sell-Regulation *Psychology*, *10*(9), 24-36

Sağnak, M. (2010).*The Relationship between Transformational School Leadership and Ethical Climate* Nudge University, Faculty of Education, Department of Educational Sciences, and 51200, Nudge /Turkey

Santos, F. (2011). *Before the First School Bell, Teachers in Bronx Make House Calls.* The New York Times

Sim, J., & Wright, C. (2005). The Kappa Statistic in Reliability Studies: Use, Interpretation and Sample Size Requirements. *Physical Therapy*, *85*(3), 257–268.

Simba, N.O., Agak, J.O., & Kabuka, E.K. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya *Journal of Education and Practice*, *7*(6),164-173.

Sugino, T. (2010). Teacher de-motivational factors in the Japanese language teaching context *Procedural-social and behavioral sciences, 3*, 216–226

Sureiman, O. (2010). Determinants of Academic Performance in Public Day Secondary Schools, Manga District, Kenya *Journal of Technology and Education in Nigeria, 15*(1), 22-31.

Tamila, K.A. (2010). Gender stereotypes and gender feature of job motivation differences or similarity? *Problems and Perspectives in Management*, 8(2), 84- 93

Terry, M.P, (2000). *Empowering Teachers as Leaders* University of Memphis

Tikoko, J.B., &Bomett, J.E. (2011). Discipline Practices In Coeducational Boarding

Schools and Their Impact on the Academic Performance of the Boy-Child in Kenya: *International Journal of Current Research, 3*(7), 285-291.

Too, C., Kimutai, K C., & Zachariah, K. (2012). The Impact of Headteachers' Supervision of Teachers on Students' Academic Performance *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(3), 299-306

Thoonen, E. E. J., Sleegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly, 47*(10), 496–536.

Waller, D. J., Smith, S. R., & Warnock, J. T. (1989). Situational Theory of Leadership: *American Journal of Hospital Pharmacy, 46*(11), 2335 -2341

Wangui, E. K. (2007). "*An Investigation of How Leadership Styles Affect Performance in Public Secondary Schools in Mathioya Division, Murang'a District.*" Unpublished M.Ed. Project, University of Nairobi Washington, DC: World Bank.

Waters, J.T., Marzano, R.J., & McNulty, B. (2004). Leadership that Sparks Learning. Educational leadership 61(7)48-51

Waters, T., & Cameron, G. (2007). The Balanced Leadership Framework: Connecting Vision with Action. Midcontinent Research for Education and Learning (McREL)

Wekesa, G.W. (1993). *The Impacts of Head teachers' Instructional Leadership on Student Academic Achievement in Kenya,* Unpublished Ph.D. Dissertation, Teachers college, Columbia, Columbia University

Whisman, A., & Hamme,r P. C. (2014). *Association between School Discipline and Mathematics Performance: A Case for Positive Discipline Approaches.* Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research.

Whitaker, T.(2003).*What Great Principal Do Differently.15 things that Matter Most. Eye on Education*, 1-117 Web University Jeff Melton: Graduate Student at Garden Webb University MMC, (2910). *Gold, Guide, M. m. careers. London*, DOH.

Willms, J. D. (2003). *Student Engagement at School: A Sense of Belonging and Participation. Results from PISA 2000,* Paris: Organization for Economic Co-operation and Development (OECD).

World Bank (2008). Kenya Data and Statisticshttp://web.worldbank.org/pk:356509,00.html

Wragg, E. (2001). *Class Management in the Primary Schools*: London Rutledge Falmer.

Yukl, G. (2006). *Leadership in Organizations (6th Ed):* New Jersey: Pearson Prentice Hall.

Zhao, R., &Kuo, Y.L. (2015). The role of self-discipline in predicting achievement for 10th graders: *International Journal of Intelligent Technologies and Applied Statistics,8*(1), 61-70.

Zimmerman, B.J., &Kitsantas, J. (2014). Comparing Students' Self-discipline and Self-Regulation Measures and their Prediction of Academic Achievement *Contemporary Educational Psychology, 39*(2), 145 -155

APPENDICES

Appendix A: Questionnaire for Teachers

Title of the study:

ON INFLUENCE OF SELECTED HEADTEACHERS' MANAGEMENT SKILLS ON PUPILS' ACADEMIC PERFORMANCE IN NJORO SUB COUNTY, NAKURU COUNTY, KENYA

Introduction

The purpose of this questionnaire is to gather teachers' opinions on the influence of selected management skills of the headteacher on pupils' academic performance in Njoro sub county, Nakuru County, Kenya. The information you will give will be used for study purposes only and will be treated with utmost confidentiality.

Instructions

1. Do not write your name on this questionnaire
2. Tick your option in the space provided
3. Be assured of confidentiality
4. There are no correct or wrong answers

Tick (as you deem appropriate) as your views and opinion of the headteacher's skill as a manager and his/her influence on academic performance .**S.A** means, strongly agree **A** means agree, **D** means Disagree and **SD** means Strongly Disagree

Section 'A': Demographic data

In this section you are requested to tick the alternative about your background information that is most appropriate.

Name of your school _____

Teaching subjects _____

How long have you taught in the school _____

Your professional qualification please

1. P1 teacher ( )
2. ATS IV teacher ( )
3. ATS III teacher ( )
4. ATS II ( )
5. Graduate teacher ( )
6. Post graduate teacher ( )

Gender 1.Male ( ) 2.Female ( ) please tick one

Age in years: 1.25 – 30 ( ) 2. 31 – 40 ( ) 3. 41 – 50 ( ) 4. 50 and above ( ) (Please tick one)

Section B: Influence of the Headteacher's Leadership Style on Pupils' Academic Performance

There are three leadership styles that have been identified. Choose **ONLY THE ONE** that applies in your school

Standards	**SA**	**A**	**D**	**SD**
Democratic leadership 1. The headteacher is friendly, easy to talk to, shares information frankly and encourages others to express their feelings frankly.				
2. The headteacher embraces democratic leadership where pupils are also involved before decisions that affect them are made				
3.The headteacher provides the school with a vision, explicit philosophies laid on consultations and teamwork				
Autocratic leadership 1. Decisions are made at the higher office concerning standards, operating principles and procedures without consultations and flow down to the teachers to implement.				
2. The headteacher does not trust anybody, views, or ideas from anybody and always work under suspicion.				
3. The headteacher treats staff members unequally meaning some members are more important than others.				
Laissez-faire style 1. The headteacher is never concerned about what goes on in the school and run the school with no rules				
2. Everybody is free to do what they think is right.				
3. Lack of enforcement of rules has caused indiscipline in my school				

Section C: Influence of the Headteacher's Motivation of Teachers on Pupils' Academic Performance

4. The headteacher creates a conducive work environment where staff members relate well				
5. The headteacher provides teachers with the necessary instructional materials				
6 The headteachers organizes trips for teachers when they perform their duties well				
7. The headteachers recommends for promotion teachers who have contributed significantly towards the improvement of the schools performance in the national examinations				
8 The head teacher always organize prize giving days during which teachers who have performed their duties and responsibilities well are recognized and/ or rewarded				
9. The headteacher facilitates teachers attendance of in-services courses, conferences and workshops which enhance their professional development				

Section D: Influence of the Headteacher's Supervision of Instruction on Pupils' Academic Performance

10.The headteacher monitors the availability of instruction materials				
11.The headteacher ensures that teachers prepare and hand in their schemes of work /lesson plans at the beginning of the term				
12. The headteacher occasionally visits classes to check whether pupils are being taught				
13. The headteacher occasionally examines pupil's workbooks to find out whether their assignments/home works have been marked.				

Section E: Influence of the Headteacher's Management of Pupils' Discipline on Pupils' Academic Performance

14. He Creates an atmosphere of trust and teamwork in school.				
15. He recognizes/rewards well behaved/disciplined pupils.				
16. He Involves all stakeholders (school administrators, teachers, students, parent, local leaders and communities) in maintenance of discipline				
17. He Provides guidance and counseling services				
18. The headteacher ensures that the school rules are adhered to by all pupils by punishing those who break them				

Appendix B: Interview Guide for the Headteachers

Title of the research is

Influence of Selected Headteachers' Management Skills on Pupils' Academic Performance in Njoro Sub County, Nakuru County, Kenya.

1. There are three leadership styles which have been identified, democratic, autocratic and Laissez- faire which one do you use in your school and why?
2. How often do you appreciate your teachers when they perform their duties well in the school in order to motivate them to continue doing well? How?
3. Do you supervise instruction in your school by approving the professional documents and observing teachers in class as they teach? What else do you do in terms of supervision of instruction and what influence does it have on the pupils' academic performance
4. Which are the major indiscipline issues in your school?
5. What do you think is the impact of pupils discipline in your school in terms of influencing performance in KCPE?
6. From the factors we have looked at in the study what could be the real cause of the results your school has posted in KCPE in the period under study?

Appendix C: Interview Guide for the QASO

Title of the Research:

Influence of Selected Headteachers' Management Skills on Pupils' Academic Performance in Njoro Sub County, Nakuru County, Kenya

1. There are three major leadership styles used in schools which are democratic, autocratic and laissez-faire. In your opinion which among these do headteachers in Njoro sub county primary schools use? How has that influenced academic performance in the sub county?
2. Motivation is an important aspect in a work place. Do headteachers in the schools motivate their teachers to energize them to work harder in order to improve on the pupils' academic performance? What is the situation like?
3. Is supervision of instruction done in schools and if it is done what influence does it have on KCPE performance for the period 2012-2016.?
4. How do the headteachers manage discipline in schools in the sub County? Does headteachers management of discipline influence academic performance in Njoro sub-county. What major discipline challenges do schools face in Njoro Sub County?
5. What are the major challenges faced by your office as you work with the schools in order to give the necessary service.
6. Which of these management factors has the most influence on academic performance in your primary schools?

Appendix D: Sample Size Determination Table

Required Sample Size†
from: The Research Advisors

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.

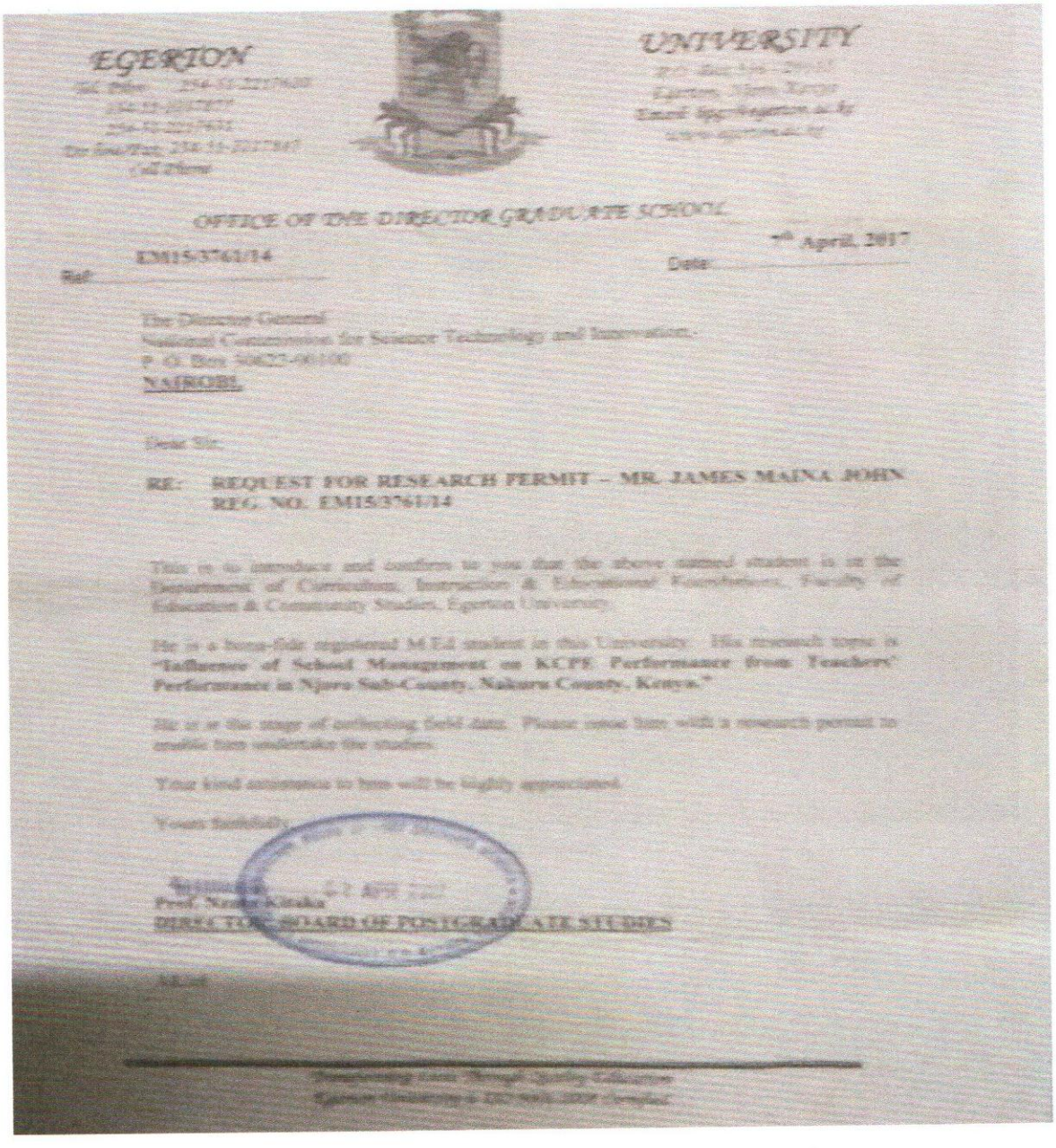
Appendix E: Checklist for KCPE Performance 2012-2016

NO	NAME OF SCHOOL	WARD	2012	2013	2014	2015	2016	AVERAGE
1	KILIMO	KIHINGO	296.78	294.1	294.64	301.57	303.17	298.05
2	TERET	KIHINGO	245.7	241.55	289.76	244.03	218.5	247.91
3	MUTHIGA	LARE	278.15	277.06	275.44	250.02	242.06	216.13
4	KALUKYAT	MAU NAROK	-	262.47	274.03	247.56	256.87	260.23
5	KAMUNG'EI	MAU NAROK	274.9	262.64	269.96	263.91	249.46	264.17
6	TANGITEC	NJORO	250.23	252.	268.12	256.47	272.32	259.83
7	CHEBITET	NJORO	284.03	260.67	267.94	266.28	274.42	270.67
8	MUGUMO	LARE	266.66	267.13	264.66	257.66	250.11	261.24
9	EGERTON	KIHINGO	256.11	259.76	263.53	258.69	265.16	260.65
10	MUKUNGUGU	MAU NAROK	249.42	241.47	261.65	281.83	290.02	264.88
11	MWENYERE	LARE	240.99	267.48	261.55	267.26	263.77	260.21
12	KAPTICH	MAU NAROK	242.42	267.97	261.27	255.97	292.63	264.05
13	NDARUGU	NJORO	265.38	259.03	260.12	266.48	276.48	265.5
14	SIGOR	MAU NAROK	229.04	268.61	260.04	265.09	258.55	256.27
15	MUTIRIMA	MAUCHE	240.09	232.97	258.58	218.82	258.09	241.71
16	TAITA	MAUCHE	239.34	246.66	257.82	253.28	277.11	254.84
17	CHORWET	MAUCHE	252	254	253.81	236.39	273.71	253.98
18	KIRIRI	LARE	252.79	240.55	252.79	232.34	217.75	239.24
19	TEBESWET	KIHINGO	248.71	257.23	252.63	230.21	252.05	248.17
20	NAISHI	LARE	185.31	239.2	250.15	224.21	210.42	221.86
21	SIRYAT	MAUCHE	264.81	250.18	250	252.14	254.71	254.37
22	KAPYEMET	LARE	252.12	244.42	246.31	260.65	262.91	253.28
23	TENGECHA	KIHINGO	234.23	235.85	245.59	236.6	247.15	239.88
24	MAKUTANO	MAU NAROK	_	247.87	243.73	228.45	247.34	241.85
25	TARAKWET	MAUCHE	245.5	239.72	243.54	212.25	210.25	230.25
26	LULUKWET	NJORO	213.55	218.44	241.6	240.67	250.51	232.95
27	MATECHA	MAU NAROK	216	220	238	221	228	230
28	KOILONGET	NJORO	180.9	216.05	239.05	229.7	232.15	219.57
29	KENANA	NJORO	267.12	233.24	237.29	228.54	208.49	234.94
30	CHESOEN	MAU NAROK	262.12	257.55	237.26	206.08	237.26	240.05
31	SEGUTIET	MAU NAROK	262.54	228.49	225.25	200.43	259.13	235.17
32	SUBUKU	KIHINGO	219.1	199.76	234.08	213.86	220.3	217.42

33	SURURU	MAU NAROK	240.92	228.07	233.89	245.12	242.34	238.07
34	NESSUIT	NJORO	205.9	199.89	232.78	204.96	211.35	210.98
35	KUSUMEK	KIHINGO	207.22	199.68	231.82	223.93	198.33	212.2
36	NDEMI	LARE	236.45	209.45	231.52	225.37	208.9	222.34
37	KIANJOYA	MAU NAROK	225.81	241.32	231.16	239.5	220.52	231.66
38	CHEPTOROI	KIHINGO	180.43	217.54	230	185.4	194.49	201.57
39	KAROGOE	LARE	252.09	211.74	229.8	227.9	217.3	227.77
40	MAJI MINGI	MAU NAROK	262.54	228.49	225.25	200.43	259.13	235.17
41	NJOROTOWNSHIP	NJORO	225.16	233.05	225.24	237.92	246	233.47
42	MUTUMBURU	LARE	239.29	223	223.49	220.2	209	223
43	NDEGE	NJORO	184.19	207.85	222.73	209.59	226.99	210.27
44	SIGAON	NJORO	219.54	211.96	221.56	200.89	208.3	212.45
45	EWAAT	MAUCHE	239	218	220.83	249.24	205.68	226.55
46	MAUCHE	MAUCHE	226.86	202.67	220.26	230.97	257.81	227.71
47	GICHOBO	KIHINGO	217.02	214.37	219.92	220.13	240.44	222.38
48	LARMUDIAC	KIHINGO	215.79	216.13	219.59	212.06	213.51	215.42
49	LARE	LARE	178.04	172.33	218.81	227.6	246.5	208.66
50	AMANI	NJORO	227.95	208.83	218.77	225.01	198.29	215.77
51	NJORO DEB	NJORO	231.63	238.7	218.07	243.23	240.08	234.34
52	KIMUGUL	MAUCHE	239	218.54	216.92	211.05	231.49	223.4
53	CHESOTON	KIHINGO	229.91	242.32	214.63	228.78	240.34	231.2
54	GWACHATI	MAU NAROK	195.27	168.12	213.5	204.47	212.05	198.68
55	KILO	LARE	236.36	208.41	212.06	189.68	204	210.10
56	NGWATANIRO	MAU NAROK	203.6	210.66	211.11	221.45	225.09	214.38
57	KERIKO	LARE	223.1	203.88	210.75	204.03	201.05	208.20
58	ANALAT	MAU NAROK	184.4	195.27	210.4	207.58	245.9	208.71
59	LUSIRU	LARE	191.82	196.01	210.35	189.23	200.74	197.63
60	MUTIUME	LARE	299.47	215.52	209.55	210.56	230.65	233.15
61	SINENDET	KIHINGO	202.6	178.9	207	211.48	219.41	203.88
62	NGONGOGERI	NJORO	217.05	206.91	206.56	207.26	224.23	212.40
63	MOSOP	MAUCHE	232	226	204	231.93	207.46	220.28
64	MILIMANI	LARE	221.89	205.3	201.58	181.34	180.97	198.22
65	BAGARIA	LARE	211.38	210.74	200.66	199.9	233.02	211.14
66	TIRITAGOI	NJORO	178.43	183.16	198.5	218.27	205.93	196.86

67	KIKAPU	KIHINGO	214.62	208.89	195.23	196.17	198.34	202.65
68	KAIYABA	NJORO	196.94	203.59	194.22	201.11	216.06	202.38
69	SERTONOK	MAU NAROK	230.47	220.24	192.52	235.41	251.5	226.03
70	MUTARAKWA	MAUCHE	202.2	203.2	186.1	200.15	219.33	202.2
71	UTALII	MAU NAROK	190.95	172.33	185.64	225.31	227.97	200.44
72	MAHIGA	LARE	220.05	197.93	177.29	226.95	185.31	201.51
73	GATIMU	MAU NAROK	202.14	175.39	173.25	198.22	162.16	182.23
74	MWIGITO	KIHINGO	172.63	183.88	203.44	200.96	223.82	196.95
75	MAU NAROK	MAU NAROK	216.41	194.75	167.98	204.89	218.25	200.46
76	KAPKEMBU	KIHINGO	234.34	219.82	239.31	245.48	267.52	241.29

Appendix F: Request for Permit Letter



EGERTON

UNIVERSITY

OFFICE OF THE DIRECTOR GRADUATE SCHOOL

Ref: EM15/3761/14

Date: 4th April, 2017

The Director General
National Commission for Science Technology and Innovation,
P. O. Box 30623-00100
NAIROBI.

Dear Sir,

RE: REQUEST FOR RESEARCH PERMIT – MR. JAMES MAINA JOHN
REG. NO. EM15/3761/14

This is to introduce and confirm to you that the above named student is in the Department of Curriculum, Instruction & Educational Foundations, Faculty of Education & Community Studies, Egerton University.

He is a bona-fide registered M.Ed student in this University. His research topic is "**Influence of School Management on KCPE Performance from Teachers' Performance in Njoro Sub-County, Nakuru County, Kenya.**"

He is at the stage of collecting field data. Please issue him with a research permit to enable him undertake the studies.

Your kind assistance to him will be highly appreciated.

Yours faithfully,

Prof. Nzuve S.N.Makau
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

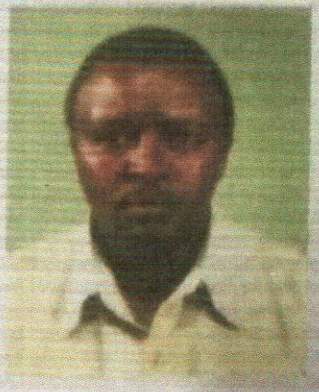
Appendix G: Research Permit

THIS IS TO CERTIFY THAT:
MR. *JAMES MAINA JOHN*
of EGERTON UNIVERSITY, 536-215
Nakuru,has been permitted to conduct
research in *Nakuru County*

on the topic: *INFLUENCE OF SCHOOL MANAGEMENT ON KCPE PERFORMANCE AS PER TEACHERS PERSPECTIVE IN NJORO SUB-COUNTY, NAKURU COUNTY, KENYA*

for the period ending:
3rd August,2018

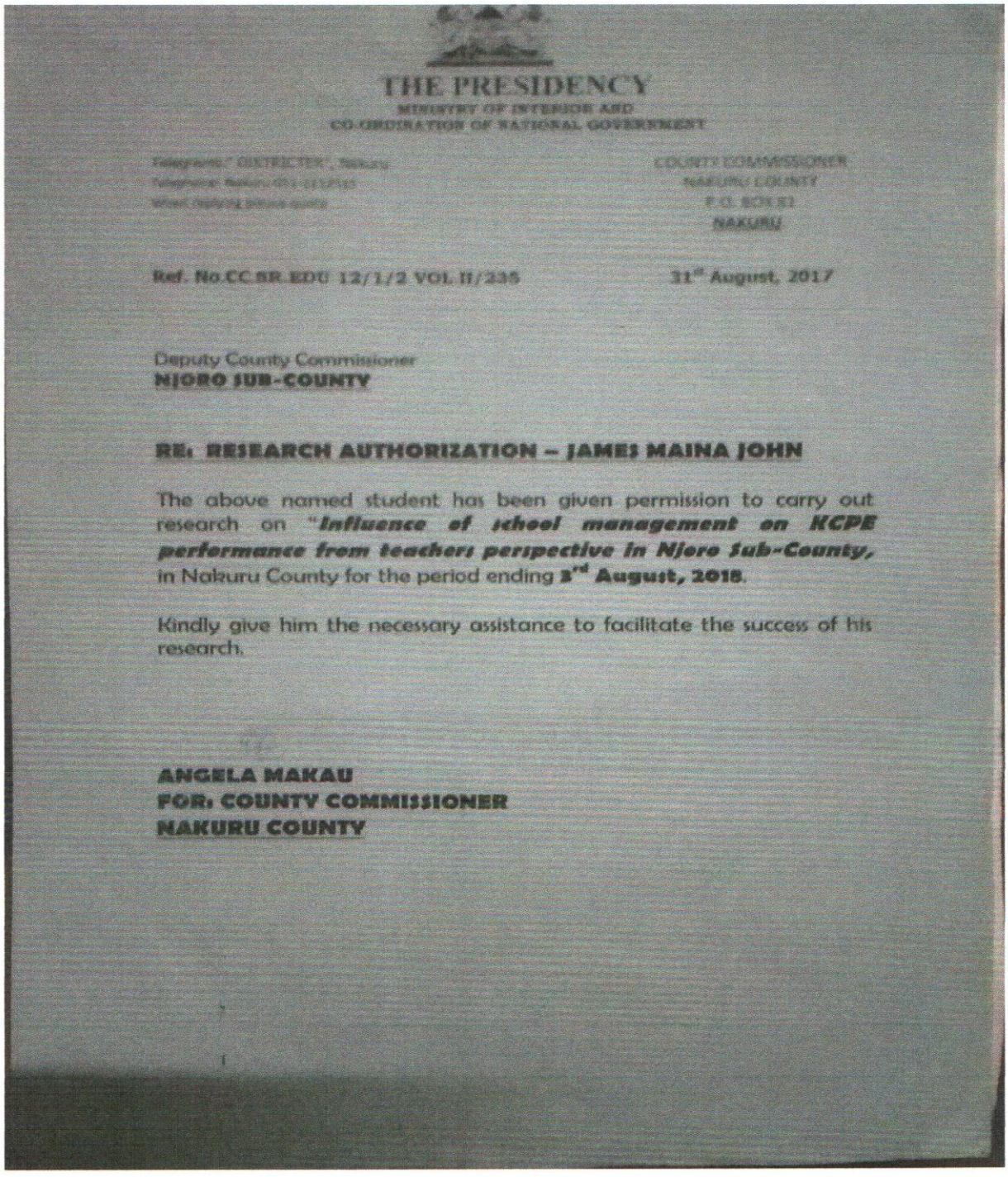
Permit No : NACOSTI/P/17/31829/18639
Date Of Issue : 3rd August,2017
Fee Recieved :Ksh 1000



Applicant's
Signature

Director General
National Commission for Science
Technology & Innovation

Appendix H: Authorization Letter for Research



THE PRESIDENCY

MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

Ref. No.CC.SR.EDU 12/1/2 VOL II/235 31st August, 2017

Deputy County Commissioner
NJORO SUB-COUNTY

RE: RESEARCH AUTHORIZATION – JAMES MAINA JOHN

The above named student has been given permission to carry out research on "***Influence of school management on KCPE performance from teachers perspective in Njoro Sub-County,***" in Nakuru County for the period ending **3rd August, 2018.**

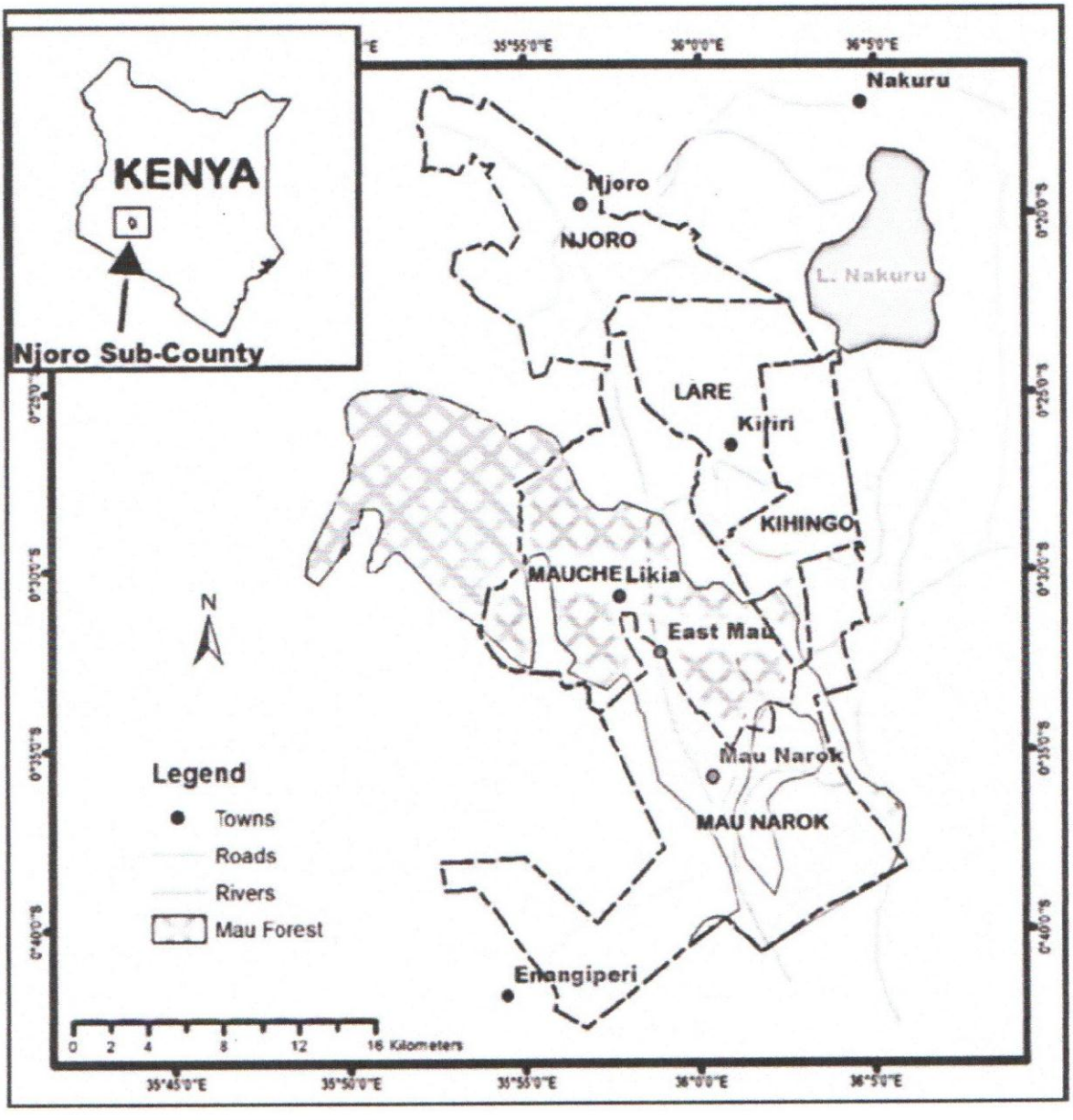
Kindly give him the necessary assistance to facilitate the success of his research.

ANGELA MAKAU
FOR: COUNTY COMMISSIONER
NAKURU COUNTY

Appendix I: Summary of Alpha Coefficient Test for the Questionnaire

VARIABLE MEASURED	ACHIEVED COEFFICIENT	ABOVE	RELIABLE
Leadership style	0.769	0.7	Yes
Motivation of teachers	0.814	0.7	Yes
Supervision of instruction	0.789	0.7	Yes
Management of learners discipline	0.845	0.7	Yes
Total	0.813	0.7	Yes

Appendix J: Map of Njoro Sub County



Appendix K: Published Papers

IOSR Journal of Research & Method in Education (IOSR-JRME)

e-ISSN: 2320–7388, p- ISSN: 2320-737x Volume 10, Issue 3 Ser. VII (May - June 2020), PP 39-47

www.iosrjournals.org

Influence of The Headteacher's Management of Pupils' Discipline on Academic Performance in Public Primary Schools in Njoro Sub County, Nakuru County, Kenya

James Maina John[1], David Kuria Wamukuru[2], Peter Koros[3]

[1, 2, 3] *Department of Curriculum Instruction and Education Management Egerton University*

[2] *Corresponding Author*

Abstract: *This study sought to determine the influence of management of pupils' discipline (independent variable) on pupils' academic performance (dependent variable) in Njoro sub-county. The study targeted all 76 primary schools in Njoro sub county and 886 teachers in all these schools. Descriptive survey research design was used in the study. Simple random sampling was used to select 269 teachers. Stratified random and Purposive sampling were used for selecting 6 head teachers from two stratums, one for high performing schools and the other for low performing schools based on Kenya certificate of primary education(KCPE) average mean scores for the years 2012 to 2016.A sample size of 276 respondents was selected for the study which included the quality assurance and standards officer. A questionnaire and two interview guides one for head teachers and the other for education officer were used to collect the data. Descriptive statistics was used to analyse data. Data was analysed using the SPSS 24 program. Multiple regression analysis was used to establish the influence of management of pupils discipline on academic performance of pupils. The correlation analysis showed that there was a positive correlation between management of pupils' discipline and academic performance. Management of pupils' discipline contributed to 47.4% of the variance in academic performance. In schools where pupils' discipline was well managed, better academic performance was realized. The recommendations of the study were that all school administrators and staffs especially the teachers should be given more training and workshops on the modern discipline models that are very effective to make them better informed on the use of discipline approaches that work. Pupils' should be taught the content in the syllabus on life skills for self-awareness to help them become more responsible. The study is useful to the Education Managers, head teachers, teachers, parents and even pupils as well as other Schools in the region and globally.*

Key words: ***Teachers' perspective, Influence, Discipline, Academic Performance***

Date ofSubmission:14-06-2020 Date of Acceptance:30-06-2020

Journal of Education and Practices
http://journals.essrak.org/index.php/education

Journal of Education and Practices
Vol 3 Issue No.1. March, 2021. PP 98-106. ISSN 2617-5444

INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLE ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NJORO SUB-COUNTY, KENYA

James Maina and David Kuria Wamukuru
Department of Curriculum Instruction and Educational Management, Egerton University, Kenya
Corresponding Author's Email: dwamukuru@egerton.ac.ke

Abstract

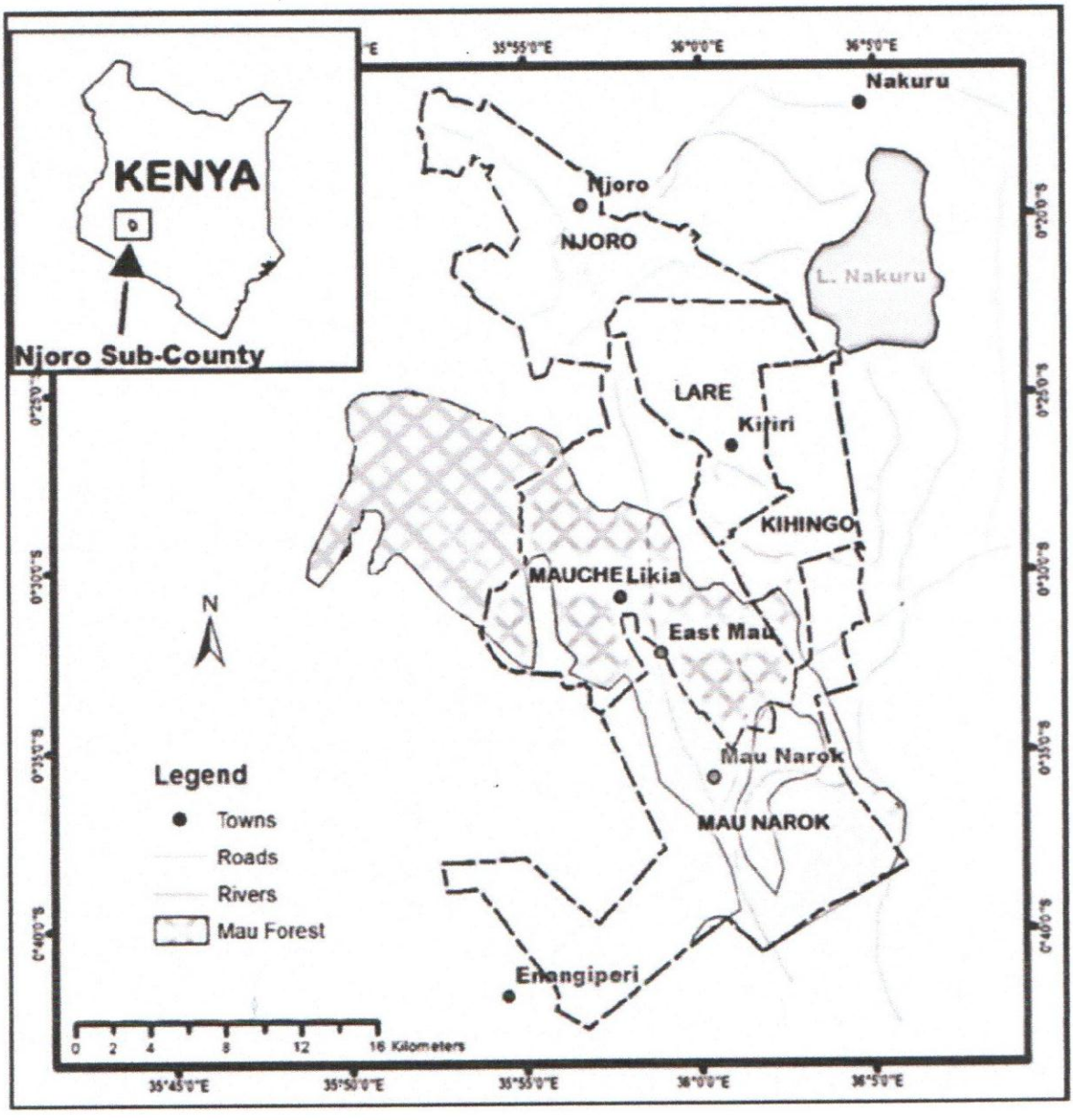
Based on the Kenya Certificate of Primary Education (KCPE) results for the years 2012 - 2016, it was established that pupils' performance in Njoro Sub-county was below average for a number of years and much lower compared to other sub-counties in Nakuru County. The study sought to establish the influence of head teachers' leadership style on pupils' academic performance. The study was guided by descriptive survey which targeted a population of 887 participants including 76 head teachers and 810 teachers. Simple random sampling was used to select 63 head teachers and 252 teachers. Data was collected a teachers' questionnaire, head teachers' interview guide and document analysis. The reliability of the questionnaire was estimated through the Cronbach's Alpha (α) coefficient test and was found to be 0.813. Data was analyzed using descriptive and inferential statistics. Simple Linear Regression was used to determine the influence of the head teachers' leadership style on pupils' academic performance. The study established that, head teachers used a variety of leadership styles that influenced pupils' academic performance in public primary schools. The study concluded that Head teachers' leadership style had statistically significant influence on pupils' academic performance. The study recommended for in-servicing and capacity building of head teachers to enhance their leadership styles.

Key words: *Academic performance, Leadership style, Public primary schools*

Appendix I: Summary of Alpha Coefficient Test for the Questionnaire

VARIABLE MEASURED	ACHIEVED COEFFICIENT	ABOVE	RELIABLE
Leadership style	0.769	0.7	Yes
Motivation of teachers	0.814	0.7	Yes
Supervision of instruction	0.789	0.7	Yes
Management of learners discipline	0.845	0.7	Yes
Total	0.813	0.7	Yes

Appendix J: Map of Njoro Sub County



Appendix K: Published Papers

IOSR Journal of Research & Method in Education (IOSR-JRME)

e-ISSN: 2320–7388, p- ISSN: 2320-737x Volume 10, Issue 3 Ser. VII (May - June 2020), PP 39-47

www.iosrjournals.org

Influence of The Headteacher's Management of Pupils' Discipline on Academic Performance in Public Primary Schools in Njoro Sub County, Nakuru County, Kenya

James Maina John[1], David Kuria Wamukuru[2], Peter Koros[3]

[1, 2, 3] *Department of Curriculum Instruction and Education Management Egerton University*

[2] *Corresponding Author*

Abstract: *This study sought to determine the influence of management of pupils' discipline (independent variable) on pupils' academic performance (dependent variable) in Njoro sub-county. The study targeted all 76 primary schools in Njoro sub county and 886 teachers in all these schools. Descriptive survey research design wtas used in the study. Simple random sampling was used to select 269 teachers. Stratified random and Purposive sampling were used for selecting 6 head teachers from two stratums, one for high performing schools and the other for low performing schools based on Kenya certificate of primary education(KCPE) average mean scores for the years 2012 to 2016.A sample size of 276 respondents was selected for the study which included the quality assurance and standards officer. A questionnaire and two interview guides one for head teachers and the other for education officer were used to collect the data. Descriptive statistics was used to analyse data. Data was analysed using the SPSS 24 program. Multiple regression analysis was used to establish the influence of management of pupils discipline on academic performance of pupils. The correlation analysis showed that there was a positive correlation between management of pupils' discipline and academic performance. Management of pupils' discipline contributed to 47.4% of the variance in academic performance. In schools where pupils' discipline was well managed, better academic performance was realized. The recommendations of the study were that all school administrators and staffs especially the teachers should be given more training and workshops on the modern discipline models that are very effective to make them better informed on the use of discipline approaches that work. Pupils' should be taught the content in the syllabus on life skills for self-awareness to help them become more responsible. The study is useful to the Education Managers, head teachers, teachers, parents and even pupils as well as other Schools in the region and globally.*

Key words: ***Teachers' perspective, Influence, Discipline, Academic Performance***

Date ofSubmission:14-06-2020 Date of Acceptance:30-06-2020

Journal of Education and Practices
http://journals.essrak.org/index.php/education

Journal of Education and Practices
Vol 3 Issue No.1. March, 2021. PP 98-106. ISSN 2617-5444

INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLE ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NJORO SUB-COUNTY, KENYA

James Maina and David Kuria Wamukuru
Department of Curriculum Instruction and Educational Management, Egerton University, Kenya
Corresponding Author's Email: dwamukuru@egerton.ac.ke

Abstract

Based on the Kenya Certificate of Primary Education (KCPE) results for the years 2012 - 2016, it was established that pupils' performance in Njoro Sub-county was below average for a number of years and much lower compared to other sub-counties in Nakuru County. The study sought to establish the influence of head teachers' leadership style on pupils' academic performance. The study was guided by descriptive survey which targeted a population of 887 participants including 76 head teachers and 810 teachers. Simple random sampling was used to select 63 head teachers and 252 teachers. Data was collected a teachers' questionnaire, head teachers' interview guide and document analysis. The reliability of the questionnaire was estimated through the Cronbach's Alpha (α) coefficient test and was found to be 0.813. Data was analyzed using descriptive and inferential statistics. Simple Linear Regression was used to determine the influence of the head teachers' leadership style on pupils' academic performance. The study established that, head teachers used a variety of leadership styles that influenced pupils' academic performance in public primary schools. The study concluded that Head teachers' leadership style had statistically significant influence on pupils' academic performance. The study recommended for in-servicing and capacity building of head teachers to enhance their leadership styles.

Key words: *Academic performance, Leadership style, Public primary schools*

EGERTON UNIVERSITY
LIBRARY

EULIB
068947